

Welcome

Online Learning at Public Universities: 2021

Thank you for your participation in this survey! In 2013 and 2019, AASCU and Wiley (then Learning House) released collaborative reports on the state of online learning at public institutions that offered valuable insights into sector trends and the ability for our members to benchmark against their peers. In both cases, actionable takeaways from this research have helped our community better serve our online learners. This survey will serve as the basis for a third report to help us all better understand the impacts and changes we are seeing as a result of moving into a post-pandemic world.

We anticipate the survey should take less than 30 minutes to complete. Please take a few moments to review the survey questions and gather input from your teams as needed. Consider, too, if you would be willing to participate in a short interview or focus group so we can gain additional qualitative insights and perspectives on how the pandemic is changing the landscape of online learning at your institution. This will lead us to even more valuable findings to share with our members. These additional activities will take place after the survey closes in September and the Wiley team may be in contact to schedule time with you if you opt in. Please note, no individual institutions will be named in our final report and identifying information will be kept confidential.

If you have questions about the survey or survey process, please reach out to Andrew Magda at amagda@wiley.com. Thank you again for your participation.

Please answer the following questions to the best of your ability and use estimates when needed.

Definitions:

- **Online:** When thinking of “online” education, please use the Babson Survey Research Group/Online Learning Consortium, formerly Sloan-C, definition of 80% or more of the course being taught online. These programs were designed for an online audience and not moved online for emergency remote needs due to the COVID-19 pandemic.
- **Adjunct:** When thinking of adjunct faculty, please include individuals who teach part time at your institution, including retired faculty and staff or administrators who teach courses in addition to their full-time assignment. Other titles may include part-time faculty, contract faculty, or practitioner faculty.

SECTION ONE: Introduction

1. What best describes your position:
 - a. Chancellor or President
 - b. Vice-Chancellor or Vice President of Academic Affairs, Student Affairs, Finance, etc.
 - c. Associate or Assistant Vice-Chancellor or Vice President
 - d. Provost
 - e. Vice Provost
 - f. Associate Provost
 - g. Assistant Provost
 - h. Dean
 - i. Associate or Assistant Dean
 - j. Director
 - k. Other, please specify

2. What is the name of your institution? (Please choose from the list provided)

3. Approximately how many fully online programs (no required in-person class meetings; not emergency remote due to the pandemic) do you currently offer at your institution? (please enter a whole number)
 - a. 0 (zero)
 - b. Number of fully online programs: _____

4. Approximately how many hybrid programs (e.g., programs with some online and some in-person classes or programs in which select courses are primarily offered online but require a brief residency) do you currently offer at your institution? (Enter a whole number)
 - a. 0 (zero)
 - b. Number of hybrid online programs: _____

NOTE: If Zero to Q3 and 4 (Zero online or hybrid programs) please skip to Section Six.

5. For the following subject areas, please indicate if there is a fully online program(s). Note: The next question will address what other programs your institution may have that do not fit into the fields below.

	Offered fully online at the Associate level	Offered fully online at the Bachelor's level	Offered fully online at the Master's level	Offered fully online at the Doctoral level	Not available online/we don't offer this program
Arts & Humanities					
Computer and Information Science					
Education					
Engineering					
Health, excluding Nursing					
Nursing					
Human Services					
Social Sciences/Criminal Justice/Law					
Math and Science					
Career and Technical programs					

6. Does your institution offer any online undergraduate and/or graduate programs not accounted for above? If so, please specify.

- No
- Yes (please specify)

SECTION TWO: How Online Programs are Structured and Supported

We would like to know how your online programs are structured and supported, and how those factors have impacted outcomes for your institution, faculty, and students – both before and during the pandemic.

