E-Learning Trends

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Spring 2014

Committee on Information Technology and Media Services

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The Senate, having received multiple requests from faculty, charged the Standing Committee on Information and Technology to conduct a thorough examination of the nature, extent, and trends of E-Learning at the College.

In answering this charge, the committee reviewed enrollment data, surveyed faculty, deans, coordinators, and students. Full survey results can be found in the appendices.

Below are our initial findings.

I. Analysis of Extent of E-Learning

An examination of the aggregate data over the past three years reveals that the College has shown small but steady growth in every delivery method. The percentage of online courses grew by 1% each year (from 7% of the total number of courses in FY12, to 8% in FY13, and 9% in FY14), and the percentage of hybrid courses grew from 7.8% (FY12) to 9% in FY14.

Figure 1: Number of Courses by Instructional Method

	FY 2012	FY 2013	FY 2014
Online	195	226	262
Hybrid	207	228	258
All Other	2,363	2,382	2,402
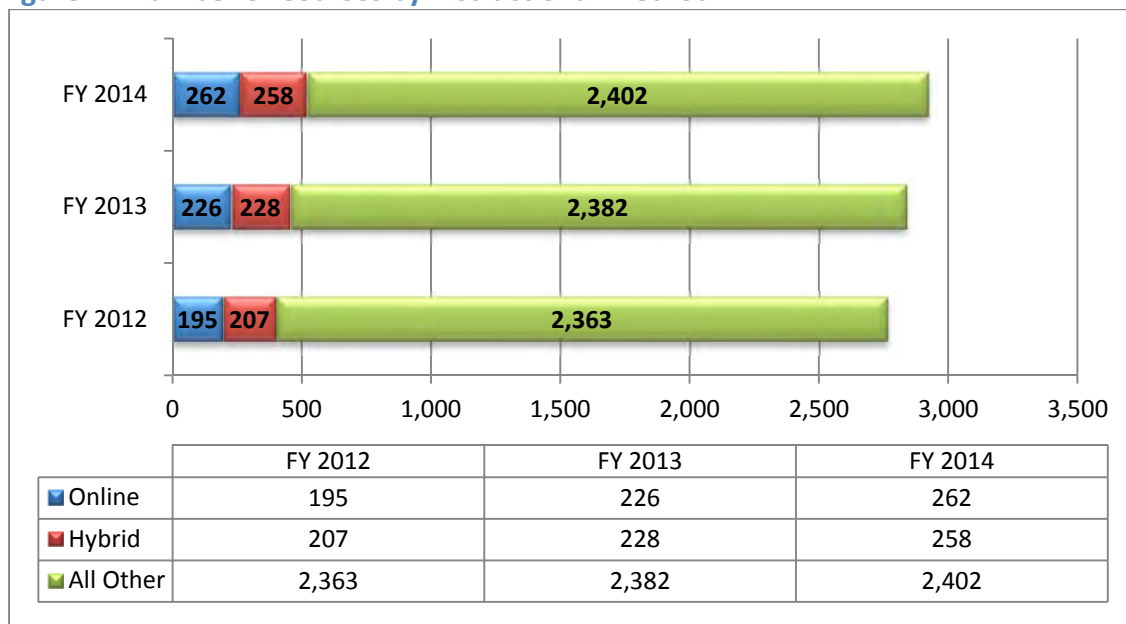
Further analysis of the most recent enrollment data (Table 1) shows that while online and hybrid enrollment is growing steadily, the vast majority of online and hybrid courses (as compared to overall course offerings) are offered during the summer terms.

Table 1: Course Offerings by Instructional Method, Course Acronym, & Semester

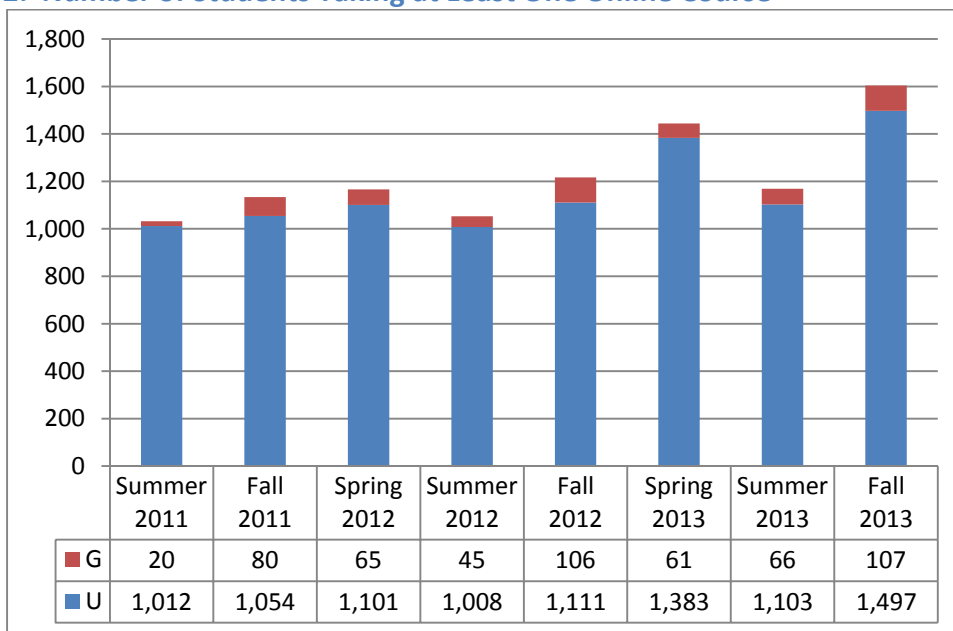| School	Course Acronym	Summer 2013							Fall 2013							Spring 2014						
		Online		Hybrid		All Others		Total	Online		Hybrid		All Others		Total	Online		Hybrid		All Others		Total
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
ARHU TOTAL		4	44%	0		5	56%	9	0		4	2%	160	98%	164	0		8	6%	133	94%	141
BUSN TOTAL		17	59%	3	10%	9	31%	29	6	4%	12	8%	140	89%	158	8	5%	11	7%	146	88%	165
EDUC TOTAL		3	11%	12	44%	12	44%	27	4	5%	23	30%	49	64%	76	2	3%	20	30%	45	67%	67
GENS TOTAL		64	77%	6	7%	13	16%	83	30	9%	26	7%	295	84%	351	39	13%	32	11%	222	76%	293
HLTH TOTAL		12	31%	10	26%	17	44%	39	13	8%	27	17%	116	74%	156	13	8%	24	15%	126	77%	163
NAMS TOTAL		0		1	4%	24	96%	25	0		2	1%	267	99%	269	0		0		253	100%	253
SOBL TOTAL		17	43%	7	18%	16	40%	40	15	7%	11	5%	180	87%	206	15	7%	19	9%	174	84%	208
OVERALL TOTAL		117	46%	39	15%	96	38%	252	68	5%	105	8%	1,207	87%	1,380	77	6%	114	9%	1,099	85%	1,290

Note: Only courses with enrollments of 5 or greater were included; CIEL, INT, ENGN, & WASH acronym courses were excluded; Cross listing of courses was not taken into consideration.

The data has been further refined to show course offerings by course acronym for the last three years. That summary can be found in Appendix A.

Additional review was completed on the number of online and hybrid courses that are being taken per student. There has been steady growth in the number of students taking at least one online course (Figure 2). In fact, almost 20% of students took at least one online course in the fall of 2013.

Figure 2: Number of Students Taking at Least One Online Course

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
G	20	80	65	45	106	61	66	107
U	1,012	1,054	1,101	1,008	1,111	1,383	1,103	1,497

However, most students do not take more than one online course per semester and very few full time students take all of their credits online (Figure 3). For example, in the Fall of 2013, only 9 full time students or .12% of the total head count completed all of their courses online.

Figure 3: Number of Full Time Students With All Online Schedule Per Semester

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
■ FT - G	0	1	0	0	0	0	0	0
■ FT - U	63	5	7	67	11	9	74	9
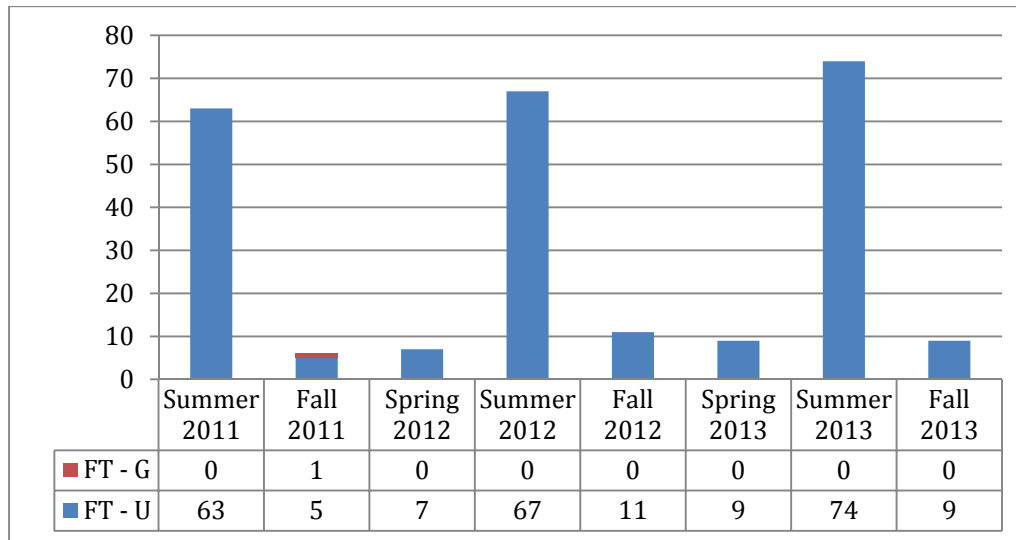
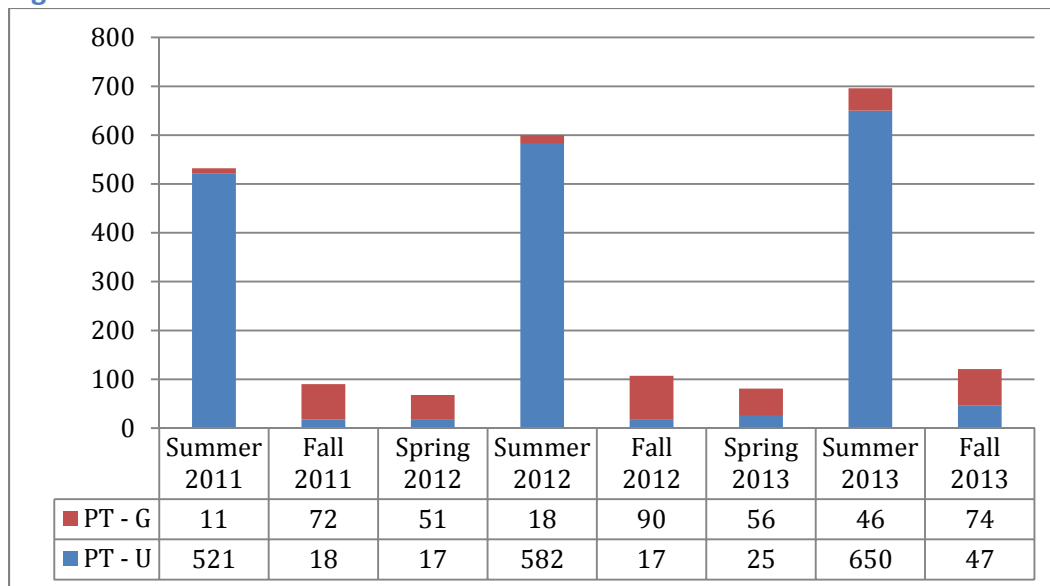Similarly, there has been growth in the number of part-time students completing all their course work online, but the numbers are still small. In the fall of 2013, only 47 students chose to complete all of their courses online (Figure 4).

Figure 4: Number of Part Time Students with All Online Schedule Per Semester

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
■ PT - G	11	72	51	18	90	56	46	74
■ PT - U	521	18	17	582	17	25	650	47

II. Types of E-Learning

The committee also solicited faculty opinion on emerging instructional methods. There has been great interest in "flipped courses" over the past several years and it appears (Table 2) that faculty have adopted the use of this pedagogy.

Table 2: Recent Teaching of "Flipped Course"

In the past year, have you taught a "flipped course"? (Students in hybrid and face-to-face courses learn new content online and then do hands-on work in the classroom.)		
Answer Options	Response Percent	Response Count
Yes	28.5%	41
No	71.5%	103

However, the reaction to MOOCs was mixed with 34% of respondents indicating a "favorable" or "generally favorable" response and 34% indicating "generally opposed" or "completely opposed."

Table 3: Opinion of MOOCs

What is your opinion of the value of MOOCs (massive open online courses) in higher education?		
Answer Options	Response Percent	Response Count
Don't know	12.5%	18
Completely opposed	11.8%	17
Generally opposed, but willing to consider a place for MOOCs in higher education	22.2%	32
Neither opposed nor favorable	19.4%	28
Generally favorable, but somewhat skeptical about MOOCs' place in higher education	25.7%	37
Completely favorable	8.3%	12

Only 2 of the faculty members that responded to the survey have used MOOC content within their courses (Table 4).

Table 4: Recent Use of MOOC Course Content

| In the past year, have you taught using MOOC's (massive open online course) as the primary content?		
Answer Options	Response Percent	Response Count
No, and I am not familiar with that term.	12.5%	12
No.	85.4%	82
Yes	2.1%	2

III. Trends and Plans

Deans, Coordinators, and Directors were asked if they have plans in their Schools to develop any new programs that will be delivered as hybrid or online. While no new program will be offered as hybrid or online in the Fall of 2014, several programs are

considering using multiple delivery methods in the future. Plans include:

- The School of Education is developing an Interdisciplinary Ed.D. and plans to have some hybrid and online courses as part of the program.
- The School of General Studies' liberal studies degree can be completed online and steps are underway to develop a clear pathway for this degree for returning adults.
- The School of General Studies has long term plans to explore a low on-site residency MFA program.
- The School of Health Science may consider a transitional Doctorate in Occupational Therapy (similar to the tDPT).
- The School of Natural Science and Mathematics will be transitioning the Master of Science in Computational Sciences to a fully online program.

In addition, students were asked in the student survey whether they would take more courses online during the regular semester if they were offered. The majority of students were interested in additional online courses in general studies and at some distance, while not as interested in major area courses being delivered online.

Figure 5: Areas of Interest for Online Courses

	General Studies	Major	Cognate	At Some Distance
Yes	770	335	409	660
Maybe	299	294	475	376
No	139	576	320	170
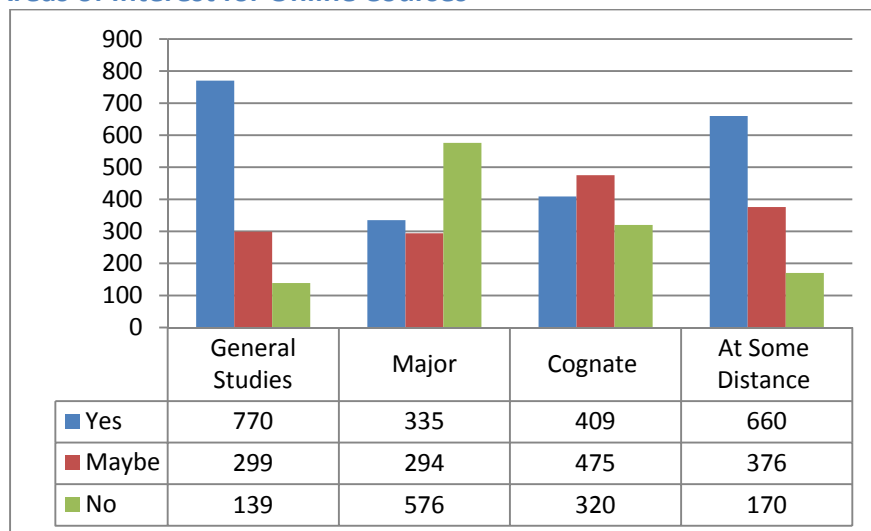
We also asked students if they would take more hybrid courses if they had the opportunity. The responses were similar to those of the previous question with more students expressing interest in additional hybrid courses in all areas, but least interested in hybrid courses for their major.

Figure 6: Areas of Interest for Hybrid Courses

	General Studies	Major	Cognate	At Some Distance
Yes	807	369	441	701
Maybe	327	354	537	388
No	81	494	235	126
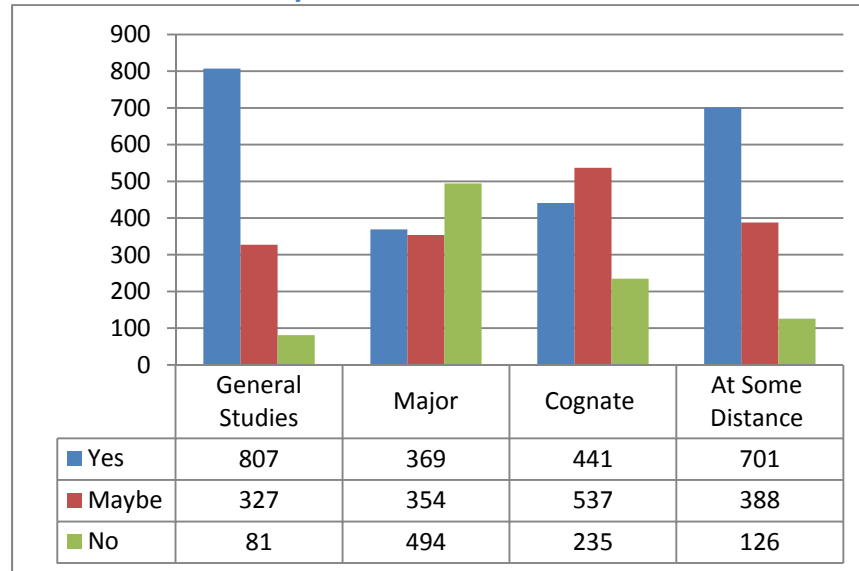
This is further explored in the question: "In which of the following delivery methods would you be most likely to register for the same course, offered by the same professor?" Inadvertently, students could choose more than one answer for this question rather than having it set as a forced choice, but the overwhelming majority of students prefer face-to-face instruction.

Figure 7: Choice of Delivery Method

	face-to-face	hybrid	online
Respondents	971	402	345
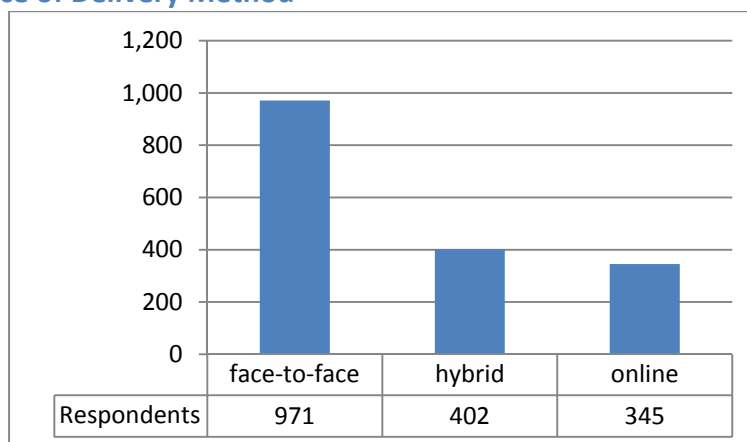
IV. Analysis of Schools/Programs/Faculty Policies/Activities Regarding E-Learning

The committee also reviewed how many full time, half time, and part time faculty teach online courses during the semester. The majority of courses were offered in the Schools of Health Sciences and Social and Behavioral Sciences by full and half time faculty.

Table 5: E-Learning by School

School	Course Acronym	Fall 2013				Spring 2014			
		Online		Hybrid		Online		Hybrid	
		FT/HT	PT	FT/HT	PT	FT/HT	PT	FT/HT	PT
ARHU TOTAL		0	0	4	0	0	0	8	0
BUSN TOTAL		7	0	10	1	7	1	8	3
EDUC TOTAL		1	3	18	5	1	1	16	4
GENS TOTAL		19	15	13	9	22	17	25	7
HLTH TOTAL		8	5	11	16	7	6	12	12
NAMS TOTAL		0	0	2	0	0	0	0	0
SOBL TOTAL		9	6	7	4	11	4	16	3
OVERALL TOTAL		*44*	*29*	*65*	*35*	*48*	*29*	*85*	*29*

Some programs do require that faculty seek approval before offering a course as either hybrid or online.

Table 6: Programs requiring approval process

Program	Approval Process to Teach Online or Hybrid
MAAS	Review by Program Curriculum Committee
BSNS	Coordinator approval
LITT	Inform Program
MBA	Director approval
HTMS	Inform program
TEDU	Review by Program Coordinator
CRIM	Approval by the CRIM distance education committee
MSW	Approval by Program Curriculum Committee
CSIS	Program faculty approval required for both the first time offered and then again for continuous offering

Most programs do not require special training by faculty before teaching hybrid or online courses, but instead encourage faculty to take advantage of the resources offered by Technology Boot Camp, the Office of E-Learning, and external training such as those offered by the Sloan Consortium prior to teaching online.

