

Ramapo Faculty Online Course Survey, Spring 2010

Last Modified: 05/11/2010

Below are the results of the faculty survey on online courses conducted by ARC in the Spring 2010 semester. There were 136 responses (not all respondents answered everyone question). I want to thank everyone who took the time to respond to the survey. This has given ARC a great deal of material to start to develop a College policy on online courses. Note, some of the comments were slightly edited to preserve anonymity.

Sincerely,

Lawrence D'Antonio

Chair, Academic Review Committee

1. In terms of strategic planning, what level of importance should online courses have at Ramapo College?

#	Answer	Response	%
1	An important priority of the College	38	29%
2	Somewhat important	54	41%
3	Not important	20	15%
4	Needs further discussion	19	15%
	Total	131	100%

Statistic	Value
Mean	2.15
Variance	1.01
Standard Deviation	1.00
Total Responses	131

2.

#	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No opinion	Responses	Mean
1	Online learning will replace face-to-face learning;	4	13	9	36	68	2	132	4.19
2	Online learning will make faculty irrelevant;	3	8	8	30	81	2	132	4.39
3	Ramapo College is committed to maintaining the integrity and quality of its academic offerings regardless of whether they are delivered in person or online.	40	40	28	14	5	5	132	2.39

Statistic	Online learning will replace face-to-face learning;	Online learning will make faculty irrelevant;	Ramapo College is committed to maintaining the integrity and quality of its academic offerings regardless of whether they are delivered in person or online.
Mean	4.19	4.39	2.39
Variance	1.28	1.03	1.75
Standard Deviation	1.13	1.02	1.32
Total Responses	132	132	132

3.

#	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No opinion	Responses	Mean
1	Freshmen should not be allowed to take online courses in their first semester.	65	26	15	18	6	1	131	2.06
2	Lower level General Education courses should not be offered online.	30	29	30	28	10	5	132	2.80
3	Upper level General Education courses should not be offered online.	21	15	39	36	13	7	131	3.20
4	Limit the overall percentage of courses in a semester that are allowed to be offered online.	43	34	22	22	8	3	132	2.45
5	Limit the number of courses in a semester that an individual student may take online.	56	37	16	18	4	1	132	2.09
6	Limit the percentage of courses that a student may take online for their undergraduate degree.	63	38	12	12	6	1	132	1.96
7	Online courses should be limited to Winter/Summer sessions.	8	10	19	54	36	5	132	3.87

Statistic	Freshmen should not be allowed to take online courses in their first semester.	Lower level General Education courses should not be offered online.	Upper level General Education courses should not be offered online.	Limit the overall percentage of courses in a semester that are allowed to be offered online.	Limit the number of courses in a semester that an individual student may take online.	Limit the percentage of courses that a student may take online for their undergraduate degree.	Online courses should be limited to Winter/Summer sessions.
Mean	2.06	2.80	3.20	2.45	2.09	1.96	3.87
Variance	1.70	1.96	1.88	1.88	1.49	1.47	1.41
Standard Deviation	1.31	1.40	1.37	1.37	1.22	1.21	1.19
Total Responses	131	132	131	132	132	132	132

4. In terms of student effort in online versus face to face courses, do you feel that generally students in online courses, compared to traditional courses:

#	Answer	Response	%
1	Work less	48	36%
2	Work the same	22	17%
3	Work more	30	23%
4	No opinion	32	24%
	Total	132	100%

Statistic	Value
Mean	2.35
Variance	1.45
Standard Deviation	1.20
Total Responses	132

5. In terms of student learning in online versus face to face courses, do you feel that generally students in online courses, compared to traditional courses:

#	Answer	Response	%
1	Learn less	43	33%
2	Learn the same	15	11%
3	Learn more	6	5%
4	Depends on the subject matter	52	39%
5	No opinion	16	12%
	Total	132	100%

Statistic	Value
Mean	2.87
Variance	2.30
Standard Deviation	1.52
Total Responses	132

6. When a faculty member wants to offer an existing course online (i.e., a course that was previously taught face to face), who do you feel is the appropriate person or group to give final approval for the online course?

#	Answer	Response	%
1	The faculty member	14	11%
2	The convening group	37	28%
3	The convening group and Dean	56	43%
4	The Academic Review Committee	14	11%
5	No opinion	10	8%
	Total	131	100%

Statistic	Value
Mean	2.76

Variance	1.07
Standard Deviation	1.04
Total Responses	131

7.

