



Survey of Online Instructors: Summary of Results

March 18, 2010

- 50% of instructors who have taught an online course at USA in Fall 2009 or Spring 2010 responded.
- Although responses were received from every college, the majority of respondents were from Nursing; therefore, a separate frequency report is provided which separates the responses for Health Sciences and Academic Affairs.
- An average of 6-7 years of experience in online teaching is reflected in the results.
- 32% of online instructors didn't take advantage of an online training workshop to develop their courses. Explanations are provided in Table 5 of the results.
- In addition to experience with eCollege, many (55%) have experience with Blackboard/Web CT.
- Instructional tools commonly used by over half of the respondents include announcements, email broadcasts, gradebook, discussion threads, dropbox, posting documents, timed tests, webliography, creating teams and teaching evaluations. There is less use of audio, video and podcasts at this point in time. (Table 9). This may change with the increased availability of podcasting and other lecture capture systems.
- Regarding satisfaction of eCollege as measured by a 5 point Likert scale:
 - ✓ 4.18 feel that eCollege is easy to use (SD 1.02)
 - ✓ 3.92 feel that eCollege allows them to accommodate diverse learning styles (SD 1.12)
 - ✓ 4.11 feel that eCollege is reliable (SD 1.05)
 - ✓ 3.82 feel that students are satisfied with eCollege Help Desk (SD 1.09)
 - ✓ The mean satisfaction scores are always lower for Academic Affairs as compared to Health Sciences and the standard deviations are greater.
- Results by college are provided beginning with Table 16.
- The report with results by division (Health Sciences and Academic Affairs) is collated separately.

Table 1. Number of Online Courses by College, Fall 2009 and Spring 2010 Semesters.

College/School	Fall 2009	Spring 2010
College of Allied Health Professions	4	0
College of Arts and Sciences	27	26
College of Education	39	18
College of Engineering	1	1
College of Nursing	102	44
Mitchell College of Business	5	9
School of Computer Information Sciences	4	6
School of Continuing Education and Special Programs	4	0
Total	186	104

Table 2. College/School of USA Online Instructors, Spring 2010.

College/School	Frequency	Percent
College of Allied Health Professions	2	3.2
College of Arts and Sciences	10	15.9
College of Education	14	22.2
College of Engineering	1	1.6
College of Nursing	26	41.3
Mitchell College of Business	6	9.5
School of Computer Information Sciences	3	4.8
School of Continuing Education and Special Programs	1	1.6
Total	63	100.0

Table 3. Years Teaching in Higher Education and Online of USA Online Instructors, Spring 2010.

	#	Min	Max	Mean	SD
Years Teaching in Higher Education	63	1	45	14.9	9.7
Years Teaching Online	61	0	34	6.4	5.0
Years Teaching Online at USA	61	0	12	5.4	3.6

Table 4. Percent of USA Online Instructors who Attended an Online Training Workshop to Help Develop Their Course, Spring 2010.

	Frequency	Percent
No	20	31.7
Yes	43	68.3
Total	63	100.0

Table 5. Reasons Why USA Online Instructors Did Not Attend Online Training Workshop, Spring 2010.

Utilized Another Source for Training
I have not been impressed with the OLL. I had a colleague at a former university that was very proficient in on-line learning.
I used a shell from the previous instructor and used the online tutorial.
I was taking over an online course developed by a college colleague who had retired and subsequently died during the first semester I had full responsibility for the course. During the previous semester, I was his teaching assistant. Within a year I took the Online learning lab courses.
In the CON, we had enough support that a workshop was not needed at that time.
No, but I did consult a print-based manual in the very beginning
One-on-one instruction was provided by experienced faculty.
The course was set up already by the previous professor
Took course in developing online instruction in COE.
While still a grad student, I utilized some of my elective hours to explore online teaching and so learned the e-college system as a "teacher assistant" via the tutorial and while working along with the course professor.
No/Not Available
I didn't know that it was available then
Not available at that time.
not available at the time
One was not available on campus at USA. I did attend one at Auburn when I developed my first course.
Too busy.
Adjunct faculty - trainings conflicted with my schedule
E-college is easy enough to use without formal training.
I decided to teach on line rather late in the semester and then could not attend the "boot camp" at the time it was offered.

Table 6. Course Management Software USA Online Instructors Have Used During Their Career in Higher Education, Spring 2010.

Software	Frequency	Percent
eCollege	60	95.2
Blackboard	24	38.1
WebCT	11	17.5
Moodle	2	3.2
Angel	1	1.6
Blackboard as a student	1	1.6
Desire2Learn	1	1.6

Table 7. Types of Courses USA Online Instructors have Taught Online, Spring 2010.

	Frequency	Percent
Lower Division	19	30.2
Upper Division	29	46.0
Graduate	45	71.4

Table 8. How Often USA Online Instructors Teach an Online Course, Spring 2010.

	Frequency	Percent
Almost every semester	13	21.0
Every semester	43	69.4
Once year	2	3.2
Other, please specify	4	6.4
As needed	(1)	(1.6)
Every semester as long as my contract is renewed	(1)	(1.6)
I have now retired and won't teach any more courses.	(1)	(1.6)
Not sure	(1)	(1.6)
Total	62	100.0

Table 9. Course Management and Instructional Tools USA Online Instructors Utilize, Spring 2010.

Course Management and Instructional Tools	Frequency	Percent
Announcements	62	98.4
Gradebook	61	96.8
Discussion Threads	59	93.7
Dropbox	59	93.7
Posting Word Documents	56	88.9
Timed Tests	51	81.0
Posting PowerPoints	50	79.4
Email Broadcasts	38	60.3
Webliography	36	57.1
Creating Groups for Team Projects	34	54.0
Evaluation of Teaching	32	50.8
Video Presentation	25	39.7
Calendar	22	34.9
Random Test Generator	22	34.9
Audio Lectures Created by the Instructor	20	31.7
Chat	18	28.6
Journal	16	25.4
Podcasts Developed by External Parties	7	11.1
Podcasts developed by instructor	4	6.3
ClassLive	3	4.8
Document Sharing	3	4.8
In one course, we teach podcasts, wikis, blogs etc.	1	1.6
Mediasite presentations (unless they count as podcasts)	1	1.6
Posting Excel Documents	1	1.6
Posting PDF Documents	1	1.6
Posting Syllabus	1	1.6
Quizzes	1	1.6

Table 10. USA Online Instructors Level of Satisfaction with Course Management Tools, Spring 2010.

	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%
Announcements	38	61.3	17	27.4	6	9.7	1	1.6	0	0.0
Calendar	18	46.2	8	20.5	5	12.8	5	12.8	3	7.7
Dropbox	38	61.3	17	27.4	3	4.8	3	4.8	1	1.6
Email Broadcasts	38	71.7	11	20.8	4	7.5	0	0.0	0	0.0
Gradebook	37	59.7	18	29.0	1	1.6	5	8.1	1	1.6
Random Test Generator	12	35.3	10	29.4	7	20.6	3	8.8	2	5.9
Timed Tests	31	59.6	13	25.0	3	5.8	4	7.7	1	1.9

Table 11. Most Important and Least Important Course Management Tools of USA Online Instructors, Spring 2010.