Most of the Schools do not have a policy or standard practice of regularly offering a certain percentage of courses as online or hybrid, but instead leave it to the discretion of the Program and the faculty. Some encourage faculty to teach at least one face-to-

face course per term. Also, some programs, such as Communications Disorders and Occupational Therapy have limitations based on accreditation standards. Others, such as Criminal Justice, do not allow core courses to be offered online.

Deans, Program Coordinators, and Directors were also asked whether their School or Programs have gathered any assessment data on online and hybrid courses. Most of the programs indicated that online and hybrid courses are a part of the School or Program's ongoing assessment activities, but that the online and hybrid modalities are not assessed separately from face-to-face courses. The Criminal Justice program appears to be one of a few who have e-learning focused assessment at this time, with a few others in the planning stages of doing so.

Additional results of the Deans, Program Coordinator/Director survey can be found in the appendices.

Appendix A: Hybrid & Online Courses by Acronym

Hybrid & Online by Course Acronym

School	Program	Summer 2011 Online #	%	Hybrid #	%	All Others #	%	Total	Fall 2011 Online #	%	Hybrid #	%	All Others #	%	Total	Spring 2012 Online #	%	Hybrid #	%	All Others #	%	Total
ARHU	AMST	N/A		N/A		N/A		N/A	N/A		N/A		N/A		N/A	N/A		N/A		N/A		N/A
	ARTP	0		0		0		0	0		0		25	100%	25	0		0		28	100%	28
	ARTV	1	100%	0		0		1	0		0		27	100%	27	0		0		33	100%	33
	COMM	2	40%	1	20%	2	40%	5	0		0		17	100%	17	0		0		21	100%	21
	DANC																					
	HIST	0		1	1	0		1	0		1	5%	20	95%	21	0		1	5%	19	95%	20
	LANG	0		0		4	1	4	0		1	3%	28	97%	29	0		1	4%	26	96%	27
	LITT	0		1	33%	2	67%	3	0		1	4%	24	96%	25	0		2	10%	19	90%	21
	MUSC																					
	PHIL	0		0		0		0	0		0		12	100%	12	0		0		12	100%	12
	THTR																					
	TOTAL	**3**	**21%**	**3**	**21%**	**8**	**57%**	**14**	**0**		**3**	**2%**	**153**	**98%**	**156**	**0**		**4**	**2%**	**158**	**98%**	**162**
BUSN	ACCT	1	25%	2	50%	1	25%	4	1	5%	0		21	95%	22	2	8%	0		22	92%	24
	BSNS	1	11%	0		8	89%	9	0		0		18	100%	18	0		0		14	100%	14
	CSIS	0		0		1	100%	1	0		1	4%	25	96%	26	0		0		28	100%	28
	FINA	0		1	50%	1	50%	2	0		1	6%	16	94%	17	0		0		18	100%	18
	HTMS	1	50%	0		1	50%	2	0		3	11%	24	89%	27	1	4%	1	4%	23	92%	25
	MGMT	5	56%	1	11%	3	33%	9	1	5%	2	10%	18	86%	21	2	8%	4	17%	18	75%	24
	MKTG	3	100%	0		0		3	2	11%	4	22%	12	67%	18	2	13%	1	7%	12	80%	15
	PLAW	0		1	100%	0		1	0		2	33%	4	67%	6	0		3	33%	6	67%	9
	TOTAL	**11**	**35%**	**5**	**16%**	**15**	**48%**	**31**	**4**	**3%**	**13**	**8%**	**138**	**89%**	**155**	**7**	**4%**	**9**	**6%**	**141**	**90%**	**157**
EDUC	EDUC	2	8%	6	25%	16	67%	24	2	3%	10	13%	63	84%	75	3	5%	6	10%	51	85%	60
	INTC	0		4	44%	5	56%	9	0		3	18%	14	82%	17	0		9	60%	6	40%	15
	TOTAL	**2**	**6%**	**10**	**30%**	**21**	**64%**	**33**	**2**	**2%**	**13**	**14%**	**77**	**84%**	**92**	**3**	**4%**	**15**	**20%**	**57**	**76%**	**75**
GENS	BASK/FRST								0		0		47	100%	47	0		0		11	100%	11
	GAH	19	86%	1	5%	2	9%	22	10	14%	3	4%	59	82%	72	8	13%	5	8%	51	80%	64
	GEN	2	15%	0		11	85%	13	1	2%	4	7%	51	91%	56	0		4	10%	35	90%	39
	GIS	10	50%	3	15%	7	35%	20	8	24%	2	6%	23	70%	33	8	18%	6	14%	30	68%	44
	GNM	9	69%	0		4	31%	13	4	7%	5	9%	47	84%	56	2	5%	3	7%	39	89%	44
	GSS	15	88%	1	6%	1	6%	17	3	6%	2	4%	46	90%	51	3	6%	2	4%	44	90%	49
	INTL	1	100%	0		0		1	0		1	33%	2	67%	3	0		1	100%	0	0%	1
	MAHG	1	50%	0		1	50%	2	0		0		4	100%	4	0		0		4	100%	4
	WGSS								0		0		0		0	0		0		0		0
	TOTAL	**57**	**65%**	**5**	**6%**	**26**	**30%**	**88**	**26**	**8%**	**17**	**5%**	**279**	**87%**	**322**	**21**	**8%**	**21**	**8%**	**214**	**84%**	**256**
HLTH	CMDS/SPAD	4	0.31	3	23%	6	46%	13	0		8	24%	26	76%	34	2	5%	7	18%	31	78%	40
	HLTH	0		0		1	100%	1	0		1	25%	3	75%	4	2	29%	2	29%	3	43%	7
	OCTH	0		0		2	100%	2	1	9%	0		10	91%	11	0		0		10	100%	10
	NURS	0		0		2	100%	2	0		6	20%	24	80%	30	0		8	20%	33	80%	41
	PHTH	0		0		2	100%	2	3	25%	1	8%	8	67%	12	4	21%	1	5%	14	74%	19
	PUBH	1	0.5	0		1	50%	2	1	8%	1	8%	11	85%	13	2	13%	1	6%	13	81%	16
	TOTAL	**5**	**0.23**	**3**	**0.14**	**14**	**64%**	**22**	**5**	**5%**	**17**	**16%**	**82**	**79%**	**104**	**10**	**8%**	**19**	**14%**	**104**	**78%**	**133**
NAMS	BIOL	0		1	11%	8	89%	9	0		0		77	100%	77	0		0		75	100%	75
	CHEM	0		0		8	100%	8	0		0		44	100%	44	0		0		47	100%	47
	CPLS	0		0		1	100%	1	0		0		5	100%	5	0		0		4	100%	4
	ENSC/ENVL	0		2	50%	2	50%	4	0		0		26	100%	26	0		0		28	100%	28
	GEOL	0		0		1	100%	1	0		0		8	100%	8	0		0		11	100%	11
	MARS	0		0		1	100%	1	0		0		11	100%	11	0		1	8%	12	92%	13
	MATH	0		0		2	100%	2	0		0		27	100%	27	0		0		28	100%	28
	PHYS	0		0		0		0	0		0		31	100%	31	0		0		29	100%	29
	SUST	N/A		N/A		N/A		N/A	N/A		N/A		N/A		N/A	N/A		N/A		N/A		N/A
	TOTAL	**0**	**0%**	**3**	**12%**	**23**	**88%**	**26**	**0**		**0**		**229**	**100%**	**229**	**0**		**1**	**0%**	**234**	**100%**	**235**
SOBL	ANTH								0		3	23%	10	77%	13	0		2	13%	13	87%	15
	CRIM	2	20%	0		8	80%	10	0		3	7%	38	93%	41	0		0		51	100%	51
	ECON	0		1	20%	4	80%	5	0		3	19%	13	81%	16	0		3	18%	14	82%	17
	GERO	3	60%	2	40%	0		5	1	13%	0		7	88%	8	3	33%	1	11%	5	56%	9
	POLS	0		1	100%	0		1	0		0		17	100%	17	0		0		13	100%	13
	PSYC	10	53%	1	5%	8	42%	19	9	16%	7	12%	41	72%	57	6	11%	8	14%	43	75%	57
	SOCY	3	50%	2	33%	1	17%	6	1	6%	4	22%	13	72%	18	1	7%	3	20%	11	73%	15
	SOWK	0		2	100%	0		2	0		0		38	100%	38	0		0		42	100%	42
	TOTAL	**18**	**38%**	**9**	**19%**	**21**	**44%**	**48**	**11**	**5%**	**20**	**10%**	**177**	**85%**	**208**	**10**	**5%**	**17**	**8%**	**192**	**88%**	**219**
	OVERALL TOTAL	**96**	**37%**	**38**	**15%**	**128**	**49%**	**262**	**48**	**3.8%**	**83**	**6.6%**	**1,135**	**89.7%**	**1,266**	**51**	**4%**	**86**	**7%**	**1,100**	**89%**	**1,237**

Note: Only courses with enrollments of 5 or greater were included; CIEL, INT, ENGN, & WASH acronym courses were excluded; Cross listing of courses was not taken into consideration

Hybrid & Online by Course Acronym

School	Program	Summer 2012 Online #	%	Hybrid #	%	All Others #	%	Total	Fall 2012 Online #	%	Hybrid #	%	All Others #	%	Total	Spring 2013 Online #	%	Hybrid #	%	All Others #	%	Total
ARHU	AMST	N/A	N/A	N/A		N/A		N/A	0		0		3	100%	3	0		0		3	100%	3
	ARTP	0		0		0		0	0		0		29	100%	29	0		0		22	100%	22
	ARTV	2	67%	1	33%	0		3	0		0		31	100%	31	0		0		30	100%	30
	COMM	1	33%	1	33%	1	33%	3	0		0		20	100%	20	0		2	9%	21	91%	23
	DANC																					
	HIST	0		0		2	100%	2	0		0		19	100%	19	0		0		19	100%	19
	LANG	0		0		4	100%	4	0		1	3%	36	97%	37	0		2	8%	22	92%	24
	LITT	2	100%	0		0		2	0		0		20	100%	20	0		2	10%	19	90%	21
	MUSC																					
	PHIL	0		0		0		0	0		0		10	100%	10	1	10%	0		9	90%	10
	THTR																					
TOTAL		5	36%	2	14%	7	50%	14	0		1	1%	168	99%	169	1	1%	6	4%	145	95%	152
BUSN	ACCT	2	50%	1	25%	1	25%	4	0		0		23	100%	23	2	8%	0		24	92%	26
	BSNS	1	17%	1	17%	4	67%	6	0		0		20	100%	20	0		1	8%	12	92%	13
	CSIS	0		0		0		0	0		1	4%	27	96%	28	0		1	3%	29	97%	30
	FINA	2	67%	0		1	33%	3	0		1	6%	16	94%	17	0		1	6%	15	94%	16
	HTMS	2	67%	0		1	33%	3	1	4%	0		22	96%	23	0		1	4%	22	96%	23
	MGMT	5	63%	0		3	38%	8	2	9%	3	14%	17	77%	22	1	6%	5	28%	12	67%	18
	MKTG	3	100%	0		0		3	2	11%	3	17%	13	72%	18	2	13%	2	13%	12	75%	16
	PLAW	1	100%	0		0		1	0		0		7	100%	7	0		2	40%	3	60%	5
TOTAL		16	57%	2	7%	10	36%	28	5	3%	8	5%	145	92%	158	5	3%	13	9%	129	88%	147
EDUC	EDUC	2	11%	6	32%	11	58%	19	2	3%	11	18%	49	79%	62	1	2%	10	20%	40	78%	51
	INTC	1	14%	3	43%	3	43%	7	3	23%	5	38%	5	38%	13	1	8%	8	67%	3	25%	12
TOTAL		3	12%	9	35%	14	54%	26	5	7%	16	21%	54	72%	75	2	3%	18	29%	43	68%	63
GENS	BASK/FRST	0		0		0		0	0		0		43	100%	43	0		0		12	100%	12
	GAH	15	83%	1	6%	2	11%	18	6	8%	5	7%	63	85%	74	9	13%	7	10%	55	77%	71
	GEN	3	27%	0		8	73%	11	1	2%	3	5%	61	94%	65	0		4	10%	38	90%	42
	GIS	17	77%	2	9%	3	14%	22	10	25%	3	8%	27	68%	40	11	24%	5	11%	29	64%	45
	GNM	8	80%	1	10%	1	10%	10	5	9%	4	7%	49	84%	58	2	4%	4	8%	47	89%	53
	GSS	16	84%	1	5%	2	11%	19	7	13%	3	5%	46	82%	56	10	20%	5	10%	34	69%	49
	INTL	0		0		0		0	0		1	50%	1	50%	2	0		2	100%	0	0%	2
	MAHG	0		1	100%	0		1	0		0		4	100%	4	0		0		3	100%	3
	WGSS	0		0		0		0	0		0		0		0	0		0		1	100%	1
TOTAL		59	73%	6	7%	16	20%	81	29	8%	19	6%	294	86%	342	32	12%	27	10%	219	79%	278
HLTH	CMDS/SPAD	1	7%	6	43%	7	50%	14	2	4%	12	27%	31	69%	45	1	2%	12	25%	35	73%	48
	HLTH	0		1	100%	0		1	1	5%	2	10%	17	85%	20	3	10%	2	7%	24	83%	29
	OCTH	0		0		2	100%	2	0		0		11	100%	11	0		0		10	100%	10
	NURS	0		1	20%	4	80%	5	0		8	27%	22	73%	30	0		10	23%	33	77%	43
	PHTH	0		0		2	100%	2	3	25%	0		9	75%	12	3	16%	0		16	84%	19
	PUBH	5	71%	0		2	29%	7	1	7%	1	7%	13	87%	15	3	17%	1	6%	14	78%	18
TOTAL		6	19%	8	26%	17	55%	31	7	5%	23	17%	103	77%	133	10	6%	25	15%	132	79%	167
NAMS	BIOL	0		1	14%	6	86%	7	0		0		83	100%	83	0		0		70	100%	70
	CHEM	0		0		8	100%	8	0		0		47	100%	47	0		0		49	100%	49
	CPLS	0		0		1	100%	1	0		0		4	100%	4	0		0		2	100%	2
	ENSC/ENVL	0		0		3	100%	3	0		1	4%	27	96%	28	0		0		26	100%	26
	GEOL	0		0		0		0	0		0		8	100%	8	0		0		10	100%	10
	MARS	0		0		2	100%	2	0		0		12	100%	12	0		0		14	100%	14
	MATH	0		0		2	100%	2	0		0		37	100%	37	0		0		27	100%	27
	PHYS	0		0		0		0	0		0		30	100%	30	0		0		31	100%	31
	SUST	N/A		N/A		N/A		N/A	0		1	20%	4	80%	5	0		0		3	100%	3
TOTAL		0	0%	1	4%	22	96%	23	0		2	1%	252	99%	254	0		0		232	100%	232
SOBL	ANTH	0		0		0		0	0		0		13	100%	13	0		4	33%	8	67%	12
	CRIM	1	11%	0		8	89%	9	0		3	6%	48	94%	51	0		0		45	100%	45
	ECON	0		1	20%	4	80%	5	0		3	18%	14	82%	17	0		2	13%	14	88%	16
	GERO	2	67%	1	33%	0		3	2	25%	0		6	75%	8	4	44%	0		5	56%	9
	POLS	0		0		0		0	0		0		12	100%	12	0		0		14	100%	14
	PSYC	10	53%	1	5%	8	42%	19	7	13%	8	14%	41	73%	56	7	12%	11	19%	41	69%	59
	SOCY	3	100%	0		0		3	1	7%	3	20%	11	73%	15	4	31%	3	23%	6	46%	13
	SOWK	0		1	100%	0		1	0		0		41	100%	41	0		1	2%	41	98%	42
TOTAL		16	40%	4	10%	20	50%	40	10	5%	17	8%	186	87%	213	15	7%	21	10%	174	83%	210
OVERALL TOTAL		105	43%	32	13%	106	44%	243	56	4%	86	6%	1,202	89%	1,344	65	5%	110	9%	1,074	86%	1,249

Note: Only courses with enrollments of 5 or greater were included; CIEL, INT, ENGN, & WASH acronym courses were excluded; Cross listing of courses was not taken into consideration

Hybrid & Online by Course Acronym

School	Program	Summer 2013 Online #	%	Hybrid #	%	All Others #	%	Total	Fall 2013 Online #	%	Hybrid #	%	All Others #	%	Total	Spring 2014 Online #	%	Hybrid #	%	All Others #	%	Total
ARHU	AMST	0		0		0		0	0		0		4	100%	4	0		0		2	100%	2
	ARTP	0		0		0		0	N/A		N/A		N/A		N/A	N/A		N/A		N/A		N/A
	ARTV	1	100%	0		0		1	0		0		27	100%	27	0		1	3%	28	97%	29
	COMM	2	67%	0		1	33%	3	0		1	5%	18	95%	19	0		3	15%	17	85%	20
	DANC								0		0		13	100%	13	0		0		11	100%	11
	HIST	1	50%	0		1	50%	2	0		0		17	100%	17	0		0		16	100%	16
	LANG	0		0		2	100%	2	0		2	5%	35	95%	37	0		1	5%	18	95%	19
	LITT	0		0		1	100%	1	0		1	5%	20	95%	21	0		3	16%	16	84%	19
	MUSC								0		0		6	100%	6	0		0		7	100%	7
	PHIL	0		0		0		0	0		0		12	100%	12	0		0		11	100%	11
	THTR								0		0		8	100%	8	0		0		7	100%	7
	TOTAL	4	44%	0		5	56%	9	0		4	2%	160	98%	164	0		8	6%	133	94%	141
BUSN	ACCT	3	75%	1	25%	0		4	1	4%	0		22	96%	23	3	12%	0		23	88%	26
	BSNS	1	17%	0		5	83%	6	0		0		20	100%	20	0		0		16	100%	16
	CSIS	0		0		1	100%	1	0		1	3%	30	97%	31	0		1	3%	32	97%	33
	FINA	2	67%	1	33%	0		3	0		1	6%	15	94%	16	0		1	6%	15	94%	16
	HTMS	1	50%	0		1	50%	2	0		1	4%	24	96%	25	2	7%	0		26	93%	28
	MGMT	6	67%	1	11%	2	22%	9	3	14%	3	14%	16	73%	22	2	10%	4	19%	15	71%	21
	MKTG	3	100%	0		0		3	2	13%	4	25%	10	63%	16	1	6%	3	18%	13	76%	17
	PLAW	1	100%	0		0		1	0		2	40%	3	60%	5	0		2	25%	6	75%	8
	TOTAL	17	59%	3	10%	9	31%	29	6	4%	12	8%	140	89%	158	8	5%	11	7%	146	88%	165
EDUC	EDUC	2	10%	8	40%	10	50%	20	3	5%	13	22%	44	73%	60	2	4%	14	25%	40	71%	56
	INTC	1	14%	4	57%	2	29%	7	1	6%	10	63%	5	31%	16	0		6	55%	5	45%	11
	TOTAL	3	11%	12	44%	12	44%	27	4	5%	23	30%	49	64%	76	2	3%	20	30%	45	67%	67
GENS	BASK/FRST	0		0		0		0	0		0		68	100%	68	0		0		22	100%	22
	GAH	15	88%	1	6%	1	6%	17	6	8%	10	13%	62	79%	78	11	14%	10	13%	55	72%	76
	GEN	2	20%	0		8	80%	10	1	2%	4	10%	37	88%	42	1	3%	4	12%	28	85%	33
	GIS	21	84%	2	8%	2	8%	25	8	23%	3	9%	24	69%	35	9	23%	3	8%	28	70%	40
	GNM	10	83%	2	17%	0		12	5	9%	4	7%	49	84%	58	3	6%	5	11%	39	83%	47
	GSS	15	88%	1	6%	1	6%	17	10	16%	4	6%	50	78%	64	15	21%	8	11%	47	67%	70
	INTL	0		0		0		0	0		1	50%	1	50%	2	0		2	100%	0		2
	MAHG	1	50%	0		1	50%	2	0		0		4	100%	4	0		0		3	100%	3
	WGSS	0		0		0		0	0		0		0		0	0		0		0		0
	TOTAL	64	77%	6	7%	13	16%	83	30	9%	26	7%	295	84%	351	39	13%	32	11%	222	76%	293
HLTH	CMDS/SPAD	2	11%	8	44%	8	44%	18	3	6%	14	26%	36	68%	53	1	3%	11	30%	25	68%	37
	HLTH	3	50%	2	33%	1	17%	6	2	6%	3	9%	27	84%	32	5	16%	3	9%	24	75%	32
	OCTH	0		0		2	100%	2	0		0		11	100%	11	0		0		10	100%	10
	NURS	0		0		0		0	2	6%	10	31%	20	63%	32	2	5%	9	20%	33	75%	44
	PHTH	1	33%	0		2	67%	3	3	25%	0		9	75%	12	2	10%	0		19	90%	21
	PUBH	6	60%	0		4	40%	10	3	19%	0		13	81%	16	3	16%	1	5%	15	79%	19
	TOTAL	12	31%	10	26%	17	44%	39	13	8%	27	17%	116	74%	156	13	8%	24	15%	126	77%	163
NAMS	BIOL	0		0		11	100%	11	0		0		83	100%	83	0		0		75	100%	75
	CHEM	0		0		8	100%	8	0		0		54	100%	54	0		0		56	100%	56
	CPLS	0		1	100%	0		1	0		1	33%	2	67%	3	0		0		4	100%	4
	ENSC/ENVL	0		0		2	100%	2	0		1	3%	28	97%	29	0		0		27	100%	27
	GEOL	0		0		0		0	0		0		7	100%	7	0		0		13	100%	13
	MARS	0		0		1	100%	1	0		0		12	100%	12	0		0		14	100%	14
	MATH	0		0		2	100%	2	0		0		42	100%	42	0		0		28	100%	28
	PHYS	0		0		0		0	0		0		33	100%	33	0		0		32	100%	32
	SUST	0		0		0		0	0		0		6	100%	6	0		0		4	100%	4
	TOTAL	0		1	4%	24	96%	25	0		2	1%	267	99%	269	0		0		253	100%	253
SOBL	ANTH	0		0		0		0	0		1	9%	10	91%	11	0		2	18%	9	82%	11
	CRIM	0		1	20%	4	80%	5	0		0		47	100%	47	0		2	4%	44	96%	46
	ECON	0		1	25%	3	75%	4	0		3	20%	12	80%	15	0		3	17%	15	83%	18
	GERO	1	100%	0		0		1	3	43%	1	14%	3	43%	7	3	33%	1	11%	5	56%	9
	POLS	0		3	100%	0		3	0		0		13	100%	13	0		0		13	100%	13
	PSYC	11	55%	1	5%	8	40%	20	7	13%	4	7%	45	80%	56	9	16%	8	15%	38	69%	55
	SOCY	4	100%	0		0		4	5	31%	2	13%	9	56%	16	3	21%	2	14%	9	64%	14
	SOWK	1	33%	1	33%	1	33%	3	0		0		41	100%	41	0		1	2%	41	98%	42
	TOTAL	17	43%	7	18%	16	40%	40	15	7%	11	5%	180	87%	206	15	7%	19	9%	174	84%	208
	OVERALL TOTAL	117	46%	39	15%	96	38%	252	68	5%	105	8%	1,207	87%	1,380	77	6%	114	9%	1,099	85%	1,290

Note: Only courses with enrollments of 5 or greater were included; CIEL, INT, ENGN, & WASH acronym courses were excluded; Cross listing of courses was not taken into consideration

Appendix B: Summary of Dean, Directors and Coordinators Survey

Plans for online degrees, either at the undergraduate or graduate level (Senate charge, item III.a. under "Trends and Plans")

As part of the survey of Deans as well as the survey of Program Coordinators and Directors, the Deans and Coordinators were asked about plans for online degrees. The following list summarizes those plans. We have left out any responses that were simply a "No," but have included those that indicate that there may be even some level of discussion. We have also included a response for reference purposes which indicates an existing online degree program is being phased out.

