



# AACRAO

*Advancing Global Higher Education*

## Distance Education Practices

Summary Results of the AACRAO February 2015 60 Second Survey

February 2015

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## Introduction and Methodology

The February 2015 AACRAO *60 Second Survey* asked respondents to identify whether or not their institution offers distance education and if so to answer additional questions about distance education course practices (Appendix A). As with other 60 Second Surveys, the survey was distributed through the FluidSurveys<sup>1</sup> platform to all AACRAO members. There were 970 total responses before the data was cleaned of duplicates. After cleaning the data, there were 838 unique institutional responses.

For the purpose of the survey, respondents were provided with the following definitions:

- Online course - 100% online course content with either synchronous or asynchronous learning. These courses may be self-paced or paced. They do not require any proctored course content.
- Hybrid/blended course - online courses that require a physical on-site presence for any reason, including proctored exams or other course content. These courses may be self-paced or paced.

Respondents represented 13 countries, commonwealths or territories, all 50 states plus DC, and 9 Canadian provinces as well as a variety of institutional types, control and sizes (Appendix B through E).

## Results

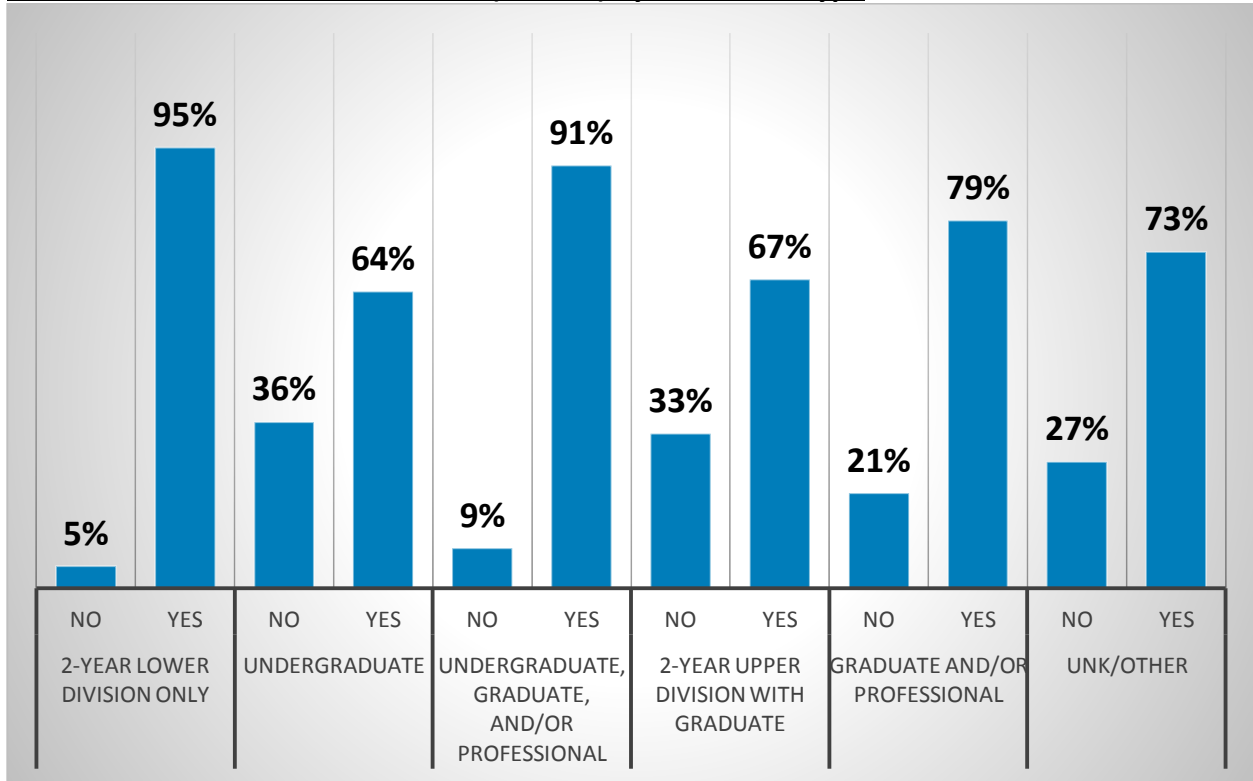
Almost 9 out of 10 (87%, n=733) of respondents indicated that their institution does offer distance education classes. Table 1, 2 and 3 disaggregate the results by institutional type, control and size. In general, the larger the institution, the more likely they are to offer distance education. Public institutions are slightly more likely than other types of institutional control to offer distance education courses.