#	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No opinion	Responses	Mean
1	Increase online offerings	14	48	26	17	21	6	132	3.01
2	Maintain the current level of online offerings	4	13	49	43	10	12	131	3.60
3	Decrease online offerings	13	8	34	44	22	9	130	3.62
4	Start a discussion concerning how online courses fit the Ramapo mission	58	50	9	8	6	1	132	1.92
5	Increase professional support for curriculum design	42	61	15	8	4	2	132	2.07
7	Increase Infrastructure support for online courses	41	53	18	8	8	4	132	2.25
6	Offer incentives for the development of online courses	27	41	21	22	17	4	132	2.80
8	Have recognition for teaching and developing courses in reappointment, tenure and promotion decisions.	43	39	21	11	11	6	131	2.44

Statistic	Increase online offerings	Maintain the current level of online offerings	Decrease online offerings	Start a discussion concerning how online courses fit the Ramapo mission	Increase professional support for curriculum design	Increase Infrastructure support for online courses	Offer incentives for the development of online courses	Have recognition for teaching and developing courses in reappointment, tenure and promotion decisions.
Mean	3.01	3.60	3.62	1.92	2.07	2.25	2.80	2.44
Variance	1.98	1.34	1.73	1.28	1.19	1.67	2.06	2.14
Standard Deviation	1.41	1.16	1.31	1.13	1.09	1.29	1.43	1.46
Total Responses	132	131	130	132	132	132	132	131

8. Are there certain courses which you feel would be inappropriate to offer online?

#	Answer	Response	%
1	Yes	106	82%
2	No	24	18%
	Total	130	100%

Statistic	Value
Mean	1.18
Variance	0.15
Standard Deviation	0.39
Total Responses	130

9. If you answered Yes to the previous question, please, if you can, give some examples of courses that should not be offered online.

Text Response

Math and science courses are often not appropriate for being taught online.

Lab and studio courses. Also Gen Ed.

Arts workshop and studio courses, lab courses, capstone seminar courses.

Any course in which the on-line version would be a more limited learning experience than a "live" version; i.e., there are some instructors who might be better teachers on-line than they are "live"; they should thus deliver their courses on-line. (For some instructors, it might depend on the specific course, so we'd adjust accordingly.)

Upper level courses and courses with lab components.

XXXX-It is about presenting lessons to the class. It could be offered on line if the students went to a school and did work there.

I believe most classes should be offered in person, and only classes pertaining to 'online' literacy, marketing, etc. should be offered online. Some exceptions could be made, but I believe more takes place in a traditional classroom than merely the learning of the material. These social/verbal/group dynamic skills can't happen online. So much of students' personal lives are being absorbed online, having experiences in class with real human beings might be the last refuge of the liberal arts. So - LIMIT online courses.

Courses towards the major at the upper level should not be offered on line; there should be a limit on how many lower level gen ed courses a person could do online - obviously a LAB cannot be done online. Courses online should have to develop an EXPERIENTIAL component - and I don't mean the 5-hour one - but assign , for example, museum visits, or attendance at performances or other things to get the students off their asses and out from in front of the screen, into the world, and they need to require proof of attendance at events and site or field visits.

Lab courses, studio courses, basic lower level intro courses.

Selected courses that require a lot of self reading assignments and don't require science labs could be considered.

Courses that need active learning are not fit for online format. Courses that are mostly about readings are appropriate.

Studio and lab courses in science and art.

A course that involves a lot of discussions. Exchanges of ideas often become much more time consuming when done in written forms. Also, it is difficult to see students' reactions (in face-to-face context, it's easier to see general reactions to the statement through facial expressions without all the students stating what they feel).

Workshop courses, discussion courses, upper level courses, senior seminar or senior project courses.

Science lab courses. Performing arts.

Any that would benefit from "face-to-face" interaction (depends on the subject matter).

I tried to offer a fieldwork course online-students worked at an agency for 60 hours throughout 8 weeks of summer and I designed an online course that aimed at developing integrative and critical thinking

skills in the students. Students felt disconnected in this course, I think because of the lack of face-2- face dialogue. Courses in which student experience more anxiety due to the types of content (the level of difficulty or lack of familiarity with content) should not be taught online. However, there are courses for which the online environment is a good fit.

Freshman courses, General Education courses, any course that is interactive, discussion based.

Internships; Field Work Courses

Science courses with a lab component (the lecture could be on line, but definitely not the lab)

College Seminar; senior capstone course

Essentially, any course that requires interactive learning, from things like public speaking and performance courses, to labs, etc.

All courses that require discussion to gain clarification, understanding or value of the material.

Courses with laboratories Courses that require a lot of faculty involvement (art, music)

Courses that would normally involve in-class group activities and discussion.