- **School of Business:** Dean Janet Wagner indicates that "there are various ongoing discussions, but nothing that's risen yet to the level of 'plan'."
- **School of Education:** Dean Claudine Keenan indicates "Based on preliminary market research data, there is a possibility that we may develop some online and hybrid courses for a proposed Interdisciplinary Ed.D. program; concept paper to be presented to the Academic Programs & Planning Committee of the Faculty Senate in Fall 2014." But otherwise did not indicate any plans for online degrees.
  - **MAEL:** "We are developing a proposal for an Ed.D. in Organizational Leadership program that will be interdisciplinary. Some of the coursework will be hybrid." (Joe Marchetti)
- **School of General Studies:** Dean Robert Gregg indicates that "LIBA could be offered on-line, and steps are moving in this direction." And also indicates that although there are no plans at the graduate level, that "a low residency MFA might be an option down the road."
- **School of Health Sciences:** Response from the Interim Dean, Bess Kathrins, highlighted that the School of Health Sciences already does at the Graduate level; but otherwise did not express any current plans for new online degrees.
  - **tDPT:** "No. In fact, the tDPT Program is being phased out. The last group of students were admitted to the program this past September. By the end of this current academic year, one course will have been offered for the last time. The projected final graduation date is December 2016 for students in the program." (Elaine Bukowski)
  - **MSOT:** "Right now we have no plans, but there may be an opportunity for us to offer an online transitional OTD program (similar to the existing tDPT program) should we move to an entry level OTD degree based on what direction the profession is moving. There has been talk of this. If this were the case, then we would offer an onsite OTD Program and a transitional OTD program online (for graduates who have the Master's degree). Of course, this would be contingent upon the College approving a move to an entry level doctorate (if the profession moves in this direction, the College would either have to approve or disband the program)." (Kimberly Furphy)
- **School of Natural Sciences and Mathematics:** Although the response at the School level within NAMS indicates there are no plans for online degrees at the undergraduate or graduate level, the Coordinators/Directors survey did indicate at least one such plan (see below). We assume the discrepancy simply implies a plan in its early phases.

- - **MSCP:** "Our goal is to transition to a fully online graduate program." (Russ Manson)

School of Social and Behavioral Sciences: Dean Cheryl Kaus did not express any current plans for new online degrees.

School or Program e-learning policies related to who and when online/hybrid courses can be taught (Senate charge, item IV.b. under "Analysis of Schools/Programs/Faculty Policies/Activities Regarding E-Learning")

In our survey Deans and our survey of Coordinators/Directors, we asked about School and Program policies related to: (a) restrictions on number of courses faculty teach online/hybrid, (b) policies governing approval of online/hybrid courses, and (c) any required training. These items come specifically from the Senate charge to the committee. We summarize the responses. We only list those that indicated they have policies. An omitted School or Program either did not report any such policies or did not respond.

- **School of Arts and Humanities:**
    - **LITT:** "No formal policy. My sense is that the program expects Literature faculty to have a face-to-face campus presence and, therefore, encourages face-to-face or a mix of face-to-face and online/hybrid rather than an exclusive online presence…. It is general practice to chat with the program about (changes to) instructional method and announce to the faculty during the scheduling meeting whether a course is planned as F2F, hybrid, or online…." (Kristin Jacobson)
    - **MAAS:** "Courses need to be reviewed by the Curriculum Committee." (Sharon Musher)
- **School of Business:** On teaching restrictions: "As Dean I've stated that I expect each faculty member to teach at least fully one on-ground course each semester, more a guideline than a policy. There have been some exceptions, mainly due to faculty illness where I've approved a schedule involving only hybrids." (Janet Wagner) On training: "It's not a policy, but it's the practice. Someone teaching on-line for the first time gets a stipend, and I'm fairly directive that I expect to see the faculty member partaking in on- or off-campus training in order to receive that stipend." (Janet Wagner)
    - **BSNS:** On offering a course online/hybrid: "BSNS and MBA just require coordinator/director approval." (Dean Janet Wagner)
    - **CSIS:** "Before offering a CSIS course as a hybrid or online, the faculty member must present a proposal at a CSIS Program faculty meeting. The CSIS Program Faculty then vote on whether to grant a one-time offering. If approved, the approval is for one specific course for one semester and for that one faculty member only. The faculty member then returns to a future program meeting to report on how it went. Optionally, at the time of this report, they can then request an ongoing approval which would require a majority vote of the CSIS Program faculty." (Vincent Cicirello)
    - **HTMS:** "HTMS just usually does discuss class format changes as a program." (Dean Janet Wagner)
    - **MBA:** On offering a course online/hybrid: "BSNS and MBA just require coordinator/director approval." (Dean Janet Wagner)
- **School of Education:** "The School policy acknowledges the specific needs of each program's students, and restricts only the undergraduate teacher education program, which has a high demand for traditional courses from its traditional population. Faculty who teach in this program must offer ONE of their three courses in a traditional format. The other two may be online, hybrid or both. Those who teach only in the graduate

programs may teach all three of their courses online or hybrid to meet the needs of a mostly non-traditional population (in-service teachers and professionals seeking education and instructional technology masters degrees)." (Claudine Keenan)

- **TEDU:** "We do have TEDU Program policy regarding online or hybrid. We have policy for the creation of courses and the altering/revision of existing courses. For altering/revising existing courses, there is a required review process in place which includes changes to "delivery mode". The review varies depending on the type of course. All require a review by the Program Coordinator. The full program faculty review substantive changes including program courses going from face-to-face to hybrid/online. We also require that a course be taught once by an instructor (tenure-track faculty or adjunct) face-to-face before it can be converted to online/hybrid. For new courses, there is a full faculty review conducted. This is regardless of delivery mode." (Norma Boakes) And on training: "No formal policy at this time. However, we typically direct someone new to online/hybrid to another individual that has taught in that model for informal mentoring. It is typically a full-time faculty member that has taught the course in the same delivery mode." (Norma Boakes)

- **School of General Studies:** No restrictions or special approval processes were reported. On the question of "training", Robert Gregg indicates: "There is no special training required. But they should be trained in Blackboard."
  - **Writing Minor:** On approval process for faculty wishing to teach online/hybrid: "Not for full-time faculty; adjuncts generally ask -- but no policy about that." (Carra Hood)
  - **GEN Curriculum:** On approval process for faculty wishing to teach online/hybrid: "Not for full-time faculty; adjuncts generally ask -- but no policy about that." (Carra Hood)
  - **Holistic Health Minor:** On approval process: There is a policy for approval of new courses but it is "not specific to online/hybrid."

- **School of Health Sciences:**
  - **MSCD:** On restrictions on faculty teaching online/hybrid: "No, it is more a factor of accreditation standards." (Amy Hadley) For more elaboration on this, see summary of responses on online/hybrid course offerings.
  - **tDPT:** No restrictions as all courses are online. On training requirements: "No. However, prior to the start of the course offerings in the tDPT, the faculty worked together and established a set format for all the courses, using a modular system for the delivery of course content. Faculty also received Blackboard training to insure that faculty could not only use Blackboard as our method of course delivery, but help students navigate the system, particularly those students who had not used Blackboard and/or online learning systems. Dr. Bukowski became the "go to" person in the program to help the tDPT faculty with their courses. This is a method that has worked well for the program." (Elaine Bukowski)
  - **MSOT:** "Accreditation does not limit us in terms of the numbers of courses, but we do need to let them know if we are holding courses online and provide explanation as to how we can teach our clinical concepts in an online format. It is just easier to not offer courses in this format. If we did offer courses online, I

am not sure we would limit the number of courses that any one faculty member could teach online. It would really depend on the course content and the need for the clinical expertise of the faculty member assigned to teach the courses." (Kimberly Furphy) On training requirements: "We do use Blackboard as a method to disseminate course content to students in an effort to keep our delivery methods as "green" as possible. All new faculty are encouraged to take the appropriate Boot Camp courses, use the expertise of other faculty, and become involved in the ASE Program as able." (Kimberly Furphy)

- **School of Natural Sciences and Mathematics:** "The NAMS policy allows each program to develop its own guidelines for the development of new courses and for the revision of existing courses." (Cheryl Vaughn-Jones)
  - o **MATH:** "We do not have a policy but we normally get program approval on new courses." (Chia-Lin Wu)
- **School of Social and Behavioral Sciences: "**No School policy. Faculty are free to deliver their Gxx courses in any format. Program practice is for faculty to seek approval to deliver program courses as online or as hybrids. Practice has been to require at least one F2F course per faculty per semester. "(Mary Beth Sherrier)
  - o **MACJ:** On policy on faculty teaching online/hybrid (Christine Tartaro): "We have one through the undergraduate (CRIM program). The policy states that faculty may do no more than 2 online CRIM courses a year. There are no limitations on how many online general studies courses faculty teach." On approval process (Christine Tartaro): "The program has an approval form inspired by the Blackboard Exemplary Course Rubric (see attached). The distance education committee, consisting of three experienced online teachers in the program, look at the class and independently rate it. Faculty must get at least a 75% to teach the course."
  - o **MSW:** "Faculty must present a proposal to the curriculum committee if they are planning on offering a course online. There are a number of classes that are excluded from being taught online." (Robert Barney)
  - o **PSYC:** "We have 'procedures' from past practice such that new courses need to be reviewed by our faculty. A group of faculty members in our program teach hybrids and online courses and they are free to develop these courses without extensive review from all. There is no formal policy that precludes someone from putting an existing course online." (Keith Williams)
  - o **CRIM:** On teaching restrictions policy (Marissa Levy): "We have a policy that no core courses (required courses) can be taught in any other modality than face-to-face. That is eight program courses of the 10 program courses that students must take to graduate…. since only electives in CRIM can be taught via DE, that automatically restricts… how many can be taught." On approval process (Marissa Levy): "The faculty member/class that is under review has to earn at least a 75% on the BB best practices."

School or Program policies/practices/tendencies of regularly offering a certain percentage of courses as online or hybrid (Senate charge, item IV.c. under "Analysis of Schools/Programs/Faculty Policies/Activities Regarding E-Learning")

In our survey Deans and our survey of Coordinators/Directors, we asked:

> *"Does your Program regularly offer a certain percentage of courses either online or as hybrids? If so, does your Program have a formal policy to do so? Or is it a less formal Program practice (e.g., deliberately adjusting online or hybrid offerings during the scheduling process, but not motivated by a formal Program policy)? Or is it just a tendency of the Program to do so (e.g., it just happens due to teaching preferences)?"*

The items in this question come specifically from the Senate charge to the committee. We summarize the responses. An omitted School or Program either did not report any such policies/practices/tendencies or did not respond. In some cases, the response from the Dean or Assistant Dean provides Program specific details.

- **School of Arts and Humanities:**
  - **MAAS:** "We are increasingly offering hybrid courses. We have had little luck with fully on-line courses – our students don't appear to be interested in them. Our program is new and very small. There is no systematic program in terms of what to offer when, but I am encouraging hybrids." (Sharon Musher)
- **School of Business:** "The School of Business (BUSN) has no formal policy --- but we've made a promise to the Provost's office to try to get at least one section of each Business Studies core course to be on-line over the year. The faculty is generally supportive, except there is concern that the capstone course (BSNS 4112 --- Business Policies and Strategies) may not work well in that format and nobody has yet volunteered to convert to do so. Our use of alternative formats is mainly driven by teaching preferences." (Janet Wagner)
  - **CSIS:** "For the past few years, we have regularly offered 1 hybrid section of CSIS 1180, and nothing else online or hybrid within CSIS. A few of our faculty teach GENS courses online or as hybrids. Our online and hybrid offerings are currently primarily guided by faculty preferences, constrained by our program policy on approving online/hybrid offerings of CSIS courses." (Vincent Cicirello)
- **School of Education:** "The School of Education regularly offers as many graduate courses as possible in online and hybrid delivery formats, and a few select undergraduate courses in these formats. We do not have a school-wide percentage or formal policy for these offerings; rather, each program has developed practices that best serve its students' needs. For example, the undergraduate teacher education program practices have tended to offer far more traditional and clinical experiential courses than the graduate programs in education and instructional technology. Of the two graduate programs, education offers more online and hybrid courses than instructional technology. All of these are the results of teaching preferences, although the graduate education program has made a

concerted effort to increase the number of hybrid and online courses these past three years." (Claudine Keenan)

- o **MAEL:** "Less formal practice. We have tried to offer at least one or two courses hybrid, generally research related." (Joe Marchetti)
- o **TEDU:** "Yes, we offer both types. There is not a conscious decision on the number of hybrids/onlines offered. TEDU as a whole does not offer a lot of online/hybrid. This is particularly the case with courses that are part of the teacher preparation sequence (Intro, Intermediate, & St Teaching). They are almost 100% face-to-face. The only exception is when there are small groups of students due to low enrollment. Faculty/adjunct choose if they want hybrid or online for the most part. We do try to balance online/hybrid with face-to-face sections of the same course. We do so knowing that some students prefer face-to-face (typical for freshmen/sophomore on campus students) versus online/hybrid style while others that might commute to campus typically prefer the opposite. The decisions are informal though at this point. As Program Coordinator I advise administration on schedule. If there are too many online/hybrid it is discussed and resolved w/the faculty or adjunct that it impacts." (Norma Boakes)
- **School of General Studies:** "The School of General Studies does not have a formal policy regarding on-line courses. By-and-large, the freshmen seminars and most of the writing and Math courses are face-to-face. There would need to be discussions about the value of moving some of these to on-line or hybrid status — the latter would be considered valuable, particularly as these courses are intended to prepare students for the full array of experiences at Stockton. The Summer courses — many of which are Gs — are frequently on-line — so there is nothing intrinsic to the G curriculum that would require these courses be face to face."
  - o **Writing Minor:** "No formal policy, instructors determine course format, very few online or hybrid courses in the curriculum." (Carra Hood)
  - o **GEN Curriculum:** "No formal policy, instructors determine course format, summer classes more often online than semester courses, some hybrid courses during the semester." (Carra Hood)
- **School of Health Sciences:** "Yes."
  - o **MSCD:** "In general, our courses are face-to-face because our accrediting body has stricter standards for programs that offer online courses. We have a "bridge program" called Communication Disorders Preparation-it involves 5 pre-requisite, 5000 level courses for people who need the pre-requests required by Master's programs in Communication Disorders. Those are more often than not, online or hybrid. They are not part of the MSCD." (Amy Hadley)
  - o **tDPT:** 100% online. "This was the way the program was designed. We wanted to meet the needs of the working licensed physical therapist who desired to return to school to upgrade their education to the doctoral level." (Elaine Bukowski)
  - o **MSOT:** "Content and accreditation somewhat limit the ability to offer courses online or hybrid. We do offer some individual class sessions online (i.e. Snow days, instructor illness, etc.), but it is not a common practice. We use it to keep up on content in rare cases where classes are cancelled." (Kimberly Furphy)
- **School of Natural Sciences and Mathematics:** "The School of Natural Sciences and Mathematics does not offer any Program/Core courses in a purely online format. Many

of the Program/Core courses utilize Blackboard to supplement the face-to-face meetings. Others use web-based tools such as Wiley Plus to supplement learning. The faculty have developed and offered several online General Studies courses. NAMS has no formal policy concerning the offering of online or hybrid courses. This is more or less an informal practice determined by our Programs." (Cheryl Vaughn-Jones)

- o **MSCP:** "The program is currently in transition but we plan to strategically offer more hybrid and online courses." (Russ Manson)
- **School of Social and Behavioral Sciences: "**We offer about 15% Fall/Spring, program/Gxx and about 60% in the Summer. (Mary Beth Sherrier**)**
  - o **GERO:** "We do regularly have 3-4 sections offered online. We do not have a policy, it is mostly due to teaching preferences." (Christine Ferri)
  - o **MACJ:** "We have a policy that core courses must be in person. I believe that we also have a policy forbidding our electives from being online, but hybrids are fine. We offer them as faculty are willing to do them. Not all of our faculty are comfortable with hybrid modality." (Christine Tartaro)
  - o **MSW:** "There are a number of classes that are excluded from being taught online. In the past, we have had one or two courses offered as a hybrid, and one or two courses offered online. However, it is unclear if the faculty who have taught these courses will continue to teach them in an online/hybrid format." (Robert Barney)
  - o **CRIM:** "We have a policy that no core courses (required courses) can be taught in any other modality than face-to-face. That is eight program courses of the 10 program courses that students must take to graduate. So, 80% of the program curriculum has to be face-to-face." (Marissa Levy)
  - o **PSYC:** "We generally offer between 20-25% of courses as online or hybrid courses but there is no formal policy for or against offering such courses. Course development and delivery options are motivated by personal preference and expertise of the faculty." (Keith Williams)

Assessment data on online or hybrid courses (Senate charge, item IV.d. under "Analysis of Schools/Programs/Faculty Policies/Activities Regarding E-Learning")

In our survey Deans and our survey of Coordinators/Directors, we asked if Schools or Programs have gathered assessment data on online or hybrid courses. Most responses indicated that online and hybrid courses are a part of the School or Program's ongoing assessment activities, but that the online and hybrid modalities are not assessed separately from face-to-face courses. A sampling of the responses follow. CRIM appears to be one of a few who have e-learning focused assessment at this time, with a few others beginning to do so.

- **School of Arts and Humanities:**
    - **LITT:** One LITT faculty member, cc'ed on coordinator response to survey, replied indicating he compared his hybrid section to a face-to-face section of the same course the first time he taught it as a hybrid.
- **School of Business:** "In the AACSB programs (BSNS, HTMS, and MBA) each core course needs to be involved in some assessment activity at least every three years, but in practice most do so more frequently. We have not done any assessment specifically around delivery method." (Janet Wagner)
- **School of Education:** "Education has not differentiated its assessment plans between course delivery formats, so yes, we have gathered assessment data for ALL courses, but we do not make a distinction among these formats in our use of these data." (Claudine Keenan)
- **School of General Studies:**
- **School of Health Sciences:**
    - **tDPT:** Yes. (Note that the program is entirely online, so all assessment activities by default target the online modality.)
- **School of Natural Sciences and Mathematics:** "NAMS Programs, specifically Biology and Chemistry are beginning to gather data regarding online delivery." (Cheryl Vaughn-Jones)
- **School of Social and Behavioral Sciences:**
    - **CRIM:** "We adopted a form of the Blackboard best practices and all courses taught via Distance Ed have to meet the standards. There is a committee of three faculty who review courses." (Marissa Levy)

Q1 Which of the following best describes your faculty status during the current academic year?

