

The Impacts of Distance Learning at Idaho State University
Joint Task Force Report
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Additional Committee Members:

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SUMMARY

The Task Force identified four areas of concern and made specific recommendations with regards to each area.

Faculty Time and Credit for Developing and Teaching Distance Learning Courses

Recommendation 1: Develop a University policy to provide release-time credit for faculty involved in developing distance learning courses for two-way audio/video telecommunication or online Internet courses.

Recommendation 2: Develop a University policy that provides realistic credit for the development and delivery of distance learning courses in faculty workload assessment plans.

Technology Enhancement for Developing and Teaching Distance Learning Courses

Recommendation 3: Strengthen training and support for adapting to the technical strengths and weaknesses of a compressed video system.

Recommendation 4: Fund a full-motion video link between Pocatello and Twin Falls, for use in teaching sign language as part of the joint ISU/CSI Deaf Interpreter program, and for evaluating the advantages and costs of a full-motion system.

Recommendation 5: Charge the ITRC with providing continued training opportunities for faculty, both in group settings and in one-on-one encounters as new technologies for distance learning delivery formats become available. Special emphasis should be placed on developing training for faculty that increase effectiveness of faculty presentation for faculty using two-way audio/video course delivery.

Pedagogical Concerns Related to Distance Learning

Recommendation 6: The ITRC should strengthen its ties to the Center for Teaching and Learning and in conjunction with the Center for Teaching and Learning, provide formal training for faculty with respect to particular pedagogical concerns associated with teaching two-way

video and audio telecommunication courses and the use of technology based resources in the classroom.

Recommendation 7: The University should develop enhancement programs that focus on improving student learning at remote sites. Two solutions are recommended. First, encourage instructors to visit remote sites more frequently by changing current bi-campus incentives (\$200/semester for travel to Idaho Falls and \$400/semester for travel to Twin Falls) to a system based on a pay/trip basis. Second, tutoring services (Content Area Tutors) should be provided for all courses offered in remotes sites with more limited access including Twin Falls, Boise and Coeur d'Alene.

Additional Support Services for Faculty Teaching Distance Learning Courses

Recommendation 8: Design and implement a supportive and consistent system for copying, faxing and distributing class materials, collecting assignments and delivering them to instructors, and proctoring exams at all distance learning sites including Pocatello distance learning classrooms.

CHARGE

The joint task force was asked to identify important issues associated with distance learning at Idaho State University (ISU) and to develop recommendations for improving distance learning with respect to faculty involvement and development of distance courses. The Task Forces' recommendations were submitted to Faculty Senate and Dean's Council for Approval and then given to the Academic Vice President, Jonathan Lawson and University President, Richard Bowen.

METHOD

The Task Force identified three main areas of impact:

- 1) Two-way video and audio telecommunication courses to off-campus sites
- 2) Development of internet-based instruction
- 3) Direct offerings of courses through instructor travel to off-campus sites

The Task Force gathered data from several sources to assist in formulating recommendations:

1. A campus-wide faculty survey was administered at the beginning of the spring semester 2001. The survey was designed to assess faculty attitudes with regards to 1) need and importance of distance learning courses, 2) willingness to participate in distance learning courses, 3) pedagogical concerns regarding effectiveness of distance learning formats on student learning and performance, 4) adequacy of training and facilities for developing and teaching courses in distance learning formats, and 5) compensation for involvement in distance learning courses. Answers to questions were compiled and analyzed to test for differences among departments and programs by Dr. Michael Childress, Research Assistant Professor, Department of Biological Sciences. Analyses of the survey results were targeted towards three main objectives: 1) assessing whether distance-based course offerings are more effective for certain subject areas, 2) determining the willingness of faculty to develop and teach distance-based courses, and 3)

assessing whether current media resources and technology are meeting faculty and student needs in distance-based courses.

2. Committee members Randy Gaines and Terry Lay from the Instructional Technology Resource Center (ITRC) provided information regarding current resources and programs available to assist faculty in developing and delivering distance learning courses. In addition, they identified areas where services could be extended and resources expanded within the ITRC program.

3. A summary was compiled from a report submitted by the Office of Institutional Research (OIR), "FY 2000 Off-Campus Credit Hour Report" prepared by John Jones and Cathy Blair regarding the increase in enrollment and the number of distance learning courses offered by ISU since FY 1996.

4. Individual faculty were interviewed in the College of Technology, the School of Nursing and the Department of Mathematics to provide more detailed accounts of specific needs and impacts of distance-based course offerings in these programs.

5. Information on student attitudes with respect to distance-based learning formats was compiled and summarized from the following dissertation: "Construction of a survey instrument and analysis program for the evaluation of student attitudes towards live, televised courses at Idaho State University," scholarly activity by Stephen R. Shoemake, Doctor of Arts, Department of Biological Sciences, ISU.

RESULTS

Overview

Distance-based learning formats have seen a major expansion over the last 10 years in colleges and universities nationwide. For example, live, telecommunication courses where instruction is delivered to both a home site and one to several remote sites have become more frequently used in recent years by four-year and community colleges. In addition, internet-based instructional efforts now allow entire courses to be taken by students without travelling to main campus sites. Idaho State University has joined other universities in this growing trend of increased enrollment and numbers of distance learning courses offered. Distance learning formats are defined in this report as course offerings using two-way audio and video telecommunication, courses delivered primarily on the internet, and travel by faculty to off-campus sites for course delivery.

Distance learning demands at ISU have increased dramatically over the past five years (Appendix I, Jones and Blair 2000). While all aspects of growth in terms of course offerings, number of sections offered, and enrollment have increased over time at ISU, distance learning courses have increased at a much faster rate. For instance, since 1996, the number of distance learning course sections offered by ISU has increased by 233% compared to a 61% increase in course sections taught by traditional methods. Enrollment in distance learning courses has increased by 210% compared to a 5% increase in enrollment in courses taught by traditional methods during this same time period. During FY 2000 (Fall 1999 and Spring 2000), 1,841 course sections were offered in distance learning formats (including traditional classes taught at

off-campus sites) with 4,069 students enrolled (649 students were enrolled in internet or two-way audio/video classes, the remainder in traditional classrooms at remote sites). Thus approximately 28% of courses offered at ISU are in distance-based formats and approximately 31% of ISU students are enrolled in some form of distance learning course.

According to a recent article in the online journal, *Education at a Distance*, one of the major factors influencing successful delivery and implementation of distance learning courses is adequate instruction for faculty in how to integrate technology and information resources into distance learning classrooms (Edge and Edge 2000). While administrators agree that enhancing faculty expertise for teaching in the online and technology-based environments is important, the specifics of how to accomplish this goal are often poorly defined. Distance-learning formats also affect student learning environments. For example, students in remote sites usually have limited or no direct access with the instructor. Distance learning course offerings also put an additional burden on departments and colleges in terms of faculty required to teach distance courses and available classroom facilities, especially with respect to telecommunication formats. At ISU, both full and part-time non-tenure track, adjunct positions have been added to a number of departments to meet distance course offering needs. Several tenure track faculty positions have also been added at outreach sites in Idaho Falls, Twin Falls, and Boise. In addition, telecommunication classroom space is limited and infrastructure for these classrooms represents a major financial investment. Statewide, ISU offers more than 200 different courses in 25 distance education classrooms. Assessing the impact of increased numbers of these types of courses on staffing and departmental/college budgets will be of great importance to the University in the future.

The primary goals of this report are to summarize the current impact of distance learning at ISU. Specifically the task force focused on three main areas of concern. First the report outlines current resources available to faculty for developing and teaching distance-based courses and identifies key areas where these resources could be improved. Second the report assesses the level of faculty interest and commitment to distance based education at ISU and identifies areas where improvements could be made to better facilitate faculty in development of distance learning courses, insure more successful delivery of these courses, and improve student learning climates for courses offered in distance learning formats. Third the report makes specific recommendations with regards to ways to enhance and improve both faculty involvement and success in developing and implementing distance learning courses at ISU.

Current Resources Available for Development and Implementation of Distance Learning Courses at ISU

This section of the report addresses the Media Center/Distance Learning facilities at ISU, especially the facility dedicated to the two-way audio/video efforts, and discusses the Instructional Technology Resource Center (ITRC). The ITRC is primarily a unit engaged in training and ongoing support for faculty who are incorporating technology components into their course delivery. For much of its effort, the ITRC deals with web-based and web-assisted courses that we consider here as part of Distance Learning.

Idaho State University transmits more than 300 hours a week of graduate and undergraduate college credit courses via two-way video and audio. Classes are broadcast to and from a combination of 25 rooms that ISU operates statewide. Rooms are located in Pocatello, Idaho Falls, Twin Falls, Boise, Malad, Bancroft, Soda Springs, Fort Hall, Blackfoot, Rockland

and Mackay. In cooperation with Lewis-Clark State College, North Idaho College and the University of Idaho, classes are also broadcast to Lewiston, Coeur d'Alene, Rexburg and the INEEL. ISU also uses the Albertson's video network to offer classes to Rigby. Through dialup capabilities ISU participates in a dental residency program and Arabic instruction classes with various other universities across the nation.

By Fall semester 2001, ISU will equip and operate a classroom at the North Idaho Center for Higher Education in Coeur d'Alene and an additional classroom may be equipped at ISU's Boise center. Additional rooms are also being planned for the ISU Rendezvous building in Pocatello and the Boise Center for Higher Education.

The number of course sections taught via distance learning has increased by 233% since 1996, with enrollment increasing 210%. A total of 4,069 students were enrolled in distance learning courses for fiscal year 2000.

The Distance Learning Center currently offers one-on-one orientation for any faculty member teaching via two-way video and audio and provides an online guide for faculty who teach via two-way video and audio. The Distance Learning Center provides a student operator for each class in every location to operate video and audio equipment. Full-time staff provide scheduling support, videotaping support and distribution, and daily support to ensure as smooth as possible technical operations, as well as PC support in the classrooms, and enforcement of copyright laws.

A growing number of faculty are now using WebCT to provide a supplemental web presence for their two-way video and audio courses. Some have even reduced the number of two-way video and audio sessions as a result, freeing up much needed space on the system.

The Instructional Technology Resource Center (ITRC) at ISU provides technical training and assistance to faculty involved in the development and delivery of technology-enhanced courses. Many courses delivered via distance methods involve web, two-way audio/video and other technologies and because of this the ITRC is involved at various levels with distance delivery. Moreover, enhancing a course with materials on the web or with email or bulletin board features is, in itself, a form of distance education. Perhaps the ITRC's most ambitious involvement is with WebCT, a software product used to organize and present course materials on the web. ISU has a site license for WebCT and every ISU student is automatically set up with an account. This term there are 107 WebCT courses being used for various purposes, some delivering completely on-line courses. A total of 2,604 students are involved.

The ITRC offices and training areas are housed in the University's Oboler Library as part of the Media/Distance Learning Center. There are two main areas in the ITRC. One is the training/workshop room, which has 14 PC workstations and an instructor's console with LCD projection and an overhead camera (ELMO) device. The second area houses a scanner, laser and color printers, PC and Mac workstations and CD writer, with access to a wide variety of software. The ITRC has a limited capacity for doing audio and video editing and media streaming. The latter area is used for casual, drop-in work by faculty and staff, one-on-one training and graphic design projects. With the addition of a production lab, the ITRC now has a secluded, secure working area for focused projects on individual course materials. The faculty intern office area provides useful space for informal meetings and discussions where faculty and production staff can collaborate on the planning and evaluation phases of projects.

Currently, the ITRC offers a wide range of workshops for faculty, ranging from introductory workshops on Windows, Internet Searching and Browsing, PowerPoint,

HTML and web document preparation to more advanced and technical training in graphics software, dynamic HTML, JavaScript and presentation software. In addition, the ITRC offers a complete suite of workshops for WebCT course designers (instructors). In addition to standard workshops, the ITRC will create custom sessions for departments or groups that want specialized training and meets in one-on-one contact sessions with faculty and staff on a daily basis.

With the help of a State of Idaho technology incentive grant, the ITRC has begun a new service where actual production assistance can be provided to faculty. This service might involve the creation of a WebCT course, the creation, organization and physical production of a CDROM as a course supplement or the design and implementation of a PowerPoint presentation complete with audio enhancement and web conversion. This service is designed to free the faculty member from the technical and perhaps tedious aspects of a project and allow her/him to focus on the content and pedagogy.

Faculty Commitment to Distance Learning

In order to assess faculty opinions concerning their role and level of commitment in ISU's Distance Learning effort, a faculty survey (Appendix II) was administered in the spring semester 2001. The survey consisted of the following parts: 1) an initial series of questions asked of all respondents to profile faculty according to demographics and general opinions about use and importance of technology in the classroom, 2) a follow-up set of questions addressing faculty concerns and attitudes of either those faculty who had never participated in distance learning at ISU or a different series of questions directed towards faculty who were currently, or had in the past, taught distance learning courses at ISU.