Most science courses

Courses where the learning outcomes are directly tied to in-class interaction - discussion, debates, presentation. Another learning outcome in most of my classes is gaining proficiency in oral communication, which would really not be possible with online teaching.

Will depend on the characteristics of the learner.....remediation courses for traditional students should be in-person.....BUT the needs of the Adult Learner, a population that Ramapo wants to attract must be considered. Working adults, with schedules to manipulate will choose those programs that can best accommodate their lives. The traditional in college schedule for on-campus students does NOT meet their needs. Such adult learners are not in need of campus resources (other than on-line library) and can be a money maker. There are many courses that most people would suggest should not be delivered on-line (such as sciences with labs) BUT....in the experience of my department, students who have taken such courses from accredited institutions have performed as well as the traditional Ramapo student. The quality of an on-line course depends on the faculty member teaching it....the same as traditional courses.

Certain kinds of skill-based and creative courses, those with a strong component of interaction, group work, presentations, interpersonal discussions, etc. We should explore further the values of interpersonal, face-to-face teaching/learning methods but also advantages of being online, or in some cases a mix of the two.

I do not feel that introductory (i.e.,100 & 200-level)foundation courses in any discipline should be taught on-line. I believe you lose two significant and essential educational components, namely: 1) the instructor-student interactive personal environment and 2) the class group participatory environment. Note: My academic area of expertise is information technology.

Studio or lab course where students learn from hands on experience not available virtually.

Courses where interaction is an important part of the course such as Strategic Management in ASB.

Courses with lab components.

Intro classes, classes requiring labs

Required courses should always have a face to face option. Many students with documented or mild learning disabilities have trouble with the online format. Anecdotally, I have had many students express they have dropped online courses in favor of waiting for a face to face offering.

Public speaking color theory classes that are dependent on critique/discussion/presentation

Production classes such as art/ filmmaking/ practical courses.

Some courses require face to face meetings for course learning goals to be realized. Personally, I would rather not tell faculty in other areas that they should or should not offer the course(s) they teach online.

There is no way to make sure that the student in an on-line course is who s/he says s/he is. There is no way to ensure that writing done by students in such courses is written by specific, individual students. There is too much opportunity for students to plagiarize and cheat. No Gen Ed--esp. writing intensive--course should be offered online at the undergraduate level. Our student population mostly lives on campus; they should be able to make it into a classroom to be taught.

I believe that many undergraduates struggle with the time management skills that are needed to be successful in an online course. Perhaps there should be a GPA requirement to take an online course. Students who are struggling in a particular area and have no time management skills should be taught face to face.

The simple answer is all of them. But, at the least, any course where the student needs to develop the ability to reason using the material taught in the class. The dynamics of seeing this happen in an interactive environment is vital to the learning process.

All of them. Restrict online courses to students physically unable to leave home.

Any course in mathematics of level 100 or above should never be offered online. Mathematics is a language and students need to be able to communicate using such language. They should be able to listen to it, write in it, and speak it. I believe that by taking a 100-level or above course in mathematics online students would only learn 10% of the course value that is offered in a face-to-face setting. The quality of an online course depends on a discipline. In many disciplines online courses are inappropriate and they are a cheap way for the colleges to make money by enrolling lots of students and providing them with poor-quality education.

Laboratory courses in the physical sciences. Courses which focus on oral communication.

Intro/Lit, Readings in the Humanities, Social Issues, Social Work courses with practice components; other courses that directly challenge students' existing values/social vision

I'm concerned about just about all our courses being offered on-line. We need to seriously consider why we are pursuing this, and whether on-line courses are consistent with a liberal arts mission.

Skills courses -- College English is a good example -- that require production by the student and supervision/critique by a professor can easily disintegrate into correspondence courses if offered on line.

Any course with a practical aspect to it; for example: biology, chemistry, some courses in the nursing program, parts of some courses with a significant amount of mathematics, e.g. finance, accounting.

foreign languages, literature, poetry

Lab courses

Any courses/majors where knowing how to work face-to-face with others is crucial to success in the field/profession: social sciences, nursing, teacher education, sociology, psychology, etc.

I feel that the option to offer blended courses part on line and part live insure that the student gets the best of both worlds and allows the live face to face interaction many students need

300 and 400 level major capstone courses, interdisciplinary school upper level core courses.

Certain required courses for a major, such as methods/data analysis in the social sciences, senior seminars/capstone type courses. Also, those courses that strongly rely on discussion, such as social issues.

Any physical science or biology course that requires hands on lab experience should not be offered on line.

Any of the Theater or Visual arts courses, by their definition, cannot be offered online.

College English and Readings in Humanities.

Online courses are not for everyone and all courses. They are more like independent study courses that are monitored by faculty.