Answered: 148   Skipped: 0

Answer Choices	Responses	
Full professor	**18.24%**	27
Associate professor	**28.38%**	42
Assistant professor	**16.22%**	24
Instructor	**0.68%**	1
Adjunct professor	**26.35%**	39
Administrative assignments	**2.03%**	3
Other (please specify)	**8.11%**	12
Total		**148**

#	Other (please specify)	Date
1	professional staff	4/25/2014 11:41 AM
2	Counselor	4/24/2014 10:35 PM
3	Overload teaching	4/16/2014 5:39 PM
4	staff	4/14/2014 12:19 PM
5	manager	4/14/2014 9:14 AM
6	Professional Staff Overload Additional Assignment	3/27/2014 3:27 PM
7	retired/adjunct	3/24/2014 8:22 PM
8	librarian	3/24/2014 1:26 PM
9	Professional staff	3/24/2014 12:39 PM
10	Staff Adjunct	3/24/2014 12:26 PM
11	Currently on hiatus from adjuncting this year but will return	3/24/2014 12:25 PM
12	Assistant Dean	3/24/2014 12:25 PM

2014 Technology Committee Faculty Survey

Q2 Are you a full time faculty member?

Answered: 148   Skipped: 0

Answer Choices	Responses	
Yes	**62.16%**	92
No	**37.84%**	56
Total		**148**

Q2 Are you a full time faculty member?

Q3 To what extent do you agree with the following statements about online learning?

Answered: 144   Skipped: 4

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Online learning helps students learn more effectively.	3.50% 5	18.18% 26	48.95% 70	18.88% 27	10.49% 15	143
Online learning helps instructors teach more effectively.	5.56% 8	25.00% 36	36.11% 52	22.92% 33	10.42% 15	144
Online learning helps students complete degrees more quickly.	1.39% 2	9.03% 13	37.50% 54	36.11% 52	15.97% 23	144
Online learning will reduce the number of faculty needed.	20.83% 30	27.78% 40	27.08% 39	16.67% 24	7.64% 11	144
Online learning will give faculty more time for research and scholarship.	24.31% 35	35.42% 51	28.47% 41	9.72% 14	2.08% 3	144
Online learning will lead to pedagogical breakthroughs.	10.42% 15	13.19% 19	38.89% 56	27.78% 40	9.72% 14	144
Online learning will make higher education available to more students.	3.47% 5	5.56% 8	15.97% 23	50.00% 72	25.00% 36	144
Online learning will make higher education more affordable.	7.64% 11	18.06% 26	33.33% 48	32.64% 47	8.33% 12	144

Q4 In the past year, have you taught a "flipped course" ? (Students in hybrid and face-to-face courses learn new content online and then do hands-on work in the classroom.)

Answered: 144   Skipped: 4

Answer Choices	Responses	
Yes	28.47%	41
No	71.53%	103
Total		**144**

Q5 When did you first teach a hybrid or online course (either at Stockton or another institution)?

Answered: 144   Skipped: 4

Answer Choices	Responses	
I have never taught an online or hybrid course	**33.33%**	48
one year ago or less	**14.58%**	21
2-3 years ago	**13.89%**	20
4-7 years ago	**22.92%**	33
more than 7 years ago	**15.28%**	22
Total		**144**

Q6 In the past year, how many hybrid classes have you taught? (At Stockton, a hybrid course is one in which between one-third and two-thirds of the course instructional time is technology assisted and at that time, you are not required to be present in the classroom).

Answered: 96   Skipped: 52

Answer Choices	Responses	
None	41.67%	40
A few	39.58%	38
About half	11.46%	11
Nearly all	4.17%	4
All	3.13%	3
Total		96

Q7 In the past year, have you taught a completely online course? (At Stockton, an online course is one in which all of the course instructional time, content delivery and/or communication between student and instructor and among students is facilitated via technology that allows students to be physically separate from the instructor and each other).

Answered: 96   Skipped: 52

Answer Choices	Responses	
No.	63.54%	61
Yes, at least one of my courses was completely online.	22.92%	22
Yes, less than half my teaching load was online only.	6.25%	6
Yes, half my teaching load was online only.	1.04%	1
Yes, more than half my teaching load was online only.	2.08%	2
Yes, all my teaching load was online only.	4.17%	4
Total		96

Q8 In the past year, have you taught using MOOC's (massive open online course) as the primary content?

Answered: 96   Skipped: 52

Answer Choices	Responses	
No, and I am not familiar with that term.	**12.50%**	12
No.	**85.42%**	82
Yes	**2.08%**	2
Total		**96**

Q9 What is your opinion of the value of MOOCs (massive open online courses) in higher education.

Answered: 144   Skipped: 4

Answer Choices	Responses	
Don't know	**12.50%**	18
Completely opposed	**11.81%**	17
Generally opposed, but willing to consider a place for MOOCs in higher education	**22.22%**	32
Neither opposed nor favorable	**19.44%**	28
Generally favorable, but somewhat skeptical about MOOCs' place in higher education	**25.69%**	37
Completely favorable	**8.33%**	12
Total		**144**

Q10 Please indicate how you use the learning management system (i.e., Blackboard). Select all that apply

Answered: 144   Skipped: 4

Answer Choices	Responses	
I do not use Blackboard at all.	**11.81%**	17
To share information, such as posting a syllabus or other handouts	**83.33%**	120
To promote interaction among students by using discussion boards, assignments, etc.	**53.47%**	77
To teach hybrid courses	**37.50%**	54
To teach completely online courses	**25.69%**	37
To post voice narrated power points	**16.67%**	24
To post videos	**44.44%**	64
To enable students to submit assignments	**59.72%**	86
To grade assignments	**58.33%**	84
Other (please specify)	**13.89%**	20
Total Respondents: 144		

#	Other (please specify)	Date
1	To administer surveys, provide feedback about assignments, administer Turnitin.com.	4/24/2014 5:27 PM
2	To create portfolios	4/24/2014 5:24 PM
3	communication with students	4/15/2014 11:11 AM
4	Facilitate student group work.	4/14/2014 6:43 PM
5	Access Bb Collaborate/ Conduct virtual office hours/ Schedule & advise students/Conduct committee work with other faculty	4/14/2014 9:31 AM
6	repository for reports and committee documents	4/14/2014 9:17 AM
7	create group work areas for project teams, occassionally use collaborate	4/1/2014 8:06 AM
8	Collaborate	3/31/2014 12:15 PM
9	Announcements & reminders	3/30/2014 8:33 AM
10	All powerpoints are posted; occasionaly voice narrated. Once used Collaborate for live session	3/27/2014 11:16 PM
11	Quiz & Test administration	3/27/2014 12:43 PM
12	To post non-voice-narrated PowerPoints	3/26/2014 12:08 PM
13	for program work	3/25/2014 6:46 PM
14	I don't like Blackboard but I DO really like Google docs, which I use all the time as discussion boards, assignments, promote interaction, post videos, allow students to post web content, enable students to post assignments. ETC	3/24/2014 7:22 PM
15	BB Assignments Turnitin, GradeMark, and e-portfolio	3/24/2014 2:00 PM
16	A digitial Portfolio	3/24/2014 1:51 PM
17	To quiz students	3/24/2014 1:04 PM

18	Use it grudgingly; it is a horrible LMS.	3/24/2014 12:39 PM
19	Advising	3/24/2014 12:34 PM
20	Quizzes, announcements, e-mail, view weblinks	3/24/2014 12:32 PM

Q11 On average, how often do you use the learning management system (Blackboard) during a typical academic term?

Answered: 127   Skipped: 21

Answer Choices	Responses	
Daily	62.99%	80
Weekly	28.35%	36
Monthly	4.72%	6
Less than monthly	3.94%	5
Total		127

Q12 Do you use Blackboard in all your classes or for select classes?

Answered: 127   Skipped: 21

Answer Choices	Responses	
all	**82.68%**	105
select classes	**17.32%**	22
Total		**127**

Q13 In what school do you currently teach?
Pick the one that best fits your primary assignment.

Answered: 144   Skipped: 4

Answer Choices	Responses	
Arts and Humanities	**9.03%**	13
Business	**14.58%**	21
Education	**10.42%**	15
General Studies	**20.83%**	30
Health Sciences	**8.33%**	12
Natural Sciences and math	**15.97%**	23
Social and Behavioral Sciences	**17.36%**	25
Other (please specify)	**3.47%**	5
Total		**144**

#	Other (please specify)	Date
1	education	4/25/2014 8:05 AM
2	Mome	4/24/2014 10:38 PM
3	Student Affairs	4/14/2014 9:17 AM
4	Library	3/24/2014 1:30 PM
5	Health Sciences and Graduate Studies	3/24/2014 1:05 PM

Q14 I primarily teach…

Answered: 144   Skipped: 4

Answer Choices	Responses	
Undergraduate students	**87.50%**	126
Graduate students	**8.33%**	12
Other (please specify)	**4.17%**	6
Total		**144**

#	Other (please specify)	Date
1	no teaching	4/25/2014 11:44 AM
2	None	4/24/2014 10:38 PM
3	both	4/14/2014 9:19 AM
4	n/a	4/14/2014 9:17 AM
5	both -- last semester I taught graduate and this semester I teach undergraduate as an adjunct	3/31/2014 12:16 PM
6	Both UG and G	3/24/2014 12:39 PM

Q15 Do you use non-institutionally supported technology products or services in your teaching (For example: "I use Canvas as my learning management system")?

Answered: 144   Skipped: 4

#	Responses	Date
1	No	4/25/2014 1:32 PM
2	no	4/25/2014 11:44 AM
3	I use edmodo as my learning management system.	4/25/2014 8:05 AM
4	N/A	4/24/2014 10:51 PM
5	No	4/24/2014 10:39 PM
6	No	4/24/2014 8:06 PM
7	no	4/24/2014 6:14 PM
8	Edmodo; Symbaloo; Screencast-o-matic; Google Hangouts; Voicethread; Prezi - to name a few	4/24/2014 6:05 PM
9	No	4/24/2014 5:32 PM
10	no	4/24/2014 5:32 PM
11	No	4/24/2014 5:30 PM
12	Yes, Google+, Google Docs, Google Forms, etc.	4/24/2014 5:28 PM
13	I have been using Aplia (now a product of Cengage Learning) for nearly 10 years.	4/24/2014 5:26 PM
14	I use webassign in Calculus sequence courses	4/24/2014 8:58 AM
15	N/A	4/18/2014 11:17 AM
16	No.	4/17/2014 5:33 AM
17	No	4/16/2014 8:56 PM
18	no	4/16/2014 5:41 PM
19	No other management system.	4/16/2014 1:00 PM
20	no	4/15/2014 11:11 AM
21	No	4/15/2014 9:58 AM
22	Yes - have used my own web site in the past	4/15/2014 8:52 AM
23	Google Sites, Edmodo	4/15/2014 7:54 AM
24	no	4/15/2014 12:28 AM
25	I have my own Youtube Channel and I also use an active Facebook group for voluntary discussions for a Field Course	4/14/2014 6:45 PM
26	Wikispaces, googlesite,	4/14/2014 3:00 PM
27	no	4/14/2014 12:58 PM
28	no	4/14/2014 12:23 PM
29	No.	4/14/2014 12:12 PM
30	I use Blogger and Twitter	4/14/2014 11:58 AM

31	no	4/14/2014 11:55 AM
32	No	4/14/2014 11:37 AM
33	No	4/14/2014 10:41 AM
34	No	4/14/2014 10:33 AM
35	No	4/14/2014 10:21 AM
36	No	4/14/2014 10:04 AM
37	No	4/14/2014 9:52 AM
38	No ...	4/14/2014 9:45 AM
39	I use CogLab for experiments in one course and MyPsychLab for videos and exercises in another.	4/14/2014 9:42 AM
40	Not sure about this question-- do you mean as an alternate LMS or any type of tech product such as web2.0 tools as part of the learning process.... etc.. which would be too many to list here (well over 100). To me, the parens suggests that you are seeking alternatives to Bb as our LMS. I use Bb as my major LMS, yet demo others.	4/14/2014 9:41 AM
41	Mind Map, Scapple	4/14/2014 9:32 AM
42	edmodo	4/14/2014 9:30 AM
43	Screencastomatic	4/14/2014 9:29 AM
44	no	4/14/2014 9:29 AM
45	No.	4/14/2014 9:22 AM
46	None	4/14/2014 9:22 AM
47	I use tumblr.com as a simple, direct, and publicly accessible way for students to share projects.	4/14/2014 9:20 AM
48	I use Google drive and related applications for committee and project work	4/14/2014 9:19 AM
49	No	4/14/2014 9:19 AM
50	no	4/14/2014 9:09 AM
51	no	4/12/2014 11:06 AM
52	yes basic internet email addresses	4/9/2014 9:34 PM
53	Camtasia	4/2/2014 4:32 PM
54	Yes, UCINET, social network analysis software, You tube for students to upload videos	4/1/2014 8:08 AM
55	I use MANY non-institutionally supported technology products -- in instructional technology for the 21st century and multimedia writing, I use everything from Piktocharts to Prezi to Google Mapmaker	3/31/2014 12:17 PM
56	Yes. The class has access to a web site which contains ALL information needed for the class including Syllabus, Requirements, Assignments, Lessons, Calendar and examples of student projects.	3/30/2014 1:48 PM
57	No	3/30/2014 8:34 AM
58	No..	3/28/2014 10:52 PM
59	no	3/28/2014 8:23 AM
60	I tried to use publisher supported technology as a course management system in the fall and there were serious problems so I ended up using Blackboard instead. I also have students complete online grammar quizzes and other learning exercises through publisher sponsored sites, which has worked well.	3/28/2014 5:40 AM
61	No	3/27/2014 11:17 PM
62	No	3/27/2014 7:53 PM
63	No.	3/27/2014 3:30 PM
64	no	3/27/2014 12:44 PM

65	No	3/27/2014 12:30 PM
66	yes Dropbox	3/27/2014 11:43 AM
67	none	3/26/2014 1:41 PM
68	no	3/26/2014 12:09 PM
69	No	3/26/2014 11:16 AM
70	No.	3/26/2014 10:56 AM
71	I use Dropbox for file sharing with teaching assistants. I also several online simulations- University of Maryland ICONS Project and Statecraft. I use the NY Times e-subscription service paid for by Stockton.	3/25/2014 10:09 PM
72	no	3/25/2014 8:55 PM
73	No	3/25/2014 6:47 PM
74	Skype at times	3/25/2014 6:33 PM
75	no	3/25/2014 6:28 PM
76	No	3/25/2014 3:31 PM
77	no	3/25/2014 2:36 PM
78	I use Google Site, Blogger, Poll Anywhere, Skype, Hangouts etc.	3/25/2014 11:17 AM
79	I use Google products/apps/docs. I use Facebook Twitter Google Hangouts. I use platforms my students already use and meet them at where they are at.	3/25/2014 11:01 AM
80	No	3/25/2014 9:38 AM
81	no	3/25/2014 9:29 AM
82	No	3/25/2014 7:49 AM
83	b	3/24/2014 9:52 PM
84	I am piloting Canvas as my learning management system in one course this semester.	3/24/2014 9:31 PM
85	no	3/24/2014 9:22 PM
86	I use Taskstream as a learning management system.	3/24/2014 8:42 PM
87	no	3/24/2014 8:25 PM
88	No.	3/24/2014 8:13 PM
89	I guess I already answered this. I use Google doc in a variety of ways with students. I have a number of problems with Blackboard: it's clunky to use, I have to redesign my courses every time there's a new BB upgrade, it isn't genuinely interactive in the way that conversations on a Google doc are. And it's not used at all outside of higher education, which means that the time students invest in learning how to use it will not help them once they leave college. Whereas Google and Prezi and WordPress are all things they can use in the workplace.	3/24/2014 7:26 PM
90	no	3/24/2014 5:45 PM
91	camtasia	3/24/2014 4:30 PM
92	No	3/24/2014 4:14 PM
93	No	3/24/2014 3:49 PM
94	no	3/24/2014 3:43 PM
95	No	3/24/2014 3:29 PM
96	I use YouTube for course "channels" and digital archives, but very few applications	3/24/2014 2:33 PM
97	no, but I email my students and they email me.	3/24/2014 2:31 PM
98	I use Blackboard	3/24/2014 2:28 PM
99	no	3/24/2014 2:18 PM

100	Yes, but not frequently - for example, I teach my students how to use Prezi as an alternative to PowerPoint.	3/24/2014 2:15 PM
101	no	3/24/2014 2:06 PM
102	discipline-specific tools	3/24/2014 2:06 PM
103	I refer students to various web pages.	3/24/2014 2:05 PM
104	Sometimes online textbook supplements.	3/24/2014 2:03 PM
105	no blackboard	3/24/2014 2:00 PM
106	familiar with Canvas	3/24/2014 1:55 PM
107	No	3/24/2014 1:52 PM
108	N/A	3/24/2014 1:48 PM
109	no	3/24/2014 1:40 PM
110	N/A	3/24/2014 1:39 PM
111	no	3/24/2014 1:32 PM
112	No	3/24/2014 1:32 PM
113	?? no	3/24/2014 1:30 PM
114	no	3/24/2014 1:26 PM
115	Yes. I use a publisher-based management system that uses the Angel platform.	3/24/2014 1:22 PM
116	No.	3/24/2014 1:13 PM
117	not generally	3/24/2014 1:13 PM
118	I've used Edmodo and Schoology as my LMS	3/24/2014 1:13 PM
119	No	3/24/2014 1:13 PM
120	no	3/24/2014 1:09 PM
121	no	3/24/2014 1:06 PM
122	no	3/24/2014 1:06 PM
123	no	3/24/2014 1:06 PM
124	No.	3/24/2014 12:55 PM
125	no	3/24/2014 12:49 PM
126	no	3/24/2014 12:49 PM
127	No	3/24/2014 12:44 PM
128	I do not use non-institutionally supported technology products or services in my teaching.	3/24/2014 12:43 PM
129	No.	3/24/2014 12:42 PM
130	Yes	3/24/2014 12:40 PM
131	No	3/24/2014 12:36 PM
132	No	3/24/2014 12:36 PM
133	No	3/24/2014 12:34 PM
134	NO	3/24/2014 12:33 PM
135	no	3/24/2014 12:32 PM
136	No	3/24/2014 12:32 PM
137	Not really. I send students to web sites, some of which have interactive materials but they are not "products."	3/24/2014 12:31 PM
138	NO	3/24/2014 12:30 PM

139	Engrade Livebinder Voicthread Google+	3/24/2014 12:29 PM
140	No	3/24/2014 12:28 PM
141	No	3/24/2014 12:28 PM
142	For student projects only not to deliver the course.	3/24/2014 12:27 PM
143	I also use Wordpress, but that is institutionally supported.	3/24/2014 12:24 PM
144	No	3/24/2014 12:02 PM

Q16 Please share any additional comments that you believe will be useful to the Faculty Senate as we gather information regarding the nature, extent, and trends of E-Learning at the College.