A total of 245 faculty responded to the survey. Of these, 61% had taught courses in one or more of the distance learning formats at ISU. A roughly equal number of faculty from all ranks (full professors, 26%; associate professors, 25%; assistant professors, 22% and non-tenure track faculty, 29%) responded to the survey. The College of Arts and Sciences had the most respondents (41%) followed by the Kasiska School of Health Professions (17.6%) and the College of Technology (10.6%) (Table 1). Forty percent of the respondents had been at ISU for greater than 10 years while 28% were faculty who had been employed for less than three years.

Table 1. Percent of faculty respondents from each college.	
• Arts & Science	41.2%
• Business	4.5%
• Education	9.8%
• Engineering	4.5%
• Health professions	17.6%
• Pharmacy	6.1%
• Applied Technology	10.6%
• Staff or Unknown	5.7%

Table 2. Current use of technology in the classroom.	
• VCR	62.7%
• PowerPoint presentations	56.3%
• Computer	55.1%
• Overhead camera	45.7%
• Internet links and demonstrations	42.0%
• Web page supplements	32.2%
• WebCT	24.9%
• CDROM presentations	22.9%

Respondents were fairly evenly distributed with respect to the type of courses that they taught, ranging from lower division courses to upper division and graduate courses (Fig. 1). Over 50% of respondents used computer and VCR technology in the classroom, while 20 to 40% supplemented their courses with Internet, WebCT and CD ROM technologies (Table 2). Thus a large number of ISU faculty who responded to the survey (90%) are using technology based resources in the classroom or to supplement their courses. Most faculty (77%) felt that technology based resources were very important to their current and future instructional needs (Fig. 2). In general, faculty felt that distance learning courses were important, especially for campus outreach (Fig. 3). Overall, faculty felt that technology based resources were moderately to very important to student learning, however, far fewer faculty (35%) felt that their courses would be very effective in a distance learning format (Fig. 4). This trend was especially true among Arts and Sciences faculty where over 50% of respondents thought that their course would not be effective as a distance learning offering (Fig. 5). In contrast, faculty from Education, Engineering, Health Professions and Pharmacy all felt their courses were moderately to very effective in distance learning formats (Fig. 5). Faculty from the College of Business and the College of Technology were about equally divided in those who thought their courses were very effective to not at all effective in distance learning formats (Fig. 5). Despite disagreement among colleges in faculty opinions about effectiveness of distance learning courses, over 67% of faculty from all colleges thought that efforts and resources currently being invested by ISU in distance learning should increase (Fig. 6).

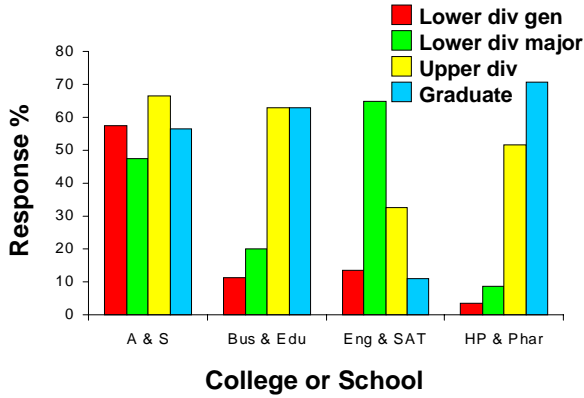


Figure 1. Type of course taught

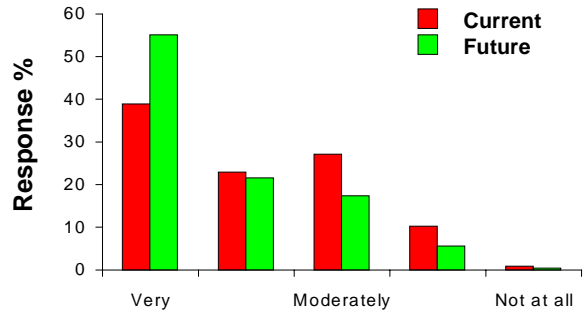


Figure 2. How important do you think technology based resources are to your instructional needs?

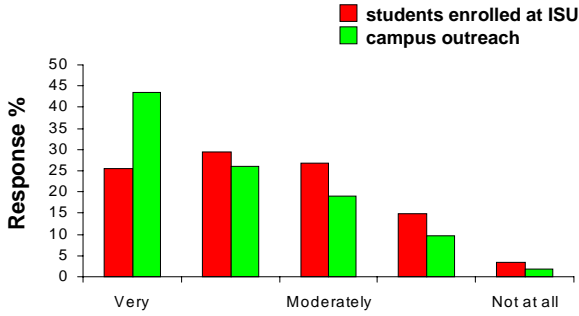


Figure 3. How important do you feel distance learning courses are for students?

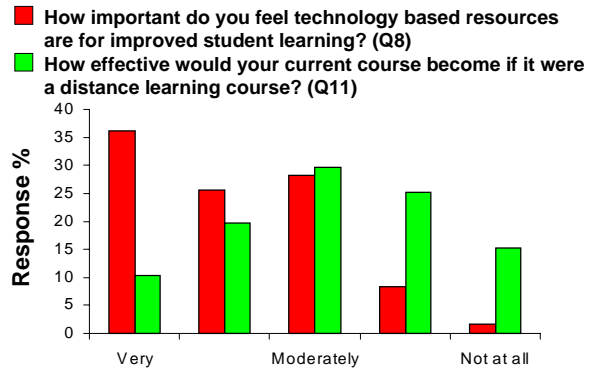


Figure 4. A comparison of technology based resources and distance learning course format.

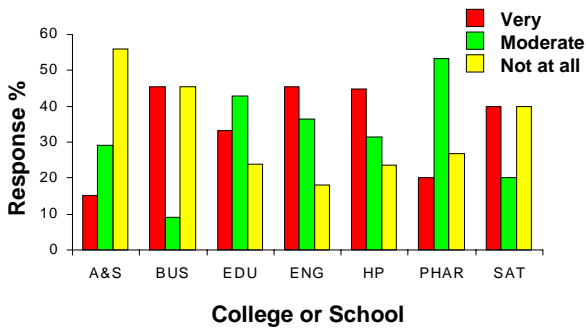


Figure 5. How effective would your course become if it were a distance learning course?

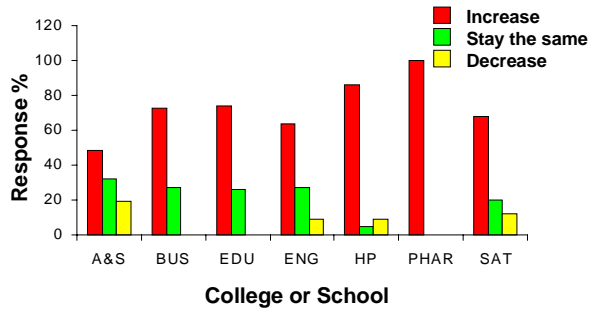


Figure 6. Should efforts and resources currently being invested by ISU in distance learning course offerings change?

The second part of the survey was directed towards faculty who had never taught distance learning courses at ISU (39% of respondents). Again, interest in teaching distance learning courses varied among colleges. More than 50% of faculty from Arts and Sciences were not interested in teaching distance learning courses, while faculty from Education, Engineering and Health Professions were moderately to very interested in teaching distance learning classes (Fig. 7). Far fewer faculty were interested in developing Internet courses (Fig 8). Only faculty from Health Professions and Technology were very interested in developing new online courses (Fig. 8). Most faculty indicated that they had little to moderate knowledge of resources available on campus to assist in developing distance learning courses (Fig. 9). Only faculty from Business, Education and Health Professions indicated that they had considerable knowledge regarding such resources (Fig. 9).

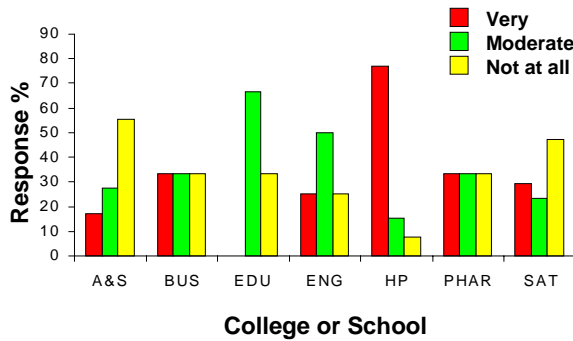


Figure 7. How interested would you be in teaching your course in a distance learning format?

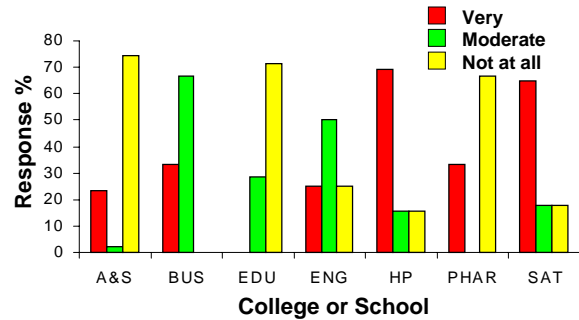


Figure 8. How interested would you be in developing a new online (internet) course?

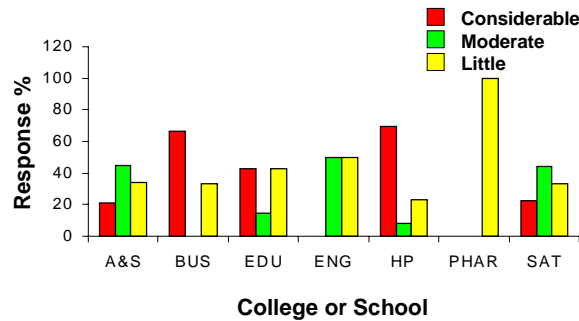


Figure 9. How much do you know about resources available on campus to assist faculty in developing courses in distance learning formats?

Only those faculty who have taught distance learning courses at ISU (61% of respondents) answered the last part of the survey. Telecommunication courses were the most common format (66%) followed by travel to off campus locations (57%) and Internet courses (25%). Not surprisingly, the most common location for distance learning courses was the Idaho Falls site (Table 3). The majority of distance learning courses (68%) had been offered for less than five years, with only 12% of distance learning courses having been offered for greater than 10 years.

• Idaho Falls	64.3%
• Twin Falls	33.6%
• Boise	20.3%
• High school	7.7%
• Coeur d' Alene	7.0%
• Lewiston	6.3%
• Other	15.4%

Again faculty responses varied across colleges with respect to how adequate they thought their opportunity for training was in using distance learning delivery techniques, with Arts and Sciences faculty indicating most strongly that training was adequate to insufficient (Fig. 10). Arts and Sciences faculty ranked support for them and their students in WebCT and other computer based resources as insufficient while faculty from Business, Education, Engineering and Technology ranked these support areas as highly sufficient (Fig. 11). The ITRC was given high marks for its services, with most faculty (54%) ranking the ITRC from moderate to very helpful (Fig. 12). Existing support staff that provide administrative services associated with distance learning classes were ranked as adequate by most faculty.

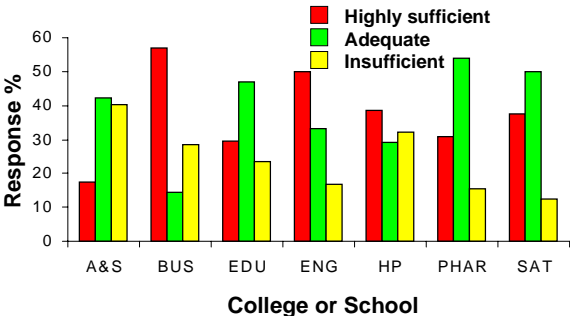


Figure 10. How would you characterize your opportunity for training in using the various distance learning delivery techniques?

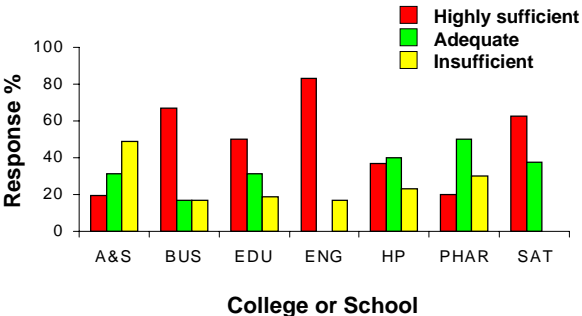


Figure 11. How would you characterize the support provided to you and your students relating to WebCT or other computer / technology related issues?

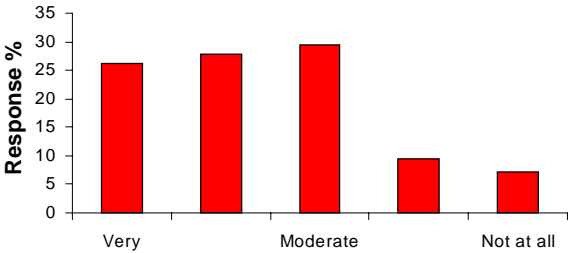


Figure 12. How helpful do you think services offered by the ITRC are for your distance learning courses?

With regards to current levels of faculty compensation and incentives for participation in distance learning, over half of the faculty (59%) ranked current financial compensation for involvement in distance learning as insufficient (Fig. 13). The majority of faculty (77%) felt that current compensation for time to develop and to teach a distance learning course is insufficient as well (Fig. 14). When asked to rank incentives for participating in distance learning, financial compensation and release time for developing new distance learning courses were most important (Table 4). These incentives were followed in importance by release time for teaching a distance learning course and additional support staff for development or administration of distance learning courses (Table 4). Thus time and money appear to be the most important incentives to encourage ISU faculty to develop and teach distance learning courses.