	Most Important		Least Important	
	#	%	#	%
All Features	7	13.7	0	0.0
Announcements	2	3.9	3	9.1
Calendar	0	0.0	16	48.5
Dropbox	14	27.5	1	3.0
Email	4	7.8	3	9.1
Gradebook	16	31.4	0	0.0
Random Test Generator	5	9.8	6	18.2
Timed Tests	3	5.9	4	12.1
Total	51	100.0	33	100.0

Table 12. USA Online Instructors Level of Satisfaction with Available Instructional Management Tools, Spring 2010.

	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%
Audio lectures	15	42.9	7	20.0	10	28.6	2	5.7	1	2.9
Chat	9	32.1	8	28.6	8	28.6	2	7.1	1	3.6
Discussion threads	33	54.1	21	34.4	3	4.9	3	4.9	1	1.6
Group Projects	25	59.5	7	16.7	8	19.0	0	0.0	2	4.8
Evaluation	18	41.9	14	32.6	10	23.3	1	2.3	0	0.0
Journal	9	33.3	5	18.5	10	37.0	3	11.1	0	0.0
Podcasts, external	4	23.5	3	17.6	8	47.1	1	5.9	1	5.9
Podcasts, instructor	4	28.6	3	21.4	6	42.9	0	0.0	1	7.1
PowerPoints	25	47.2	21	39.6	5	9.4	2	3.8	0	0.0
Word Documents	33	56.9	21	36.2	3	5.2	1	1.7	0	0.0
Video Presentations	19	50.0	10	26.3	6	15.8	2	5.3	1	2.6
Webliography	23	57.5	8	20.0	5	12.5	2	5.0	2	5.0

Table 13. Most Important and Least Important Instructional Tools of USA Online Instructors, Spring 2010.

	Most Important		Least Important	
	#	%	#	%
All Features	2	4.1	0	0.0
Audio Lectures Created by Instructor	2	4.1	1	2.5
Chat	0	0.0	12	30.8
Create Teams for Group Projects	0	0.0	1	2.6
Discussion Threads	25	51.0	0	0.0
Evaluation of Teaching	0	0.0	1	2.6
Journals	0	0.0	11	28.2
Podcasts	0	0.0	6	15.4
Posting PowerPoints	13	26.5	1	2.5
Posting Word Documents	5	10.2	0	0.0
Video Presentation	2	4.1	0	0.0
Webliography	0	0.0	6	15.4
Total	49	100.0	39	100.0

Table 14. USA Online Instructors Overall Perceptions of eCollege, Spring 2010.

	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
eCollege is easy for me to use for online instructions.	27	45.0	25	41.7	2	3.3	4	6.7	2	3.3
Training for use of eCollege is readily available.	30	50.0	20	33.3	6	10.0	4	6.7	0	0.0
eCollege allows me to accommodate diverse learning styles.	24	39.3	18	29.5	10	16.4	8	13.1	1	1.6
eCollege allows me to interact as much as I want with my students.	35	56.5	19	30.6	4	6.5	3	4.8	1	1.6
eCollege provides a recognizable identity for USA online courses.	37	61.7	13	21.7	7	11.7	3	5.0	0	0.0
eCollege is reliable.	28	45.9	19	31.1	9	14.8	3	4.9	2	3.3
eCollege allows me to easily share course content with my students.	36	58.1	18	29.0	4	6.5	3	4.8	1	1.6
My students have been able to use eCollege without much difficulty.	23	39.0	23	39.0	10	16.9	3	5.1	0	0.0
My students have been satisfied with the support they get from the eCollege Help desk.	17	33.3	16	31.4	11	21.6	6	11.8	1	2.0
I have been satisfied with the support I get from the eCollege Help Desk.	24	44.4	15	27.8	5	9.3	8	14.8	2	3.7
Students in my online classes achieve learning outcomes as well as students in face-to-face classes.	33	55.0	14	23.3	8	13.3	5	8.3	0	0.0
I have learned how to engage students in online learning classes.	35	56.5	18	29.0	7	11.3	2	3.2	0	0.0
I prefer to teach courses in an online format.	22	36.1	12	19.7	18	29.5	5	8.2	4	6.6
My overall satisfaction with eCollege is high.	28	45.2	17	27.4	9	14.5	4	6.5	4	6.5

Table 15. Additional Comments of USA Online Instructors, Spring 2010.

Instruction-Related
On-line course take about two times the effort and time as a face to face class. Some courses work well in this format. Others are problematic. The decision to teach a course in a particular format should be based on the content and skills needed to be gained by the student.
My personal preference is a hybrid or blended approach for periodic interaction with the students
Suggestions Related to eCollege
eCollege is a bit cumbersome when entering test questions & answers. Also, when setting up dates, windows of time, etc. -- it seems that there are too many boxes to select and save, leaving too many opportunities to overlook something. Also, I'd like to see more opportunities to attend training sessions for specific operations -- I think one of the reasons I don't fully utilize all of the functions of eCollege is that I don't understand how they work and how I can apply them to my course. Thanks for asking!
I think it would be very helpful if something could be done to reduce the opportunities to miss some critical setting and inadvertently create an unplanned situation. Perhaps a dialogue box that, in addition to confirming that changes were saved, also gave a summary of conditions. There are some many check-boxes and settings on multiple pages that it can be easy to overlook a small item that can have big consequences.
I enjoy the online environment, however, eCollege, at least at USA, is not very up to date. At the present time there are several easier to use products with much better interfaces and instructional support that have better interaction with textbook content from major publishers.
I was unaware that there even was a random question generator for the exams until I took this survey, which suggests it isn't easily identifiable when it is labeled as question pool. Also the calendar is so difficult to use, I don't even bother with it anymore.
Make management of units and content items easier.
eCollege is too rigid a system compared to others. As an example a course that is cross-listed cannot be placed in a single shell. eCollege is slow to respond to requests--I feel like eCollege is the customer and the University is the provider.
Every learning management system has its good and bad points. The biggest problem I have with eCollege is the inability to integrate with other programs, especially within the grade book.
The past two semesters have encountered more difficulties than those in the past.
I would like to be able to move around the major tabs rather than just adding the end of them.
I am an adjunct professor and have a fulltime job which makes it hard for me to attend the learning sessions that are set up during regular working hours (8-5). It would be helpful to have some of the ecollege training at other times.