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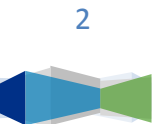
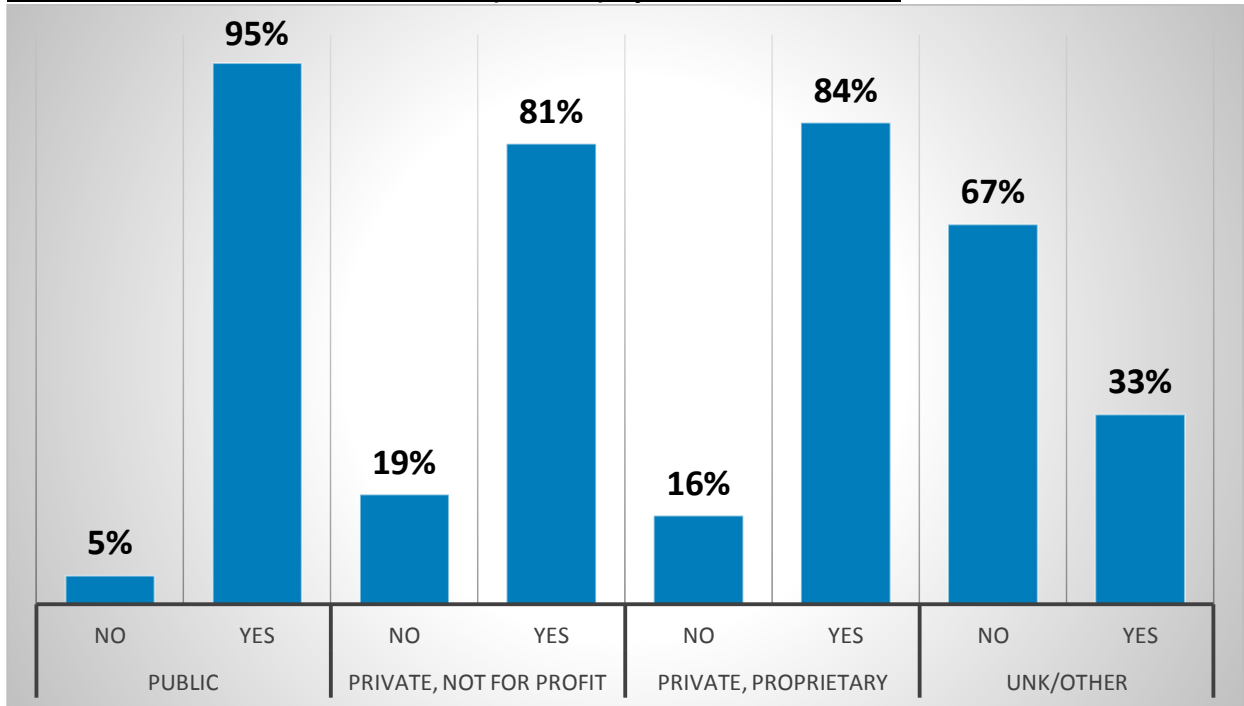
<sup>1</sup> <http://fluidsurveys.com/home-1/>