Answered: 55   Skipped: 93

#	Responses	Date
1	E- Learning fundamentally democratize education. I like it for that reason. The way it is thought and delivered by passes the needy who aught to be served by E-learning.	4/25/2014 1:34 PM
2	There are not enough courses offered in this style at our institution.	4/25/2014 8:06 AM
3	E-learning presents challenges not faced in a traditional classroom setting. Classes should be smaller given the amount of time necessary to read and respond to student posts.	4/24/2014 8:07 PM
4	Faculty members do not share common understandings or definitions of e learning. Administrators tend to assume it to mean or intend it to mean a totally online, asynchronous, automated means of offering college credits in without need of physical facilities. This reduces the huge physical plant costs of traditional classroom learning. If implemented systematically, online automated courses could reduce or eliminate the need for full time instructors, by offering canned content, such as mooks, and having students complete machine scored assessments, thus also greatly reducing the personnel costs of traditional classroom learning. Some faculty members share similar views to those of administrators. Yet many faculty members envision using technology to help the offer a vast array of options for students to access more convenient and perhaps more effective instruction than traditional methods do alone. Such instructors envision creating more complex multi-modal means of instruction, interaction, and assessment that would be far more labor intensive than traditional classroom teaching. They envision teaching some students face to face while others may be synchronously engaged online. In addition they would give other students access to view and review video and artifacts from the live and sychnronous interactions of their peers to create asynchronous alternative instruction, as needed. Teaching a live class well takes time to prepare, time to teach, time to reflect, and time to assess student outcomes. Teaching a class in multiple or hybrid modes requires all of that same time, but also additional time for putting materials into online formats, contending with any technological barriers that may be encountered, attempting to meet individual student's needs one on one while also processing materials for students whom they may never meet or see in person. Students are guaranteed unequal treatment when separate instructional options are offered: separate is unequal. Instructors following this line of thinking would need to teach a single course in several modes at the same time, giving them the work of teaching multiple courses for each course they are assigned. Faculty members and students ultimately lose following either radical vision of e learning. A vision of e learning focusing on the budget and maximizing cost efficiency separates students and instructors further and further apart by offering consistently less personal interaction and more access to electronic resources. If e learning is viewed as a way of maximizing options for students to learn more in more different ways, instructors must assume the work required to offer all materials and interactions in multiple modes-- moving ever closer toward expectations for individualized instruction for each student. Flip the classroom? Why not just flip off all of the screens that keep us separated during class and actually relate to one another as humans? The college experience is something worth defending, worth fighting for. A college isn't created by books, or technology, or buildings, or even knowledge itself. A college is made of people. Computers are great for organizing files, searching for information, communicating, and being entertained. People currently do learn things through e learning everyday--an untold amount--through social media services, Google, You Tube, Project Guttenberg, etc. It is impossible to stop people from e learning in our society. So, maybe higher education should be envisioned as learning experiences that are different from, if possible superior to, what everyone does all day already without registering for college? Each day slowly fossilizes our visions of e learning, whatever they are, and each day life seems to be morphing into a cycle of eating, sleeping, and e learning.	4/24/2014 7:22 PM

5	I believe that the danger here is that courses and programs are being pushed to go online for convenience, cost and enrollments first and foremost, and not for reasons related to learning and quality of degree. While rhetoric is that online courses make education attainable to more people, there is a qualitative difference in the learning experience such that what you get from an online course differs greatly from what you get face-to-face. Maybe that is a good thing, but only if we mean for it to be different. For example, an online "discussion" is not the equal of a classroom discussion - it is different. I often hear from those unquestioningly supportive of online programs that research "proves' that online is as good or better than face-to-face instruction. Anyone who says that does not understand (or is intentionally misrepresenting) the meaning of the term "no significant difference". That does not mean the same thing as "equal" - it means that when you compare tow different things, there is no possible way to determine if they are equal or unequal - they simply are not the same thing, thus you can not compare them on equal terms. That is what research has found - that there is no comparing the two experiences since they are too different to achieve any meaningful answer. I am not opposed to online degrees, but i do think they need to be done for the right reasons - and those reasons are not because we need more students, or to cut down the number of faculty. Quite the contrary, I think that online degrees need to be focused on fewer students and more faculty to engage in a large amount of interaction. The disparity of when and how we communicate with students in online environments - asynchronously by typing our thoughts at different times; or mediated through avatars and video) - need to be considered in the design of any course or program. It also clear that it requires much more time on the part of the faculty member communicating with students online, and the provision of more resources from the institution to both students and faculty to support online coursework. This all means that the true cost of online instruction is much higher in terms of both creating and providing it, and grows larger the more students you need to support.	4/24/2014 6:28 PM
6	Nothing new about electronic learning at Stockton- we did TV courses in the early 70s	4/24/2014 5:35 PM
7	E-learning is another fad. It is a complement not a substitute for regular classes. The faca-to-face human interaction is not in E-learning.	4/24/2014 5:31 PM
8	Using technology to enhance student learning outcomes is VERY labor intensive for faculty. The work for the class is not completed after the time it takes to set up Blackboard. Students have higher expectations for communication. There is the ongoing learning about Blackboard and other technologies that can engage so as to enhance student learning. eLearning has become very profitable in the private sector. The institutions supporting edX, Coursera and Udasity are still trying to develop a "business model". I see the greater affordabilty of the elearning option as creating a longer term segmentation of higher education.	4/24/2014 5:30 PM
9	MOOCs deprive students of the individual attention that allows Stockton to deliver a high-quality educational experience.	4/24/2014 5:30 PM
10	i would like to learn more about the value of on-line teaching/learning.	4/16/2014 5:42 PM
11	The support staff at Stockton is second to none. I don't think I would have been successful without them.	4/16/2014 1:01 PM
12	It seems appropriate for some programs/courses and not for others. Program and instructor should decide.	4/15/2014 8:53 AM
13	The way Blackboard is set up here makes it difficult to use (i.e. log on through the portal). The push for online learning makes me uneasy. I like to use Blackboard for all my courses (which are usually neither hybrid nor online).	4/14/2014 6:46 PM
14	I think there are a lot of teachers like me who would be interested in online opportunities but feel unsure where or how to start. It seems you need to have tech skills as well as an understanding of the pedagogical changes/shifts that will be required. For example: what are some best practices for teaching in a "flipped" environment?	4/14/2014 10:35 AM

15	You may wish to explore types of online learning that take place in Stockton, such as synchronous when using Bb Collaborate or another virtual meeting tool, totally asynchronous via Bb, and a blend. Although definitions exist regarding types of delivery modes (DEHBY, DEONL .....) my sense is the campus community (faculty, staff, students) may be confused about what is meant for each delivery mode. (I am personally still confused about Stockton's classifications of delivery modes) You may also wish to probe on flexibility/student choices in delivery mode within a course (e.g., I offer 3 attendance modes within most of my courses: f2f, online synchronous, or online asynchronous so students may select attendance modes according to their weekly preferences/scheduling conflicts. I would also encourage discussion about instructor/student ratio for online courses since for me, they result as if I were conducting independent studies with each student, which is effective student learning yet demanding on instructor time. You may also wish to probe on barriers/concerns that prevent instructors from teaching online, such as lacking skills and knowledge to make an online course interactive, lack of confidence with technology, access to computer services for trouble shooting, prereq skills and computer configuration to begin an online course ...	4/14/2014 10:13 AM
16	Need more technology seminars during the school year rather than on breaks etc.....	4/14/2014 9:52 AM
17	It seems that the interest of students in online courses continues to increase; however, there appears to be no emphasis placed on students' readiness (computer knowledge and study skills) to excel in an online environment. I do not believe the instructor should be required to spend hours assisting students with things they should already know before being eligible to enroll in an online course.	4/14/2014 9:44 AM
18	I like Blackboard but consistently have issues with Blackboard Collaborate. I was so thankful to learn about Screencastomatic so that I no longer have to rely on Collaborate for voice overs. The Sloan course is very helpful in providing information regarding additional free and low cost teaching/learning strategies for on-line learning. I recommend it and I have been teaching on-line for quite awhile.	4/14/2014 9:31 AM
19	I think that online learning can be useful, if there are other ways to make it available for distance education learners. For example, how can I teach a course fully online (I'm now preparing an online summer course) with physical materials that are in the library? I'm trying to get around the brick and mortar problems that I encountered more than 8-9 years ago when I designed multiple online classes for a large research university. Similarly, not all distance learners have the hardware/software to power applications (MS Word, Blackboard), so I have to be careful to use software that would be accessible for someone whose computer is maybe 10 years old. The disparity here is on the technological side, as well as the pedagogical side. If our College wants to promote online courses, e-learning, blended learning and the like, we must have a budget that gives students the technology to participate fully in the online learning system. There should be a grant or scholarship that can counteract the tech disparity between us on campus and our students at home (i.e., a need-based scholarship for a new laptop computer, ipad, or other hardware). Otherwise, the students we are trying to reach -- low income, non-traditional ages, even younger students -- who are unfamiliar with computer technology, will not succeed in online learning.	4/14/2014 9:30 AM
20	As the value of higher education is more heavily scrutinized, the increases in administration and staff in computer services and e-learning must be addressed in ever-increasing College budgets and spending. These costly personell increases mark a shift away from the faculty-student relationship, the essence of higher education, towards a more bureaucratic, expensive model centered on administration. It may be useful to ask how much larger these areas of the College ought to be.	4/14/2014 9:28 AM
21	We need time and resources to be trained in E-learning	4/14/2014 9:19 AM

22	I I find the increasing use of online courses to be highly counter productive to the creation of a sense of community at Stockton. Many students who I have spoken with about their on-line courses complain about the disconnect they feel from their fellow students and the professor. Many of them feel that the professors are using this new way of teaching as simply a way to avoid having to actually teach a class. At least with a "face to face" class, they actually have to bother to drive to campus and show up in a classroom. I hear less of this with regard to hybrid courses, but it is still present. I also find the increasing use of these courses to be highly problematic in terms of creating a sense of community among teachers. There are already a number of incentives for faculty to avoid being on campus. Several seem to prefer to stay at home and not interact with others except under tightly controlled circumstances. Their absence in the halls precludes spontaneous conversation, opportunities to engage with each other about the future of the institution, and any chance to learn of each other's research and scholarship. Finally, while the administration claims otherwise, it is hard not to interpret their push for all this as a means to "reduce costs", a term all too often used to eliminate labor. It is not hard to see them deciding at some future date to "outsource" our work as professors and scholars to "brand name" institutions, and staff the institution with the equivalent of T.A.'s. The recent push for MOOCs is only the most blatant example of this.	4/12/2014 11:21 AM
23	teaching interpersonal communication skills and counseling is NOT effectively taught in non-personal E-learning venues	4/9/2014 9:36 PM
24	need more online programs	4/2/2014 4:32 PM
25	As a way to overcome faculty resistance and fear of teaching on-line, I think it is a good idea to have instructional designers that can assist faculty in developing creative on-line courses. The faculty take the role of "content expert" but the instructional designer can assist in putting the material on-line in an effective and engaging format. This could help faculty become more comfortable in trying to develop and teach an on-line course. After the first course, the faculty can become more independent in developing future courses.	4/1/2014 8:15 AM
26	E-learning is an interesting and innovative set of tools that are being embraced across the world, in addition to college campuses. It is not only one thing or technique, but a collection of many different skills and tools. The bottom line is this -- if the teaching is not quality to begin with, no set of tools will embellish it. These are tools that are being used in workplace settings as well as k-12 on a regular basis -- why wouldn't we use them in the online classroom?	3/31/2014 12:19 PM
27	E-Learning is not for everyone. Many students need and want the face-to-face environment.	3/30/2014 1:52 PM
28	E learning can be a useful mode of education, HOWEVER it is my personal opinion that one should not teach E learning unless one has taken an E learning course. One needs to experience the frustrations and limitations to understand how to best teach to fit the needs of the students who are both visual and auditory learners. E learning should not exemptthe professor from personal interactions with eac student.	3/28/2014 8:26 AM
29	I have found that students do not generally perceive that they should be spending more time outside of class in a hybrid course and that the hybrid format has worked very well for my top students but that some in the middle do not seem to be performing as well. I am rethinking whether to use a hybrid format again with service learning or how to use a hybrid format better to avoid these problems.	3/28/2014 5:43 AM
30	I'm not at all pleased with the move toward 'hybrid'. I believe it is often (not always) simply a lazy excuse to slash class-contact time. Online learning used to be in addition to class time and it augmented the class - it was homework. I feel the same thing about faculty who give up class time so students can fulfill service-learning obligations. Service Learning used to require 30 hours outside class. Now what's required? We're selling out and watering down the "higher" education enterprise.	3/27/2014 11:26 PM
31	I have found that shorter sessions and/or sub term sessions help online students stay more on task of course assignments and course activities.	3/27/2014 3:31 PM
32	Blackboard needs to be more reliable for me to convert to assignment submission there.	3/27/2014 11:43 AM
33	I think E-learning and online classes are a joke. They are a complete disgrace and denigrate the value of real higher education. Online classes including MOOCs are just money makers and in no way add anything substantive to a degree. Degrees that are dominated by online classes have as much value as toilet paper.	3/26/2014 10:58 AM

34	The level of support for e-learning is great and should be maintained and expanded. I suggest increasing the amount of compensation as incentive for more online classes to be akin to a 4-credit class, if that's an institutional goal- I know that's worked in other campuses. It's enough to cover the true costs in terms of time spent up front to design a decent online course and it would show that faculty time spent increasing e-learning is valued. Otherwise, it can feel like e-learning is something that is being forced on to faculty, even if that's not really the case.	3/25/2014 10:11 PM
35	I would prefer that the College focus on face-to-face instruction, integrating hybrid and online models to supplement that experience.	3/24/2014 9:33 PM
36	Thanks for including us in the conversation.	3/24/2014 7:28 PM
37	i detest blackboard	3/24/2014 5:45 PM
38	Black Board is very slow and uses up too much time re-loading.	3/24/2014 4:31 PM
39	Online courses have a place where students are learning a specific skill, such as repairing classic cars, appraising real estate, or basic math. I believe they are not appropriate in the classic liberal arts courses, where students should be exploring new ideas.	3/24/2014 2:38 PM
40	I think online learning has a place in higher education, but I think there are many courses that don't lend themselves entirely to online learning. I am very fond of hybrid courses because it allows face-to-face interaction with students that is lost in online-only courses.	3/24/2014 2:15 PM
41	The greatest deficiency I find in my Genetics Lab students is weakness in constructing simple sentences in lab reports. I doubt that E-Learning could help with this but would be happy to discover otherwise. I urge a return to the Junior Writing Test as a requirement for graduation. Perhaps it could be graded electronically.	3/24/2014 2:09 PM
42	Face to face is a better way to learn	3/24/2014 2:06 PM
43	I found a great benefit to using the Blackboard Turnitin Direct Plug-in. It saves time and improves student/professor communication.	3/24/2014 2:01 PM
44	The pace of technological change has added another dimension to faculty responsibility. Many of or Millennial students are not at all "tech davy"; some still do not understand the notion of a browser or a system check. Some students do not have at home access to the internet; the fact that there are computers on campus for their use does not do much to reduce this challenge for students who commute and have full time jobs and little time for on campus work outside of the F2F classroom. Teaching a hybrid course does not decrease faculty workload. Checking and replying to emails takes hours; making sure all the links are functioning also adds to the time required; Blackboard downtime causes difficulties beyond faculty control, but the faculty member has to deal with these challenges and interruptions that greatly affect student engagement. We are so fortunate to have the most supportive IT staff in Academic Affairs.	3/24/2014 1:58 PM
45	We need standards for teaching online and hybrid courses. There has been horrible abuses of these modalities, and while some professors do it very well, others use it as a way to get out of working.	3/24/2014 1:41 PM
46	nothing at this time	3/24/2014 1:06 PM
47	E-Learning (in all is various forms and names which IMO are totally irrelevant) fundamentally commodifies higher education, i.e., its ultimate aims are to: 1) reduce the costs associated with producing higher education and 2) expand the customer base. Both of these two aims are EXTERNAL to higher education, i.e., enormous profits will be made by the third parties that supply and facilitate the requisite infrastructure necessary for this commodification to take place. Whether or not costs are reduced and/or the customer base are enlarged are of no concern to these third parties. And, whether or not the "higher education commodity" that is actually produced is of similar quality is of small import to these parties.	3/24/2014 12:59 PM
48	(a) I TOOK a MOOC last year. Content/lectures/tapes were great. I did not find the interaction particulary useful--and it made me cautious in thinking about MOOCs as an alternative to a manageable class, whether in-person or online. (b) I have used BB extensively for assignments, study guides, readings, etc. for years now. I don't find students particularly adept at using it. Nor do I find them any more likely to read something posted on BB than they are to read an assignment in a book.	3/24/2014 12:59 PM

49	MOOCs are failing and have failed at institutions the public perceives as "prestigious" because (A) there are zero long-term, peer-reviewed analyses available and (B) the deans that implemented them were viewing higher education as a money-grab. While some might agree with the latter statement, in-person education can never be replicated online. A feature-length evaluation before MOOCs failed: http://www.newyorker.com/reporting/2013/05/20/130520fa_fact_heller?currentPage=all A news piece after MOOCs failed: http://www.nytimes.com/2013/12/11/us/after-setbacks-online-courses-are-rethought.html?ref=education&_r=1& Online education, however, will always have a place in higher education; but to regard it as a grand solution -- rather than a convenient alternative to some -- is a terrible mistake.	3/24/2014 12:52 PM
50	Faculty should be supported to use technologies that are not offered at Stockton i.e LMS other than Blackboard. I think that E-Learning is valuable for some courses and for some entire programs/degrees. There is no one size fits all for E-Learning. For some it courses / programs it may not be useful. It should be the decision of the program as to how much E-Learning they use.	3/24/2014 12:43 PM
51	Media (Moocs, TED Talks, YouTube) and so much more are intersting and helpful SUPPLEMENTAL tools to pedagogy; but "in the flesh faculty presence" can not be replaced. Undergraduates, especially, need to be taught how to learn and study through DISCIPLINE and FTF accountability. Anyone can sit behind a computer and respond to questions and assignments. Would we want our physicians and surgeons learning via Moocs???	3/24/2014 12:38 PM
52	The question about whether their would be fewer faculty did not address the issue of credentials or rank. I don't actually think there will be numerically fewer faculty due to e-Learning. But I think that use of packaged materials in online settings will be used to hire fewer full-time faculty with PhDs and other terminal degrees. This does undermine educational quality, not because adjuncts or instructors are bad or less qualified but because they have less time to give students and fewer resources to support their teaching responsibilities. So I think the survey did not ask some of the more difficult questions. That said, I recognize that this trend is here and that e-learning can provide important tools for students, especially nontraditional students. The tool in itself is neutral, but when applied in a context of cost minimization it may be used in ways that do more harm than good.	3/24/2014 12:37 PM
53	More faculty support, particularly technical, for use of Blackboard, particularly from off-site locations using Collaborate during evening hours and/or on weekends.	3/24/2014 12:35 PM
54	I am a Luddite	3/24/2014 12:32 PM
55	I am really glad the FS is taking up this issue, as quality and consistency seem important and I would hope the FS aims to tackle them in some way.	3/24/2014 12:28 PM

Q1 You are invited to help Stockton serve you better with technology. Would you please answer the following questions that relate to your perceptions, attitudes and experiences with E-Learning? This survey should take you no more than 10 minutes to complete, and your responses are anonymous. There are no right or wrong answers; please answer as honestly as you can. Participation in the survey is completely voluntary, and at any point you can choose to exit the survey. We value your feedback. In appreciation, participants in this survey have the option to enter a random drawing for an iPad mini. You must be at least 18 years old and a student at Richard Stockton College to participate in this survey. Select "Continue" below and click on Next if you agree to participate.

Answered: 1,317   Skipped: 0

Answer Choices	Responses	
Exit	0.15%	2
Continue	99.85%	1,315
Total		**1,317**

Q2 In the past academic year, to what extent have your courses been taught as hybrid learning? (At Stockton, a hybrid course is one in which between one-third and two-thirds of the course instructional time is technology assisted and at that time, you are not required to be present in the classroom with the instructor).

Answered: 1,274   Skipped: 43

Answer Choices	Responses	
None	**44.03%**	561
2 or 3	**45.92%**	585
About half	**5.73%**	73
Nearly all	**2.04%**	26
All	**2.28%**	29
Total		**1,274**

Q3 In the past academic year, have you taken a completely online course? (At Stockton, an online course is one in which all of the course instructional time, content delivery and/or communication between student and instructor and among students is facilitated by technology and you were not required to be physically present in the classroom at any time except for orientation sessions).

Answered: 1,263   Skipped: 54

Answer Choices	Responses	
No.	**56.69%**	716
Yes, at least one of my courses was completely online.	**30.40%**	384
Yes, fewer than half of my courses were online only.	**8.47%**	107
Yes, half of my course were online only.	**2.45%**	31
Yes, more than half of my courses were online only.	**0.55%**	7
Yes, all of my courses were online	**1.43%**	18
Total		**1,263**

Q4 How important is each device to you in completing your academic work?

Answered: 1,256   Skipped: 61

	Not at all important	Not very important	Neither important nor unimportant	Important	Very Important	Total
Laptop	**1.36%** 17	**1.20%** 15	**1.60%** 20	**13.34%** 167	**82.51%** 1,033	1,252
Tablet or iPad	**29.42%** 363	**12.72%** 157	**26.09%** 322	**19.85%** 245	**11.91%** 147	1,234
Smartphone	**12.09%** 150	**8.94%** 111	**19.50%** 242	**36.26%** 450	**23.21%** 288	1,241
Dedicated e-reader	**50.94%** 624	**16.73%** 205	**21.96%** 269	**7.02%** 86	**3.35%** 41	1,225

Q5 To what extent do you agree with the following statements about online learning?

Answered: 1,238   Skipped: 79

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Online learning helps me learn more effectively.	8.82% 109	19.98% 247	41.26% 510	21.93% 271	8.01% 99	1,236
Online learning helps instructors teach more effectively.	11.58% 143	26.40% 326	41.13% 508	15.95% 197	4.94% 61	1,235
Online learning can help students complete degrees more quickly.	3.24% 40	6.24% 77	24.49% 302	41.12% 507	24.90% 307	1,233
Online learning will make higher education available to more students.	2.43% 30	3.49% 43	16.71% 206	43.96% 542	33.41% 412	1,233
Online learning will make higher education more affordable.	3.33% 41	8.94% 110	31.60% 389	34.20% 421	21.93% 270	1,231

Q6 My courses at Stockton give me the opportunity to interact with other students.