7. What was the most common academic term length for online courses at your institution:

Frequency	Before the COVID-19 pandemic?	During the COVID-19 pandemic?
8 weeks or less		
9-12 weeks		
13-16 weeks		
Longer than 16 weeks		

8. How does your institution currently utilize the following services to support online instruction? (Select all that apply for each service area)

	Same central unit as on-campus programs	Online only unit	Decentralized throughout institution	Outside vendor	Not applicable/We do not offer this service
Marketing					
Enrollment management					
Instructional design					
Faculty development and training					
LMS support					
24x7 technical support					
Student retention and support services					
Mental health services					

10. How strongly do you agree or disagree that your institution has an effective solution or practice to address the following aspects of online courses?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Unsure
Exam proctoring					
Plagiarism					
Student privacy					
Student technical needs (access to internet, laptop/tablet, etc.)					
Faculty technical needs (access to internet, laptop/tablet, etc.)					
Accessibility for students with disabilities or learning differences					

11. We would like to learn about what barriers you may have experienced to online learning as a strategic asset and how successful you have been in overcoming these barriers.

	We did not experience this barrier	We are still experiencing this barrier	We overcame this barrier
Cost for developing online courses			
Cost for delivering online courses			
Faculty time and effort required to teach online			
Low acceptance of online instruction by faculty			
Ownership of the intellectual property in online courses			
Faculty concerns about student engagement/program rigor			

12. What strategic outcomes have been achieved through online or hybrid courses: (Select all that apply)

- a. Increased student access
- b. Grown continuing and/or professional education
- c. Attracted students from outside the traditional service area
- d. Provided pedagogic improvements
- e. Increased rate of degree completion
- f. Improved enrollment management responsiveness
- g. Enhanced value of college/university brand
- h. Strengthened academic continuity in case of disaster
- i. Improved student retention
- j. Increased strategic partnerships with other institutions
- k. Optimized physical plant utilization
- l. Increased the diversity of student body
- m. Reduced or contained costs
- n. Increased revenue
- o. Increased enrollment
- p. Shifted enrollment from in-person to online

- q. Maintain connection with international students that had to return to their home during the pandemic
- r. Other (please specify)
- s. None

13. Regarding your institution's **in-person** classes, how much content, faculty/student engagement, labs, message boards, et al. **was taking place online** at your institution **prior** to the COVID-19 pandemic?

- a. None
- b. About a quarter
- c. About half
- d. More than half

14. Regarding your institution's **in-person** classes, how much content, faculty/student engagement, labs, message boards, et al. **do you expect to take place online** at your institution in the **next 3-5 years**?

- a. None
- b. About a quarter
- c. About half
- d. More than half

15. **Prior to the COVID-19 pandemic**, how would you describe the level of investment in the infrastructure for online learning?

- a. We were investing a significant amount
- b. We were investing some
- c. We are investing a small amount
- d. We were not investing at all

16. **Since the onset of the COVID-19 pandemic**, how would you describe the willingness to invest in the infrastructure for online learning?

- a. Our willingness has significantly increased
- b. Our willingness has increased
- c. Our willingness is about the same
- d. Our willingness has decreased
- e. Our willingness has significantly decreased

17. How were Higher Education Emergency Relief Funds (HEERF) – **specifically institutional funds** – used at your institution? (Select all that apply)
- Payroll support
 - Student aid
 - Implement COVID health and safety measures
 - Discharge student debt
 - Provide additional student support services
 - Investments in new instructional technology
 - Other (please specify)

SECTION THREE: Performance and Revenue

We would like to learn how your online operation is performing, including your institution's online program tuition policies and revenue impact.