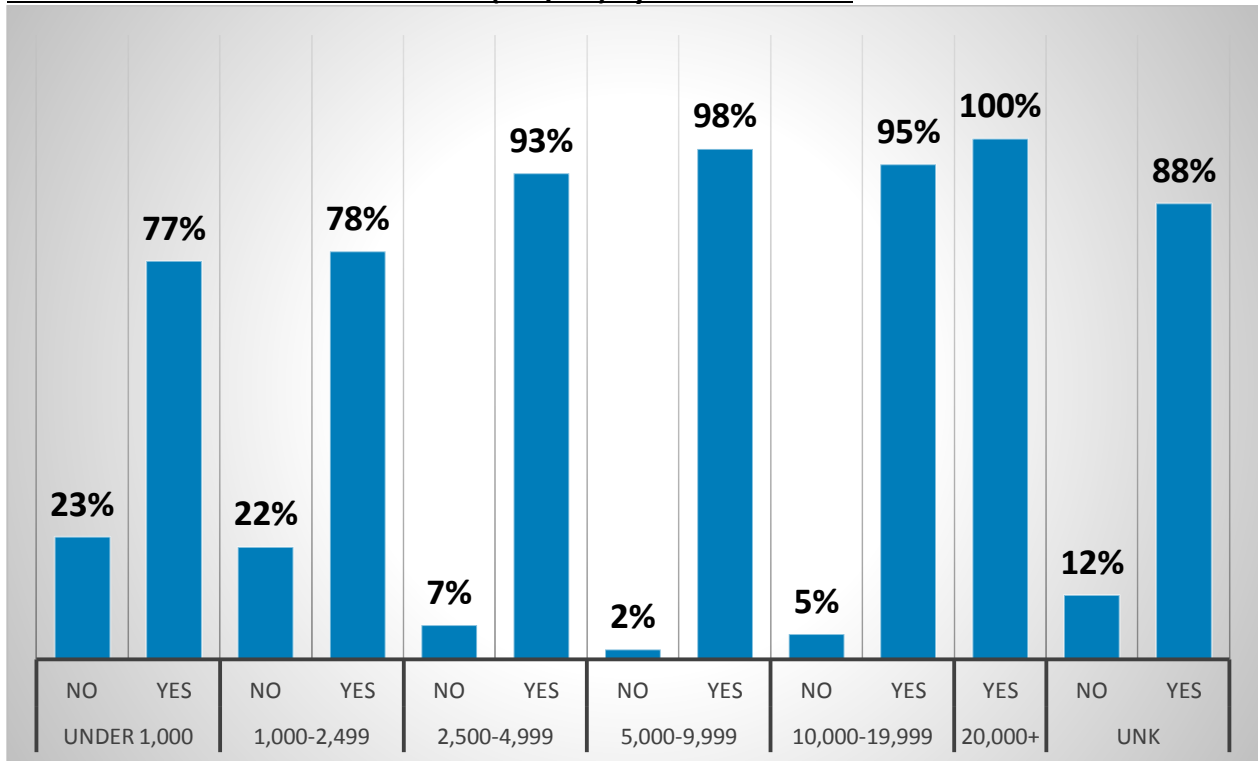
**Table 1: Distance Education Offered (Yes/No) by Institution Type**



**Table 2: Distance Education Offered (Yes/No) by Institution Control**



**Table 3: Distance Education Offered (Yes/No) by Institution Size**



Of those institutions that offer distance education, 54.7% (Figure 1) indicated that offer both graduate and undergraduate distance education courses. This outcome is impacted by the type of institution because for example, 2-year lower division only institutions will not offer graduate courses.

**Figure 1: Distance Education Offered Undergraduate, Graduate or Both**

Response	Chart	Percentage	Count
Undergraduate		35.7%	260
Graduate		9.6%	70
Both		54.7%	399
		<b>Total Responses</b>	<b>729</b>



Figures 2 through 7 detail the delivery methods for undergraduate and graduate distance education courses and differentiate 100% online course delivery practices from hybrid/blended classes at the undergraduate and graduate level. Respondents were able to check all that applied.