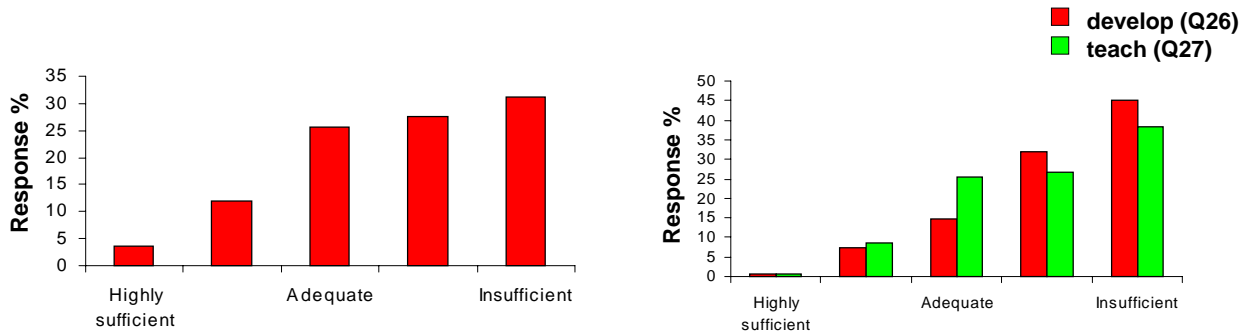


Figure 13. Do you feel that current financial compensation for your involvement in distance learning course offerings is ...

Figure 14. Do you feel that current compensation for the time required to _____ your distance learning course is ...

Table 4. Rank of incentives for faculty teaching distance learning courses (1 = highest, 5 = lowest)	
• Financial compensation	2.53
• Release time for course development	2.56
• Release time for teaching course	2.72
• Additional support staff for development	3.07
• Additional support staff for administration	3.31

A vast majority of faculty who had experience with teaching distance learning courses provided written responses to two questions, “In your estimation, what is the most critical support needed regarding effective distance-format delivery?” (81% of respondents) and “Additional comments on distance learning issues that affect ISU faculty or students” (49% of respondents) (Appendix III.). Three areas of major concern emerged from faculty responses to these questions. First, a large number of faculty noted a critical need for providing release-time credit for **training** in use of distance delivery technology and for **development** of distance learning courses. For example, one faculty member noted “There are more than enough ‘opportunities’ for instructor training, if you define opportunity as the number of workshops offered. However, developing real competence and confidence, even for someone who is experienced with related technology, takes a good deal of time. This sort of technological faculty development and course prep is far beyond what development and prep have meant in the past. The required time is time that faculty just cannot take given the variety of other demands and responsibilities. I would argue that if the university is truly committed to facilitating faculty development in this area, it needs to be willing to pay the price by giving release time from teaching for training or offering summer salary for intensive workshop/development participation. Simply making workshops available is not going to bring about significant results. I can’t imagine other organizations recognizing an essential training need and responding by making training sessions ‘available,’ but expecting employees to voluntarily take time above and beyond their regular duties to participate.”

The second major area of faculty concern was with regards to improving existing audio-visual two-way systems in the telecommunication classrooms to enhance capabilities for **interactive learning** especially for students at the remote sites. A number of faculty noted that due to the time-delay aspect of both video and audio capabilities, promoting class discussions, especially with students at the remote sites was nearly impossible. One faculty member noted, “Our ‘televised’ distance learning equipment is not very good at all. When I’ve attempted that format, I couldn’t hear or see students (at the remote site) and the distance students couldn’t hear or sometimes see students in the local studio classroom. Also, my experience is that the distance ‘televised’ approach works best (and probably only) with lower-division lecture (definitely not discussion) courses. I’ve quit offering graduate level courses (mostly case-based, discussion courses) because of the inadequacy of our technology.”

A third primary concern of faculty related to the adequacy of **support staff** at distance sites for delivering course materials (syllabi, handouts, ect.), proctoring exams, and assisting students at remote sites, both in and out of the classrooms. Such support services appeared to be severely limited at the Twin Falls site, making teaching students at this site difficult for faculty and frustrating for the students. One faculty member noted “The off-campus support for DL classes is terrible. Even getting a syllabus passed out or a test proctored is next to impossible. Trying to get something copied for the students is very difficult. WebCT training is non-existent for off-campus students and faculty. We really need to look carefully at a lack of DL access and support in Twin Falls. IF is improving but Twin Falls really needs help.” Several faculty also commented on the lack of faculty assistance for distributing course materials and proctoring exams at the Pocatello distance learning studios. “It is absolutely essential that I be able to be in Idaho Falls proctoring a test while a proctor be provided (NOT BY MY DEPARTMENT) in Pocatello. Under the current situation, support in Idaho Falls is OK, but there is no such support in Pocatello.”

A final concern listed by several faculty members was with regards to the effect of teaching a distance-learning format course on student evaluations and consideration for promotion and tenure. Several faculty members suggested that student evaluations are often lower for distance courses, especially the first semester that the course is offered. For example one faculty member noted, "Pocatello students in our major hate the distance format. Instructor evaluations tend to be lower in the distance format than in a normal classroom. They argue that the off-campus students are not 'real students' (and) off-campus students don't contribute much to class discussions..." Another faculty member commented, "The major issue from my perspective is the negative impact that teaching an Internet class has on your prospects for tenure, promotion and merit pay. The amount of work involved and the creative energy means that you don't publish as much. I was told my Internet class counted just like any other new preparation. I doubt I will teach on the Internet again even though my class is used as an example at other schools and ISU as a unique product that works. So in one sense, I am a success story in the my students love my Internet class ... but I tell faculty to just say "no" to Internet teaching until the administrators figure out how to value the work."

In summary, results of the survey suggest that ISU faculty believe that technology based instruction is useful and important to student learning. Most faculty are making an attempt to incorporate technology based resources both in their classrooms and as supplemental instruction to their current courses. Most faculty feel that distance learning course offerings are an important mission for ISU. However, the major impediment to faculty in becoming more involved is the lack of time needed to develop technology based instruction in a format that will not severely compromise student learning and the effectiveness of their current courses.

Pedagogical Concerns Related to Distance Learning

While distance learning courses are similar to traditionally taught classes in some ways, live courses taught to students at remote sites are fundamentally different due to the separation of teacher from student and the limitations placed on instruction by the technology (Thatch and Murphy 1995). Instructors are frequently unaware that certain aspects of their presentations need to be modified to lessen the difficulties experienced by remote students (Shoemaker 1998). For example, visual aids that may be perfectly acceptable and useful in a traditional setting may not transmit well over a television screen. Moreover, live, televised courses tend to lend themselves to teaching primarily in a lecture format, and some important concerns with this style, such as increasing students' feelings of detachment from the class as a whole, are further exacerbated in a televised format. Such a classroom setting severely limits the opportunities for interaction between students and the instructor. This limitation is made worse by the fact that students are used to viewing television as a passive medium; one requiring no effort on their part and one that can be ignored (Ostendorf 1991). Thus faculty must provide extra effort and creative measures to insure that visual materials are effective and that students are actively participating in the classroom. For many instructors, such efforts may include a change in teaching styles to accommodate the televised medium.

Faculty currently participating in distance learning courses at ISU were concerned with the effect that distance learning formats have on student performance and learning of subject material (Fig. 15; results from Faculty Survey). Faculty differed across colleges with respect to what type of an effect they felt distance learning formats had on student learning and performance. More than 50% of Arts and Sciences and Pharmacy faculty felt that distance

learning formats negatively impacted student learning and performance. In contrast, a majority of faculty (> 50%) from Education, Engineering, Health Professions and Technology felt that distance learning formats had a positive effect on student learning and performance. With respect to evaluating student concerns regarding distance learning formats, the majority of faculty relied on standard student evaluations (89%) followed by comparisons of student performance in distance learning courses to that of traditional course sections (44%). A smaller number of faculty used surveys that were specifically geared to address distance learning issues (31.5%). Such a survey has been developed in Biological Sciences and can be made available to faculty (Shoemake 1998).

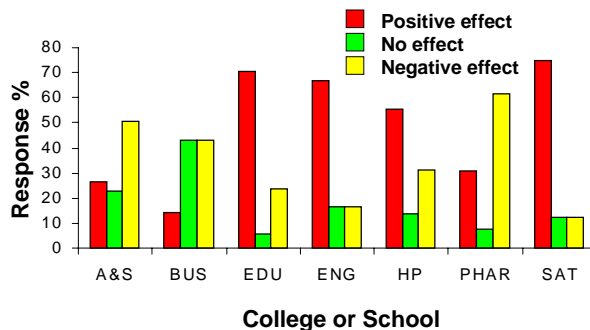


Figure 15. How do you feel the particular distance learning format being using in your course affects student performance and learning of your subject material?

The most important pedagogical concern of faculty with regards to distance learning, especially in the televised format, was with the significant decrease in interactive learning opportunities both in and out of the classroom. This was reflected in a number of faculty comments from the survey (see Appendix III). One faculty member noted, “Students need more than an instructor showing up to teach once a week. A more prominent physical presence at the off-campus site would help them. If we are committed to teaching programs at Idaho Falls, we need to commit more resources and faculty to that endeavor.” Another faculty member commented, “Using telecommunications to teach courses makes it very difficult for students at distal sites to learn. Discussion is awkward and class materials are not moved to or from distal sites effectively. The State Board and the administration are so intent on spending money on technology that no one seems to care whether the technology is effective.” Yet another faculty member noted, “We should not forget that personal contact with an inspiring mentor is essential to the notion of a University.”

Students also expressed this concern about lack of personal interaction with other students and the instructor. Based upon a student opinion survey designed by Steve Shoemake, D.A., Biological Sciences, most (91%) of the students surveyed said that it was somewhat to vitally important for the instructor to go to the away site periodically to teach. Thus when possible, instructors should periodically visit the distance site to foster student involvement in the course. For some sites, such as Twin Falls, Boise, Lewiston and Coeur d’Alene, this may not be a practical solution. In such instances alternatives, such as providing tutors for distance learning courses located at these sites, need to be explored.

In an attempt to measure the success of distance learning courses currently offered at ISU, we have profiled courses from three different programs, Nursing, Technology and Mathematics. Below we report examples from each of these programs.

Nursing

Senate member Cathy Arvidson provided the following information concerning Distance Learning in the Department of Nursing. The Department of Nursing at Idaho State University has been committed to Distance Learning (DL) since 1987. It began out of the need to take a RN completion program to Twin Falls to give access for associate degree registered nurses to complete their BSN from Idaho State University while staying near their home. At the same time, since ISU has the only graduate level nursing program in Idaho, the Department of Nursing began bringing the Master of Science in Nursing (MSN) program to Twin Falls and Boise. In 1996 the MSN program for the Family Nurse Practitioner Option was expanded to Lewiston and in 2001 the MSN program for the Leadership Option was expanded to Coeur d'Alene.

This DL effort began in a very low-tech model with faculty either driving or flying to these sites in order to offer the required classes. When the telecommunications option became viable, faculty began using the interactive video classrooms, as a means for offering classes, which decreased the amount of travel required for the classes. Web-based classes began in 1996 with NURS602, Issues in Nursing. This was one of the first classes offered through web-based technologies at Idaho State University. NURS602 used interactive video classrooms as well as WebCT for class material, presentations and discussions. WebCT has since been integrated into all classes in the Department of Nursing at varying levels. Summer 2001 will be the first time a class will be taught (NURS602) through the Department of Nursing using WebCT 100%.

In 1998 the Department of Nursing received a HRSA grant to expand the FNP program statewide. This allowed admission of students as one group statewide instead of being admitted from each site every one to three years. The grant also allowed the Department of Nursing to have the technology support within the department, allowing the hiring of a coordinator for the DL technology.

Idaho State has one Nursing faculty member who is located in Lewiston. Each remote site has an office with a secretary. Faculty continue to travel to all DL sites throughout the state to meet with students, give classes and do site visits for the students' clinical. The use of DL technologies has, however, decreased the amount of travel time for all faculty in the Nursing program.

Technology

Senate member Carla Dando provided the following information concerning Distance Learning in the College of Technology. The College of Technology at Idaho State University utilizes various forms of distance learning in a variety of programs. General education courses, computer courses, business courses, and office and medical courses are offered. To illustrate the general positive response from faculty and students in these courses I offer the following:

An instructor teaching a distance learning class in Introduction to Computers notes that the students generally enjoy the course and respond positively to the interaction between sites. The "off campus" students are the most positive according to the instructor. They

enjoy the flexibility of taking a course from ISU without having to be “on campus.” Additionally, this course provides needed training/upgrade of skills for K-12 educators and others, including high school students. The high school students really like the opportunity to take the course, which can then be articulated into programs at the College of Technology.