18. We would like to know about your institution's enrollments. Please enter whole numbers.
- Our total enrollment (online and face-to-face) is approximately: {Enter a whole number}
 - Our total online enrollment is approximately: {Enter a whole number}
 - Of your total online enrollment number above, approximately how many students are studying 100% online? {Enter a whole number}
19. What are your greatest challenges in serving this online population? (Select all that apply)
- Retaining students
 - Maintaining the Learning Management System and related technology
 - Providing access to campus services such as Library, Registrar, and Bursar
 - Verifying student identity
 - Measuring outcomes
 - Identifying students in need of special services
 - Providing special services to students in need
 - Demands for "off hour" services
 - Detecting plagiarism
 - Proctoring exams
 - Maintaining academic rigor
 - Training and recruiting faculty to teach online
 - Student engagement
 - None
 - Other (please specify)

20. **Prior to the COVID-19 pandemic**, online course enrollments at your institution were generally:

- a. Increasing
- b. Steady
- c. Decreasing

21. **In the next 3 to 5 years** do you expect online course enrollments at your institution will generally:

- a. Increase from pre-COVID levels
- b. Return to pre-COVID levels
- c. Decrease from pre-COVID levels

22. What do you anticipate adding at your institution in the next three to five years?

	We currently do this	We plan to do this in the next three to five years	We have no plans to do this
Employer partnerships			
Online certificates			
Online degree alternatives (microcredentials, stackable credentials, etc.)			
Online undergraduate programs			
Online graduate programs			
Hybrid undergraduate programs			
Hybrid graduate programs			
Credit for prior learning			
Credit for examination			
Acceptance of ACE recommendations for non-college education			
International student enrollment			
Cohort-based programs online			

23. Tuition for online courses at our institution is generally:

- a. Higher than in-person
- b. The same as in-person
- c. Lower than in-person

24. Is there a technology fee for online courses at your institution?

- a. Yes (please specify a whole dollar amount; do not add in special characters) _____
- b. No

SECTION FOUR: Faculty and Instruction

We would like to learn about how your institution engages and supports faculty in the delivery of online programs. Also, please remember the definitions for our key terms:

- **Online:** When thinking of “online” education, please use the Babson Survey Research Group/Online Learning Consortium, formerly Sloan-C, definition of 80% or more of the course being taught online. These programs were designed for an online audience and not moved online for emergency remote needs due to the COVID-19 pandemic.
- **Adjunct:** When thinking of adjunct faculty, please include individuals who teach part time at your institution, including retired faculty and staff or administrators who teach courses in addition to their full-time assignment. Other titles may include part-time faculty, contract faculty, or practitioner faculty.

25. Online classes are taught by: (Select all that apply)

- Full-time faculty as part of regular load
- Full-time faculty as overload
- Full-time faculty who only teach online
- Adjunct faculty who only teach online
- Adjunct faculty who teach both online and in-person

26. Please note if faculty are incentivized in any way for:

	Yes	No, not any longer	No	Unsure
Developing an online course				
Professional development for online courses				
Pedagogical or technical training as it relates to online courses				

27. Are faculty at your institution part of a collective bargaining agreement?

- Yes, all
- Yes, some
- No

28. Which of the following describe the activities that you require of online faculty prior to teaching their first online class for your institution? (Select all that apply)

- a. Orientation to the institution's academic and student policies for online students
- b. Orientation to the institution's support services (technology support, tutoring, etc.) for online students
- c. Self-paced training on the institution's technologies (LMS, web resources) used in online courses
- d. Instructor-led class on the institution's technologies (LMS, web resources) used in online courses
- e. Self-paced training on effective online teaching methods
- f. Instructor-led training on effective online teaching methods
- g. Self-paced training on online course design.
- h. Instructor-led training on online course design
- i. Other (please specify)
- j. None (Note: Please skip to Q30)**

29. **(If chose anything except "none" to Q28)** What would you say are outcomes of requiring faculty to complete mandatory training prior to teaching online? (Select all that apply)

- a. Faculty feel more comfortable teaching online
- b. More faculty are teaching online
- c. Fewer faculty are teaching online
- d. End of course surveys are more positive
- e. Online student retention has improved
- f. Other (please specify)
- g. There has been no impact
- h. Unsure

30. What professional development activities do you offer to your faculty who teach online free of charge and which are mandatory? (Select all that apply)