**Figure 2: Undergraduate Distance Education Course Delivery Methods**

Response	Chart	Percentage	Count
100% online course		13.6%	81
Hybrid/blended course		8.9%	53
Both		77.6%	463
		<b>Total Responses</b>	<b>597</b>

**Figure 3: Undergraduate 100% Online Distance Education Course Delivery Methods**

Response	Chart	Percentage	Count
Self-paced		27.7%	148
Paced - synchronous		66.5%	355
Paced - asynchronous		66.5%	355
Other, please specify...		3.4%	18
		<b>Total Responses</b>	<b>534</b>

**Figure 4: Undergraduate Hybrid/blended Distance Education Delivery Methods**

Response	Chart	Percentage	Count
Self-paced		19.7%	98
Paced - synchronous		75.3%	375
Paced - asynchronous		58.2%	290
Proctored exams (any method)		51.6%	257
Other in-person content		21.5%	107
Other, please specify...		2.6%	13
		<b>Total Responses</b>	<b>498</b>



**Figure 5: Graduate Distance Education Course Delivery Methods**

Response	Chart	Percentage	Count
100% online course		17.5%	71
Hybrid/blended course		13.8%	56
Both		68.7%	279
		<b>Total Responses</b>	<b>406</b>

**Figure 6: Graduate 100% Online Distance Education Course Delivery Methods)**

Response	Chart	Percentage	Count
Self-paced		19.2%	66
Paced - synchronous		66.5%	228
Paced - asynchronous		71.4%	245
Other, please specify...		2.6%	9
		<b>Total Responses</b>	<b>343</b>

**Figure 7: Graduate Hybrid/blended Distance Education Delivery Methods**

Response	Chart	Percentage	Count
Self-paced		15.2%	49
Paced - synchronous		73.4%	237
Paced - asynchronous		61.9%	200
Proctored exams (any method)		39.6%	128
Other in-person content		23.8%	77
Other, please specify...		2.8%	9
		<b>Total Responses</b>	<b>323</b>

Select “other” responses are detailed in Appendix F.

Respondents were asked to indicate, if known, which subject areas are more likely to have proctored distanced education course content and Figure 8 summarizes the responses.



**Figure 8: Subject Areas More Likely to Have Proctored Content**

Response	Chart	Percentage	Count
Education		31.9%	129
Engineering		12.6%	51
Liberal arts and sciences, general studies and humanities		40.7%	165
Biological and biomedical sciences		24.9%	101
Mathematics and statistics		42.7%	173
Basic skills and developmental/remedial education		9.1%	37
Physical sciences		22.0%	89
Health professions and related programs		38.0%	154
Business, management, marketing and relates support services		43.0%	174
Other, please specify...		17.8%	72
<b>Total Responses</b>			<b>405</b>







Respondents were able to list other subjects and those are included in appendix G.

The final question of the survey asked respondents to indicate how their institution identifies distance education courses for reporting and tracking purposes (Figure 9).





**Figure 9: Distance Education Courses Tracking Methods for Reporting and Tracking Purposes**

Response	Chart	Percentage	Count
Delivery method indicator in schedule of classes		82.5%	503
Delivery method indicator in student information system		77.4%	472
Delivery method indicator in data reporting system		47.0%	287
Delivery method indicator on transcript		5.2%	32
Delivery method indicator in course catalog		17.7%	108
Other, please specify...		5.2%	32
<b>Total Responses</b>			<b>610</b>

Select “other” responses are listed in Appendix H.

Questions regarding this or other AACRAO research should be directed to Wendy Kilgore, AACRAO Director of Research and Managing Consultant at [wendyk@aacrao.org](mailto:wendyk@aacrao.org).



## Appendix A: Survey Instrument

### AACRAO 60 Second Survey - Distance Education Practices

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This brief survey is meant to capture a snapshot of your institution's distance education practices. For the purposes of this survey the following definitions apply: Online course - 100% online course content with either synchronous or asynchronous learning. These courses may be self-paced or paced. They do not require any proctored course content. Hybrid/blended course - online courses that require a physical on-site presence for any reason, including proctored exams or other course content. These courses may be self-paced or paced.