The Coordinator and Instructor in the Paralegal Program offers a course in Introduction to Paralegal Studies using WebCT. It is a “supplement to her course, but she will be making it totally Web-based in the near future.” She echoed the comments from the Introduction to Computers instructor. Specifically she noted that the students particularly like the “organizational aspects” of the course. That is, the assignment lists, calendar, and outlines of course material have helped the students keep up with the work. Also, the instructor says she enjoys having the ability to add hyperlinks into the assignments so students can access additional information about assignments as they prepare them. She added that one of the reasons the students like the class is that they like working with computers.

The Coordinator of the Physical Therapist Assistant Program discussed many of the same benefits of Web-based teaching as outlined above. She specifically noted that the chat rooms are “interesting” and provide a good way for all students (who might not otherwise be in contact with one another) to communicate. She did say that there is a limit to the number of people who should be on a chat room at one time. Additionally, the quizzes seemed to have some technical glitches, but as I have found (teaching two Web-based courses), it’s hard to decipher whether it is a real technical glitch, a problem with user knowledge, or just another student excuse. This Coordinator and the Coordinator of the Paralegal Program both expressed the same question about the technical “problems” with the quizzes.

In sum, I have two WebCT courses that have been on the Internet for over three years and believe that I can speak for all of us at the College of Technology who either have courses on the Internet or teach via distance learning. While the courses offered in these flexible ways are beneficial to students who have full schedules at work or otherwise, there are down sides. Students express a lack of one-on-one contact with instructors and peer students. Also, the technical problems (as noted in the survey results) continue to be a major issue. After speaking with several of the instructors who teach these courses (distance learning or WebCT), there is no doubt that the time involved with planning, implementing, and offering these courses is significantly more than a traditional class requires.

Mathematics

Dr. Kenneth Bosworth from the Department of Mathematics agreed to provide an overview of his experiences with teaching math courses in distance learning formats.

In the following paragraphs, I will summarize my experiences and give my personal recommendations concerning the use, feasibility, and improvement of distance learning technology in mathematics instruction.

I have had the opportunity over the past 5 years to teach a variety of mathematics courses using the Idaho Falls-Pocatello televised distance learning service. The courses have included Calculus I, II, and III, (which I have taught three complete series of), Math 230 (Linear Algebra), and Math 327 (Vector Calculus), both of which I have taught twice in this manner. In all of these courses, I had the opportunity to teach from either location, and broadcast to the opposing one. I chose to alternate locations, so that every other class I would be live and in personal contact with one audience or the other. I experienced much better attendance in the class I was physically present in, but never had exceptionally poor attendance in the remote class.

When I first started with the televised teaching, the video was not highly compressed, and the audio was room to room (meaning any student could speak, in either classroom, and I could hear that student). This original system was apparently "upgraded" to compressed video, and single channel sound (a student now has to press a microphone button in front of him to be heard). The reasons for this were cost, increasing the bandwidth, and problems with the room to room audio when more than 2 classrooms were involved in distance learning. I didn't have too much of a problem with the video compression with respect to displaying of the speaker's image, however, my experience was that I could engage the remote students more easily in classroom dialog when the audio was room to room. The video compression did deteriorate the overhead projection quality, however.

The video operators in Idaho Falls were quite adept at following and tracking me, and zooming in on students in the audience who were speaking. The Pocatello operators generally did not make the same effort (often, when I left the podium, I would simply disappear off of the monitor). As a matter of fact, the IF crew would fit me with a wireless microphone, because I had a tendency to roam quite freely, and would often snap off my wired mike.

The computer equipment, and overhead projection equipment, took some getting used to, but could be integrated quite effectively into lectures with some practice, and an attentive video operator. Some operators would quite nicely fit a small video frame of me speaking into the larger display of the overhead or computer output. The better operators would make sure that what I was talking about would not be obstructed by my image.

Here would be my "wish list" for enabling more effective instruction:

- 1) Be sure to have the scheduling of the class allow the instructor to split his appearances between the two locations.
- 2) room to room audio: I need the spontaneous questions and answers from the students. I also would like to hear whether the remote audience is chatting during the lecture! The push-to-speak microphones are probably the greatest detraction of the present system.
- 3) computer: Have the computer that is being used in the classroom be the fastest, most powerful machine available. Don't skimp by placing an older, slower machine at the podium. Have all desired software up and working before the beginning of the semester.
- 4) overhead projection: If higher resolution (or less compression) could be used on the overhead displays, the remote audience would have fewer problems reading the work I'm presenting.
- 5) white board: If some sort of video compatible white board (substitute chalkboard) could be found, it would enhance mathematical presentations greatly. Sometimes you

need a big 4 by 8-foot blackboard to sketch and produce a meaningful mathematical image. And, sometimes you need to be able to walk up and interact with that "blackboard".

6) multiple monitors: If one monitor could capture the whiteboard (and whoever is standing by it), and another be devoted to the computer output or overhead projection, one could freely jump between the two without prompting the operator to pay attention.

It's my belief that the distance learning approach undertaken so far by ISU has been overall quite good. The distance learning approach has certainly allowed many more students access to our offerings, and is probably cost effective (teaching two full classes for the instructor cost of one). I urge the institution to continue on in its development of this medium, and I also urge departments to find instructors willing to make the medium work.

RECOMMENDATIONS

The Task Force identified four areas of concern and made specific recommendations with regards to each area.

Faculty Time and Credit for Developing and Teaching Distance Learning Courses

Recommendation 1: Develop a University policy to provide release-time credit for faculty involved in developing distance learning courses for two-way audio/video telecommunication or online Internet courses.

Recommendation 2: Develop a University policy that provides realistic credit for the development and delivery of distance learning courses in faculty workload assessment plans.

These recommendations are based upon the time commitment required by faculty to develop and to teach a distance learning course. It has been noted by a number of faculty that successful distance learning format delivery requires additional time spent in developing visual materials and efforts in making the course more interactive both between students at different sites and between student and instructor. The University should show it values that extra effort by allocating an increased workload credit for teaching distance learning courses and offering release-time for developing distance learning courses.

Technology Enhancement for Developing and Teaching Distance Learning Courses

Recommendation 3: Strengthen training and support for adapting to the technical strengths and weaknesses of a compressed video system.

Recommendation 4: Fund a full-motion video link between Pocatello and Twin Falls, for use in teaching sign language as part of the joint ISU/CSI Deaf Interpreter program, and for evaluating the advantages and costs of a full-motion system.

Recommendation 5: Charge the ITRC with providing continued training opportunities for faculty, both in group settings and in one-on-one encounters as new technologies for distance

learning delivery formats become available. Special emphasis should be placed on developing training for faculty that increase effectiveness of faculty presentation for faculty using two-way audio/video course delivery.

These recommendations focus on improving the distance learning delivery capabilities in terms of improved technology (audio/video technology) and increased training opportunities provided for faculty by ITRC and Media Center/Distance Learning staff in more effective modes of presentation, especially for telecommunication based delivery.

Pedagogical Concerns Related to Distance Learning

Recommendation 6: The ITRC should strengthen its ties to the Center for Teaching and Learning and in conjunction with the Center for Teaching and Learning, provide formal training for faculty with respect to particular pedagogical concerns associated with teaching two-way video and audio telecommunication courses and the use of technology based resources in the classroom.

Recommendation 7: The University should develop enhancement programs that focus on improving student learning at remote sites. Two solutions are recommended. First encourage instructors to visit remote sites more frequently by changing current bi-campus incentives (\$200/semester for travel to Idaho Falls and \$400/semester for travel to Twin Falls) to a system based on a pay/trip basis. Second tutoring services (Content Area Tutors) should be provided for all courses offered in remote sites with more limited access including Twin Falls, Boise and Coeur d'Alene.

These recommendations focus on pedagogical concerns related to distance learning delivery formats, especially telecommunication classes. They include fostering more opportunities for instructors and students to interact one-on-one and providing tutoring services in remote locations that currently have no such support.

Additional Support Services for Faculty Teaching Distance Learning Courses

Recommendation 8: Design and implement a supportive and consistent system for copying, faxing and distributing class materials, collecting assignments and delivering them to instructors, and proctoring exams at all distance learning sites including Pocatello distance learning classrooms.

Faculty who teach distance learning courses delivered at remote sites have the right to support services provided by staff located at these sites. Such support services include copying and faxing of class materials, timely distribution of these materials to students, personnel to collect assignments and a timely and efficient system of delivering them to instructors, and available staff for proctoring exams. These services should be provided at all distance learning sites including the Pocatello distance learning classrooms.

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ISU

TABLE ONE
 IDAHO STATE UNIVERSITY
 OFF-CAMPUS CREDIT HOUR REPORT SUMMARY
 BY COURSE LEVEL AND LOCATION
 FISCAL YEAR 2000

OIR

Off-Campus Location	Number Of Course Sections Delivered Off Campus						
	Remedial	Lower Division	Upper Division	First Professional	Graduate	Total Sections	Percent of Total
Boise	0	0	12	1	47	60	3.26%
Idaho Falls	24	404	138	2	138	706	38.35%
Twin Falls	0	15	75	2	48	140	7.60%
Other Locations	0	94	267	64	510	935	50.79%
Total Sections	24	513	492	69	743	1,841	100.00%

Off-Campus Location	Enrollment In Courses Delivered Off Campus						
	Remedial	Lower Division	Upper Division	First Professional	Graduate	Total Enrollment	Percent of Total
Boise	0	0	71	2	343	416	2.01%
Idaho Falls	488	8,043	1,465	29	1,344	11,369	55.02%
Twin Falls	0	108	562	13	497	1,180	5.71%
Other Locations	0	351	1,334	408	5,605	7,698	37.25%
Total Enrollment	488	8,502	3,432	452	7,789	20,663	100.00%

Off-Campus Location	Credits In Courses Delivered Off Campus						
	Remedial	Lower Division	Upper Division	First Professional	Graduate	Total Credits	Percent of Total
Boise	0	0	199	2	754	955	1.91%
Idaho Falls	1,464	21,823	4,396	71	2,684	30,438	60.76%
Twin Falls	0	156	1,927	34	926	3,043	6.07%
Other Locations	0	788	4,037	1,052	9,783	15,660	31.26%
Total Credits	1,464	22,767	10,559	1,159	14,147	50,096	100.00%

NOTE: The Off-Campus Credit Hour Report excludes the following courses:
 Student Teaching, Practicums, Clinical Sites, Internships, and Directed Field Research.

ISU	TABLE TWO						OIDR
IDAHO STATE UNIVERSITY							
OFF-CAMPUS CREDIT HOUR REPORT SUMMARY							
BY DELIVERY METHOD AND LOCATION							
FISCAL YEAR 2000							
Number of Course Sections Delivered Off Campus							
Off-Campus Location	Traditional	Two-Way Audio & Video	Videotape	Web Site	Web Supplemental	Total Sections	Percent of Total
Boise	30	28	0	0	2	60	3.26%
Idaho Falls	518	142	0	17	29	706	38.35%
Twin Falls	73	52	0	0	15	140	7.60%
Other Locations	844	39	20	19	13	935	50.79%
Total Sections	1,465	261	20	36	59	1,841	100.00%
Enrollment in Courses Delivered Off Campus							
Off-Campus Location	Traditional	Two-Way Audio & Video	Videotape	Web Site	Web Supplemental	Total Sections	Percent of Total
Boise	227	167	0	0	22	416	2.01%
Idaho Falls	9,592	1,135	0	251	391	11,369	55.02%
Twin Falls	898	215	0	0	67	1,180	5.71%
Other Locations	7,287	84	154	92	81	7,698	37.25%
Total Enrollment	18,004	1,601	154	343	561	20,663	100.00%
Credits in Courses Delivered Off Campus							
Off-Campus Location	Traditional	Two-Way Audio & Video	Videotape	Web Site	Web Supplemental	Total Sections	Percent of Total
Boise	396	493	0	0	66	955	1.91%
Idaho Falls	25,468	3,242	0	574	1,154	30,438	60.76%
Twin Falls	2,310	543	0	0	190	3,043	6.07%
Other Locations	14,359	243	475	275	308	15,660	31.26%
Total Credits	42,533	4,521	475	849	1,718	50,096	100.00%
NOTE: The Off-Campus Credit Hour Report excludes the following courses: Student Teaching, Practicums, Clinical Sites, Internships, and Directed Field Research.							

ISU	TABLE THREE					OIR	
IDAHO STATE UNIVERSITY							
OFF-CAMPUS CREDIT HOUR REPORT COMPARISON							
BY OFF-CAMPUS LOCATION							
FY 1996 THROUGH FY 2000							
Number Of Course Sections Delivered Off Campus							
Off-Campus Location	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	55	71	93	60	60	0.00%	9.09%
Idaho Falls	528	518	576	647	706	9.12%	33.71%
Twin Falls	88	140	107	127	140	10.24%	59.09%
Other Locations	353	385	443	485	935	92.78%	164.87%
Total Sections	1,024	1,114	1,219	1,319	1,841	39.58%	79.79%
Enrollment In Courses Delivered Off Campus							
Off-Campus Location	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	840	1,012	871	454	416	-8.37%	-50.48%
Idaho Falls	10,680	10,657	11,525	12,486	11,369	-8.95%	6.45%
Twin Falls	878	1,634	1,044	1,119	1,180	5.45%	34.40%
Other Locations	5,699	5,518	5,825	5,816	7,698	32.36%	35.08%
Total Enrollment	18,097	18,821	19,265	19,875	20,663	3.96%	14.18%
Credits In Courses Delivered Off Campus							
Off-Campus Location	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	1,422	1,579	1,660	968	955	-1.34%	-32.84%
Idaho Falls	29,180	29,142	31,010	33,753	30,438	-9.82%	4.31%
Twin Falls	2,221	3,262	2,893	2,725	3,043	11.67%	37.01%
Other Locations	8,092	7,738	8,551	9,374	15,660	67.06%	93.52%
Total Credits	40,915	41,721	44,114	46,820	50,096	7.00%	22.44%
NOTE: The Off-Campus Credit Hour Report excludes the following courses: Student Teaching, Practicums, Clinical Sites, Internships, and Directed Field Research.							