Courses requiring hands on demonstrations Courses with many in class discussions as the dynamics in face to face discussions are different from those in say video conferencing.

Humanities and Social Science courses. Gen Ed math courses.

Methodology courses; courses with a fieldwork component.

I have no experience with online courses, but I dislike the idea of not knowing my students personally, so I think the decision should be based not on the type of course but on the comfort level of the professor.

Courses which have oral communication and presentation skills as goals in addition to courses with pedagogy that utilizes real time immediate simultaneous group tasks and critical thinking. Case study analysis often conducted real time, has a cumulative build, and closure/summary at the end of a specified timeframe may also be problematic.

No courses should be totally "on-line." All online courses should have some face to face element - even if limited to one or two class meetings. Moreover, I envision a future where all face to face classes with be "enhanced" by some on-line element. The two will eventually get mixed together. Education is by definition a face to face relationship. Like any technology, it can be dehumanizing or it can enhance our humanity. It depends on our wise and appropriate application of the new technology.

Courses that require hands-on training.

Research Methods courses as well as practicum courses

If there is a lab component to the course

Social Issues if you want a specific example. Also: Courses that are discussion based/oriented, Courses that need hands-on in-class work, courses that engage people, courses that serve people of multiple abilities...most courses to be honest with you.

Lower level gen-ed courses where heightened interaction with professor & other students is essential to broadening one's parochial perspective. Naturally, coursework in the arts and laboratory sciences are better addressed face-to-face.

Courses that involve a great deal of in-class discussion and spontaneous interpretation of materials by students should not be offered online; I feel that students can benefit greatly from classroom discussions, and even "live chats" lack the spontaneity of the classroom. Students learn from each others' questions and comments, and that aspect of learning may be diminished in an online class.

All developmental courses such as Basic Math and Developmental Writing

Studio courses

Seminar courses (i.e. requiring face-to-face discussions); lab / studio courses; gen ed science (b/c (1)

experiential component and (2) major misconceptions by students - easier to defuse face-to-face);

Writing-intensive courses, contemporary arts courses involving practice

Art courses that are not digital in nature, such as Drawing, Painting, Sculpture should not be offered on line. Most Theater courses also require interpersonal physical interaction.

Seminar courses, which I've taught online, do very badly without face to face interaction

Upper level courses that rely on a high degree of participation, class discussion, and in-person presentations, also studio courses that require personal interaction with the professor.

Production based courses with lab time require serious one-on-one interaction to best facilitate student learning. If web design and filmmaking can be taught online then why go to college?

Course that teach interpersonal and/or communication skills, and/or rely on active learning pedagogy; lab courses; courses already capped at under the normal cap for the course level

Coursework for professions that operate primarily by working face-to-face with other people: teaching, medicine/nursing, social work, psychology (in terms of working with patients), etc.

Any Liberal Arts and Humanities Courses, and probably most Social Sciences courses.

Technical courses in the sciences, nursing, business

Lab courses, studio courses and so forth.

This question needs to be answered not only a course-by-course basis, but also, according to skills and interests of the instructor. Some instructors are better equipped and more interested in blogging and utilizing a wide array of online tools and resources.

Research methods; seminars

Courses that require intensive classroom discussion and interaction between faculty and students and among the students themselves through peer-review and problem-solving workshops and investigations are best presented face-to-face. Also, courses that involve oral presentations and the development of oral presentation skills are best served by in-class courses. Teacher Education courses that involve students doing actual tutoring and teaching K-12 students would not work well in an online environment.

First Year Seminar, senior capstone courses

Obviously, any of the laboratory science courses

Music ensembles

Basic math skills can be offered online effectively - most other course should not be offered online

College English; Survey of British Literature I Modern American Poetry, Effective Speaking, Teaching for Effective Learning, any theater course, Stage Direction, Basic Acting, any painting course, music courses, creative writing courses.

Visual Arts, Theater and Music Courses such as Acting, chorale, set and costume design, drawing and painting, photography costume construction stagecraft producing the play and any other hands on courses that involve the physical person and physical mediums.

Courses with intense and constant lab work. as for courses that require a lot of debate and discussion, I am still not convinced (after teaching online for 3-4 years) that online discussion forums are good sites for the discussion.

Lab-oriented courses, all capstone and elective courses for a major.