#### Does your institution offer distance education courses in any delivery method?

- Yes
- No

#### Undergraduate, graduate or both?

- Undergraduate
- Graduate
- Both

#### Undergraduate distance education course delivery methods

- 100% online course (see definition above)
- Hybrid/blended course (see definition above)
- Both

#### 100% Online course practices - Undergraduate (Check all that apply)

- Self-paced
- Paced - synchronous
- Paced - asynchronous
- Other, please specify... \_\_\_\_\_

#### Hybrid/blended course practices - Undergraduate (check all that apply)

- Self-paced
- Paced - synchronous
- Paced - asynchronous
- Proctored exams (any method)
- Other in-person content \_\_\_\_\_
- Other, please specify... \_\_\_\_\_

#### Graduate distance education course delivery methods

- 100% online course (see definition above)
- Hybrid/blended course (see definition above)
- Both



**100% Online course practices - Graduate (Check all that apply)**

- Self-paced
- Paced - synchronous
- Paced - asynchronous
- Other, please specify... \_\_\_\_\_

**Hybrid/blended course practices - Graduate (check all that apply)**

- Self-paced
- Paced - synchronous
- Paced - asynchronous
- Proctored exams (any method)
- Other in-person content \_\_\_\_\_
- Other, please specify... \_\_\_\_\_

**If known, please indicate which subject areas are more likely to have proctored distance education course content.**

The subject areas below are extracted from the current NCES CIP code list but do not represent the entire list (<http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>)

- Education
- Engineering
- Liberal arts and sciences, general studies and humanities
- Biological and biomedical sciences
- Mathematics and statistics
- Basic skills and developmental/remedial education
- Physical sciences
- Health professions and related programs
- Business, management, marketing and relates support services
- Other, please specify... \_\_\_\_\_
- Other, please specify... \_\_\_\_\_

**Please indicate how your institution identifies distance education courses for reporting and tracking purposes (please check all that apply).**

- Delivery method indicator in schedule of classes
- Delivery method indicator in student information system
- Delivery method indicator in data reporting system
- Delivery method indicator on transcript
- Delivery method indicator in course catalog
- Other, please specify... \_\_\_\_\_



## Appendix B: Count of Respondent by Country, Commonwealth, or Territory and State or Province, if applicable

Country, Commonwealth or Territory and State or Province	Count
<b>Armenia</b>	<b>1</b>
<b>Bolivia</b>	<b>1</b>
<b>Bulgaria</b>	<b>1</b>
<b>Canada</b>	<b>31</b>
AB	4
BC	6
MB	3
NB	1
NL	2
NS	1
ON	10
QC	3
SK	1
<b>Cote d'Ivoire</b>	<b>1</b>
<b>Italy</b>	<b>1</b>
<b>Lebanon</b>	<b>3</b>
<b>Mexico</b>	<b>1</b>
Puebla	1
<b>Northern Mariana Islands</b>	<b>1</b>
MP	1
<b>Puerto Rico</b>	<b>5</b>
<b>United Arab Emirates</b>	<b>1</b>
<b>United Kingdom</b>	<b>1</b>
<b>United States</b>	<b>790</b>
AK	2
AL	10
AR	7
AZ	16
CA	62
CO	20
CT	6
DC	6
DE	3
FL	22
GA	26
HI	4
IA	18



ID	6
IL	46
IN	15
KS	15
KY	14
LA	2
MA	28
MD	13
ME	6
MI	27
MN	19
MO	24
MS	4
MT	4
NC	20
ND	6
NE	6
NH	4
NJ	12
NM	5
NV	5
NY	47
OH	38
OK	12
OR	16
PA	44
RI	4
SC	10
SD	3
TN	16
TX	33
UT	8
VA	22
VT	7
WA	15
WI	19
WV	9
WY	4
<b>Grand Total</b>	<b>838</b>



## Appendix C: Count of Respondent by Institution Type and Control

Institution Type and Control	Count
<b>2-year Lower Division Only</b>	<b>169</b>
Public	153
Private, not for profit	9
Private, proprietary	7
<b>Undergraduate</b>	<b>117</b>
Public	31
Private, not for profit	74
Private, proprietary	12
<b>Undergraduate, graduate, and/or professional</b>	<b>499</b>
Public	205
Private, not for profit	270
Private, proprietary	24
<b>2-year Upper Division with Graduate</b>	<b>3</b>
Public	1
Private, not for profit	2
<b>Graduate and/or Professional</b>	<b>39</b>
Public	3
Private, not for profit	35
Private, proprietary	1
<b>UNK/Other</b>	<b>11</b>
Public	2
Private, not for profit	5
Private, proprietary	1
UNK/Other	3
<b>Grand Total</b>	<b>838</b>