Positive Comments Related to eCollege
Do not change to any other system!
Some of the recent improvements in nEXT version have been greatly appreciated and solved problems that previously existed in eCollege
eCollege has met and exceeded my needs in teaching online. It is a very organized system of delivery. Teaching online requires an ENORMOUS amount of time, however, much more so than teaching face to face, which leaves less time for scholarship and is the only reason I indicated that I do not prefer to teach online. In many cases it results in one-on-one teaching.
I have used Ecollege, Blackboard and WebCT and overall, my experience with Ecollege has been the best. It is the simplest to use of all the programs and has offered the best support thus far.
I have been a graduate student in a school that used Blackboard. It did not seem as well developed as eCollege.
I really like the visibility USA gets on the eCollege webpages. If we change vendors, I hope we get a similar look. I would also be concerned about training in a new format. There should be lead time to get everyone up to speed before changing the delivery of courses. thanks
I cannot imagine that any potential benefit from adopting a new system would outweigh the enormous costs in terms of time and money (training, content transfer, infrastructure, etc.)
Ecollege has been a very positive learning and teaching experience for me. I would like to attend another presentation from an eCollege rep (as we had 3 years ago) to take us to the next level of podcasts and new techniques.
e-College is easy to learn and use as a professor. Students quickly become comfortable with the format. I prefer this method of teaching because it serves the nontraditional student population and engages ALL learners in class discussions and assignments.
I LOVE eCOLLEGE. I have used Blackboard and it sucks. eCollege doesn't crash as much, its way more user friendly and simple. It is worth the money you pay for it. If you get rid of eCollege, you'll be doing USA online faculty and students a huge disservice.
Do not change to any other system. eCollege is fine, works well, and everyone knows how to use it.
Working well.
I especially appreciate the help desk. They are always there and willing to solve problems. I refer students to them a lot too.
The CON has been using ecollege since the beginning-- when on-line classes began here at USA. It is an very friendly platform and easy for faculty and students. It has all the features a faculty needs to set up an effective on-line course. I can not imagine anyone not wanting to use it unless they have never taught on line before. If it's not broke, don't try to fix it. The faculty here who are now very experienced with on-line education can set up one-on-one time with instructors from other colleges that may be new to this way of teaching. We love it!

About eCollege: I have never had any problems that weren't addressed or corrected in a timely manner. We have made suggestions for improvement of tools that were considered and implemented by eCollege. I have been very happy working with eCollege course development system and look forward to working with them for many more years. In my opinion Pearson/eCollege is by far the best online learning platform available on the market.

Table 16. Years Teaching in Higher Education and Online of USA Online Instructors by College, Spring 2010

Years Teaching in Higher Education	#	Min	Max	Mean	SD
College of Allied Health Professions	2	18	24	21.0	4.2
College of Arts and Sciences	10	1	30	15.7	10.5
College of Education	14	3	33	15.8	7.8
College of Engineering	1	34	34	34.0	
College of Nursing	26	3	34	12.7	8.4
Mitchell College of Business	6	4	30	14.8	9.9
School of Computer Information Sciences	3	8	45	21.7	20.3
School of Continuing Education and Special Programs	1	2	2	2.0	
Years Teaching Online	#	Min	Max	Mean	SD
College of Allied Health Professions	2	4	6	5.0	1.4
College of Arts and Sciences	10	0	10	4.3	4.2
College of Education	14	1	12	6.6	3.3
College of Engineering	1	5	5	5.0	
College of Nursing	24	1	13	7.4	3.4
Mitchell College of Business	6	2	34	8.3	12.6
School of Computer Information Sciences	3	3	6	5.0	1.7
School of Continuing Education and Special Programs	1	1	1	1.0	
Years Teaching Online at USA	#	Min	Max	Mean	SD
College of Allied Health Professions	2	4	6	5.0	1.4
College of Arts and Sciences	10	0	10	2.8	3.3
College of Education	14	1	12	6.3	3.7
College of Engineering	1	5	5	5.0	
College of Nursing	24	1	11	7.0	3.5
Mitchell College of Business	6	1	4	2.3	1.0
School of Computer Information Sciences	3	3	6	4.7	1.5
School of Continuing Education and Special Programs	1	1	1	1.0	

Table 17. Percent of USA Online Instructors who Attended an Online Training Workshop to Help Develop Their Course by College.

	Yes		No		Total	
	#	%	#	%	#	%
College of Allied Health Professions	2	100.0	0	0.0	2	100.0
College of Arts and Sciences	8	80.0	2	20.0	10	100.0
College of Education	9	64.3	5	35.7	14	100.0
College of Engineering	0	0.0	1	100.0	1	100.0
College of Nursing	18	69.2	8	30.8	26	100.0
Mitchell College of Business	3	50.0	3	50.0	6	100.0
School of Computer Information Sciences	3	100.0	0	0.0	3	100.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	1	100.0

Table 18. Course Management Software USA Online Instructors Have Used During Their Career in Higher Education by College, Spring 2010.

WebCT						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
College of Allied Health Professions	1	50.0	1	50.0	2	100.0
College of Arts and Sciences	1	10.0	9	90.0	10	100.0
College of Education	2	14.3	12	85.7	14	100.0
College of Engineering	0	0.0	1	100.0	1	100.0
College of Nursing	5	19.2	21	80.8	26	100.0
Mitchell College of Business	2	33.3	4	66.7	6	100.0
School of Computer Information Sciences	0	0.0	3	100.0	3	100.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	1	100.0
Blackboard						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0	2	100.0	2	100.0
College of Arts and Sciences	4	40.0	6	60.0	10	100.0
College of Education	6	42.9	8	57.1	14	100.0
College of Engineering	0	0.0	1	100.0	1	100.0
College of Nursing	11	42.3	15	57.7	26	100.0
Mitchell College of Business	2	33.3	4	66.7	6	100.0
School of Computer Information Sciences	1	33.3	2	66.7	3	100.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	1	100.0
eCollege						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
College of Allied Health Professions	2	100.0	0	0.0	2	100.0
College of Arts and Sciences	10	100.0	0	0.0	10	100.0
College of Education	14	100.0	0	0.0	14	100.0
College of Engineering	1	100.0	0	0.0	1	100.0
College of Nursing	23	88.5	3	11.5	26	100.0
Mitchell College of Business	6	100.0	0	0.0	6	100.0
School of Computer Information Sciences	3	100.0	0	0.0	3	100.0
School of Continuing Education and Special Programs	1	100.0	0	0.0	1	100.0

Desire2Learn						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0	2	100.0	2	100.0
College of Arts and Sciences	0	0.0	10	100.0	10	100.0
College of Education	0	0.0	14	100.0	14	100.0
College of Engineering	0	0.0	1	100.0	1	100.0
College of Nursing	1	3.8	25	96.2	26	100.0
Mitchell College of Business	0	0.0	6	100.0	6	100.0
School of Computer Information Sciences	0	0.0	3	100.0	3	100.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	1	100.0
Moodle						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0	2	100.0	2	100.0
College of Arts and Sciences	1	10.0	9	90.0	10	100.0
College of Education	0	0.0	14	100.0	14	100.0
College of Engineering	0	0.0	1	100.0	1	100.0
College of Nursing	1	3.8	25	96.2	26	100.0
Mitchell College of Business	0	0.0	6	100.0	6	100.0
School of Computer Information Sciences	1	33.3	3	66.7	3	100.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	1	100.0

Table 19. Types of Courses USA Online Instructors have Taught Online, Spring 2010

Lower Division		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	1	50.0
College of Arts and Sciences	7	70.0
College of Education	2	14.3
College of Engineering	1	100.0
College of Nursing	4	15.4
Mitchell College of Business	1	16.7
School of Computer Information Sciences	2	66.7
School of Continuing Education and Special Programs	1	100.0
Total	19	30.2
Upper Division		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	4	40.0
College of Education	4	28.6
College of Engineering	0	0.0
College of Nursing	15	57.7
Mitchell College of Business	6	100.0
School of Computer Information Sciences	0	0.0
School of Continuing Education and Special Programs	0	0.0
Total	29	46.0
Graduate		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	1	50.0
College of Arts and Sciences	3	30.0
College of Education	13	92.9
College of Engineering	0	0.0
College of Nursing	26	100.0
Mitchell College of Business	2	33.3
School of Computer Information Sciences	0	0.0
School of Continuing Education and Special Programs	0	0.0
Total	45	71.4

Table 20. Types of Courses USA Online Instructors have Taught Online, Spring 2010.

