

Strategic Planning for Online Instruction at CUNY

1. Introduction

Dear CUNY Administrator-

The purpose of this survey is to better inform planning and implementation for both hybrid and online teaching and learning throughout CUNY. I have asked for, and received, the cooperation of the CUNY Committee on Academic Technology (CAT) to administer this survey. The findings of this survey will be reported to that committee and also be part of a panel discussion at the next CUNY Technology Conference on December 1st at 2:30 pm.

I would greatly appreciate if you would take about 10-15 minutes from your busy schedules to complete this anonymous survey. Survey questions concern many aspects of strategic planning and implementation for online learning, and should be engaging and thought-provoking to those completing it. Your honest feedback on these issues would be greatly appreciated.

Bruce Rosenbloom
City College, Director
Center for Excellence in Teaching and Learning

2.

1. Please indicate the type of institution your work for.

- Community College
- Senior College
- Professional School
- Online Program

Other (please specify)

2. Please indicate the institution your represent.

Note: Question is not for identification purposes, but only intended to ensure all CUNY colleges participate in the survey.

3. Please indicate your title:

- Provost or Associate Provost
- Director, Online Learning
- Director, Instructional Technology
- CIO or IT Director
- Director, Center for Teaching & Learning
- Faculty

Other (please specify)

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4. Does your college have a department specifically for hybrid/online learning ?

- Yes
- No
- No, but planning one

Other (please specify)

5. Is there a person officially charged with the implementation of online learning?

- Yes
- No

Other (please specify)

6. Please choose one answer per question.

	Agree	Neutral	Disagree
Hybrid/Online education is critical to the long-term strategy of my college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hybrid/Online education is significantly represented in my college's formal strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hybrid/Online teaching is viewed as equally valid and effective by my administration as traditional teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hybrid/Online learning has my administration's full commitment and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Does your college have a strategic plan specifically for hybrid and/or online learning?

- Both hybrid and online
- Hybrid only
- Online only
- Neither hybrid nor online

Other (please specify)

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8. Is a specific methodology or process used for planning your hybrid/online offerings?

- Not applicable
- No
- Yes

(If yes, please specify, e.g. Balanced Scorecard)

3.

9. Regarding the creation of hybrid/online policy, please choose all parties that have a role in this process.

- Faculty Senate
- Specific committee for online learning
- Provost/Associate Provost
- Online learning administrators/staff
- Academic departments
- Deans
- Students

Other (please specify)

10. Which of these elements are part of your hybrid/online planning at your college? (choose all that apply)

- Creating a written plan for hybrid/online learning
- Communicating the hybrid/online plan to the college community
- Approval of hybrid/online plan by faculty Senate or governance body
- Creating a new committee specifically for hybrid/online policy
- Reviewing hybrid/online strategies in an ongoing manner
- Creating benchmarks for hybrid/online program success
- Training all staff responsible for implementing hybrid/online policies
- Involvement of students in the planning process
- Research into the hybrid/online practices of other institutions

Other (please specify)

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11. If you have a hybrid/online plan, which of the following areas does it cover? (choose all that apply)

- Vision or mission statement for hybrid/online learning
- Faculty development
- Student support
- Intellectual property
- Assessment of hybrid/online learning
- Funding for online initiatives
- Delineation of departmental, faculty and staff responsibilities for online
- Measures of online program success
- Faculty incentives to create/teach online
- Focus on specific academic programs for hybrid/online efforts
- Track student learning outcomes in hybrid/online courses
- Ongoing evaluation of hybrid/online program implementation
- Not applicable (no plan)

Other (please specify)

4.

12. Please indicate approximately what percent of courses at your institution are hybrid or online.

Note: Hybrid courses are defined as having 30-80% of content online.

	0-3%	3-6%	7-9%	10% or more
Hybrid Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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13. Regarding overall faculty views about hybrid/online, I would characterize them as: (choose one)

- mostly open and receptive
- somewhat open and receptive
- somewhat wary and resistant
- very wary and resistant
- too varied to characterize
- not known

Other (please specify)

14. As part of the PMP (Performance Management Process) reporting required for all colleges, hybrid and online activity are measured. Do you consider PMP to have spurred hybrid/online development on your campus?

- Definitely
- Possibly
- Unlikely
- Not sure

Other (please specify)

15. What student populations are your hybrid/online offerings intended to serve?

- Existing students
- New students
- Both existing and new students

Other (please specify)

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16. The reasons for offering hybrid/ online courses at my institution are:

(Select all choice that that apply)

- Increase student access to learning
- Improve faculty teaching options
- Improve learning outcomes
- Improve student retention
- Increase strategic partnerships with other colleges
- Improve space utilization
- Promote assistance for student remediation
- Increase options for disaster preparedness
- Outreach to new students
- Shorten time to degree
- Increase participation in the learning process
- Improve availability for high demand courses
- Improve scheduling flexibility
- Reduce/contain costs
- Improve students technology skills
- Increase enrollments overall
- Improve teaching at my institution

Other (please specify)

17. Does your institution publicize its hybrid/ online offerings separately from its traditional courses?

- Yes
- No

Comment

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18. Concerning your institution, please choose all statements you're in agreement with.

- We expect to expand our hybrid/online offerings in the next year.
- We are actively planning to convert programs to hybrid/online formats.
- We are exploring hybrid/online partnerships within CUNY.
- We are exploring hybrid/online partnerships outside of CUNY.
- We are exploring hybrid/online collaborations from a global perspective.

19. Do you consider the following barriers to successful implementation of hybrid/online at your campus?

	Definitely	Somewhat	Not at All
Faculty resistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More faculty effort/time for development of hybrid/online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More faculty effort/time for teaching of hybrid/online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of sufficient faculty training/support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need more support to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are not sufficiently self-directed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient funding from your college for hybrid/online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient compensation for hybrid/online faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient recognition of faculty for tenure/promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough interested instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient quality standards for hybrid/online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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20. Have departments that support teaching and learning on campus (Registrar, IT and Student Support Services) been fully aligned with implementation of your hybrid/online program?

- full alignment with the program
- partial alignment with the program
- little alignment with the program

Other (please specify)

21. Hybrid/Online teaching has:

- produced a fundamental rethinking of teaching at my college
- produced a significant rethinking of teaching at my college
- produced very little rethinking of teaching at my college

Other (please specify)

22. Regarding CUNY Central, I would like to see:

	Greater	About the same	Less
Policies and procedures for hybrid/online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgetary support for hybrid/online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic planning for hybrid/online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

23. What in your opinion are three ways hybrid/online implementation at your institution or CUNY can be improved?

24. Additional comments are welcome.