## Appendix D: Count of Respondent by Institution Size and Control

Control and Size	Count
<b>Public</b>	
Under 1,000	22
1,000-2,499	45
2,500-4,999	63
5,000-9,999	78
10,000-19,999	61
20,000+	36
UNK	90
<b>Private, not for profit</b>	
Under 1,000	125
1,000-2,499	99
2,500-4,999	70
5,000-9,999	23
10,000-19,999	18
20,000+	7
UNK	53
<b>Private, proprietary</b>	
Under 1,000	19
1,000-2,499	4
2,500-4,999	4
5,000-9,999	3
10,000-19,999	4
20,000+	3
UNK	8
<b>UNK/Other</b>	
UNK	3
<b>Grand Total</b>	<b>838</b>



## Appendix E: Count of Respondent by Institution Size and Type

Type and Size	Count
<b>2-year Lower Division Only</b>	<b>169</b>
Under 1,000	20
1,000-2,499	27
2,500-4,999	44
5,000-9,999	40
10,000-19,999	23
20,000+	3
UNK	12
<b>Undergraduate</b>	<b>117</b>
Under 1,000	46
1,000-2,499	37
2,500-4,999	6
5,000-9,999	6
10,000-19,999	4
20,000+	1
UNK	17
<b>Undergraduate, graduate, and/or professional</b>	<b>499</b>
Under 1,000	69
1,000-2,499	80
2,500-4,999	87
5,000-9,999	54
10,000-19,999	55
20,000+	40
UNK	114
<b>2-year Upper Division with Graduate</b>	<b>3</b>
5,000-9,999	1
UNK	2
<b>Graduate and/or Professional</b>	<b>39</b>
Under 1,000	30
1,000-2,499	3
5,000-9,999	1
UNK	5
<b>UNK/Other</b>	<b>11</b>
Under 1,000	1
1,000-2,499	1
5,000-9,999	2
10,000-19,999	1
20,000+	2
UNK	4
<b>Grand Total</b>	<b>838</b>





## Appendix F: Other Responses for Course Delivery Methods

### Undergraduate 100% Online course

Response
None are self-paced
One-time in-person mandatory meeting before class begins
Courses are offered where there is a deadline for the assignment to be completed, but just so you meet the deadline, everyone completes at their own pace.
May have Proctored exams
Not correspondence courses! All with regular substantive contact between faculty and students
We are a distance education institute, some courses are also offered onsite with collaborating partner.
We use a streaming media solution in some of our courses that allow student to view on-demand or synchronously.
modules of 7 weeks or trimesters of 14 weeks, syllabi with complete definition and timing of all course assignments, discussions, quizzes, papers, etc. through course management software.
Self-paced semester based
100% online courses FROM STUDENTS' perspective include these: "Online option" courses are courses that being taught on-campus, but also recorded--"live-streamed" or posted 24 hrs. later-- and so can be taken entirely online. 2.) Some of our "online option" courses in the current year are offered online only in the following year -- they're never reused later than one year after original course was recorded. These and our "online option" courses also have weekly on-campus and online web conference section meetings led by course teaching assistants. 3.) We also offer a number of live "web conference," which have regular "live" weekly conference classes, using Blackboard or Adobe. NOTE: These courses can be taken with no on-site presence required, but their content is taught, managed, and provided by the course instructor and creator of the course and by support teaching staff s/he hires. None of our courses that can be taken 100% online are without communication and interaction with these instructors -- i.e., none are "canned" and able to run on their own.
Depends on instructor