	Almost Every Semester		Every		Once a Year	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
College of Allied Health Professions	2	100.0	0	0.0	0	0.0
College of Arts and Sciences	2	28.6	5	71.4	0	0.0
College of Education	1	8.3	10	83.3	1	8.3
College of Engineering	0	0.0	1	100.0	0	0.0
College of Nursing	4	15.4	22	84.6	0	0.0
Mitchell College of Business	2	33.3	3	50.0	1	16.7
School of Computer Information Sciences	1	33.3	2	66.7	0	0.0
School of Continuing Education and Special Programs	1	100.0	0	0.0	0	0.0
Total	13	22.4	43	74.1	2	3.5

Table 21. Course Management and Instructional Tools USA Online Instructors Utilize by College, Spring 2010.

Announcements		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	2	100.0
College of Arts and Sciences	9	90.0
College of Education	14	100.0
College of Engineering	1	100.0
College of Nursing	26	100.0
Mitchell College of Business	6	100.0
School of Computer Information Sciences	3	100.0
School of Continuing Education and Special Programs	1	100.0
Audio Lectures Created by the Instructor		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	1	10.0
College of Education	6	42.9
College of Engineering	0	0.0
College of Nursing	11	42.3
Mitchell College of Business	1	16.7
School of Computer Information Sciences	1	33.3
School of Continuing Education and Special Programs	0	0.0
Calendar		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	6	60.0
College of Education	5	35.7
College of Engineering	0	0.0
College of Nursing	6	23.1
Mitchell College of Business	2	33.3
School of Computer Information Sciences	2	66.7
School of Continuing Education and Special Programs	1	100.0

Chat		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	0	0.0
College of Education	3	21.4
College of Engineering	0	0.0
College of Nursing	13	50.0
Mitchell College of Business	2	33.3
School of Computer Information Sciences	0	0.0
School of Continuing Education and Special Programs	0	0.0
Creating Teams for Group Projects		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	1	50.0
College of Arts and Sciences	1	10.0
College of Education	7	50.0
College of Engineering	0	0.0
College of Nursing	21	80.8
Mitchell College of Business	2	33.3
School of Computer Information Sciences	2	66.7
School of Continuing Education and Special Programs	0	0.0
Discussion Threads		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	2	100.0
College of Arts and Sciences	8	80.0
College of Education	13	92.9
College of Engineering	1	100.0
College of Nursing	26	100.0
Mitchell College of Business	5	83.3
School of Computer Information Sciences	3	100.0
School of Continuing Education and Special Programs	1	100.0

Dropbox		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	2	100.0
College of Arts and Sciences	8	80.0
College of Education	14	100.0
College of Engineering	0	0.0
College of Nursing	26	100.0
Mitchell College of Business	5	83.3
School of Computer Information Sciences	3	100.0
School of Continuing Education and Special Programs	1	100.0
Email Broadcasts		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	2	100.0
College of Arts and Sciences	5	50.0
College of Education	10	71.4
College of Engineering	1	100.0
College of Nursing	14	53.8
Mitchell College of Business	4	66.7
School of Computer Information Sciences	2	66.7
School of Continuing Education and Special Programs	0	0.0
Evaluation of Teaching		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	1	50.0
College of Arts and Sciences	3	30.0
College of Education	9	64.3
College of Engineering	1	100.0
College of Nursing	13	50.0
Mitchell College of Business	2	33.3
School of Computer Information Sciences	2	66.7
School of Continuing Education and Special Programs	1	100.0

Gradebook		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	1	50.0
College of Arts and Sciences	9	90.0
College of Education	14	100.0
College of Engineering	1	100.0
College of Nursing	26	100.0
Mitchell College of Business	6	100.0
School of Computer Information Sciences	3	100.0
School of Continuing Education and Special Programs	1	100.0
Journal		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	4	40.0
College of Education	4	28.6
College of Engineering	1	100.0
College of Nursing	5	19.2
Mitchell College of Business	1	16.7
School of Computer Information Sciences	1	33.3
School of Continuing Education and Special Programs	0	0.0
Podcasts Developed by External Parties		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	3	30.0
College of Education	2	14.3
College of Engineering	0	0.0
College of Nursing	2	7.7
Mitchell College of Business	0	0.0
School of Computer Information Sciences	0	0.0
School of Continuing Education and Special Programs	0	0.0

Podcasts Lectures Developed by the Instructor		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	0	0.0
College of Education	3	21.4
College of Engineering	0	0.0
College of Nursing	0	0.0
Mitchell College of Business	1	16.7
School of Computer Information Sciences	0	0.0
School of Continuing Education and Special Programs	0	0.0
Posting PowerPoints		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	1	50.0
College of Arts and Sciences	5	50.0
College of Education	10	71.4
College of Engineering	1	100.0
College of Nursing	24	92.3
Mitchell College of Business	5	83.3
School of Computer Information Sciences	3	100.0
School of Continuing Education and Special Programs	1	100.0
Posting Word Documents		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	2	100.0
College of Arts and Sciences	8	80.0
College of Education	13	92.9
College of Engineering	1	100.0
College of Nursing	23	88.5
Mitchell College of Business	6	100.0
School of Computer Information Sciences	3	100.0
School of Continuing Education and Special Programs	0	0.0

Random Test Question Generator		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	1	10.0
College of Education	2	14.3
College of Engineering	1	100.0
College of Nursing	13	50.0
Mitchell College of Business	4	66.7
School of Computer Information Sciences	1	33.3
School of Continuing Education and Special Programs	0	0.0
Timed Tests		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	1	50.0
College of Arts and Sciences	6	60.0
College of Education	10	71.4
College of Engineering	1	100.0
College of Nursing	24	92.3
Mitchell College of Business	6	100.0
School of Computer Information Sciences	2	66.7
School of Continuing Education and Special Programs	1	100.0
Video Presentation		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	2	20.0
College of Education	7	50.0
College of Engineering	0	0.0
College of Nursing	14	53.8
Mitchell College of Business	1	16.7
School of Computer Information Sciences	1	33.3
School of Continuing Education and Special Programs	0	0.0