ISU

TABLE FOUR
IDAHO STATE UNIVERSITY
OFF-CAMPUS CREDIT HOUR REPORT COMPARISON
BY COURSE LEVEL
FY 1996 THROUGH FY 2000

OIR

Course Level	Number Of Course Sections Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Remedial	17	17	21	22	24	9.09%	41.18%
Lower	335	349	352	417	513	23.02%	53.13%
Upper	190	224	292	349	492	40.97%	158.95%
First-Professional	21	31	26	23	69	200.00%	228.57%
Graduate	461	493	528	508	743	46.26%	61.17%
Total Sections	1,024	1,114	1,219	1,319	1,841	39.58%	79.79%

Course Level	Enrollment In Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Remedial	430	440	574	688	488	-29.07%	13.49%
Lower	8,063	8,371	8,332	8,972	8,502	-5.24%	5.44%
Upper	1,669	1,878	2,687	2,899	3,432	18.39%	105.63%
First-Professional	210	245	227	205	452	120.49%	115.24%
Graduate	7,725	7,887	7,445	7,111	7,789	9.53%	0.83%
Total Enrollment	18,097	18,821	19,265	19,875	20,663	3.96%	14.18%

Course Level	Credits In Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Remedial	1,615	1,628	1,722	2,064	1,464	-29.07%	-9.35%
Lower	22,568	23,323	23,320	24,944	22,767	-8.73%	0.88%
Upper	4,447	4,864	7,474	7,848	10,559	34.54%	137.44%
First-Professional	566	692	640	561	1,159	106.60%	104.77%
Graduate	11,719	11,214	10,958	11,403	14,147	24.06%	20.72%
Total Credits	40,915	41,721	44,114	46,820	50,096	7.00%	22.44%

NOTE: The Off-Campus Credit Hour Report excludes the following courses:
Student Teaching, Practicums, Clinical Sites, Internships, and Directed Field Research.

ISU

TABLE FIVE
IDAHO STATE UNIVERSITY
OFF-CAMPUS CREDIT HOUR REPORT COMPARISON
BY DELIVERY METHOD
FY 1996 THROUGH FY 2000

OIR

Delivery Method	Number Of Course Sections Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Traditional	911	935	1,024	1,050	1,465	39.52%	60.81%
Two-Way Audio & Video	95	160	173	199	261	31.16%	174.74%
Videotape	18	19	20	19	20	5.26%	11.11%
Web Site	0	0	2	23	36	56.52%	N.A.
Web Supplemental	0	0	0	28	59	110.71%	N.A.
Total Sections	1,024	1,114	1,219	1,319	1,841	39.58%	79.79%

Delivery Method	Enrollment In Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Traditional	17,211	17,341	17,752	17,927	18,004	0.43%	4.61%
Two-Way Audio & Video	712	1,322	1,334	1,410	1,601	13.55%	124.86%
Videotape	174	158	176	149	154	3.36%	-11.49%
Web Site	0	0	3	98	343	250.00%	N.A.
Web Supplemental	0	0	0	291	561	92.78%	N.A.
Total Enrollment	18,097	18,821	19,265	19,875	20,663	3.96%	14.18%

Delivery Method	Credits In Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Traditional	38,472	37,813	39,721	41,184	42,533	3.28%	10.56%
Two-Way Audio & Video	1,963	3,458	3,879	4,028	4,521	12.24%	130.31%
Videotape	480	450	505	426	475	11.50%	-1.04%
Web Site	0	0	9	260	849	226.54%	N.A.
Web Supplemental	0	0	0	922	1,718	86.33%	N.A.
Total Credits	40,915	41,721	44,114	46,820	50,096	7.00%	22.44%

NOTE: The Off-Campus Credit Hour Report excludes the following courses:
Student Teaching, Practicums, Clinical Sites, Internships, and Directed Field Research.

ISU

TABLE SIX
IDAHO STATE UNIVERSITY
OFF-CAMPUS CREDIT HOUR REPORT COMPARISON
BY DELIVERY METHOD
FY 1996 THROUGH FY 2000

OIR

Delivery Method	Number Of Course Sections Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Traditional	911	935	1,024	1,050	1,465	39.52%	60.81%
Distance Learning	113	179	195	269	376	39.78%	232.74%
Total Sections	1,024	1,114	1,219	1,319	1,841	39.58%	79.79%

Delivery Method	Enrollment In Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Traditional	17,211	17,341	17,752	17,927	18,004	0.43%	4.61%
Distance Learning	886	1,480	1,513	1,948	2,659	36.50%	200.11%
Total Enrollment	18,097	18,821	19,265	19,875	20,663	3.96%	14.18%

Delivery Method	Credits In Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Traditional	38,472	37,813	39,721	41,184	42,533	3.28%	10.56%
Distance Learning	2,443	3,908	4,393	5,636	7,563	34.19%	209.58%
Total Credits	40,915	41,721	44,114	46,820	50,096	7.00%	22.44%

NOTE: The Off-Campus Credit Hour Report excludes the following courses:
Student Teaching, Practicums, Clinical Sites, Internships, and Directed Field Research.

ISU

TABLE SEVEN
 IDAHO STATE UNIVERSITY
 OFF-CAMPUS CREDIT HOUR REPORT COMPARISON
 COURSES TAUGHT BY TRADITIONAL METHODS
 FY 1996 THROUGH FY 2000

OIR

Off-Campus Location	Number Of Traditional Course Sections Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	49	51	65	39	30	-23.08%	-38.78%
Idaho Falls	471	433	490	535	518	-3.18%	9.98%
Twin Falls	59	98	63	71	73	2.82%	23.73%
Other Locations	332	353	406	405	844	108.40%	154.22%
Total Sections	911	935	1,024	1,050	1,465	39.52%	60.81%

Off-Campus Location	Enrollment In Traditional Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	774	830	660	317	227	-28.39%	-70.67%
Idaho Falls	10,209	9,822	10,713	11,344	9,592	-15.44%	-6.04%
Twin Falls	707	1,391	777	795	898	12.96%	27.02%
Other Locations	5,521	5,298	5,602	5,471	7,287	33.19%	31.99%
Total Enrollment	17,211	17,341	17,752	17,927	18,004	0.43%	4.61%

Off-Campus Location	Credits In Traditional Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	1,228	1,099	1,078	559	396	-29.16%	-67.75%
Idaho Falls	27,854	26,942	28,617	30,421	25,468	-16.28%	-8.57%
Twin Falls	1,788	2,670	2,122	1,864	2,310	23.93%	29.19%
Other Locations	7,602	7,102	7,904	8,340	14,359	72.17%	88.88%
Total Credits	38,472	37,813	39,721	41,184	42,533	3.28%	10.56%

NOTE: The Off-Campus Credit Hour Report excludes the following courses:
 Student Teaching, Practicums, Clinical Sites, Internships, and Directed Field Research.

ISU

TABLE EIGHT
IDAHO STATE UNIVERSITY
OFF-CAMPUS CREDIT HOUR REPORT COMPARISON
DISTANCE LEARNING COURSES
FY 1996 THROUGH FY 2000

OIR

Off-Campus Location	Number Of Distance Learning Course Sections Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	6	20	28	21	30	42.86%	400.00%
Idaho Falls	57	85	86	112	188	67.86%	229.82%
Twin Falls	29	42	44	56	67	19.64%	131.03%
Other Locations	21	32	37	80	91	13.75%	333.33%
Total Sections	113	179	195	269	376	39.78%	232.74%

Off-Campus Location	Enrollment In Distance Learning Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	66	182	211	137	189	37.96%	186.36%
Idaho Falls	471	835	812	1,142	1,777	55.60%	277.28%
Twin Falls	171	243	267	324	282	-12.96%	64.91%
Other Locations	178	220	223	345	411	19.13%	130.90%
Total Enrollment	886	1,480	1,513	1,948	2,659	36.50%	200.11%

Off-Campus Location	Credits In Distance Learning Courses Delivered Off Campus						
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	One-Year Change 1999 / 2000	Four-Year Change 1996 / 2000
Boise	194	480	582	409	559	36.67%	188.14%
Idaho Falls	1,326	2,200	2,393	3,332	4,970	49.16%	274.81%
Twin Falls	433	592	771	861	733	-14.87%	69.28%
Other Locations	490	636	647	1,034	1,301	25.82%	165.51%
Total Credits	2,443	3,908	4,393	5,636	7,563	34.19%	209.58%

NOTE: The Off-Campus Credit Hour Report excludes the following courses:
Student Teaching, Practicums, Clinical Sites, Internships, and Directed Field Research.

Appendix II Distance Learning Faculty Survey

DISTANCE LEARNING FACULTY SURVEY

The purpose of this survey is to determine the number of faculty involved in Distance Learning at ISU and to determine the needs of this faculty both now and in the future. Distance Learning is defined in this survey by any of the following: 1) Telecommunication courses broadcast to satellite campuses such as Idaho Falls, Twin Falls, Boise, or Coeur d' Alene, 2) direct course offerings (involving instructor travel to off-campus site) to satellite campuses such as Idaho Falls or Twin Falls, and 3) Internet based courses where enrollment includes off-campus students and the course may be taken completely online. Participation in this survey is voluntary and responses are completely anonymous. If you feel uncomfortable in answering any particular question(s) or feel any particular question(s) is inappropriate, you are free to choose not to respond to that particular question(s). The ISU Joint Task Force on Distance Learning (an ad-hoc committee from Faculty Senate and Dean's Council) will use your responses as data regarding faculty opinions on distance learning issues at ISU. Results will be tabulated and available to participants upon request after 1 March 2001 (contact Margaret Ptacek: ptacmarg@isu.edu). Answers received by **January 31, 2001** will be included in full analysis of faculty responses.

A final report based on survey results and additional data gathered by the Task Force will be submitted to Faculty Senate in May 2001. Upon approval of this report by Faculty Senate, copies will be sent to Dr. Jonathan Lawson, Academic Vice President and Dr. Richard Bowen, President. We thank you for your participation.

PART A (answered by all participants):

1. Which department on campus are you a member of?

2. What is your rank and appointment (check those that apply)?

Instructor	Assistant	Associate	Full	Clinical	Research
Adjunct/Affiliate	Tenure-track	Non-tenure-track			

3. How long have you been employed by ISU (check one)?

< 3 years 3 - 5 years 5 - 10 years > 10 years

4. Your primary courses are at which of the following levels (check all that apply)?

Lower division general education Lower division major Upper division Graduate

5. How important do you think technology based resources are to your current instructional needs?

1	2	3	4	5
Very		Moderately		Not at all

6. How important do you think technology based resources are going to be to your future instructional needs?

1	2	3	4	5
Very		Moderately		Not at all

7. Which of the following do you currently use in the classroom (check all that apply)?

Powerpoint Presentations	Internet links and demonstrations	WebCT
Access to Web Page supplements	CD ROM presentations	LCD Projector
Computer	Overhead Camera	VCR

Other: _____

8. How important do you feel technology based resources are for improved student learning?

1	2	3	4	5
Very		Moderately		Not at all

9. How would you rank access to technology based resources in classroom instruction for ISU students?

1	2	3	4	5
Easy		Moderate		Difficult

10. How would you rank access to technology based resources outside of the classroom for ISU students?

1	2	3	4	5
Easy		Moderate		Difficult

11. How effective, in terms of student learning and performance, would one of your current courses become if you were to convert this course to a distance learning format?

1	2	3	4	5
Very		Moderately		Not at all

12. How important do you feel distance learning course offerings are for students enrolled at ISU?

1	2	3	4	5
Very		Moderately		Not at all

13. How important do you feel it is for ISU to be involved in campus outreach through distance learning course offerings?

1	2	3	4	5
Very		Moderately		Not at all

14. Should effort and resources currently being invested by ISU in distance learning course offerings:

1	2	3	4	5
Increase		Stay the same		Decrease

15. Do you currently, or have you ever, taught a course at ISU in one of the Distance Learning formats described above (telecommunication, off-campus travel or online (WebCT or other Internet based format))?

YES

NO

IF YOU ANSWERED YES, PLEASE PROCEED TO PART C

IF YOU ANSWERED NO, PLEASE PROCEED TO PART B

PART B (answered by those participants who have not taught distance learning courses):

16. How interested would you be in teaching one or more of your courses as a distance learning offering?

1	2	3	4	5
Very		Moderately		Not at all

17. How much do you know about resources available on campus to assist faculty in developing courses in distance learning formats?