## Undergraduate Hybrid/blended course practices

Response
Wet labs
On campus intensive in the middle of the term
Orientations
Lecture content is all online but students meet for discussion section only once per week
Tutoring sessions Mock interviews Etc.
Fifty percent in person
Flipped courses might include in person group activities or presentations
Selected class meeting times
Speeches for Speech Communication and laboratory work for various science courses
On campus intensive weekend labs
Weekly advice and assessment on self-advancement
Some in person class meetings
Some meetings
Class meetings time are scheduled throughout the semester by the instructor and could range from weekly meetings to a set number
Most of the contact with the student is in the classroom
Fewer classroom meeting sessions are scheduled that regular classroom courses
Some class meetings or orientation
Regular but less frequent class meetings
Laboratory
Specific lectures tests or check ins like with a senior seminar
Classes meet fifty percent of the time in person
Face to face and proctored course content
Labs
Faculty travel to remote sites periodically
Tests
Flipped classrooms students watch lectures online and course time is used for discussion



Weekend residencies
Classroom attendance required
About half of the course is online and the other half is in class
One or two face to face meetings for introduction and clarity of concept
On ground classroom participation
Limited required class meetings
Some in person lectures in some classes
Initial meetings
Some in person classroom sessions
Some in person meetings
Lecture in person hours
Evaluation
Residency Day requirement
Half of class meeting time is face to face
Various
Less than half of instruction time in person
Some courses require onsite practicums such as nursing
Nursing clinicals and labs for our hybrid accelerated BS in Nursing program
Students are required to attend for labs in a lab course Language courses require class sessions for auditory and oral practice Courses may requires sessions for group work
Assigned by instructor
Classes will meet half time in class and the other half online
Approximately fifty percent in person
Some on campus meetings
Additional support as needed and or presentations
Attend class twice a term
May require one on one or class meeting time
Some require a beginning and or ending physical meeting
Some class sessions are offered in person
Some courses require seminar attendance in person for a brief period of time



Some on campus face to face meeting occur
Class sessions orientations internships clinical experiences
Orientation
Some class meetings or individual sessions with instructors
Lecture one day and assignments and quizzes online
Some lab content and lab examinations
Tests on campus or online
Fifty percent face to face class sessions and fifty percent online sessions
Courses we call hybrid require one intensive weekend on campus in addition to weekly meetings as online option or web conference
With some science classes the lecture is online and the lab is on campus
Discussions presentations group interaction collaborative learning
Classroom experience structured in intensive format prior to travel experience
Proctored writing assignment
Education majors meet in person
On campus residency and heavy faculty mentoring and coaching
Some courses require one or more activities or assignments to be completed on campus
Some in class time available or required
Orientation Meetings and one or more class meetings
Lectures and presentations
high school concurrent and contract courses
Some courses that we call online do require face to face testing others that we call hybrid usually have at least one face to face meeting per week
Orientation Sessions
Periodic in class exercises
In class one day per week
Labs and practicums
Some synchronous classroom activities
Labs and Lectures and Review Sessions



Some required a certain percentage of in person content and some only one proctored exam
Standard Classroom meeting times for assignments and due dates
Face to Face on campus
Classes meet certain times in the classroom each class varies in its requirements

### Graduate 100% Online course

Response
None are self-paced
Professor Lead
May have proctored tests
Assigned by instructor
We use a streaming media solution in some of our courses that allow student to view on-demand or synchronously.
Depends on instructor

### Graduate Hybrid/blended course practices

Response
On campus intensives in the middle of the term
On campus intensive
On campus meetings and orientations
Two and one half day classroom time
One week intensive
Some class meeting times
Annual colloquium with physical on site presence
Some meetings
on campus orientation and project presentations
Class meetings time are scheduled throughout the semester by the instructor and could range from weekly meetings to a set number
Fewer classroom meeting times are scheduled than for regular classroom courses



