**Draft FGCU Faculty Survey**

The Faculty Senate Ad Hoc Committee on the Future Direction of Quality Education is charged with:

* Defining quality in online/distance education
* Identifying strategies to ensure excellence
* Proposing methodologies to evaluate quality

We are asking your assistance in informing us with your impressions and experiences. Please take fifteen minutes to complete this brief survey. Your responses are anonymous.

Thank you for your participation.

Demographics:  
**College:**CAS  
COE  
CHPSW  
LCOB  
WCOE

**Department:**Open

**Position:**Professor   
Instructor  
Librarian  
Advisor  
Adjunct  
Other

**Years Teaching:**

**\*I have taught online:**Yes, and I continue to do so  
Yes, but I do not teach online now  
No, I do not teach online

**Why or why not do you teach online? (open)**

**What are the major advantages of online education? (open)**

**What are the major disadvantages on online education? (open)**

**Students are more likely to take online courses because: (open)  
  
Faculty are more likely to teach online courses because: (open)**

**How valid are the following measures of a quality online course/experience**

* Overall time on task
* Peer review of design and delivery
* Overall Student Satisfaction
* Overall Faculty Satisfaction
* Overall Grades and Completion Rates

**Which are the three most important faculty issues in developing quality online classes:**

* Program/department support for course development
* Instructional design support
* Learning Management System Training/Support
* Course review and feedback
* Faculty Learning Community to disseminate best practices
* Technical Support for students
* Access to software and equipment
* Faculty engaged in the process
* Intellectual property rights

**What are the most important components of quality online courses?**

* Emails/announcements from instructor
* Emails/announcements from grading assistants
* Discussion forums, graded
* Discussion forums, ungraded
* Recorded lectures for contents (instructor produced)
* Written textbook equivalent (instructor produced)
* Learning objects or Tutorials (instructor produced)
* Textbook/Course Readings
* Vendor or publisher content
* Commercial and non-commercial videos (films, documentaries, Youtube)
* Proctored exams/quizzes
* Unproctored exams/quizzes
* Papers, graded by instructor
* Papers, graded by TA
* Collaborative projects
* Individual projects
* Reflective journals/blogs
* Peer-graded assignments
* Problem sets, graded by instructor
* Problem sets, graded by preceptors/TAs
* Problem sets, auto graded

**In your experience, what is the biggest challenge in creating and delivering quality online courses? (open)**

**In terms of online learning, what do you think FGCU does well? (open)**

**In terms of online learning, what could FGCU do better? (open)**