1	2	3	4	5
Considerable		Moderate		Little

18. How interested would you be in developing a new online (Internet) course?

1	2	3	4	5
Very		Moderately		Not at all

19. Comments on distance learning issues that affect ISU faculty or students:

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

PART C (answered by those participants who have taught distance learning courses):

20. Please check below the following course offerings that you currently teach in one of the distance learning formats (check all that apply).

<u>Type of course</u>	<u>Format</u>	<u>Location</u>
Lower division general education	Telecommunication	Idaho Falls
Lower division major	Travel to off-campus site	Twin Falls
Upper division	Online (Internet)	Coeur d' Alene
Graduate		Boise
		Lewiston
		High Schools
		Other

21. How long have you been offering your courses in one of the distance learning formats (check one)?

< 3 years 3 - 5 years 5 - 10 years > 10 years

22. How would you characterize your opportunities for training in using the various distance delivery techniques?

1 2 3 4 5
 Highly sufficient Adequate Insufficient

23. How would you characterize the support provided to you or your students relating to WebCT or other computer- or technology-related issues?

1 2 3 4 5
 Highly sufficient Adequate Insufficient

24. In your estimation, what is the most critical support needed regarding effective distance-format delivery?

25. Do you feel that current financial compensation for your involvement in distance learning course offerings is:

1	2	3	4	5
Highly sufficient		Adequate		Insufficient

26. Do you feel that current compensation (release time, extra-teaching credit, or technology development grants) for the time required in developing your distance learning course offerings is:

1	2	3	4	5
Highly sufficient		Adequate		Insufficient

27. Do you feel that current compensation (release time or extra-teaching credit) for the time required in teaching your distance learning course offerings is:

1	2	3	4	5
Highly sufficient		Adequate		Insufficient

28. How helpful do you think services offered by the Instructional Technology Resource Center are for your distance learning courses?

1	2	3	4	5
Very		Moderately		Not at all

29. Do you feel that the current support staff provided to assist with administration (i.e., delivery of materials to students, photocopying services, exam proctoring at distance sites) of your distance learning course offerings is:

1	2	3	4	5
Highly sufficient		Adequate		Insufficient

30. Rank the following in terms of importance as incentives to faculty for teaching courses in distance learning formats.

Rank of 1 = Most important Rank of 5 = Least important

- _____ Release time for developing distance learning courses.
- _____ Release time or additional credit for teaching courses in distance learning formats or settings.
- _____ Added support staff to assist with administration of distance learning courses.
- _____ Financial compensation for teaching off-campus satellite courses.
- _____ Additional support staff and instructional resources to adequately prepare presentations in distance learning formats.

31. How do you feel the particular distance learning format being used in your course affects student performance and learning of your subject material?

1	2	3	4	5
Positive		None		Negative

32. How do you evaluate student concerns with regards to courses offered through distance learning formats (check all that apply)?

- _____ Student evaluations
- _____ Comparisons of performance between distance learning and regular sections of courses offered
- _____ Student surveys geared specifically to address distance learning issues

33. Comments on distance learning issues that affect ISU faculty or students:

34. Would you be willing to allow the Distance Learning Task Force to contact you for further information?

YES (Please send an email to ptacmarg@isu.edu)

NO

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Part C - Question 24 - In your estimation, what is the most critical support needed regarding effective distance-format delivery?

Response rate 116 out of 143 (81.1%)

- Staff and in-class aids at distance learning sites to proctor exams, distribute and collect course materials. Also, operators **MUST** be trained to keep the audio and video at top quality for these courses. (Frequently the audio is not on when it should be at the distance sites.)
- Better training of operators, better technology
- For faculty - additional support for course development and implementation in new formats in the form of release time. For students - additional access to support staff and resources that will better enable them to efficiently and effectively make use of instruction in the new formats.
- Students are extremely computer illiterate. They need more basic computer skills.
- Better equipped classrooms at both on and off campus locations
- More flexible policies with students - it is hard for them to have different policies in Pocatello than in IF regarding accessing tapes of classes, for example. Also, more staff to handle handout distribution etc. The 'buzzer' that rings and the automatic 'shutoff' after class is **AWFUL**. We should be able to run over a couple of minutes, just like regular classes. There isn't really any additional setup that would handicap the following class if we went 5 minutes over. It seems too regimented and it has cut off important student comments in my class.
- State of the art video and sound equipment.
- help with converting materials into web format
- All classrooms need an identical set-up, including A video mixer in each and every classroom to allow p.i.p. of the prof and the notes both at the same time.
- Greater bandwidth
- ISU has already taken care of one of the most important needs, wiring all the desks at the Pocatello campus with microphones so students can be heard.
- There are more than enough 'opportunities' for instructor training, if you define opportunity as numbers of workshops offered. However, developing real competence and confidence, even for someone who is experienced with related technology, takes a good deal of time. This sort of technological faculty development and course prep is far beyond what development and prep have meant in the past. The required time is time that faculty just cannot take given the variety of other demands and responsibilities. I would argue that if the university is truly committed to facilitating faculty development in this area, it needs to be willing to pay the price by giving release time from teaching for training or offering summer salary for intensive workshop/development participation. Simply making workshops available is not going to bring about significant results. I can't imagine other organizations recognizing an essential training need and responding by making training sessions 'available,' but expecting employees to voluntarily taking time above and beyond their regular duties to participate.

- The technology is clearly going to evolve, eliminating the time-lag and generally poor audio in running a discussion between sites. If I lectured, I would find the technology adequate now. I would like to put in a chat room, but inertia has so far triumphed.
- Training and more student access
- These questions do not apply to my experience of teaching off campus (and not during the current semester--question 15 says in the past, but these questions concern current teaching).
- The technicians who operate the distance learning technology (and they have been very helpful) The distance learning staff who can help with getting papers and materials between campuses I think there should also be some discussion among faculty and administrators about which courses are more suited to the use of these technologies, which are less, and how to make pedagogy work in such situations
- library support
- Better technology -- existing technology is not good. Distances students literally as well as metaphorically.
- Faculty training and general support, including released time for course development.
- It is VERY difficult to get papers to or from Twin Falls or Boise. A courier service would help greatly. Also, the support staff at Twin Falls should be improved or replaced.
- Competence in the management of the video transmission both in Pocatello and at the distance sights. [I had problems in my course with the students at the distance sights who were 'running the show'--problems regarding their competence with the equipment, along with complaints that they were sometimes making noise and disturbing the students in the class.] 2. Convenient and reliable mail delivery of course materials to and from professor and distance students. [Some of the handouts I sent to students at distance sights apparently didn't arrive, and there was sometimes confusion over who they should give their assignments to in order for them to be mailed to me.
- Support of innovative teaching techniques at the Departmental level.
- Time-release for faculty and student time to generate the material. Also access by students to all technological tools that make distance learning work. Students need to be trained in all aspects... image processing, data compilation, diagram construction, video, etc.
- Ample faculty time (i.e., enhanced 'counting' of off campus credits) to travel more frequently to and spend more time at remote campuses
- Adequate seats and times for delivery of courses. At times I have been bumped from the schedule because of lack of rooms.
- State of the art technology.
- Because I am not currently involved in such instruction, I don't feel able to answer this question.
- Technological capability within the classroom--support for interclassroom discussions, for example.
- It is absolutely essential that I be able to be in Idaho Falls proctoring a test while a proctor be provided (NOT BY MY DEPARTMENT) in Pocatello. Under the current situation, support in Idaho Falls is OK, but there is no such support in Pocatello. THIS IS A SOLVABLE PROBLEM, Dr. Lawson.
- more interactive video/audio. The use of the push to speak mikes makes live class interaction difficult.

- There needs to be better cooperation between campuses, especially when it comes to hard copy materials and test security.
- Staff available in Pocatello for proctoring exams and returning graded assignments/exams. We have support in Idaho Falls, but not in Pocatello. This makes logistics difficult. I assign and grade homework frequently (once or twice a week), and it is very difficult to coordinate everything so that students in both the on-campus and the remote sections are treated equally and fairly with respect to assignment, collection and return of homework.
- Currently teaching in #20? I did not say that I was currently teaching such a course. I have done so many semesters but not this particular one, so I am abandoning this part C.
- Educator training on the issues of policy and protection for offering CB education.
- Good camera view of the students at the distance location
- An ability to get materials to and from students quickly
- Training in technology, clerical support.
- Easier access to technology in the classroom. Having to order access days in advance for a VCR or overhead that is already located in the classroom is inconvenient.
- Prompt delivery of testing materials at sites beyond ISU (needs a staff person at the site to monitor and return); they did a good job
- trained help available during class hours
- Television monitors are fuzzy; it is not possible to present graphs and charts on ELMO because pixel resolution in monitors is so poor. Sound is bad....hard to hear students. I wonder how to integrate the computer that is in the class? I've been offered absolutely NO information on what is/isn't possible, and on what does and doesn't work. It has been up to me to make contacts at IF and Twin to determine how to distribute syllabi, tests, and how to tell students to turn in assignments. Syllabi were not in the classrooms on the first day of class even though I had sent the materials WELL in advance. I could go on, and on, and on talking about the logistic problems that demand a great deal of my time (which would be better spent preparing lectures and class activities).
- instruction in use of the technology coordination between support services and faculty coordination between main campus(Pocatello) and extension offices-
test,copying,distribution etc
- Invitations to do it, and opportunities to learn how to do it, and access to the needed technology/equipment.
- faculty time
- First, the additional compensation for traveling to IF is important. Many of our students take courses as a function of where they are offered rather than how well they fit their program needs. Second, our 'televised' distance learning equipment is not very good at all. When I've attempted that format, I couldn't hear or see students and the distance students couldn't hear or sometimes see students in the local studio classroom. Also, my experience is that the distance 'televised' approach works best (and probably only) with lower-division lecture (definitely not discussion) courses. I've quit offering graduate level courses (mostly case-based, discussion courses) because of the inadequacy of our technology.
- Training for the instructor to make use of the technology and release time to develop materials appropriate for the new technologies
- I think that ITRC is very important when it comes to getting help with technology. I have found their Center to be very helpful.

- Time -- for faculty members to learn the tools.
- Students need more than an instructor showing up to teach once a week. A more prominent physical presence at the off-campus site would help them. If we are committed to teaching business programs at Idaho Falls, we need to commit more resources and faculty to that endeavor.
- Real time format for TV classes
- Technical assistance to faculty to manage and run the systems In another words I am interested in manipulating the system to get the information to students, not the 'technical' nuts and bolts.
- Being a master teacher first; then, knowing how to use PowerPoint and Web CT for software. Also, knowing how/where to buy a 'good suit' so that you look good on TV
- Better software. WebCT is not the most user friendly, it's just the cheapest. You should offer at least two packages, for example, WebCT and either CourseInfo (Blackboard) or Web Course in a Box (WCB). More profs would offer online courses if they didn't have to work with WebCT. It discouraged me when I came here and I've taught online for a number of years. Put money into user friendly software and you won't have to have as many techs to help teach and maintain the site. If I had started with WebCT years ago, I would not be teaching online today!!
- A good tec person and on site folks
- Release time for training OR personnel support to develop course materials, etc. for that medium. It is simply too much time and effort to develop WEB CT materials for courses with everything else that must be accomplished.
- Monitoring the students at the other sites.
- I think the training courses are available (WebCT) I simply need to find the time to take them.
- knowledgeable person at each distance site....to troubleshoot, add the human touch, etc.....not leaving student totally on their own....
- Highly qualified technicians.
- WebCT
- Technical assistance in the college, not at lower campus. Accessibility to assistance is 'key'. Phone calls to lower campus go unanswered or much 'shifting' is done.
- train the teachers. . .
- adequate computer facilities at the distant sites; ISU itself is well equipped.
- quick response and questions answered by a helpdesk-like person
- For two-way audio/video, effective instructional techniques. For on-line (WebCT), release time from my department to adequately develop and maintain the courses.
- On-Line Help
- Effective and efficient help, such as for Web CT
- Additional telecommunication classrooms and computer labs.
- Equipment that works all the time. Direct connection to Moscow, IF, Boise, Twin Falls simultaneously.
- eliminating the technical breakdowns- can't connect ect...
- Off campus travel to Boise is punishing for faculty! Training in other forms of delivery need to be mandatory for faculty to decrease burnout and lower costs.
- More time!