Webliography		
	<u>#</u>	<u>%</u>
College of Allied Health Professions	0	0.0
College of Arts and Sciences	5	50.0
College of Education	9	64.3
College of Engineering	0	0.0
College of Nursing	18	69.2
Mitchell College of Business	2	33.3
School of Computer Information Sciences	1	33.3
School of Continuing Education and Special Programs	1	100.0

Table 22. USA Online Instructors Overall Perceptions of eCollege by College, Spring 2010.

eCollege is easy for me to use for online instructions.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	3	30.0	4	40.0	0	0.0	3	30.0	0	0.0
College of Education	9	64.3	4	28.6	0	0.0	0	0.0	1	7.1
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	14	60.9	8	34.8	1	4.3	0	0.0	0	0.0
Mitchell College of Business	1	16.7	3	50.0	1	16.7	0	0.0	1	16.7
School of Computer Information Sciences	0	0.0	2	66.7	0	0.0	1	33.3	0	0.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Training for use of eCollege is readily available.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	3	30.0	4	40.0	2	20.0	1	10.0	0	0.0
College of Education	7	50.0	6	42.9	0	0.0	1	7.1	0	0.0
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	17	70.8	5	20.8	1	4.2	1	4.2	0	0.0
Mitchell College of Business	1	20.0	1	20.0	2	40.0	1	20.0	0	0.0
School of Computer Information Sciences	0	0.0	2	66.7	1	33.3	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0

eCollege allows me to accommodate diverse learning styles.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	3	30.0	1	10.0	2	20.0	4	40.0	0	0.0
College of Education	7	53.8	4	30.8	1	7.7	1	7.7	0	0.0
College of Engineering	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
College of Nursing	14	56.0	8	32.0	2	8.0	1	4.0	0	0.0
Mitchell College of Business	0	0.0	1	16.7	3	50.0	1	16.7	1	16.7
School of Computer Information Sciences	0	0.0	2	66.7	0	0.0	1	33.3	0	0.0
School of Continuing Education and Special Programs	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
eCollege allows me to interact as much as I want with my students.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	#	%	#	%	#
College of Allied Health Professions	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	4	40.0	2	20.0	1	10.0	2	20.0	1	10.0
College of Education	10	71.4	3	21.4	1	7.1	0	0.0	0	0.0
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	19	76.0	6	24.0	0	0.0	0	0.0	0	0.0
Mitchell College of Business	0	0.0	5	83.3	0	0.0	1	16.7	0	0.0
School of Computer Information Sciences	0	0.0	2	66.7	1	33.3	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0

eCollege provides a recognizable identity for USA online courses.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	#	%	#	%	#
College of Allied Health Professions	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	5	55.6	1	11.1	2	22.2	1	11.1	0	0.0
College of Education	10	71.4	2	14.3	2	14.3	0	0.0	0	0.0
College of Engineering	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
College of Nursing	18	72.0	6	24.0	1	4.0	0	0.0	0	0.0
Mitchell College of Business	1	16.7	2	33.3	1	16.7	2	33.3	0	0.0
School of Computer Information Sciences	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
eCollege is reliable										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	4	40.0	1	10.0	3	30.0	1	10.0	1	10.0
College of Education	7	53.8	4	30.8	1	7.7	1	7.7	0	0.0
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	16	64.0	6	24.0	2	12.0	0	0.0	0	0.0
Mitchell College of Business	1	16.7	1	16.7	2	33.3	1	16.7	1	16.7
School of Computer Information Sciences	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0

eCollege allows me to easily share course content with my students.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	5	50.0	1	10.0	2	20.0	2	20.0	0	0.0
College of Education	9	64.3	4	28.6	1	7.1	0	0.0	0	0.0
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	19	76.0	6	24.0	0	0.0	0	0.0	0	0.0
Mitchell College of Business	1	16.7	2	33.3	1	16.7	1	16.7	1	16.7
School of Computer Information Sciences	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
My students have been able to use eCollege without much difficulty.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	3	30.0	2	20.0	4	40.0	1	10.0	0	0.0
College of Education	5	45.5	4	36.4	2	18.2	0	0.0	0	0.0
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	15	60.0	8	32.0	2	8.0	0	0.0	0	0.0
Mitchell College of Business	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0
School of Computer Information Sciences	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0

My students have been satisfied with the support they get from the eCollege Help desk.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0
College of Arts and Sciences	2	28.6	1	14.3	1	14.3	2	28.6	1	14.3
College of Education	4	40.0	1	10.0	4	40.0	1	10.0	0	0.0
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	11	44.0	10	40.0	3	12.0	1	4.0	0	0.0
Mitchell College of Business	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0
School of Computer Information Sciences	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
I have been satisfied with the support I get from the eCollege Help Desk.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0
College of Arts and Sciences	3	42.9	1	14.3	0	0.0	3	42.9	0	0.0
College of Education	6	46.2	3	23.1	2	15.4	1	7.7	1	7.7
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	13	56.5	7	30.4	1	4.3	1	4.3	1	4.3
Mitchell College of Business	1	20.0	1	20.0	1	20.0	2	40.0	0	0.0
School of Computer Information Sciences	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0

Students in my online classes achieve learning outcomes as well as students in face-to-face classes.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	5	55.6	2	22.2	1	11.1	1	11.1	0	0.0
College of Education	8	57.1	4	28.6	1	7.1	1	7.1	0	0.0
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	18	75.0	4	16.7	1	4.2	1	4.2	0	0.0
Mitchell College of Business	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0
School of Computer Information Sciences	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
I have learned how to engage students in online learning classes.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	4	40.0	2	20.0	3	30.0	1	10.0	0	0.0
College of Education	10	71.4	2	14.3	2	14.3	0	0.0	0	0.0
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	18	72.0	7	28.0	0	0.0	0	0.0	0	0.0
Mitchell College of Business	1	16.7	3	50.0	1	16.7	1	16.7	0	0.0
School of Computer Information Sciences	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0

I prefer to teach courses in an online format.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0
College of Arts and Sciences	3	30.0	2	20.0	2	20.0	2	20.0	1	10.0
College of Education	5	35.7	1	7.1	4	28.6	1	7.1	3	21.4
College of Engineering	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
College of Nursing	14	58.3	5	20.8	4	16.7	1	4.2	0	0.0
Mitchell College of Business	0	0.0	1	16.7	4	66.7	1	16.7	0	0.0
School of Computer Information Sciences	0	0.0	2	66.7	1	33.3	0	0.0	0	0.0
School of Continuing Education and Special Programs	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
My overall satisfaction with eCollege is high.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
College of Allied Health Professions	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
College of Arts and Sciences	2	20.0	2	20.0	3	30.0	1	10.0	2	20.0
College of Education	9	64.3	2	14.3	2	14.3	0	0.0	1	7.1
College of Engineering	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
College of Nursing	16	64.0	7	28.0	1	4.0	1	4.0	0	0.0
Mitchell College of Business	1	16.7	0	0.0	3	50.0	1	16.7	1	16.7
School of Computer Information Sciences	0	0.0	2	66.7	0	0.0	1	33.3	0	0.0
School of Continuing Education and Special Programs	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0

Results of Zoomerang Survey of Online Instructors by Division, Spring 2010

Table 1. Number of Online Courses by Division, Fall 2009 and Spring 2010 Semesters.