	Offered to faculty free of charge	Mandatory for faculty that teach online	Not applicable
A professional development experience offered by your institution			
A professional development experience offered by a professional organization			
Professional development support through chatrooms/forums/email lists			
Credit bearing courses			
Attending conferences related to online education			
A mentoring program			
Instructional design support to customize courses			
Other (please explain)			

SECTION FIVE: Final Questions

31. What role can AASCU play in helping member institutions with online/hybrid education? (Select all that apply)

- a. Knowledge of comparable institutions' strategic use of online learning
- b. Opportunities for executive-level sharing of models and experiences
- c. Information resources applicable to strategic use of online education by my institution
- d. Availability of leaders in the field to advise in strategic planning for online education
- e. Leadership training
- f. Training in how to grow and develop online programs
- g. Monitoring of state and federal licensing and regulatory requirements for online education
- h. Other (please specify)

32. A small number of institutions will be chosen for follow-up interviews or focus group discussions regarding their experiences around online learning and the impacts of the COVID-19 pandemic. We are looking for best practices around online learning and lessons learned from the pandemic. If you would like to be considered for this follow-up interview process, please provide your name, title, and email. Your contact information will NOT be disclosed, and your participation will be kept confidential.

Thank you for taking the time to complete this survey!

SECTION SIX: Questions Only for Those Without Online Programs

5. Prior to COVID-19 and emergency remote learning, did your institution offer any online and/or hybrid courses?

- a. Yes, we offered online/hybrid courses
- b. Yes, we offered online/hybrid programs
- c. No, we offered neither online/hybrid courses nor programs (**Note, if selected, skip to Q7**)

6. We would like to learn about what barriers you may have experienced to online learning.

	We have not encountered this barrier yet	We never experienced this barrier in online learning	We are still experiencing this barrier	We overcame this barrier
Cost for developing online courses				
Cost for delivering online courses				

Faculty time and effort required to teach online				
Low acceptance of online instruction by faculty				
Ownership of the intellectual property in online courses				
Faculty concerns about student engagement/program rigor				

7. Regarding your institution's **in-person** classes, how much content, faculty/student engagement, labs, message boards, et al. **was taking place online** at your institution **prior** to the COVID-19 pandemic?
- None
 - About a quarter
 - About half
 - More than half
8. Regarding your institution's **in-person** classes, how much content, faculty/student engagement, labs, message boards, et al. **do you expect to take place online** at your institution in the **next 3-5 years**?
- None
 - About a quarter
 - About half
 - More than half
9. How were Higher Education Emergency Relief Funds (HEERF) – **specifically institutional funds** – used at your institution? (Select all that apply)
- Payroll support
 - Student aid
 - Implement COVID health and safety measures
 - Discharge student debt
 - Provide additional student support services
 - Investments in new instructional technology
 - Other (please specify)

10. What do you anticipate adding at your Institution in the next three to five years?

	We currently do this	We plan to do this in the next three to five years	We have no plans to do this
Employer partnerships			

Online certificates			
Online degree alternatives (microcredentials, stackable credentials, etc.)			
Online undergraduate programs			
Online graduate programs			
Hybrid undergraduate programs			
Hybrid graduate programs			
Credit for prior learning			
Credit for examination			
Acceptance of ACE recommendations for non-college education			
International student enrollment			
Cohort-based programs online			

11. What role can AASCU play in helping member institutions with online/hybrid education? (Select all that apply)

- a. Knowledge of comparable institutions' strategic use of online learning
- b. Opportunities for executive-level sharing of models and experiences
- c. Information resources applicable to strategic use of online education by my institution
- d. Availability of leaders in the field to advise in strategic planning for online education
- e. Leadership training
- f. Training in how to grow and develop online programs
- g. Monitoring of state and federal licensing and regulatory requirements for online education
- h. Other (please specify)

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