- Additional personnel that have been requested should be funded if at all possible.
- Improving verbal interaction between students and instructor
- for me the travel reimbursement does not cover my actual costs incurred
- technical support for faculty and students at all sites; assistance with placing materials on-line (this is time-consuming and not the best use of faculty time)
- computer tech
- More training for Faculty!
- Limit the class size. I had 70 students in three locations and when one site pushed the microphone, another may have been pushing at another site and it was chaos. 15 students per site is the maximum that should be admitted for the telecommunication courses.
- The technical support to both faculty and students as they encounter the problems associated with these delivery systems.
- funding and support resources
- Ongoing technical support for students.
- There are two critical support needs. The first being instructional design of online teaching materials. The second is student support for distance education courses. Which is heavy at the beginning of the semester then tapers off.
- Need technology support in developing the courses.
- access to training and trouble shooting
- Time and expertise to develop/prepare material
- Time and help to learn what works and to manage the course content.
- additional time for preparation and learning about the technology.
- WebCT support and training is critical. The technology has improve considerably in the last 10 years. Recently (this year) we have had significant trouble with down time as the new computer system has come on-line. The fact that the system is OFF between classes (10 minutes) has been a negative. We typically used that time to answer student questions and students often conversed about projects etc. We need better support with videotaping classes for absent students.
- At least 2 or 3 direct interactions on site with the off campus students
- Improve video feed so it is continuous
- Verification of efficacy compared with on site (traditional) teaching.
- technological support to ensure that the system works; we experience an inordinate amount of 'down' time when the system crashes; frustrating and a waste of time
- Opportunity to travel to the off-site and interact some with the students during the semester.
- training
- release time, student support
- Better support for use of technology and conversion of material into digital formats.
- Teaching teachers how to excite student interest and allowing interactivity by the student
- More bandwidth, more rooms with equipment
- Technical
- technician running camera's to optimize the learning environment for students off-site.
- The pharmacy building needs to upgrade room 162 (new media classroom) so that videos are of quality comparable to lectures taped in the media center

- Improvement of our system to enable true interactivity. Our current system, with its built in time delay between Boise and Pocatello, significantly impedes the instructors' ability to interact meaningfully with the students.
- adequate number of classrooms so that classes can be scheduled. There is some time-delay in audiovisual transmission with compressed video format, I would like to see this be lessened (the old microwave system was great).
- Technology is both wonderful and frustrating. What I have found frustrating as both a student and instructor is that the first 15 minutes of each class is spent saying 'Hello, can you hear me?' 'Are you there?' Technical glitches bring everything to a halt. Competent technical assistance on both ends is a necessity, and everything should be checked out before class time. I don't know if these were equipment or people failures, but it does not support a positive learning environment.
- Technical support staff
- Lets face it the bottle neck seems to be the band width problem every student faces when trying to access the courses on the web from home.
- Experts in converting curriculum to web based format, to have each instructor learn every needed function of the conversion process takes to much time and the materials are not as professional as if we had a team of experts to assist with the majority of the conversion process.
- tech support/administrative assistant
- Time and personnel support. That is someone to help with the tedious input process for internet courses. And, sufficient time/fewer courses to teach, to be able to spend the time necessary in training and preparation of on-line courses (or other distance courses).
- The ITRC is great but students calling the help desk at the computer center or visiting labs sometimes don't get the help they need with WEBCT.

Part C - Question 33 - Please include any additional comments on distance learning issues that affect ISU faculty or students:

Response rate 70 out of 143 (49.0%)

- Every Saturday morning last Fall, I would wonder if the course materials which I had sent to Idaho Falls on Wednesday with the courier, had been received and if someone had put them in the wall-pocket so that students would have the materials they needed for class. Also, for Saturday School, the IF site needs to have additional staff. I always had the impression when I called to ask for a proctor for an exam or a quiz, that this request inconvenienced the personnel at the IF site. If ISU is going to offer higher education courses through Distance Learning, then they had better be prepared to offer the same quality of service as the regular classrooms
- A comment on question 31: I am reluctant to indicate a positive or negative effect at this time. We have probably had both, given numerous problems in the first semester that our course has been offered in this format. I believe that the kinds of suggestions offered above can help to offset problems that can occur the first time that a faculty member who is teaching using a new format offers a course to students. Student evaluations, specific

surveys, and a second time teaching in the new format should all inform and enhance the course but earlier support before and while the course is being taught for the first time should enhance the effectiveness of the course in its' first offering. Consideration should also be given to faculty who have taught using various distance learning formats and not been compensated for their efforts. Currently faculty who teach using a distance learning format often have to increase their teaching loads without any compensation to offer courses in these new formats. It would be inappropriate to support faculty who are currently developing new courses without recognizing that many faculty have dedicated countless hours to developing courses that are now offered year after year, and with increasing numbers of students, without support for development and implementation.

- Students really seem to appreciate the 'live' course offerings in Idaho Falls and frequently ask for more such courses to be offered.
- In general, I favor the increased use of technology based resources in the classroom at ISU, but I am opposed to the use of this technology to shift our efforts from in class teaching to outreach teaching. These resources can be a powerful tool to help students learn, but could never be sufficient to teach science students at remote locations.
- I am not currently teaching an off campus course, but have done so several times in the past. So my responses to this survey reflect my experience from several years ago. Hence, I did not answer question 20.
- Pocatello students in our major hate the distance format. Instructor evaluations tend to be lower in the distance format than in a normal classroom. They argue that the off-campus students are not 'real students.' They don't believe the off-campus students contribute much to class discussions and I suppose they believe that if they made the sacrifice to be here, so should the other students. Unfair as these characterizations may be, they are shared by a large number of our students. I must say, I do tend to agree with some of what they say in regard to the Twin Falls students. These folks aren't interested in a degree in anything in particular; any degree will often due. As such, they sign up for any class they can in any discipline, then bail when they find out there is real work involved. I've started out with five or six Twin Falls students at the beginning of the semester, only to see the numbers dwindle to one or zero by the end of the semester. It doesn't bother me at all, but it does seem like a tremendous waste of ISU's resources.
- Well, I can't answer a lot of these, since this is the first time I have used the telecommunications/satellite technology. I would think that web-based learning technology would supplement what I am using--the current format is neither fish nor fowl, but I am interested in the problem-solving that goes on if a discussion class is to be delivered by this means.
- Continued emphasis on and allocation of resources for technology-based distance learning should not proceed without more careful consideration of the varied effects such methods have on differing course subjects. I am especially not sure that this method is appropriate for lower-division general education courses not taught primarily by lecture.
- The only reason to do distance learning is increasing access for students who are place-bound. It is important, though, to realize that there are limits to the kinds of courses that can be taught well using distance learning methods. In my field, upper division and graduate teaching using distance learning becomes highly suspect. Students need to realize that they can't take everything they need for a B.A. in English in Idaho Falls or other distant locations,

where the library is still inadequate and our ability to have a seminar 'make' (fill with enough students) is limited.

- Using telecommunications to teach courses makes it very difficult for students at distal sites to learn. Discussion is awkward, and class materials are not moved to or from distal sites effectively. I estimate that students at the distal sites learn about one third as much as those at the proximal site. The State Board and the administration are so intent on spending money on technology that no one seems to care whether the technology is effective.
- My brief experience with teaching a distance learning course has left me ambivalent. I realize that such courses are convenient for students at distance sites. However, there is still much progress to be made (on my part as well) in making sure that the course runs as smoothly as possible. At present I think the learning experience of the distance students is significantly poorer than of the 'home site' students, and in fact I think their experience could never be as good as in a live classroom setting. Still, improvements in efficiency, transmission, greater use of the internet on my part, etc., could help bridge some of the gap.
- I do not use ITRC to help with my internet courses, but I recognize the need to train faculty and students in ways to develop course materials. The problem is that ITRC is locked into using only WebCT for internet courses and should seek input from knowledgeable faculty in other mechanisms. There are many computer-literate faculty who find the WebCT system cumbersome and therefore do not use it. This may change in the near future, or perhaps it already has. Most physical science courses utilize downloadable software and require more web activity than courses in the humanities and social sciences. Administration and delivery of courses should be done through offices already in place, such as Academic Outreach. Graduate students (and qualified undergrads) should play a strong role as TA's in course delivery. They can help maintaining contact with students and keep them on track with the class schedule.
- I think that SOME distance learning activities are necessary for ISU to meet its obligation to the public. However, as currently construed, distance learning is an extra burden to maxed-out faculty, it (in the telecommunication and web forms) is less effective than on-site teaching, and that successful distance learning will require substantial long-term resources to make it work well. I would like to see that be in the form of NEW ISU resources, not diverted from already strained resources.
- Quality of staff in IF for Television classes is variable. At times IF staff will not zoom in on a student who is commenting. Evaluations by Distance Learning students tend to be more positive than they should be. I think students get numbed to the process and don't care any more. Some classes are appropriate for Distance Learning and some are not. We should not forget that personal contact with an inspiring mentor is essential to the notion of a University.
- Students at the distance learning sites feel they can be passive participants instead of active participants. They 'coast' compared to those in the studio. Also, the technology of pressing the microphone in order to talk MUST BE antiquated--there must be a more effective technology available.
- Section #30 does not include an important item in the ranking: impact of developing an adequate distance learning course that involves a heavy web-based or other Internet component on consideration for promotion and tenure. I have found that administrators and colleagues without experience in this area badly underestimate the amount of time such preparation will take and the quality of scholarship that is necessary. As a colleague, the lead investigator in the preparation of the University of Virginia's digital project on the Salem

Witchcraft trials, recently said to me, one would be foolish to encourage a junior colleague to undertake this type of work because he or she would never receive adequate credit for the project when being considered for tenure or promotion. I don't have to worry about either matter, and my salary ... we shouldn't even go there :-). The other issue is reliability. Until we have a computer system as reliable as the telephone system, many faculty members and students will be so frustrated by their experiences using Internet resources for teaching and learning that they will avoid any future contact when possible.

- Making our offerings available to other sites, Idaho Falls in particular, is a noble objective. For some classes, the quality of instruction is reduced considerably; for others the quality is only reduced a little bit.
- In some cases, enrollment in the remote-site section of the course is quite large, so that in effect, teaching one course is really like teaching two. For example, a distance calculus course with 25 students in Pocatello and 20 in Idaho Falls is as much work as teaching two courses, not one. Even though the lecture and prep. time is the same as one course, there is twice as much grading, paperwork, and administration. When a trip or two to the remote site each week is added in, the driving time adds up to the time that would be devoted to lecturing in another course. In this case, the instructor receives credit for teaching one course, whereas someone teaching two sections of a regular course on campus would receive credit for teaching two courses, even though the workload in both cases is identical.
- We have to travel and we have to use technology. However, there is no evidence that technology increases learning. Once at a distant site, classes delivered normally have the usual results. Classes delivered over the web solely: we have no idea who is really doing the work or if they understand. Students do use homepage located solutions, etc. No one has time to go to websites for tutorials. Most of the technology bells and whistles are just that: created because we have a two minute attention span and teachers are supposed to be entertainers first.
- In the perfectly understandable rush to serve every possible constituency demanding off campus instruction, this institution has abandoned all concern for the essential core of student learning--face to face interaction between faculty and relatively small numbers of students. As faculty we accommodate increasing class size and remote teaching, but we do so recognizing that remote students simply do not learn as effectively as those in the same room as the faculty. This is not a plea for more money. I think we are reasonably paid for distance teaching. It also is not a plea for course reductions. Departments can not absorb more course reductions because they increase course size for other courses and further limit the variety of offerings to on-campus students. If the institution believes in outreach to other cities, it should hire faculty to live and work in those places rather than piggy backing distance learning on campus activity. Let us not further degrade the education experience we offer our students in order to chase the elusive god of technology based remote (and diluted) education.
- I develop most of my materials at home on my private computer, software and peripherals. They are superior to campus.
- Distance learning is important to the continued development of ISU. It's been my experience--and several colleagues'--that our 'training' for doing this kind of teaching is 'OJT'--but most of us learn pretty fast. I am painfully aware that MOST interaction with 'support personnel' consists of their telling me that a video I've chosen can't be shown or some such thing.

- The ELMO system is a failure, at least for a person like myself who walks around and frequently goes to a large board to diagram and make tables, etc. What is needed are 'black boards' to facilitate presentations. Secondly, the lag time between student questions (responses) and their transmission to Pocatello, or elsewhere, is disconcerting to say the least. It interferes with the smooth, fast-paced, nuanced interactions necessary in learning. The distance learning format is good for conveying information; worse than bad for promoting critical inquiry and joint conversation.
- Please distribute the results of this in a public forum. I think that most ISU faculty members want to do everything that they can to enhance the educational opportunities of the people of Idaho. However, it seems that faculty are asked increasingly to respond immediately with little preparation or notice (e.g., the change over from student id numbers to Bengal numbers w/o the ability to correlate the two!!) and without infrastructural support. We take delight in learning, and we want our students to experience the joys of learning. The structure of distance learning does not help us with that goal. If we are going to teach in this mode, we want to do the best possible job. So give us the BEST technology (sharp monitors, good sound systems, current teaching technologies in the classrooms) and the best training--and give us time to master it.
- I have never been offered an opportunity to do any distance teaching except to drive to IF to teach there. That is, I have expressed interest in learning how to teach using one of the rooms in Oboler Library to transmit to students at some distant location, but was told there was no such opportunity, that others in the department had it 'wrapped up'. I took a course in Power Point and was then informed that I had no access to using it. Most of our classrooms don't even have simple things like overhead projectors or computer access to internet, etc. Someone needs to examine our classrooms and take note of how antiquated we really are. Most of us are trying to wield heavy and awkward VCR carts around the halls and elevators - trying to avoid students crowding the corridors between classes.
- It seems a bit odd to include courses taught in-person at distant sites as distance education courses. The student and instructor experiences in these courses is no different from an on-campus course once the instructor commutes to the course site.
- I believe the staff at ITRC are very helpful and especially Bernadette (Spelling). She is helpful bright and great to work with, always there when I need help! I am of the opinion, however, that the budget is limited and wonder if we are putting up the capital to make distance learning a reality? Case in point if there are approximately 500 faculty how many are on web ct non supplemental? How many are actually using the web ct? I think the percentage is small. Food for thought. To cause change I am of the opinion that there needs to be incentives provided. (Like the incentives to take classes to Idaho Falls so well laid out years ago). Now we have no incentives other than the take it out of our 'hide' time. I would be interested in a summary of the study.
- Thanks for giving me an opportunity to complete the survey. Randy Gaines and his staff are the 'best' technical/dist learning folks I've known in 35 years of teaching at three universities. Randy Stamm and his staff need to learn 'how to train the teacher' better (they're still conducting their workshops as though the participants are 'nerds'; they're teachers. I'm very satisfied with the ISU Incentive compensation for teaching via distance learning and off campus.
- If we can only have one distance learning package, make it ANYTHING but WebCT!