Division	Fall 2009	Spring 2010
Academic Affairs	80	60
Health Sciences	106	44
Total	186	104

Table 2. Years Teaching in Higher Education and Online of USA Online Instructors by Division, Spring 2010

Years Teaching in Higher Education	#	Min	Max	Mean	SD
Academic Affairs	35	1	45	16.2	10.5
Health Sciences	28	3	34	13.2	8.4
Years Teaching Online	#	Min	Max	Mean	SD
Academic Affairs	35	0	34	5.9	5.9
Health Sciences	26	1	13	7.2	3.4
Years Teaching Online at USA	#	Min	Max	Mean	SD
Academic Affairs	35	0	12	4.3	3.4
Health Sciences	26	1	11	6.9	3.4

Table 3. Percent of USA Online Instructors who Attended an Online Training Workshop to Help Develop Their Course by Division, Spring 2010.

Division	Frequency	Percent
Academic Affairs	23	65.7
Health Sciences	20	71.4

Table 4. Reasons Why USA Online Instructors Did Not Attend Online Training Workshop by Division, Spring 2010.

Academic Affairs	Health Sciences
<u>Utilized Another Source for Training</u>	
I was taking over an online course developed by a college colleague who had retired and subsequently died during the first semester I had full responsibility for the course. During the previous semester, I was his teaching assistant. Within a year I took the Online learning lab courses.	While still a grad student, I utilized some of my elective hours to explore online teaching and so learned the e-college system as a "teacher assistant" via the tutorial and while working along with the course professor.
No, but I did consult a print-based manual in the very beginning.	In the CON, we had enough support that a workshop was not needed at that time.
The course was set up already by the previous professor	One-on-one instruction was provided by experienced faculty.
took course in developing online instruction in COE	
I used a shell from the previous instructor and used the online tutorial.	
I have not been impressed with the OLL. I had a colleague at a former university that was very proficient in on-line learning.	
<u>No/Not Available</u>	
adjunct faculty - trainings conflicted with my schedule	One was not available on campus at USA. I did attend one at Auburn when I developed my first course.
no- I didn't know that it was available then	Too busy.
Not available at that time.	E-college is easy enough to use without formal training.
I decided to teach on line rather late in the semester and then could not attend the "boot camp" at the time it was offered.	Not available at that time.

Table 5. Course Management Software USA Online Instructors Have Used During Their Career in Higher Education by Division, Spring 2010

WebCT						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	5	14.3	30	85.7	35	100.0
Health Sciences	6	21.4	22	78.6	28	100.0
Blackboard						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	13	37.1	22	62.9	35	100.0
Health Sciences	11	39.3	17	60.7	28	100.0
eCollege						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	35	100.0	0	0.0	35	100.0
Health Sciences	25	89.3	3	10.7	28	100.0
Desire2Learn						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	0	0.0	35	100.0	35	100.0
Health Sciences	1	3.6	27	96.4	28	100.0
Moodle						
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	2	5.7	33	94.3	35	100.0
Health Sciences	0	0.0	28	100.0	28	100.0

Table 6. Types of Courses USA Online Instructors have Taught Online, by Division, Spring 2010

Lower Division		
	<u>#</u>	<u>%</u>
Academic Affairs	14	40.0
Health Sciences	5	17.9
Total	19	30.2
Upper Division		
	<u>#</u>	<u>%</u>
Academic Affairs	14	40.0
Health Sciences	15	53.6
Total	29	46.0
Graduate		
	<u>#</u>	<u>%</u>
Academic Affairs	18	51.4
Health Sciences	27	96.4
Total	45	71.4

Table 7. How Often USA Online Instructors Teach an Online Course by Division, Spring 2010.

	Almost Every Semester		Every		Once a Year	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	7	23.3	21	70.0	2	6.7
Health Sciences	6	21.4	22	78.6	0	0.0
Total	13	22.4	43	74.1	2	3.5

Table 8. Course Management and Instructional Tools USA Online Instructors Utilize by Division, Spring 2010.

Announcements		
	<u>#</u>	<u>%</u>
Academic Affairs	34	97.1
Health Sciences	28	100.0
Audio Lectures Created by the Instructor		
	<u>#</u>	<u>%</u>
Academic Affairs	9	25.7
Health Sciences	11	39.3
Calendar		
	<u>#</u>	<u>%</u>
Academic Affairs	16	45.7
Health Sciences	6	21.4
Chat		
	<u>#</u>	<u>%</u>
Academic Affairs	5	14.3
Health Sciences	13	46.4
Creating Teams for Group Projects		
	<u>#</u>	<u>%</u>
Academic Affairs	12	34.3
Health Sciences	22	78.6
Discussion Threads		
	<u>#</u>	<u>%</u>
Academic Affairs	31	88.6
Health Sciences	28	100.0
Dropbox		
	<u>#</u>	<u>%</u>
Academic Affairs	31	88.6
Health Sciences	28	100.0
Email Broadcasts		
	<u>#</u>	<u>%</u>
Academic Affairs	22	62.9
Health Sciences	16	57.1
Evaluation of Teaching		
	<u>#</u>	<u>%</u>
Academic Affairs	18	51.4
Health Sciences	14	50.0

Gradebook		
	<u>#</u>	<u>%</u>
Academic Affairs	34	97.1
Health Sciences	27	96.4
Journal		
	<u>#</u>	<u>%</u>
Academic Affairs	11	31.4
Health Sciences	5	17.9
Podcasts Developed by External Parties		
	<u>#</u>	<u>%</u>
Academic Affairs	5	14.3
Health Sciences	2	7.1
Podcasts Lectures Developed by the Instructor		
	<u>#</u>	<u>%</u>
Academic Affairs	4	11.4
Health Sciences	0	0.0
Posting PowerPoints		
	<u>#</u>	<u>%</u>
Academic Affairs	25	71.4
	25	89.3
Posting Word Documents		
	<u>#</u>	<u>%</u>
Academic Affairs	31	88.6
Health Sciences	25	89.3
Random Test Question Generator		
	<u>#</u>	<u>%</u>
Academic Affairs	9	25.7
Health Sciences	13	46.4
Timed Tests		
	<u>#</u>	<u>%</u>
Academic Affairs	26	74.3
Health Sciences	25	89.3

Video Presentation		
	<u>#</u>	<u>%</u>
Academic Affairs	11	31.4
Health Sciences	14	50.0
Webliography		
	<u>#</u>	<u>%</u>
Academic Affairs	18	51.4
Health Sciences	18	64.3

Table 9. USA Online Instructors Level of Satisfaction with Course Management Tools by Division, Spring 2010.