Answered: 1,236   Skipped: 81

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Face-to-Face Courses	0.98% 12	1.14% 14	3.09% 38	30.86% 379	63.93% 785	1,228
Online Courses	20.83% 256	30.59% 376	27.50% 338	16.68% 205	4.39% 54	1,229
Hybrid Courses	3.10% 38	9.06% 111	34.94% 428	43.02% 527	9.88% 121	1,225

Q7 My courses at Stockton give me the opportunity to interact with my instructor.

Answered: 1,230   Skipped: 87

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Face-to-Face Courses	**0.98%** 12	**0.41%** 5	**2.45%** 30	**24.84%** 304	**71.32%** 873	1,224
Online Courses	**14.55%** 178	**22.16%** 271	**30.50%** 373	**24.12%** 295	**8.67%** 106	1,223
Hybrid Courses	**3.52%** 43	**6.80%** 83	**31.07%** 379	**42.79%** 522	**15.82%** 193	1,220

Q8 In which of the following delivery methods would you be most likely to register for the same course, offered by the same professor?

Answered: 1,227   Skipped: 90

Answer Choices	Responses	
face -to-face	**79.14%**	971
hybrid	**32.76%**	402
online	**28.12%**	345
Total Respondents: 1,227		

Q9 In which area(s) would you take more hybrid courses if they were offered?

Answered: 1,222 Skipped: 95

	Yes	Maybe	No	Total
General Studies	**66.42%** 807	**26.91%** 327	**6.67%** 81	1,215
Major	**30.32%** 369	**29.09%** 354	**40.59%** 494	1,217
Cognate (courses which are closely related to program courses in any chosen major)	**36.36%** 441	**44.27%** 537	**19.37%** 235	1,213
At Some Distance (electives that provide breadth of study in courses that are in some way unrelated to the major)	**57.70%** 701	**31.93%** 388	**10.37%** 126	1,215

Q10 In which area(s) would you take more online courses if they were offered?

Answered: 1,215   Skipped: 102

	Yes	Maybe	No	Total
General Studies	**63.74%** 770	**24.75%** 299	**11.51%** 139	1,208
Major	**27.80%** 335	**24.40%** 294	**47.80%** 576	1,205
Cognate (courses which are closely related to program courses in any chosen major)	**33.97%** 409	**39.45%** 475	**26.58%** 320	1,204
At Some Distance (electives that provide breadth of study in courses that are in some way unrelated to the major)	**54.73%** 660	**31.18%** 376	**14.10%** 170	1,206

Q11 Gender

Answered: 1,214   Skipped: 103

Answer Choices	Responses	
Male	**24.96%**	303
Female	**73.48%**	892
Other	**0.33%**	4
Prefer not to disclose	**1.24%**	15
Total		**1,214**

Q12 Age

Answered: 1,214   Skipped: 103

Answer Choices	Responses	
18-21	**58.24%**	707
22-25	**27.84%**	338
26-30	**4.86%**	59
31-40	**3.46%**	42
41-50	**2.39%**	29
51-60	**1.98%**	24
61+	**0.33%**	4
Prefer not to disclose	**0.91%**	11
Total		**1,214**

Q13 Year

Answered: 1,214   Skipped: 103

Answer Choices	Responses	
Freshman	**12.85%**	156
Sophomore	**16.64%**	202
Junior	**29.90%**	363
Senior	**29.82%**	362
Graduate student	**9.97%**	121
Non-matriculated	**0.08%**	1
Prefer not to disclose	**0.74%**	9
Total		**1,214**

Q14 Do you live…?

Answered: 1,214   Skipped: 103

Answer Choices	Responses	
On campus	**41.76%**	507
Off campus	**58.24%**	707
Total		**1,214**

Q15 Are you a…?

Answered: 1,213   Skipped: 104

Answer Choices	Responses	
Full-time student	92.00%	1,116
Part-time student	8.00%	97
Total		**1,213**

Q16 How many hours a week do you work?

Answered: 1,213   Skipped: 104

Answer Choices	Responses	
I do not work	28.77%	349
less than 10	11.71%	142
between 10 and 20	27.04%	328
between 20 and 35	18.71%	227
I work full time	12.04%	146
Prefer not to disclose	1.73%	21
Total		1,213

Q17 Do you have access to high speed internet (check all that apply)

Answered: 1,213   Skipped: 104

Answer Choices	Responses	
at home	**95.05%**	1,153
at work	**36.85%**	447
at Stockton	**88.95%**	1,079
Other (please specify)	**3.05%**	37
Total Respondents: 1,213		

#	Other (please specify)	Date
1	smartphone	4/3/2014 12:57 AM
2	Smartphone	4/1/2014 9:42 PM
3	anywhere with optimum wifi	4/1/2014 9:27 PM
4	smart phone	4/1/2014 5:05 PM
5	this is comment that stockton as the shittiest internet it is ridiculous	4/1/2014 4:41 PM
6	Sometimes at Stockton (your internet is weird).	4/1/2014 3:36 PM
7	Stockton has internet...not quite high speed	4/1/2014 2:17 PM
8	Smartphone	4/1/2014 1:24 PM
9	Boyfriend's house	3/31/2014 8:01 PM
10	Everywhere pay for air card	3/27/2014 7:23 PM
11	phone	3/27/2014 12:59 PM
12	public library	3/27/2014 9:11 AM
13	data plain	3/26/2014 5:07 PM
14	sometimes Stockton	3/26/2014 3:31 PM
15	Local library	3/26/2014 12:19 PM
16	My phone	3/26/2014 10:53 AM
17	I wouldn't say "high speed" - the internet stops working for some time sometimes.	3/26/2014 10:21 AM
18	Tablet with 3G	3/25/2014 11:34 PM
19	Ipad	3/25/2014 10:25 PM
20	Family and friends' homes	3/25/2014 7:50 PM
21	WiFi where and when available for use elsewhere	3/25/2014 7:41 PM
22	Internship	3/25/2014 7:16 PM
23	cell phone	3/25/2014 6:19 PM
24	County Library	3/25/2014 6:00 PM
25	smartphone	3/25/2014 5:49 PM
26	all	3/25/2014 5:43 PM
27	smartphone	3/25/2014 5:23 PM

28	smartphone	3/25/2014 3:59 PM
29	on the road	3/25/2014 3:57 PM
30	Library	3/25/2014 3:43 PM
31	I work at Stockton	3/25/2014 3:18 PM
32	on the go with Verizon 4G Jetpack	3/25/2014 3:15 PM
33	places i study ex. starbucks	3/25/2014 3:05 PM
34	mobile	3/25/2014 3:05 PM
35	Anywhere I choose to take my tablet	3/25/2014 2:59 PM
36	Stockton Internet is not fast!	3/25/2014 2:55 PM
37	neither Stockton internet is extremely slow	3/25/2014 2:55 PM

Q18 Please share any additional comments that you believe will be useful to the Faculty Senate as we gather information regarding the nature, extent, and trends of E-Learning at the College.

Answered: 312   Skipped: 1,005

#	Responses	Date
1	I believe that the course in which Stockton approaches learning has been very effective.	4/5/2014 1:45 PM
2	Some professors think? that on-line courses should take much more time than in class courses and put much more exercises. I do not think it is necessary to increase the amount of material just because the course is not in class.	4/4/2014 10:24 PM
3	E learn in is good for students who work and study at the same time, since it would save a little time and they can work on there own time but it better if it is hybriate because they able to interact with their professor and students as well. And also learn effectively.	4/4/2014 6:37 PM
4	Add more online and hybrid courses	4/4/2014 5:11 PM
5	Online classes gives some students more of an incentive to cheat using their "online resources".	4/4/2014 11:49 AM
6	More online classes should be offered	4/4/2014 10:53 AM
7	N/A	4/4/2014 10:19 AM
8	I have been taking online classes since I was in community college. The reason behind it was due to work. I love the fact that online classes has allowed me to take control of my education while I get experience in the work world too. It also allows me to be able to save up money for school and be around my family too. I love being able to plan my life and my college together, without having to go back and fourth to campus as a commuter student. I love having the weekly deadlines and the opportunities it gives me to openly interact with my fellow students. I can reach out to each one in the discussion forums and the lessons we do. Overall, I love online and even hybrid classes!	4/4/2014 3:48 AM
9	Better syllabus' for online professors that are more clear and concise	4/3/2014 11:20 PM
10	Keep it away from the sciences (calculus, chemistry, physics, etc.). E-learning in these courses are just aggravating and costly. Programs/websites freeze up, crash, are slow, and just end up taking a considerable amount of time to use. Good old fashion paper and pencil is the only way to really understand the coursework in those courses. Don't follow the technology trend bandwagon!	4/3/2014 9:40 PM
11	I think that E-Learning may never extend to certain disciplines. I cannot possibly see taking an online course for, say, Introduction to Quantum Physics or Electricity and Magnetism.	4/3/2014 9:11 PM
12	more hybrid opportunities, especially for classes offered at satellite locations.	4/3/2014 8:32 PM
13	Is there a more reliable method than Blackboard?	4/3/2014 6:09 PM
14	When I lived on campus in previous years, the wireless internet in the dorm rooms was terrible and even sometimes when I was plugged in with an Ethernet cable it still gave me and my roommates problems.	4/3/2014 10:45 AM
15	It is most definitely more a positive than a negative. It's a new experience that has good results for students including myself.	4/3/2014 3:01 AM
16	N/A	4/3/2014 12:57 AM
17	I hate E-learning, and a lot of people in classes such as chem or bio hate online textbook learning and homework. It does not help with studying at all. Actual printed Homework and text is extremely helpful and it can be carried around, and homework can be kept and stued as references Online text and Homework cannot be accessed after a certain period of not being used. We pay a ton of money for online stuff that we can't even use more than one semester under certain circumstances. I pay enough money to go here, I shouldn't need to keep paying for online text and Homework every semester. It is honestly the worst thing ever invented.	4/3/2014 12:20 AM

18	E-learning is good for general courses	4/2/2014 11:36 PM
19	E-learning is extremely convenience fro non-traditional/working students.	4/2/2014 10:42 PM
20	I heard a rumor of courses taught by professors from other schools completely online. You could watch lectures of them and then stockton professors would offer some help and administer the exams. I don't like this at all but I think some more hybrid/online courses could be beneficial to some but I don't believe they offer the same level of education.	4/2/2014 9:54 PM
21	They need to offer part-time social work graduate courses on-line and on campus. In addition to the advanced standing	4/2/2014 7:29 PM
22	As long as the professor is trained for online courses, and know what they are doing; I think online courses can be very helpful to students-- especially commuters.	4/2/2014 5:25 PM
23	I do not own a computer but my mom has a samsung chromebook. Since I live in her house, I might have access to it, but, I still did well on my online classes. Her chromebook is difficult since when it loses internet connection, I lose any word documents I sam working on so I need to be sure to save frequently as to not lose my completed work. For some reason my comcast internet cable wifi randomly disconnects so I have had problems during online tests that if closed end the whole test and wont give a second chance. I had to convince the teacher I was not lying which is very difficult for us both since there is no way for s/he to tell and I have no way of tell s/he. The professors are understanding so far.	4/2/2014 4:54 PM
24	In order to remain competitive Stockton needs to embrace e-learning, but should also keep a focus on the face to face aspects of learning that many students need in order to be successful. I utilize on line learning because it is the only way I can complete my degree. It is nearly impossible for me to make all the necessary face to face classes.	4/2/2014 4:51 PM
25	I wish more general studies classes were offered online because that would be so much more convenient for my schedule as I am usually very busy with labs and other classes. If more general studies courses were available as online courses I would definitely take them.	4/2/2014 4:30 PM
26	It can be harder to learn via online classes	4/2/2014 3:44 PM
27	I think dedicated teachers are needed for e-learning classes, if the teacher doesn't care about the class and stay connected with students students may fall off track	4/2/2014 1:34 PM
28	It is difficult to understand what a professor is looking for in your work if they are not specific.	4/2/2014 1:19 PM
29	Sometimes online classes make it hard to keep up with work. Often I find myself waiting until the last minute instead of if I were in class I would be forced to learn throughout the semester. I like face to face interaction with my professors.	4/2/2014 1:00 PM
30	I do not prefer courses taught online because I find it harder for me to be engaged in the course.	4/2/2014 11:09 AM
31	If teachers have videos online is very helpful to be able to go back and watch for studying.	4/2/2014 10:28 AM
32	I prefer physical classes with a professor that is amicable.	4/2/2014 10:23 AM
33	We absolutely need better wi-fi for the apartments. It's not fair when you're in the middle of doing something, and the internet stops working. It's also not fair to not have any service at all in your apartment especially when we're paying the fees and extra for the internet here.	4/2/2014 9:51 AM
34	Staff attitude towards students should be more friendly and not stuck up.	4/2/2014 9:44 AM
35	Blackboard is a great help.	4/2/2014 9:18 AM
36	Build more parking	4/2/2014 8:40 AM
37	Online classes are great for G courses and At Some Distances. Honestly, these classes don't matter, we only take them because we have to. Not having to go to campus for these classes is great, save's money (gas) and time on courses that aren't very important. Course classes though are not great for online, because you don't learn as much.	4/1/2014 11:42 PM
38	Online classes are a great help for commuting students who also work part-time. They offer better time management for those of us that work and able us to do school work at our own time. It's understandable that some courses are not meant for Online or Hybrid, but I believe majority of the General studies should be offered as an online or hybrid class.	4/1/2014 11:05 PM

39	some graduate programs at other high learning places utilize technology like the iPad and have all the necessary textbooks via ebook - I think that would be great to incorporate into graduate programs.	4/1/2014 9:58 PM
40	More online classes please	4/1/2014 9:44 PM
41	Online studies is beneficial for those students who are full time workers, who don't have the time and the capacity to be physically present in the school due to hectic day at work, having kids, far from school campus, no available transportation, and students with disability. If given the chance to further advance my degree I would take online courses once again.	4/1/2014 9:33 PM
42	It's easier for me sometimes since I commute but live 40 mins away. It depends on the class though. Also if I have had the professor before and know what they expect. I hate hybrid courses because then I have to rearrange my schedule and remember when I have to go, I never remember.	4/1/2014 7:27 PM
43	Many online courses I've taken we're easy As which isn't so beneficial. I believe online work wasn't nearly as challenging!	4/1/2014 7:07 PM
44	As long as the professor can be clear about the materials in the videos, i prefer hybrid courses because it lets me review the material easier than if i were in class face-to-face	4/1/2014 6:57 PM
45	I enjoy Hybrid courses in the MAIT program. We are able to Collaborate with each other virtually or in person. Online and Hybrid courses I've taken in the past have been reading information and taking tests, no collaboration. Collaboration (virtually) ability makes a HUGE difference. It brings the class and professor together. Interactive assignments too help unite the classroom and build relationships.	4/1/2014 6:27 PM
46	I would like to hear when using my ipad.	4/1/2014 6:06 PM
47	Offer more courses per semester	4/1/2014 5:18 PM
48	Being a senior here at Stockton, I have had my fair share of face-to-face, online and hybrid classes. I like most face-to-face classes, because I am a visual and interactive learner. I did not like starring at a computer screen of power point lectures or videos assigned to complete, I really feel I do not retain the information as successfully if I was in the classroom. I find online courses to be very dry and uninteresting. But, being a public health major with a concentration in occupational therapy, some classes you cannot get a face-to-face, or even a hybrid. But, I do have to say, many of my required courses were not online. There were afew, but more hybrids then online. I do however enjoy the hybrids, because from my experience, the professors I have had, have made the class more interactive and hands on. Also, even though hybrid classes do not meet all the time, you still do meet at a given time, and you feel more connected to the instructor, your peers, and what you are learning. I am not saying that I am one hundred percent against online learning, but I think for core classes, (classes that can be more challenging and involved) should be a face-to-face meeting either Monday, Wednesday, and Friday, or Tuesday and Thursday. I think general studies I have found to like then being online, because I am learning something not too difficult outside of my major, but I am still gaining knowledge to actually remember, but it is nothing too complicated. I also think that adjuncts that teach these online classes and hybrids does not warrant them to just throw stuff on black board, and not expect e-mails from their students. I think adjuncts need to be made aware that just because they are not full time Stockton professors, that students are still paying thousands for their class, and they want the quality they deserve. Lastly, I think my only problem with online based classes is that sometimes black board can be spotty and not work, yet the teachers either do not believe you, or do not give you enough time to complete a task. That I think is not fair, and is a draw back of an online class. Because if I had it my way, I would much rather give a professor an assignment in their hands, then rely on black board to not malfunction and get it to the instructor. Other then that long explanation, I do see the benefits of online and hybrid, and I have enjoyed afew that I have taken, but at the same time, could not stand them.	4/1/2014 5:17 PM
49	They should not charge students that take all courses on line for certain fees, such as parking etc. Mandatory health insurance should also not be mandated for graduate students that take all courses online	4/1/2014 5:09 PM
50	There should not be online classes for hard science courses such as biology, chemistry, or physics. These difficult subjects require face-to-face instructing sessions to portray the information correctly and most efficiently.	4/1/2014 4:53 PM

51	IF YOU WANT TO CONTINUE TO USE INTERNET AND ONLINE LEARNING, GET YOU CRAP TOGETHER AND FIX THE WIFI, AND IT DOES SUCK, AS WELL AS CELL SERVICE. FOR A COLLEGE THAT EMPHASIZES SO MUCH ONLINE WORK, A SERVER THAT CRASHES THIS MUCH AND A LIBRARY WITH SO FEW COMPUTERS IN RATIO TO STUDENTS IS ABSOLUTELY STUPID	4/1/2014 4:42 PM
52	It would be nice if studest who have never taken an online course at stockton could be given a concrete idea of the nature and structure of the online courses beforehand; like how we will be assessed, what kind of media will be utilized for learning, books, articles, videos.	4/1/2014 4:25 PM
53	I enjoy Hybrid Classes. I also would like to try more online courses.	4/1/2014 4:19 PM
54	I understand that moving toward technologically based learning and communication is the growing trend across the board, but I still feel that nothing comes close the learning experience that is offered in a face-to-face classroom setting.	4/1/2014 4:18 PM
55	The best online or hybrid courses I had depended on the professors use of available technology. Some professors need to he taught how to use the technology to improve their instructions	4/1/2014 4:08 PM
56	I wish that there were more online Hospitality classes offered.	4/1/2014 3:48 PM
57	Professors providing easy and information materials online greatly helps learning in all contexts.	4/1/2014 3:42 PM
58	It was nice to see the option to not disclose gender and have other. I have friends that are trans and I think it's good you're more open to their wants and needs.	4/1/2014 3:37 PM
59	Online classes are very useful as well as hybrid courses because they help facilitate learning to students that do not live on campus such as myself and make it easier for us to get our degree without having to drive everyday and spend money on gas. The internet at stockton however is not the best to facilitate these classes due to the fact that it dies out sometimes.	4/1/2014 3:23 PM
60	Everyone learns differently. I can't speak for others, but I am notable to learn via online-only courses. I VERY easily get behind, and find it much much harder, and take longer to discuss any issues I have with the material over the net. Just think of txting or e-mailing and all the problems that can occur with trying to get your point and tone across, and think of how long it can take going back and forth. Now compare that with face-to-face communication. It's much faster, and less confusion occurs. Now try to use the former method to talk to someone about something you're struggling to understand.	4/1/2014 3:17 PM
61	I think that online and hybrid course are great but not for me. I learn a lot better face to face rather than online.	4/1/2014 3:16 PM
62	It's been an awesome experience.	4/1/2014 3:10 PM
63	offer more diverse courses online and hybrid and offer more times available to accommodate commuters who have to travel to Stockton.	4/1/2014 2:47 PM
64	N/a	4/1/2014 2:39 PM
65	I have not taken any online courses, but I have not done so purposely. I think it's important to be in face-to-face classes, because if you have any complex questions, they're easier to answer by asking a professor.	4/1/2014 2:32 PM
66	i wish classes in my major were offered as both online and in class. i hate having to take classes online	4/1/2014 2:27 PM
67	online courses should be more offered.	4/1/2014 2:09 PM
68	The professor I have for my hybrid class just does not check her email nor answers email. when the main interaction you have with the professor is online, it is very important they check their email to answer questions	4/1/2014 2:09 PM
69	The hybrid courses have made it much easier to work full time yet be enrolled in classes.	4/1/2014 2:07 PM
70	N/A	4/1/2014 2:03 PM
71	The internet is very slow and I often have trouble connecting to the internet on campus. If this weren't such a problem I would probably take more online classes. Also, even with face-to-face classes that have homework online, I have often had to ask my professors to reset my homework because the internet took so long to load that I ran out of time on times homework and assignments.	4/1/2014 2:00 PM