- Benefits: Bring classes to distance areas. The improving technology makes it a bit more like a 'real' class. Downside: Let's not confuse it with actual classroom interaction. It's not.
- Although I believe distance learning is the 'wave of the future' it is a VERY poor substitute for 'live' instruction and greatly reduces the student experience.
- I find that students in the far sites do not pay attention like the students here (they ask questions that have already been asked and answered). They also 'chat' during graded quizzes. Also, at the far sites they do not have access to materials at the Instructional Materials Center. I have to haul them there myself. I travel to the far sites about once a month.
- we do need different evaluation forms/questions.
- Structure of the university support service is too centralized. In addition, most 'major' universities that provide the Ed.D require professors teaching Ed.D classes to have a maximum of 5 advisees. Also, if a professor teaches an Ed. D class they only teach one other class, usually an M.Ed class. We are clear out of bounds in this area.
- It REALLY TAKES A LOT of time. . .
- I believe the use of distance learning capabilities must increase in order for the University to be competitive. However, I also believe that without adequate incentives for producing DL courses, faculty will 'burn out' particularly in light of the lower salary compensation and overload for teaching due to unfilled positions.
- This survey is biased toward a particular set of responses, and does not allow for the response I would like to offer for many of the questions. Therefore, it does not completely and correctly represent my opinions.
- I only taught a course via telecomm links once, a few years ago. So these questions don't quite apply to me. I currently use technology a lot in the classroom, since what I teach is the technology itself! However, I am present during these computer-based presentation.
- I'm very new to this method of teaching, but have devoted a great deal of time to developing a pre-clinical course that is now being 'tested.' So far, I've received very favorable comments from the students, but I'll be able to respond more definitively in a few months!
- please note that answer to question #11 is not applicable --- every course I teach is dl also, resources are low at the departmental level; although I could possibly apply for release time, there is no one to do my other duties; therefore, release time is not an option. Neither is summer because I teach all 3 semesters. responses to ITRC are more related to lack of time to attend workshops or to ask for help. I am too busy surviving to ask for help or to take time to think about what type of help would be most beneficial. Overall the ITRC staff are wonderful.
- Policies on distant learning should be consistent across the university. For example, in our dept (nsg) we offer courses as needed, some depts on campus put a limit on the number of students who can enroll in a class that is required by our nursing majors.
- Need to scan room more often or have monitor who is not a student to enforce behaviors or remove students from the room if they are distracting to the others
- To this point, it has not been a time saver. I find myself sending more time preparing to deliver the content.
- I have taught in the distance learning for four years and this year was horrendous due to the large class sizes in the distant sites. There was not a problem until this year and Idaho Falls had more students than seats. Limit the students in distant sites.

- Faculty are the content experts. They know very little about instructional design. The current model is that ISU provides classes for faculty to learn to use the tools. A future effort should be developed to include Using instructional designers to work with faculty to design their courses. Faculty usually want to spend as little time as possible to run their courses, or learn new technologies. Also in the context of WebCT, MOST faculty use the tools, but design very little content. Most content is delivered through the distance video labs, with WebCT providing the organizational structure for the course. Should instructors be forced to provide online materials? Is the current model 'ok' enough for now? I have been a student in courses offered by the education department and the instructors (in a Masters of Education with Instructional Technology focus) misused the online tools. Students are becoming more familiar with online material and WebCT, but not all colleges and dept use it. Namely the COB CIS. For students, it would be nice to have some consistency on campus. Not everyone will always agree about the delivery tool. But lessons inside the delivery tool can be used to focus on the instructional goals.
- I think the distance learning, especially WebCT can both detract from some parts of learning and enhance others.
- RE # 28 - I can't rate the services of ITRC because I have not tried to take advantage of their services. I want their help - but I can't find time to call & schedule a time. I need some release time in order to learn and use the technology we have available. RE # 32 - My evaluation is strictly informal interactions with students. I invite their discussion during class, and I try to follow up with visits to distance site and with email contact. But I don't use the strategies you have listed. RE #11 - almost all of my teaching is currently by Distance Learning - exclusively in interactive video format. I am able to adjust for the problems posed reasonably well, but I do believe there is some negative impact on the student learning. I have so far not been able to work much with internet based or other approaches. I am interested and willing to try it, but I need time to work on content & strategy. Also, I am convinced that only selected courses could and should be converted to another distance learning format. We are a clinical training program. I do not foresee that we will be able to deliver the clinical training aspect of our program by distance learning.
- Casey Skelton and the other staff are wonderful in their support and problem solving. They are always very positive and available. They should be commended.
- I am very concerned that ISU offers little incentive and almost no disincentive for becoming involved in DL learning. The question should not be are we or are we not going to do DL now and in the future--the question is already answered. The question should be how are we going to do it better. It offers many advantages (financial and access)and ISU should recognize that better and provide incentives for faculty now that are recognizable and significant. I noticed that my 'stuck in a rut' teaching got a big push almost 10 years ago when our dept. went to DL to staff our program in Boise. It also took a big jump in effectiveness when I moved to WebCT supplemented and I want to offer at least one section of one class of mine entirely WebCT by Spring 2002. There are however few incentives to do this even though I have the philosophical bent to do it. There are nay sayers and the only way to deal with that is to provide attractive incentives to those who are positive. Some of these must be significant financial incentives (1%per year salary bonus) but many need to be in the form of access to better (more friendly) technology and training. There is almost NO training for students in the use of WebCT. That is a major detriment when I assume only about 10% of ISU students take CIS 100. Onsite student concerns need to be addressed as well. The offsite

students seem not to have as many concerns because they appreciate the access (however, we need to do better providing tech.support to off-campus faculty and students). We do need to provide incentives to faculty who want to travel to off-campus sites who are teaching DL. It is important for the distant student to get to know the faculty member in person. Frankly, I think it would be good for Web course students to get together at least one time with the faculty member in person. It adds a human element to the course. WebCT is a great supplement to traditional DL courses BUT, there is little incentive to learn and use it (except personal motivation). Why not use a WebCT bonus (\$500) for DL classes. The students are much more satisfied with WebCT supplement and I feel they learn much more effectively. The off-campus support for DL classes is terrible. Even getting a syllabus passed out or a test proctored is next to impossible. Trying to get something copied for the students is very difficult. WebCT training is non-existent for off-campus students and faculty. We really need to look carefully at a lack of DL access and support in Twin Falls. IF is improving but Twin Falls really needs help.

- Challenging learning environment for some students who perform better with on-site instructor, especially if the student is a multicultural, multilingual student. How can we as instructors expand opportunities to view class participation of these students as an asset to rural Idaho students with limited exposure to diversity?
- We have a very good system here...great support and flexibility. I would like to see the video signal upgraded so that it is more continuous, but I realize that is a significant expense. I hope that future classrooms take into consideration different modes of learning (collaboration between sites by groups of students, etc.). I have taught extensively on the WHETS system in Washington, and I prefer this system despite the poorer video quality. The microphone/sound system is superior, and generally we have fewer problems with the ISU system than the WHETS microwave system.
- In our department DL technology is a requirement. It is not a perfect format at present but certainly better than other alternatives. (e.g., everyone moves to Pocatello!) Present support services are excellent and my Boise students seem to score as well on exams as those in Pocatello.
- This is a format that works well for some students and some faculty but not all students and not all faculty. DL courses take a great deal more time to prepare and a slower pace in teaching. Nothing (I hope) will ever replace the one-on-one face-to-face live interaction between a teacher and a student in an individual classroom. Anything other than this is less than ideal.
- Distance learning is not my preferred mode of teaching. However, it does offer students in Off- Pocatello locations the opportunity to obtain an education in certain professions/disciplines. For me it is difficulty to 'read' students reactions to the content of a class when the video shows faces the size of a penny.
- The course I have been teaching requires in class practice of clinical techniques, which has been next to impossible to coordinate with the Boise students. Out of class practical training is part of the training involved which requires us to visit a nursing home and a hospital where patients and appropriate equipment are available.
- Better support for use of technology; better release time for faculty to develop and exploit digital-based courses rather than just a conversion of existing material into digital format.
- If the education dept has prepared their students to present materials/programs to distant learners, those types of courses would be very beneficial to faculty who have been teaching

in more traditional formats. The older faculty need to be shown how to utilize the latest bells and whistles because the students are demanding it. It is no longer sufficient to be a good classroom teacher. The students must be taught how to use resources outside the classroom and the teacher must learn how to deliver these programs from without the traditional classroom walls.

- We use distance learning because we have to, not to improve teaching.
- I am disappointed there was not an opportunity to answer 'Unable to evaluate or comment'. Your choices often required me to choose a selection w/o sufficient information or feedback to make one of the available choices.
- Most of these questions are not evaluable. Many of us in my Dept lecture as part of a team taught course and are not involved in the administration of the course set-up, etc. Of note: I used to make very elaborate power point presentations along with detailed notes, etc. but was frustrated by the lack of questions and enthusiasm of the students. I eliminated slides and limited graphics to a few overheads along with detailed notes and I talked to them instead of lecturing. My response rate (questions, evals) went up. The fact is that there was too much going on with slides, my face in the corner, and lecture notes. Most people still need 'face time' if one is to 'deliver' educational material. With the exception of truly self-learners more elaborate technology is not the answer. Many of the students I teach have are only beginning to achieve the self-learner motivation. Why is it that sports bars can provide a big screen TV, but in my long distance classroom there is a 22 inch monitor located 30 feet from the lecture podium? I cannot identify a single individual in the room from that perspective. Monitors should be big and located 5-10 feet from the lecture podium (particularly if there are not students physically present with me) when I lecture. Sound quality has improved this year. However in previous years the background noise and sound delay have been so bad that I have had students ask me the same question 3-4 times but cannot understand it. I have finally taken to repeatedly telling students to e-mail me with questions which seems to be helpful. Finally, I believe that the 'Health Sciences' university should continue to move more resources to Boise. I believe that the patient base and clinician expertise located here provides a vital component to the education of Health Sciences students. If we can't physically move more of the programs to Boise, then I guess we are stuck with long distance learning.
- Randy, Randy and Casey are great to work with!
- The college of pharmacy has been teaching a team taught Therapeutics course for 13 years with telecommunications technology. Distant based faculty have not been evaluated with appropriated criteria compared to 'local' faculty. Students also need to accept the fact that distant learning environments are part of the higher educational process and they need to make an effort to interact with distant based instructors.
- I have no opinion regarding compensation/incentive for DLC courses. The course I am involved with via DLC is a required course. Our students are here on campus, and the compressed video system is used to link us with our lecturers in Boise. None of us have ever received any extra compensation for using this system, nor does it take any additional time to prepare as compared with traditional classroom teaching. If I had been involved with initiating a web course, that might be another story! We collected data from the students in our course one year. There was no difference on test scores for those lectures taught via DLC vs the lectures given live. My College will be initiating a revised curriculum soon. At that time we will need to make even greater use of the DLC system.

- I have not taken advantage of the resources mentioned in this survey i.e. support staff if it is available.
- I left some of these questions blank because I am not CURRENTLY teaching a distance learning course, but have in the past. I rated 25, 26, and 27 low because when I taught a Distance Learning course, none of these benefits were offered. I'm not sure what the policy is now. But at the time I thought it was too much work for no extra compensation.
- Dr. Terry Lay has been exceptionally helpful to our particular department. I know that he has put in many days of extra effort on our behalf.
- I feel we must get completely on board this new method of providing instruction (web based) or we will see a decline in ISU students.
- Distance learning courses require extra hours each semester the class is delivered. Faculty must be compensated for this time.
- The major issue from my perspective is the negative impact teaching an Internet class has on your prospects for tenure, promotion and merit pay. The amount of work involved and the creative energy means you don't publish as much. I was told my Internet class counted just like any other new preparation. I doubt I will teach on the Internet again even though my class is used as an example at other schools and ISU as a unique product that works. This has to count for tenure and promotion. Also, to make a class work in the upper divisions you can't cram more than about 25-30 students into a class. The level of communication even at those numbers involves at least 2 hours a day--and that is on top of the course prep which is equivalent to a brand new prep--each time you teach the Internet class. So, in one sense I am a success story in that my students love my Internet class and I had the pressure of a waiting list that could have doubled my class size but I tell faculty to just say 'no' to Internet teaching until the administrators figure out how to value the work.