Announcements	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	19	54.3	10	28.6	5	14.3	1	2.9	0	0.0
Health Sciences	19	70.4	7	25.9	1	3.7	0	0.0	0	0.0
Calendar	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	8	33.3	5	20.8	4	16.7	4	16.7	3	12.5
Health Sciences	10	66.7	3	20.0	1	6.7	1	6.7	0	0.0
Dropbox	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	17	50.0	11	32.4	2	5.9	3	8.8	1	2.9
Health Sciences	21	75.0	6	21.4	1	3.6	0	0.0	0	0.0
Email Broadcasts	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	20	64.5	7	22.6	4	12.9	0	0.0	0	0.0
Health Sciences	18	81.8	4	18.2	0	0.0	0	0.0	0	0.0
Gradebook	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	17	48.6	11	31.4	1	2.9	5	14.3	1	2.9
Health Sciences	20	74.1	7	25.9	0	0.0	0	0.0	0	0.0

Random Test Generator	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	3	20.0	4	26.7	4	26.7	2	13.3	2	13.3
Health Sciences	9	47.4	6	31.6	3	15.8	1	5.3	0	0.0

Timed Tests	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	11	37.9	11	37.9	2	6.9	4	13.8	1	3.4
Health Sciences	20	87.0	2	8.7	1	4.3	0	0.0	0	0.0

Table 10. Most Important and Least Important Course Management Tools of USA Online Instructors by Division, Spring 2010.

	Most Important				Least Important			
	<i>Academic Affairs</i>		<i>Health Sciences</i>		<i>Academic Affairs</i>		<i>Health Sciences</i>	
	#	%	#	%	#	%	#	%
All Features	2	7.4	5	20.8	0	0.0	0	0.0
Announcements	1	3.7	1	4.2	3	15.8	0	0.0
Calendar	0	0.0	0	0.0	7	36.8	9	64.3
Dropbox	9	33.3	5	20.8	0	0.0	1	7.1
Email	4	14.8	0	0.0	1	5.3	2	14.3
Gradebook	8	29.6	8	33.3	0	0.0	0	0.0
Random Test Generator	3	11.1	2	8.3	4	21.1	2	14.3
Timed Tests	0	0.0	3	12.5	4	21.1	0	0.0
Total	27	100.0	24	100.0	19	100.0	14	100.0

Table 11. USA Online Instructors Level of Satisfaction with Available Instructional Management Tools by Division, Spring 2010.

Audio lectures	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	6	35.3	1	5.9	7	41.2	2	11.8	1	5.9
Health Sciences	9	50.0	6	33.3	3	16.7	0	0.0	0	0.0
Chat	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	2	15.4	3	23.1	5	38.5	2	15.4	1	7.7
Health Sciences	7	46.7	5	33.3	3	20.0	0	0.0	0	0.0
Discussion threads	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	16	47.1	12	35.3	2	5.9	3	8.8	1	2.9
Health Sciences	17	63.0	9	33.3	1	3.7	0	0.0	0	0.0
Group projects	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	8	50.0	1	6.3	5	31.3	0	0.0	2	12.5
Health Sciences	17	65.4	6	23.1	3	11.5	0	0.0	0	0.0
Evaluation of teaching	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	7	30.4	7	30.4	8	34.8	1	4.3	0	0.0
Health Sciences	11	55.0	7	35.0	2	10.0	0	0.0	0	0.0
Journal	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	5	31.3	2	12.5	6	37.5	3	18.8	0	0.0
Health Sciences	4	36.4	3	27.3	4	36.4	0	0.0	0	0.0

Podcasts, external	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	3	27.3	1	9.1	5	45.5	1	9.1	1	9.1
Health Sciences	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0
Podcasts, instructor	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	3	37.5	0	0.0	4	50.0	0	0.0	1	12.5
Health Sciences	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0
PowerPoints	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	9	33.3	11	40.7	5	18.5	2	7.4	0	0.0
Health Sciences	16	61.5	10	38.5	0	0.0	0	0.0	0	0.0
Word documents	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	15	46.9	14	43.8	2	6.3	1	3.1	0	0.0
Health Sciences	18	69.2	7	26.9	1	3.8	0	0.0	0	0.0
Video Presentations	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	9	47.4	3	15.8	4	21.1	2	10.5	1	5.3
Health Sciences	10	52.6	7	36.8	2	10.5	0	0.0	0	0.0
Webliography	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	11	50.0	4	18.2	4	18.2	2	9.1	1	4.5
Health Sciences	12	66.7	4	22.2	1	5.6	0	0.0	1	5.6

Table 12. Most Important and Least Important Instructional Tools of USA Online Instructors by Division, Spring 2010.

	Most Important				Least Important			
	<i>Academic Affairs</i>		<i>Health Sciences</i>		<i>Academic Affairs</i>		<i>Health Sciences</i>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
All Features	1	3.3	1	5.3	0	0.0	0	0.0
Audio Lectures Created by Instructor	2	6.7	0	0.0	1	4.2	0	0.0
Chat	0	0.0	0	0.0	8	33.3	4	26.7
Create Teams for Group Projects	0	0.0	0	0.0	1	4.2	0	0.0
Discussion Threads	14	46.7	11	57.8	0	0.0	0	0.0
Evaluation of Teaching	0	0.0	0	0.0	0	0.0	1	6.7
Journals	0	0.0	0	0.0	7	29.2	4	26.7
Podcasts	0	0.0	0	0.0	2	8.3	4	26.7
Posting PowerPoints	7	23.3	6	31.6	1	4.2	0	0.0
Posting Word Documents	4	13.3	1	5.3	0	0.0	0	0.0
Video Presentation	2	6.7	0	0.0	0	0.0	0	0.0
Webliography	0	0.0	0	0.0	4	16.7	2	13.3
Total	30	100.0	19	100.0	24	100.0	15	100.0

Table 13. USA Online Instructors Overall Perceptions of eCollege by Division, Spring 2010.

eCollege is easy for me to use for online instructions.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	13	37.1	15	42.9	1	2.9	4	11.4	2	5.7
Health Sciences	14	56.0	10	40.0	1	4.0	0	0.0	0	0.0
Training for use of eCollege is readily available.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	11	32.4	15	44.1	5	14.7	3	8.8	0	0.0
Health Sciences	19	73.1	5	19.2	1	3.8	1	3.8	0	0.0
eCollege allows me to accommodate diverse learning styles.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	10	29.4	8	23.5	8	23.5	7	20.6	1	2.9
Health Sciences	14	51.9	10	37.0	2	7.4	1	3.7	0	0.0
eCollege allows me to interact as much as I want with my students.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	14	40.0	13	37.1	4	11.4	3	8.6	1	2.9
Health Sciences	21	77.8	6	22.2	0	0.00	0	0.0	0	0.0
eCollege provides a recognizable identity for USA online courses.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	#	%	#	%	#
Academic Affairs	17	51.5	7	21.2	6	18.2	3	9.1	0	0.0
Health Sciences	20	74.1	6	22.2	1	3.7	0	0.0	0	0.0
eCollege is reliable										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	12	35.3	11	32.4	6	17.6	3	8.8	2	5.9
Health Sciences	16	59.3	8	29.6	3	11.1	0	0.0	0	0.0