72	I personally prefer face to face I had a prof. at my previous school that I took his class completely on-line he never responded to a single email finally I got fed up after 5 emails were not responded to. I called the college and reported him and within 15 minutes received an email from him. I think some prof. find online to be an easy and lazy way to teach.	4/1/2014 1:51 PM
73	I believe the most learning can be done with face to face hands in experiences. I never agreed with online leaning unless there is no other choice for that person.	4/1/2014 1:47 PM
74	Even though I don't use online learning that much, I believe it is necessary for some people.	4/1/2014 1:46 PM
75	E-Learning is highly effective, if done correctly. I have taken many online courses and a couple of hybrid classes. I find that I most engaged when online professors require students to participate by set times each week (for instance, create a discussion post by a certain day and then reply to discussion posts created by other students by another certain day). I have had several professors create power points with audio, which I have found extremely helpful. Not only am I able to hear the professor give an actual lesson, but I am also able to see the material as well as pause, rewind, etc. Students who take online classes should have good time management skills, but an online classroom environment is also normally highly flexible so students can plan their schedules accordingly.	4/1/2014 1:45 PM
76	Offer more hybrid and online classes	4/1/2014 1:39 PM
77	Making the means by which a student connects to online learning available greatly facilitates the ability to spread E-Learning.	4/1/2014 1:38 PM
78	I believe making online professors at least give one online session or have the students meet once in a classroom. In past online classes I wish I could have actually asked professors my questions and have been 100% clear on all the assignments. Emailing back and forth to professors sometimes takes a while and my answers do not get fully answered. Also I had one professor who did not email me back at all and I could not get a hold of her to ask questions I had.	4/1/2014 1:36 PM
79	I believe the E-Learning Stockton is good thus far. To make it better, I definitely believe there should be more online classes for majors at Stockton. They should provide more of these online classes for students who have a full time job and want to attend school because it will be more beneficial and helpful to them so they can finish their degree.	4/1/2014 1:29 PM
80	None	4/1/2014 1:24 PM
81	There constantly seems to be an issue with the wifi connection	4/1/2014 1:23 PM
82	I believe since most classes involve online services that better technology should be available to the students. More computer access, and possibly more laptop rentals.	4/1/2014 1:22 PM
83	Online is only for highly motivated students. Much Eaasier for other students to fall behind.	4/1/2014 1:22 PM
84	Wifi in the dorms and apartments needs to be more reliable and quicker.	4/1/2014 1:19 PM
85	I love E-learning because everything is listed in one place online, the timeline for the courses are always very organized, and I can get work done without a specific time constraint like face-to-face courses require for class times.	4/1/2014 1:16 PM
86	I feel as though I learn more when I'm physically sitting in class having face-face interactions and discussions with my teachers and peers. I do not take an online class because I feel there is a link missing in my education.	4/1/2014 1:15 PM
87	More spaces available for online classes- they fill up quickly because they are so popular and then I get stuck taking classes on campus	4/1/2014 1:15 PM
88	I have not taken any actual hybrid or online courses though one class did experiment with having just a few class days done as if it were hybrid. It has interested me in hybrid courses though I am unsure whether I would desire to try a fully online course.	4/1/2014 1:14 PM
89	As an individual who works full-time and is enrolled in a masters degree program, I find it hard to fit the the on-campus classes into my schedule. I wish the MACJ program offered more classes online or as hybrids to make it easier for students who work.	4/1/2014 1:13 PM
90	I think that E-learning really depends on the type of person taking the course, I personally excel in a classroom setting, where I can talk to my teachers and get extra help if needed. However, I know many people who like online classes and do well in them	4/1/2014 1:12 PM
91	n/a	4/1/2014 1:12 PM

92	The Internet needs to be a lot faster and can't crash as often but other than that it works well.	4/1/2014 1:11 PM
93	The only thing that I like about E learning is that you have more free time to get your work done and its easier to work around the courses that are in your major.	4/1/2014 1:11 PM
94	There should be more online classes	4/1/2014 1:09 PM
95	Online learning is a valuable experience.	3/31/2014 8:12 PM
96	N/A	3/31/2014 6:42 PM
97	while many students prefer online classes (they think it is easier) I prefer the face-to-face method as I feel I take more out of the experience and learn more/better	3/31/2014 2:53 PM
98	More courses have to be offered in general. Registration is a problem at Stockton, I had to change my degree from BS to BA because of it. Online classes could help by opening more classes without requiring classroom space.	3/30/2014 7:22 PM
99	The online classes that I have had, the teach is very hard to reach and not very helpful. They only answered questions the day or so you were in class. Really got annoying when studying for a final.	3/30/2014 1:01 PM
100	I have taken a variety of classes that were conducted either online or hybrid during my undergraduate experience and I thought the classes were as efficient if not more efficient than many onsite course. Many onsite course contain busy work that wastes time, and with e-learning you are able to focus on the important and necessary material.	3/30/2014 10:24 AM
101	I prefer face-to-face interaction in my learning experiences.	3/29/2014 12:25 PM
102	I have enjoyed the hybrid or completely online course that were necessary for my degree. I especially liked Developmental Psychology and the Diversity Class (a writing 3000 class) with Mr. Darryl Cleveland. They were both excellent, and they were my first two online classes/hybrids.	3/29/2014 10:15 AM
103	I believe that E-Learn classes will afford older students like myself the opportunity to complete undergrad and grad school more quickly. This would allow us to maintain our home lives as well as make changes to compete for our futures.	3/28/2014 8:03 PM
104	I don't think students can learn as deeply in online courses and even in some hybrid courses as they can in face-to-face classes, at least not at the present time. In order for E-Learning to work better, professors need to adapt the ways in which they have students interact with one another to fit the online environment in a way that still simulates face-to-face discussions.	3/28/2014 5:35 PM
105	Its good to have as an option, also i really need an ipad!!	3/28/2014 12:37 PM
106	If you are going to pursue any type of e-learning you are going to have to upgrade you internet. The connection is slow or sometimes never even works and this is just from trying to get my regular laptop on to Stockton to do homework.	3/28/2014 9:33 AM
107	I think that it is a mistake for Stockton to move more in the direction of online classes. I have taken online classes, and I have been "successful" in them. However, they are easy to get A's in, and they are not as intellectually stimulating as face-to-face classes. Our tuition is already too high, and I think that the online classes I have taken (for the most part) have been a waste of my money. I think the administration needs to value the professors here a lot more than they do. Moving away from the essence of Stockton is a mistake. Stockton should be viewed primarily as a college not a business. The administration needs to reevaluate its priorities. It is upsetting to me that this is a survey that students are even being asked to take. Stockton is not a community college or an online college. Face-to-face classes are invaluable for the development of students.	3/28/2014 9:20 AM
108	Teachers should better understand how to interact with students when teaching an online class. I would love if they tried making it as interactive as possible even if it is an online course so I know I will learn the same amount online as I would face-to-face. As a commuter I try seeing what courses are offered online, but I am always very cautious because I am afraid I will not learn as much as other students that take the course on campus.	3/28/2014 1:07 AM
109	At present online classes are not meeting my expectations. This may have to do with my learning style. I learn best with demonstration and face to face explanation, which do not occur in an online format.	3/27/2014 8:00 PM
110	Adding more online and evening classes would greatly extend the reaches of the institution and allow more people to enroll. Working full time this has been my biggest frustration; finding classes that work with my schedule.	3/27/2014 7:25 PM
111	Internet at stockton has improved greatly, but the bandwidth could still be improved a little more.	3/27/2014 4:57 PM

112	Online learning is ideal and I highly suggested implementing more online classes	3/27/2014 3:13 PM
113	Online learning would be great, however, directions and information would have to be clear and concise. Another thing is that that all material should be printable to do work in case the internet goes off.	3/27/2014 2:29 PM
114	Please do make classes that are completly online. In my opinion it is very hard to be able to learn anything from an online class because it lacks that interaction right then and there with the students and professor. Cooperation is or biggest tool in learning and if I am at home I will have no one to pull a view from, except in the grand while that someone types in their opinion, and even at that written language can be harder to interpret than spoken language due to tone. I think hybrids are okay to an extent because you at least see the professor, but by going to class every week you get much more done.	3/27/2014 2:04 PM
115	More sympathy for commuters when it comes to the weather conditions.	3/27/2014 12:39 PM
116	Being a much older student, it seems very critical to receive in-person instruction in a classroom, in any course taken. Many times questions can get answered immediately in class. This sometimes leads to more follow-up questions based upon the previous answered question.	3/27/2014 9:14 AM
117	nothing	3/27/2014 7:10 AM
118	e-learning has good possibilities but it misses the mark on a few points: 1- it's the same price as a brick-mortar class 2- the professor has little to no interaction and the student misses any chance to connect inter-personally 3- the classmates have little chance to learn collectively and from each other, yet sometimes you are asked to meet for group projects (which can be logistically difficult) 4- the content of the class is open to interpretation, without benefit of explanation I personally learn very well in a self directed learning environment, and did this for many years in my job.....and it has some distinct advantages, but sometimes the personal face-to-face is better,	3/26/2014 9:38 PM
119	Offer more hybrid and online courses.	3/26/2014 9:33 PM
120	Not all hybrid classes do professors use online teaching as a resource	3/26/2014 9:11 PM
121	There should still be classes offered that are not online as well. having classes online would Hopefully help students graduate on time and allow business majors to actually get into classes since there is not enough teachers teaching the classes required	3/26/2014 8:09 PM
122	Make office hours available to professors who teach online/hybrid courses. It seems like they don't necessarily teach as much as just give you a book, assign work, and grade it. Very minimum learning involved.	3/26/2014 6:04 PM
123	The college's internet access would limit online learning experiences.	3/26/2014 5:16 PM
124	get a better WiFi system like fiber-optics the correct WiFi is bad and tends to crash.	3/26/2014 5:08 PM
125	Maybe I'm just a more "old-fashioned" individual, but frankly I am a little opposed to online courses. I prefer a face-to-face personal interaction with both my professors and peers. I hope that this traditional form of teaching will not become obsolete with further technological advances in the near future. Thank You.	3/26/2014 4:55 PM
126	Stockton's Internet goes down too often to trust taking a test for an online course without failing it due to wifi difficulties.	3/26/2014 4:45 PM
127	I have a teacher that takes advantage of Blackboard and the email tool. She will forward emails that the school has sent out clogging up my email and my blackboard messages. She sends messages and posts on blackboard so much that I sometimes miss information that is actually important coming from my other classes.	3/26/2014 4:19 PM
128	I have experience with Michigan State University, Rowan and Rutgers websites. I feel Stockton's portal is very antiquated. The gmail account always logs you out of the portal after you sign out. The Blackboard site always has space limitations. I had and EDUC class and we could not place our final presentations on BB for some technical reason. The college talks about being green but the limitations on the computer system causes students to have to print out many documents. I also believe that the school does not effectively teach professors how to use the portals. Many of my classes have professors who ask the students technical questions.	3/26/2014 2:45 PM
129	I only take online classes because I commute and they make scheduling easy, but I do not learn nearly as much.	3/26/2014 2:45 PM

130	E-learning forces the student to stay up to date with the class. If they miss a notification for a test or homework, the grade will suffer. However, I don't feel like I learn as much. E learning is more relaxed.	3/26/2014 2:40 PM
131	None	3/26/2014 2:35 PM
132	All professors should reply to student emails to benefit the student, especially if the class meets only once a week.	3/26/2014 2:29 PM
133	It was very convenient to keep up with course work virtually through Blackboard collaborate on snow days this winter, however, on the first snow day I didn't get the email request to meet on Collaborate in time. Could it be part of policy that if for any reason the college is closed, students are to log into Bb Colllaborate at their scheduled course meeting time?	3/26/2014 2:00 PM
134	It's not more affordable, and it can get frustrating at times because you can just meet with a professor.	3/26/2014 1:24 PM
135	I think more g courses should be offered online.	3/26/2014 1:21 PM
136	At times I have had difficulty getting onto collaborate. The computer services techs are always extremely helpful.	3/26/2014 12:53 PM
137	I believe that face to face courses are the best teaching method. Online classes are convenient to fit into a busy work schedule.	3/26/2014 12:51 PM
138	Marine Science doesn't really offer too many hybrid classes	3/26/2014 12:49 PM
139	Hybrids are the best instructional method.	3/26/2014 12:44 PM
140	I like how we have a verity of options for classes for those that need more time away from a class room	3/26/2014 12:40 PM
141	none	3/26/2014 12:24 PM
142	Love online classes! Great learning experience. Would love to see more especially since I commute.	3/26/2014 12:17 PM
143	My online class this semester eliminated having an initial orientation, where we would be able to meet as a class for the first class. I did not think this was a good idea. I would actually prefer to have that one interaction as a class to know we all actually exist and to establish some type of face to face relationship with our classmates even if it was only for that one time!	3/26/2014 12:16 PM
144	I also wish more science classes were available at the Manahawkin campus. (Maybe not the lab, but the class).	3/26/2014 11:54 AM
145	E-learning is a great way to get more students a higher education. On the other hand not all online/hybrid classes students get a full learning potential.	3/26/2014 11:46 AM
146	More classes need to be available online, or there needs to be more face-to-face class times for a particular class. Offering one time for a class is really inconvenient, especially because I work and I live an hour away. It would just make things easier if I could work out my classes to fit a schedule, no huge breaks and no one class days.	3/26/2014 11:33 AM
147	There are certain classes I would never dream of taking on-line, as I believe the classroom dynamic cannot be beat when it comes to having questions answered immediately. If there is a problem or question with an online class, I cannot continue my homework, etc., until I have an answer. While usually prompt, waiting for answers online can throw off the homework schedule since I may not be able to complete it without the response from the professor. My online course in my first semester here at Stockton is going well so far, and online classes I took while attending Atlantic Cape Community College also went rather well, so I am not averse to taking them. However, I feel some classes would be best taken in a classroom.	3/26/2014 11:26 AM
148	E-learning has greatly improved since I was an undergraduate. I would love to see more core courses offered without mandatory meeting times.	3/26/2014 11:12 AM
149	I love it!	3/26/2014 11:11 AM
150	If a class is NOT offered on the campus, it should also be offered online or through wimba. I do not think it is fair that I would have to go to a satellite campus to take a class when I pay Stockton to offer this class!	3/26/2014 10:58 AM

151	I HATE my current hybrid course. If I want online I will take online, if I want F2F that is what I want. Wiley Plus SUCKS	3/26/2014 10:55 AM
152	It would be helpful to increase the range of Stockton's WiFi capabilities throughout the campus in general.	3/26/2014 10:54 AM
153	Online deadlines offer zero flexibility for assignments that are due. Instructors will have to find alternate ways to allow this flexibility to students.	3/26/2014 10:36 AM
154	Required Classes should not be online due to the fact that they are more important in the students field of study. Hybrid classes should be available for majors because some of the classes have a work load in which people can use their time slot of that class to complete their work, almost like a study hall.	3/26/2014 10:32 AM
155	=)	3/26/2014 10:31 AM
156	Online courses tend to allow students to breeze through information without retaining. Major courses should not be offered because you never know who really is donig the work. It's an easy way out. Hybrid courses hold student accountable to come to class and interact as well as spend part of the time for online work.	3/26/2014 10:30 AM
157	I did not know about all the E-Learning methods, maybe informing students more about it and other options will be better in the future.	3/26/2014 10:23 AM
158	Having wifi that works quicker and better will help when doing research for classes and projects.	3/26/2014 10:00 AM
159	I do not like online classes. Leaning in a classroom with a professor makes way for better learning.	3/26/2014 9:55 AM
160	I think it is useful when learning courses outside your domain, such as at-some-distant courses, but for your core-requisites I feel that you need as much interaction as possible for more hands on learning. Especially true for planned careers that require lots of communication.	3/26/2014 9:11 AM
161	Hybrid is better fully online lacks communication but works for people needing to finish	3/26/2014 8:47 AM
162	Online learning helps with time management. I live an hour away and work two hours away and getting to Stockton once or twice a week would be difficult if not for online courses. I find that online classes are better than actual courses in that I can review lectures multiple times and complete things when is convenient for me. The only downfall is that it is less personal.	3/26/2014 8:32 AM
163	E-Learning is only as effective as the technological skills of the instructor. I believe technology would be useful in our studies but it takes the dedication and adaptation of the instructors. I know Stockton provides classes for instructors to take to learn how to utilize these tools in the classroom and on Blackboard, but it is extremely annoying when the instructors neglect to take the classes and end up being inconvenienced in class when they need it. If all instructors were more enthused and required to use the technology more I believe that learning would be more effective in conjunction with technology. -Deborah Baker Z00175674	3/26/2014 7:51 AM
164	Math courses should not be taught online	3/26/2014 6:46 AM
165	On this survey, there was no option selecting 1 hybrid class this year (only none and 2-3 or more). I prefer face to face or a combination or hybrid of online and in person.	3/26/2014 6:13 AM
166	online courses are great for taking credits in the summertime	3/26/2014 12:45 AM
167	Please offer more online courses. I travel from over an hour away and they are a god-sent when I can get into one.	3/26/2014 12:39 AM
168	Online classes have proved to be a time and cost efficient way to complete my general studies courses either during the summer or during the semester.	3/25/2014 11:50 PM
169	Some course work really well as hybrids. But I have taken some hybrid math courses that have been too difficult to keep up with without direct contact with the professor	3/25/2014 11:20 PM
170	Just because it is convenient and cost effective doesn't mean that all students will actually retain the information learned or put as much effort into actually learning the information. Cheating is all too easy. Online courses are blow off courses to me. They are the courses I have to devote the least amount of time and effort to therefore I receive the least amount of knowledge from them, all while still receiving a more than passing grade. Teaching and more importantly learning is most successful with the human element in the equation.	3/25/2014 11:11 PM

171	online classes are very difficult to keep up with, if the professor is not absolutely clear about the amount of work that the course entails and when it will be due at the orientation session, it is very easy for students to fall behind or miss something on blackboard.	3/25/2014 10:27 PM
172	N/A	3/25/2014 10:26 PM
173	Through my personal experiences, I do not think that I learn nearly as well in an online format as I do in a face to face classroom setting. I believe that any class that is offered online should also be offered in a face to face setting. I find classes that are taught online less interesting and more difficult to motivate myself to work towards completing assignments. I also think that an online learning environment isn't as beneficial as a classroom setting because there are many aspects of learning lost. Although there are online opportunities to discuss different topics, nothing beats a classroom discussion with intelligent classmates who come up with really good question and comments for the professor as well as the good of the class.	3/25/2014 10:21 PM
174	E learning helps me out because i get a chance to attend college from home by learning online. It helps me manage my time because i can work anytime and still get home and get my online class work finished	3/25/2014 10:17 PM
175	Learning online is incredibly difficult at Stockton as the wi-fi is notoriously unreliable and many of the ethernet ports do not work at all. Use of the Blackboard system can also be unpredictable and is randomly undergoing maintenance.	3/25/2014 10:16 PM
176	I don't take any E-learning classes but i have friends that do, and they seem to dislike reading the text online, and online homework as they can't access it occasionally if their internet is down.	3/25/2014 10:07 PM
177	More online courses should be offered during the summer. Students usually go home and work so online courses or even hybrid courses will definitely be more helpful!	3/25/2014 10:02 PM
178	The Wifi situation at Stockton College for smart-phones is not very reliable. I am often having to sign back on to the system time and time again,(at the very least, 10 times a day) because the system is unable to hold a smart-phone onto the system for a long period of time.	3/25/2014 9:57 PM
179	I believe each class should have at least one online class available for each face to face class that is available. It's important to have it open to students who work full time and/or commute.	3/25/2014 9:49 PM
180	Online courses should be cheaper than traditional classes. Professors who teach online classes usually rollover all of their material and have fewer office hours if any.	3/25/2014 9:46 PM
181	Online classes are great, however they must be taught by professors who know what they're talking about and can clearly explain something over mainly email. Professors who teach these courses should also be extremely organized. A prime example of a perfect online instructor is Dr. Jessica Fleck.	3/25/2014 9:43 PM
182	Although some online professors are wonderful, I believe some professors teach online because they know it is much easier and they do very little work. Some online professors take a very long time to respond to questions, hence sometimes making it difficult to comprehend the content correctly.	3/25/2014 9:20 PM
183	Hybrid courses are useful. But in a nursing curriculum, I feel that more face to face classes are needed. Streaming lectures would be a nice way to boost in class time while maintaining the hybrid nature. They are more useful than endless discussion boards.	3/25/2014 9:19 PM
184	They need to offer more online course for different courses. Not making students only have the option of being in a class	3/25/2014 9:16 PM
185	the glitches with the technology are frustrating. Areas to submit work not properly or not timely opened, links not functioning,	3/25/2014 8:43 PM
186	Online courses are simply easier. Additionally, they don't allow you to get to know a professor or the students you take a class with. I believe that apart of taking college classes is being forced to interact with professors and other students, which online courses simply don't provide. Plus, it's easier to cheat with online courses. You don't really learn as much or really understand the depth of the topic your learning about. The online courses I have been in have no life or significance to them. Everyone is like zombies in them. No personality. I enjoy face-to-face classes much more. However, when it is a class that I am simply taking just because I need the credits and don't really have any interest in it then I wouldn't mind taking it online.	3/25/2014 8:41 PM
187	many of my professors alter the class to a hybrid, or fully online when i signed up for a face to face class. some classes i would prefer not to have online and would prefer not to have my classes changed.	3/25/2014 8:35 PM