Some class meetings or orientation
Classes are taught at businesses or other schools campuses
Weekend practicum course
Face to Face and proctored course content
Sometimes a class meeting at the beginning and end of the term
Residency
Weekend residencies
Classroom attendance required
On and off campus formal scheduled class periods
Introduction and clarification of content
Many different delivery methods
Some in person sessions
Live Seminars two times each semester
Face to face classes
Two on campus sessions and two overseas sessions
Evaluations
Some class time required
Residency Day Requirement
Occasional onsite meetings for our hybrid MBA program
Group projects faculty input etc.
Assigned by instructor
Meet at least twenty one contact hrs. in the classroom as well as six of twelve Units online
Two class meeting per term
Some require beginning and or ending physical meetings
Some class sessions are in person
Video conferencing using traditional block scheduled classes
Saturday all day seminars twice a month
One week seminar on site
Discussion group work collaborative learning



Intensive class meetings held prior to travel experience
Periodic meetings
On campus residency and heavy faculty mentoring and coaching
Some courses require presence on campus for one or more assignments or activities
One course in first semester
The in person content is a two day seminar that has mandatory attendance
Required orientation or at least one class meeting
Lectures and presentations
Some graduate certificate programs converting to online still have in person courses in curricula
Two, one-week residencies beginning and end of semester
Low residency program where students meet at the start of the semester for nine days
Lectures and labs and review sessions

**Graduate Hybrid/blended course practices - Graduate (check all that apply) (Other, please specify...)**

Response
Using technology for face-to face content (counseling program)
Clinical Sites
We use a streaming media solution in some of our courses that allow student to view on-demand or synchronously.
Telepresence for face-to-face portion
Online is asynchronous
Depends on instructor



## Appendix G: Other Subjects More Likely to have Proctored Content

Response
Accounting
Criminology and Criminal Justice
Film Production and Script Writing
Biblical, theological or major-specific courses
Social Work
Criminal Justice
Related instruction at our 2 year college
Psychology
Strategic Intelligence
Completely at the discretion of the faculty
All of our online courses require proctored exams
Public Health
School Facilities Management
Law
Criminal Justice
Religious
Bible & theology
Accounting
None of which I'm aware.
Foreign Language
Visual art and design
Biblical Studies
Communication
Biblical and theological studies
Child Development
All our courses are offered via distance education





Our Psychology Dept. mandates on site testing
theological and pastoral studies
Organizational Leadership - graduate
Many of our hybrid courses have proctored exams and there is not one subject area that is more likely to.
Computer Science
Theological/religious studies
Computer and information sciences and support services
English
Technology
None "more likely"
Military/Government
Fire Sciences
Health and Wellness
Computer Science
Computer science/information systems
Masters of strategic communication
Foreign Languages
information technology
Criminal Justice/Justice Studies
public administration, graduate
IT, Electronics, Surgical Tech
Nursing
We have too few courses to identify a specific category
Theological Courses
Visual Art Studio
Economics
Counseling/psychology and internships/practicums
Veterinary Technician
Adult Education



Economics
Foreign Language
Criminal Justice
Fire Science
Applied Psychology



## Appendix H: Other Methods Used to Identify Distance Education Courses for Reporting and Tracking Purposes

Response
100% Online University - no need to differentiate
Section number assignment
We are exclusively online
Section code
Unsure how the Registrar reports data
Course note/ course description narrative
Section designation
Our SIS is divided by units. Each unit indicates the educational level and delivery method, so we have specific units for distance education. Thus we identify distance courses through all the options mentioned
Methodology is not identified
Campus code in the SIS
Courses indicated by specific section codes.
Campus and section number
In individual course description for that session only
We report delivery method on transcripts for some students because the data has been required. However, delivery method should be irrelevant to the student transcript.
Indicated in the section code on some courses, mostly U/G
All courses are online
Does not apply since all of our courses are on line. We do not record delivery method on our transcript.
Delivery method is not on the official transcript only the advising one
All of our programs are 100% on-line
Class Scheduling
The section number of the course indicates online.
Not at present but will by the end of the spring semester in the SIS
Location is listed as online in the student information system



We have a specific course section code for all the distance classes.
None
All of our courses/programs on 100% online only; students know when they apply therefore we do not have any special indicators in naming conventions
Other institutional materials -- e.g., departmental or CU Online websites
All classes are offered in the same format
Campus code (Banner); Unique subject codes