eCollege allows me to easily share course content with my students.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	16	45.7	11	31.4	4	11.4	3	8.6	1	2.9
Health Sciences	20	74.1	7	25.9	0	0.0	0	0.0	0	0.0
My students have been able to use eCollege without much difficulty.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	8	25.0	13	40.6	8	25.0	3	9.4	0	0.0
Health Sciences	15	55.6	10	37.0	2	7.4	0	0.0	0	0.0
My students have been satisfied with the support they get from the eCollege Help desk.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	6	25.0	5	20.8	8	33.3	4	16.7	1	4.2
Health Sciences	11	40.7	11	40.7	3	11.1	2	7.4	0	0.0
I have been satisfied with the support I get from the eCollege Help Desk.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	10	34.5	8	27.6	3	10.3	7	24.1	1	3.4
Health Sciences	14	56.0	7	28.0	2	8.0	1	4.0	1	4.0
Students in my online classes achieve learning outcomes as well as students in face-to-face classes.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	13	38.2	10	29.4	7	20.6	4	11.8	0	0.0
Health Sciences	20	76.9	4	15.4	1	3.8	1	3.8	0	0.0
I have learned how to engage students in online learning classes.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
Academic Affairs	15	42.9	11	31.4	7	20.0	2	5.7	0	0.0
Health Sciences	20	74.1	7	25.9	0	0.0	0	0.0	0	0.0

I prefer to teach courses in an online format.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	8	22.9	6	17.1	13	37.1	4	11.4	4	11.4
Health Sciences	14	53.8	6	23.1	5	19.2	1	3.8	0	0.0
My overall satisfaction with eCollege is high.										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Academic Affairs	12	34.3	8	22.9	8	22.9	3	8.6	4	11.4
Health Sciences	16	59.3	9	33.3	1	3.7	1	3.7	0	0.0

Table 14. Additional Comments of USA Online Instructors by Division, Spring 2010.

Academic Affairs	Health Sciences
<u>Instruction-Related</u>	
<p>On-line course take about two times the effort and time as a face to face class. Some courses work well in this format. Others are problematic. The decision to teach a course in a particular format should be based on the content and skills needed to be gained by the student.</p>	
<p>My personal preference is a hybrid or blended approach for periodic interaction with the students</p>	
<u>Suggestions Related to eCollege</u>	
<p>eCollege is a bit cumbersome when entering test questions & answers. Also, when setting up dates, windows of time, etc. -- it seems that there are too many boxes to select and save, leaving too many opportunities to overlook something. Also, I'd like to see more opportunities to attend training sessions for specific operations -- I think one of the reasons I don't fully utilize all of the functions of eCollege is that I don't understand how they work and how I can apply them to my course. Thanks for asking!</p>	<p>I think it would be very helpful if something could be done to reduce the opportunities to miss some critical setting and inadvertently create an unplanned situation. Perhaps a dialogue box that, in addition to confirming that changes were saved, also gave a summary of conditions. There are some many check-boxes and settings on multiple pages that it can be easy to overlook a small item that can have big consequences.</p>
<p>I would like to be able to move around the major tabs rather than just adding the end of them.</p>	<p>The past two semesters have encountered more difficulties than those in the past.</p>
<p>I enjoy the online environment, however, eCollege, at least at USA, is not very up to date. At the present time there are several easier to use products with much better interfaces and instructional support that have better interaction with textbook content from major publishers.</p>	
<p>I was unaware that there even was a random question generator for the exams until I took this survey, which suggests it isn't easily</p>	

Academic Affairs	Health Sciences
<p>identifiable when it is labeled as question pool. Also the calendar is so difficult to use, I don't even bother with it anymore.</p>	
<p>Make management of units and content items easier.</p>	
<p>eCollege is too rigid a system compared to others. As an example a course that is cross-listed cannot be placed in a single shell. eCollege is slow to respond to requests--I feel like eCollege is the customer and the University is the provider.</p>	
<p>Every learning management system has its good and bad points. The biggest problem I have with eCollege is the inability to integrate with other programs, especially within the grade book.</p>	
<p>I am an adjunct professor and have a fulltime job which makes it hard for me to attend the learning sessions that are set up during regular working hours (8-5). It would be helpful to have some of the ecollege training at other times.</p>	
<p><u>Positive Comments Related to eCollege</u></p>	
<p>eCollege has met and exceeded my needs in teaching online. It is a very organized system of delivery. Teaching online requires an ENORMOUS amount of time, however, much more so than teaching face to face, which leaves less time for scholarship and is the only reason I indicated that I do not prefer to teach online. In many cases it results in one-on-one teaching.</p>	<p>About eCollege: I have never had any problems that weren't addressed or corrected in a timely manner. We have made suggestions for improvement of tools that were considered and implemented by eCollege. I have been very happy working with eCollege course development system and look forward to working with them for many more years. In my opinion Pearson/eCollege is by far the best online learning platform available on the market.</p>
<p>I really like the visibility USA gets on the eCollege webpages. If we change vendors, I hope we get a similar look. I would also be concerned about training in a new format. There should be lead time to get everyone up</p>	<p>Make management of units and content items easier.</p>

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to speed before changing the delivery of courses. thanks	
I cannot imagine that any potential benefit from adopting a new system would outweigh the enormous costs in terms of time and money (training, content transfer, infrastructure, etc.)	I have been a graduate student in a school that used Blackboard. It did not seem as well developed as eCollege
Ecollege has been a very positive learning and teaching experience for me. I would like to attend another presentation from an eCollege rep (as we had 3 years ago) to take us to the next level of podcasts and new techniques.	I have used Ecollege, Blackboard and WebCT and overall, my experience with Ecollege has been the best. It is the simplest to use of all the programs and has offered the best support thus far.
e-College is easy to learn and use as a professor. Students quickly become comfortable with the format. I prefer this method of teaching because it serves the nontraditional student population and engages ALL learners in class discussions and assignments.	Some of the recent improvements in nEXT version have been greatly appreciated and solved problems that previously existed in eCollege.
I LOVE eCOLLEGE. I have used Blackboard and it sucks. eCollege doesn't crash as much, its way more user friendly and simple. It is worth the money you pay for it. If you get rid of eCollege, you'll be doing USA online faculty and students a huge disservice.	The CON has been using ecollege since the beginning-- when on-line classes began here at USA. It is a very friendly platform and easy for faculty and students. It has all the features a faculty needs to set up an effective on-line course. I cannot imagine anyone not wanting to use it unless they have never taught on line before. If it's not broke, don't try to fix it. The faculty here who are now very experienced with on-line education can set up one-on-one time with instructors from other colleges that may be new to this way of teaching. We love it!
Do not change to any other system. eCollege is fine, works well, and everyone knows how to use it.	Working well.
I cannot imagine that any potential benefit from adopting a new system would outweigh the enormous costs in terms of time and money (training, content transfer,	I especially appreciate the help desk. They are always there and willing to solve problems. I refer students to them a lot too.

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infrastructure, etc.)	
	Everyone I know who uses eCollege for their online courses is very satisfied.