188	I personally do not prefer E learning, but I do know some students who are really helped by E-learning. My mother is currently enrolled in an online bachelors degree in order to keep her nursing license updated, and I know E-learning is very helpful for her to manage while holding the full time job. I think it's good for people who have little time to actually go to a class	3/25/2014 8:31 PM
189	I have taken only one online course at Stockton and it was decent. E-learning has a lot of potential that I have experienced from my job. E-learning can take the form of pre-recorded lectures and/or the interactive form by utilizing virtual rooms to conduct classes. The most important advantage of e-learning is flexibility for both the professor and the students.	3/25/2014 8:28 PM
190	Online courses are not very beneficial when trying to understand topics and there is no teacher sitting there with you to explain it. It shouldn't be this expensive to learn from a computer when you have to teach yourself.	3/25/2014 8:22 PM
191	I like hybrids because you still meet as a class but assignments, study aids, and tests are online. They are easier to access and don't take up class time.	3/25/2014 8:18 PM
192	Better Blackboard integration would make hybrid or online courses more appealing.	3/25/2014 8:02 PM
193	online classes vary from teacher to teacher. Some teachers are really great at what they do, on or offline. but, some should not be online instructors... I think online instructors should be chosen more carefully.	3/25/2014 8:00 PM
194	Hybrid learning requiring online student interaction for all assignments followed by mandatory evening courses appears to be an excellent means to social learning. Courses offered in the education department are excellent when using this format . Hybrid courses are challenging and require extensive scheduling and planning as well as writing skills for success. They prepare students for work because many job assignments are expected to become more and more technologically based. I have worked in an environment where email is the primary and often the only means of internal communication between employees. Email correspondence with customers increased each year and is expected to someday reach the same level as employee to employee communication. Hybrid learning will play an essential part in preparing students to work in a technologically based economy.	3/25/2014 7:58 PM
195	Having more online class would make college to accessible. I believe that it also allows the student to become more independent; it teaches him or her to manage time and to be responsible. More online classes, please!!!	3/25/2014 7:53 PM
196	I have never taken an online class before this semester. I was very wary at first but since being halfway done with my online course I actually seem to like it very much. I can take it at my own convenience and professors are very quick to answer back emails with any questions I may have!	3/25/2014 7:44 PM
197	I believe face to face learning is most effective. You can ask and get immediate answers to your questions and ask a teacher to elaborate on a topic more. It puts students in a more social setting to help them grow and learn.	3/25/2014 7:38 PM
198	NA	3/25/2014 7:27 PM
199	E-Learning is great when the technology works. There really is no replacement for the fact-to-face interaction in a classroom. I have found that sometimes the technology does not work and this creates a major problem when work is due. There are times when you can have your internet connection go down at home, school, or work. During inclement weather there is no guarantee the services will work. I have taken several online & hybrid courses at Stockton and other college campus's.	3/25/2014 7:22 PM
200	It could be better. I did not learn anything from my direct online course.	3/25/2014 7:16 PM
201	Online learning can be very effective. It is however a bit of a turn away when professors expect a lot online through lengthy discussion posts and lectures. I think that student feedback is important at the time of taking the class in order to communicate with the instructor how long they are spending each week and how understandable/relevant the information is.	3/25/2014 7:04 PM
202	I think it would be beneficial to many students if Stockton offered more online classes. As an nontraditional student and a commuter it has been very difficult to complete my degree. Offering more online classes would allow students to plan their own class hours, thereby allowing more flexibility in their lives outside of school. In other words, it would allow students like myself to work a normal 9-5 job and still be able to pursue an education.	3/25/2014 6:59 PM
203	Blackboard needs to be better unified between professors. Quirky program	3/25/2014 6:56 PM

204	Please offer ethernet cables for Mac users. Not all macs have a standard port and the wifi is less than reliable during the most crucial times of the semester.	3/25/2014 6:55 PM
205	As a math major, it seems impossible to have online classes that will be effective. But, as an education major some classes are beneficial to be online. As for devices, it's financially only possible for me to have a smartphone and a laptop. But I feel that I'm managing the online part of courses well.	3/25/2014 6:33 PM
206	I think the majority of the classes are perceived as good or bad completely dependent off of the professor. If the professor shows that he cares by dressing professionall and gives classwork and homework and helps out students and prepares his lectures based on problems that will be on the exam and has clear notes then it will be a good course. If the teacher dresses unprofessionally and bases the whole course off of online program like Wileyplus and just reads the powerpoint then the course will drag on forever. Anyone can read the powerpoint and do problems on wiley, but we need the teacher to put more of an effort. All teachers do is read the powerpoint which they didn't even create. That is what professsors are paid to do Read Powerpoints Outloud and dress unprofessionally.	3/25/2014 6:29 PM
207	Mgxp	3/25/2014 6:24 PM
208	No Comments	3/25/2014 6:23 PM
209	I've enjoyed previous online courses at Stockton and feel as though I've learned just as much.	3/25/2014 6:20 PM
210	I have had positive experiences with E-Learning here at Stockton, but I worry other institutions will not value those courses as highly when reviewing my transcript for graduate school. I have had some trouble with a hybrid anatomy course I took not counting for a number of Occupational Therapy programs I wished to apply.	3/25/2014 6:12 PM
211	It would be great if each classes have more available seats. Classes fills up so quickly and its very frustrating to get the class I need for my major. The time the classes sometimes interfere each other so I am hoping to have more time slots available.	3/25/2014 5:52 PM
212	I personally don't think it is a good idea to make more classes on line classes.	3/25/2014 5:43 PM
213	more online courses for education department	3/25/2014 5:43 PM
214	Offering more online courses in both majors and general studies courses would be much more helpful in planning my schedule. As it stands, I live over an hour away and have to commute to school. It is challenging to register for classes at certain times due to this distance, and also due to the fact that I work.	3/25/2014 5:41 PM
215	The Wifii at Stockton often hinders my school work when it does not function properly.	3/25/2014 5:37 PM
216	Internet in dorms need to be improved	3/25/2014 5:32 PM
217	I believe that certain online courses are very helpful, depending on how the instructor chooses to structure the course and how to teach the content. Certain courses such as mathematics, may not be the best fit to be online, but as a hybrid course were students can be explained the material by the professor and later have more time to practice the material outside of the classroom can be beneficial. It honestly depends on the course, but as far as online classes go, it will make it easier for commuters so they do not have to travel to Stockton too much.	3/25/2014 5:31 PM
218	Internet courses are easy to follow and force you to NOT wing it on assignments and exams.	3/25/2014 5:29 PM
219	Face to Face is the best way to learn.	3/25/2014 5:27 PM
220	Coming from a biology major, I wouldn't want to have a an online or hybrid course that pertained to my major or even a cognate.	3/25/2014 5:26 PM
221	I would like to have more Hybrid classes - this way I can safe my traveling time to the college, which takes me an hour one way, and spend more time on my homework; also it will help me to take more hours at my regular job, so i can pay my tuition and bills. Last year I became the US citizen, but all my family is back in my former country, so i do not have any family support here. This is a reason why hybrid classes are important to me, so I can spend good amount of time studying and working.	3/25/2014 5:10 PM
222	Teachers need to know the in and outs of BB if they expect students to do well in their classes. I have a business professor who has no idea how to use BB and it makes class a nightmare.	3/25/2014 5:06 PM

223	It would be beneficial if hybrid classes and online classes were discounted for students because they are not using instructional facilities for class time. In addition, I do not think major course should be conducted online. I want to be taught about this content because the information will be most relevant to my future. It is difficult to "teach oneself" about such new and complex concepts that have not been encountered or discussed before.	3/25/2014 5:01 PM
224	GET MASTERS PROGRAMS ONLINE	3/25/2014 4:56 PM
225	While I believe online classes and homework are useful to students, I don't think that it's good to make them a major focus in the class	3/25/2014 4:54 PM
226	Stockton has horrible internet connectivity.	3/25/2014 4:50 PM
227	I would rather have face-to-face classes because I feel that I do better and learn more rather than being in a hybrid or online class.	3/25/2014 4:44 PM
228	None.	3/25/2014 4:40 PM
229	A lot of my favorite classes have been online classes	3/25/2014 4:39 PM
230	improving the internet connection would allow students to take online classes more effectively.	3/25/2014 4:38 PM
231	Even though I prefer face-to-face classes when it comes to classes for my major, I think online classes make education way more accessible. Online classes are easier to fit into a schedule because you don't have to worry about it conflicting with other non-online classes. The only downfall is if the professor teaching the online course has a hard time responding to emails. I'm taking an online course over the summer, which is great because it allows me to put in more hours at work while on summer break.	3/25/2014 4:37 PM
232	Stockton needs to offer more online classes or open up more seats.	3/25/2014 4:37 PM
233	I think that E-Learning at Stockton is great. I have taken multiple online/hybrid courses at Stockton during the past five years. The professors that teach these courses just need to make sure that they constantly check their emails, as that is the only form of communication for students that have questions.	3/25/2014 4:29 PM
234	I think online learning is great for a lot of people, and think more courses should be offered as hybrids and online courses. While personally I do better in face to face classes, online learning could really benefit people with children, people who have to work full time to support themselves, and commuters who have to travel a long distance to campus.	3/25/2014 4:29 PM
235	Hybrid and online classes save the many commuters a lot of time/money	3/25/2014 4:28 PM
236	I feel that E-learning is effective if most students have a tablet or a laptop to work with. I share a laptop with my brother so i have to time manage the time i spend on it which tends to make me cram e-learning into a smaller lotted time, therefore not allowing those not to enjoy e-learning as much. Im sure im not alone but being a commuter who lives off campus i strongly agree with e-learning to be helpful at times.	3/25/2014 4:24 PM
237	It would have been helpful to be able to use the Blackboard app for smart devices free of charge. When I tried to do this it stated that Richard Stockton does not pay blackboard for their students to use the blackboard app.	3/25/2014 4:18 PM
238	we need better wi-fi in order to complete our e-learning at the college.	3/25/2014 4:08 PM
239	Having online classes for general courses would make it easier to fit in time with the schedule I already have for my major courses, and also take classes that will fill my graduation requirements	3/25/2014 4:07 PM
240	As a 50 year old student I like the face to face, in class interaction. Studying and doing work at home is more difficult because I have children at home, chores, household things to do and that is more of a distraction for me. I can concentrate more when I am in a classroom. I also like interacting with students and learning and exchanging ideas with them. Hybrid and online classes allow for more people to attend college but there is more cheating and short cutting and less learning in my opinion.	3/25/2014 4:07 PM
241	As long as hybrid/online courses are well-organized and course content is explained clearly by the instructor, they are effective. It is especially helpful when professors frequently check in with students (weekly) to ensure that they are all on track.	3/25/2014 4:05 PM

242	I think to compete competently and effectively with other universities, I strongly believe that Stockton should provide online courses. This will capture those that are not able, unwilling, or simply find the convenience and flexibility of online course that Stockton might currently be enrolling with institutions that offer these options.	3/25/2014 3:59 PM
243	I am currently in the American Studies MA program and in the Digital Humanities course. This course has taught me a lot about e-learning and the Future of Higher Education. The DH(Digital Humanities) program at Stockton needs to be advertised more and the DH lab which is relatively unknown needs more attention. Stockton should also consider the Digital Humanities as a up and coming discipline in Higher education.	3/25/2014 3:54 PM
244	Online classes make it much easier	3/25/2014 3:54 PM
245	STOCKTON SUCKS	3/25/2014 3:53 PM
246	E-learning is wonderful for some students who do not enjoy traveling, have issues getting to the campus or do not enjoy the social aspect of class. I do not feel that it is a perfect match for everyone and certain subjects relating to your major definitely should not be taught through e-learning!!	3/25/2014 3:51 PM
247	I have never tried an E-Learning class as I prefer my classes to be face-to-face with the professors, but I'm sure these classes benefit some students, especially Computer Science majors and commuters.	3/25/2014 3:50 PM
248	I think E-learning is a great tool for education but I personally prefer the face to face interaction of the traditional classroom.	3/25/2014 3:50 PM
249	I find online classes to be largely a waste of time. I've never taken one at stockton but my experience at previous colleges were always rather negative. Largely in part because the forums for discussion were always empty. And if you ever got a response it was days later. Access to the professors was difficult. It's so much better to be able to just ask a quick question as you are learning something rather then wait for an email response. I think online classes are great for electives and lower level courses. But for classes that are highly important for my major I would never want to take an online class	3/25/2014 3:46 PM
250	Offer more classes online!	3/25/2014 3:46 PM
251	As a 25 year old student, online and hybrid classes help me to get an education while still working to pay my bills.	3/25/2014 3:46 PM
252	I think it is more beneficial for learning if a student has access to interaction with other students and the professors in a face to face setting	3/25/2014 3:46 PM
253	Make BlackBoard accessible all school year, not just each semester.	3/25/2014 3:42 PM
254	n/a	3/25/2014 3:41 PM
255	I enjoy taking online classes. They are much more convenient, and just as effective as face to face classes. Each semester I take 1 or 2 online classes, that way I do not have to commute to Stockton more than 2 or 3 days a week.	3/25/2014 3:40 PM
256	Something one of my Professors do for Hybrid Courses (which I love) is having 'tutoring sessions' during some of the sessions the class doesn't meet. This helps us work through more challenging spots in the prior lecture or in our assignments. I think this really compliments itself well for a class structure where students should do most of their work outside of class, but in a way that won't cause a lot of frustrations if they do run into trouble.	3/25/2014 3:38 PM
257	Web singnal strength is low around campus	3/25/2014 3:36 PM
258	Online classes allow me to organize my schedule better and offer more time to complete assignments for not only that class, but others as well.	3/25/2014 3:35 PM
259	I believe hybrid is better than online. I found that hybrid courses give the student the opportunity to realize concepts they mistakenly thought they fully understood. As well as having the professor as an additional source of material can be beneficial.	3/25/2014 3:34 PM
260	online classes do not allow for thorough explanation of content, which is a necessity for some students who do not grasp concept quickly on subjects they have difficulty in. Just because the 21st century evolves, does not mean everything online is better	3/25/2014 3:33 PM
261	High speed internet and advanced technology are the most important to save time and keep everyone learning in the newest and most modern ways.	3/25/2014 3:33 PM

262	E learning is helpful with allowing us to have more class time to learn but at the same time we can't really rely on technology	3/25/2014 3:30 PM
263	To have more reliable and faster wifi on campus. Especially when I have to submit my projects/papers online, not having wifi can cost me a higher grade.	3/25/2014 3:30 PM
264	Try to improve the set-up of blackboard.	3/25/2014 3:30 PM
265	Blackboard needs to be better organized. I find it very confusing and not very user friendly.	3/25/2014 3:29 PM
266	I would hope that the college will offer more online courses for students.	3/25/2014 3:24 PM
267	I personally think online classes are going to become more popular in the topic of education. It seems more and more people would rather take a course online than actually sign up for it in a traditional classroom. I'm in a class right now and a huge topic we have been discussing this semester is the fact that will teachers be needed in the year 2038. For the most part a lot of my peers agreed that technology in itself may replace the position of an actual teacher. It's crazy to think that a computer could potentially replace an actual human being.	3/25/2014 3:23 PM
268	I believe the college needs to offer more online courses in general. The overwhelming demand for online courses continue to skyrocket. Hybrid courses should utilize blackboard more then they do now, as in providing videos to watch, encourage more student discussions, and the use of the email feature within blackboard.	3/25/2014 3:22 PM
269	Please fix Microsoft Word on the stockton computers!!!! That agreement notification every time the program is opened is annoying and unprofessional.	3/25/2014 3:20 PM
270	E-Learning is not a good trend! Why waste precious on-site resources? Education is not the same when it's conducted online. I will do my very best never to take courses that are online. I value the relationships and knowledge I receive from my professor, not from a screen that becomes hard to look at after a few hours.	3/25/2014 3:19 PM
271	Make sure everyone knows each other whether it is online or in the class room.	3/25/2014 3:18 PM
272	Stockton should offer more online courses	3/25/2014 3:18 PM
273	I've never had an online class but I know a student who constantly has issues with hers. Her issues are due to a lack of ability to communicate with the course instructor.	3/25/2014 3:17 PM
274	More online classes, they are awesome	3/25/2014 3:16 PM
275	None	3/25/2014 3:15 PM
276	I believe E-Learning can be very beneficial to Stockton students. Although I disagreed on a few of the questions given to me, I believe E-Learning is underrated at Stockton. Too many times are two courses needed to complete a degree available during the same time period, making it difficult to finish a degree earlier or on time. For many students E-Learning can offer many benefits, including extra time to expand their knowledge on different subjects.	3/25/2014 3:14 PM
277	When properly structured E-Learning can be used to empower both students and faculty to greater levels!	3/25/2014 3:13 PM
278	I think that Stockton should offer more online courses for students who enjoy taking them.	3/25/2014 3:13 PM
279	maybe add online video lectures...can help those who learn better by hearing material being taught, makes it easier and less expensive for those who commute, and still allows for interaction if it were to be live lessons in which students view on their computer and can ask questions during the lectutre	3/25/2014 3:11 PM
280	none	3/25/2014 3:11 PM
281	As a full time student that works full time I find it very difficult to schedule classes that are face-to-face as most of them are during my work hours. I would LOVE if there were more hybrid/online classes. I probably could have saved a full semester if I had a more accommodating schedule.	3/25/2014 3:10 PM
282	Wow, this survey is awesome. I sure hope I win that ipad! I love people and friends. Goodness this school rocks my socks.	3/25/2014 3:10 PM
283	E-learning can be very ineffective if taught without student interaction. Just weekly online quizzes based on textbook reading is not very intriguing nor educational	3/25/2014 3:08 PM
284	I like the way online and hybrid classes work and they feel less stressful than face-face classes.	3/25/2014 3:06 PM

285	I don't think online learning is a very good idea	3/25/2014 3:06 PM
286	Online classes are convenient for helping students meet requirements, but I think you learn a lot less. They are generally easier and require less work than traditional classes.	3/25/2014 3:06 PM
287	Online professors need to be available to speak with students. I've had online classes where professors don't even answer emails and i feel like that harms the educational process.	3/25/2014 3:06 PM
288	I know that everything in Higher Education is moving toward E-Learning, but one of the things I loved about my experience at Stockton is the accessibility of the faculty and all the face-to-face interaction that I had with them. I just never had the same experience online.	3/25/2014 3:05 PM
289	Online and hybrid courses are a great option for those students who have limited resources to get to Stockton, but I personally prefer in-class or face-to-face learning. I tend to take online classes over the summer, but during the standard Fall and Spring semesters, I prefer onsite, face-to-face classes.	3/25/2014 3:05 PM
290	Professors seriously need to better understand the technology necessary to conduct class-- especially the older professors.	3/25/2014 3:04 PM
291	Online courses are fine but they are more beneficial to students who wish to teach themselves so keeping options open for a class that is taught both face-to-face and online is a good idea.	3/25/2014 3:04 PM
292	I personally feel as though some students (typically the lazier ones) feel that online courses are an easy way out. This may be corrected as long as the online course has enough work/difficulty that those people who take the class actually learn something and come away from the class with experiences and knowledge that they did not have before. That's the point of going to school and getting a degree: knowledge and experience.	3/25/2014 3:03 PM
293	N/E	3/25/2014 3:03 PM
294	Technical courses are difficult if they are totally online. It takes a day to get an answer to a question. If that is at the beginning of an assignment it can really make you late.	3/25/2014 3:02 PM
295	Just be more lenient in some cases.	3/25/2014 3:02 PM
296	I have participated in four of Dr. Meyers courses all hybrid. The way they are presents in that format is very effective especially for graduate learning.	3/25/2014 3:01 PM
297	Better wifi	3/25/2014 3:01 PM
298	I always prefer face-to-face courses, as they allow for the disclosure of subtle interactions like BODY LANGUAGE that is essential to both the professor and the student. I have seen many examples where the professor is not quite getting the point across, but students are reluctant to let him or her know because they are afraid to be the one that says something. In these cases, professors see the looks on students faces and just know that they need to explain further. I will not take online courses if I can avoid them.	3/25/2014 3:00 PM
299	None.	3/25/2014 2:59 PM
300	I do not like online courses because there is a lot of room for possible confusion.	3/25/2014 2:59 PM
301	I would appreciate it if Stockton would work on improving their wifi connections.	3/25/2014 2:59 PM
302	This wifi here at Stockton needs to be faster and needs to work better.	3/25/2014 2:59 PM
303	Good survey. Keep it up.	3/25/2014 2:58 PM
304	I really enjoy my two hybrid classes this semester.	3/25/2014 2:56 PM
305	I think more online classes should be available to commuters.	3/25/2014 2:56 PM
306	N/A	3/25/2014 2:56 PM
307	I love it!	3/25/2014 2:56 PM
308	Having iPads in the classroom	3/25/2014 2:56 PM
309	I think online and hybrid courses allow students to take on a heavier work load without jeopardizing work, which is the case for me.	3/25/2014 2:55 PM
310	I believe that students should meet with their online professors at least once at the beginning of the semester to get to know them and make sure that they are clear on the learning objectives and syllabus for the course.	3/25/2014 2:54 PM

2014 Technology Committee Student Survey

| 311 | NA | 3/25/2014 2:54 PM |
| 312 | N/A | 3/25/2014 2:53 PM |