Statistic	Value
Total Responses	94

10. How long have you been teaching at Ramapo College?

#	Answer	Response	%
1	1-5 years	53	40%
2	6-10 years	34	26%
3	11-20 years	24	18%
4	More than 20 years	21	16%
	Total	132	100%

Statistic	Value
Mean	2.10
Variance	1.22
Standard Deviation	1.10
Total Responses	132

11. Are you

#	Answer	Response	%
1	tenured?	70	53%
2	on a tenure-track line?	30	23%
3	not on a tenure-track line?	32	24%
	Total	132	100%

Statistic	Value
Mean	1.71
Variance	0.70
Standard Deviation	0.83
Total Responses	132

12. How many semesters (including Summer/Winter sessions) have you taught an online course?

#	Answer	Response	%
1	Never	87	66%
2	1-3 Semesters	24	18%
3	More than 3 semesters	20	15%
	Total	131	100%

Statistic	Value
Mean	1.49
Variance	0.56
Standard Deviation	0.75
Total Responses	131

13. How many different online courses have you taught?

#	Answer	Response	%
1	0	85	64%
2	1-2	31	23%
3	More than 2	16	12%
	Total	132	100%

Statistic	Value
Mean	1.48
Variance	0.50
Standard Deviation	0.70
Total Responses	132

14. Have you developed an online course?

#	Answer	Response	%
1	Yes	47	36%
2	No	85	64%
	Total	132	100%

Statistic	Value
Mean	1.64
Variance	0.23
Standard Deviation	0.48
Total Responses	132

15. Please give any comments you may have about online courses and their role at Ramapo College.

Text Response

We must be careful to maintain the integrity of our courses at all times. We must also have a way to insure that the person registered for the course is the one taking the course.

We must give more thought to preparing students to take online courses. Too often they take the material lightly because the course is online and they are not sitting in a class to be observed. It MUST be more than a reading list and a bunch of exams. New methods of faculty student interaction are crucial, such as telephone conference calls, online meetings, recorded lectures with student feedback as to what they learned, discussion threads, and student-to-student interaction. New methods of grading are crucial, as the old methods don't apply well to online. While our instructional technology faculty are wonderful nice people whom I love, the truth is that they really should be more up on the methodology. I have taken courses from the instructional technology faculty, and interacted with them in person and other ways to get questions and problems answered. The responses were not up to snuff. Again, really nice people and I think the world of them. World-class it's not.

More discussion needed.

We should allow certain ESTABLISHED and TOP QUALITY TEACHERS to teach in-demand courses - such as lower level gen ed courses - as overload or in-load as opposed to having so many unsupervised

adjuncts. This would save AND EARN money. we have MUCH MUCH too much of our lower level gen ed and majors' Core classes taught by adjuncts, and if we can lower that by allowing full time FAC to teach these online, it is a better alternative in many ways.

I am not a big fan of replacing traditional classes with online courses. I think online courses require a tremendous amount of effort from the teacher with limited benefits to the students.

Ramapo's strength is its small class sizes and one on one attention from faculty. Online courses detract from this strength. They should be offered only insofar as they meet the needs of returning students. A problem identified with Ramapo is the lack of rigor. Online courses make matters worse, because they tend to be even less rigorous.

Great for studying issues relating to the internet.

There needs to be a marked improvement in the online test security. Moodle lacks in this capacity!

We must also consider the students in our assessment of this new mechanism for transferring knowledge. Many students cannot succeed in an online environment. I'd like to see some guidelines/criteria for evaluating the types of students we should allow to take these types of courses.

Online courses offer a more direct opportunity for students to be self-directed learners. There are many other benefits-which in the end depend on the quality of the course design. In courses that are well designed, students can learn more than they do in a face-2 face course, simply because most of the "teaching" that takes place is in the form of feedback to students on their work. However, just as there are good and bad courses in the face to face venue, the same can happen in the online environment. The way a course is designed is very important-and at present we do not seem to have oversight of this at all. How can a peer evaluate an online course? What criteria would be used? When online courses are designed, faculty should be asked to tie the learning goals with the overall mission of the college and to demonstrate the way that the course, as designed, addresses those goals. I am concerned, however, about the number of courses students might take online-If we are going to promote ourselves as a liberal arts institution, then we need to be very careful about which courses are appropriate for the online environment-and about ensuring that each student spend a significant portion of time in face-2 face interaction with peers and faculty. Many students also think the online courses are easier-this I imagine might be related to the fact that they pay less for them-which I think is a BIG mistake-giving students and other faculty the idea that they are sub-standard-and easier. Students register for these reasons, and then find themselves in a bad situation-performing poorly and having to drop the course. The amount of time faculty have to devote in an online course that is well designed FAR exceeds the amount of time spent on face to face courses-and there is research that supports this assertion. Therefore, courses should be capped at 15, which is the recommended enrollemnt cap based on empirical evaluations of this question. The 22 student cap is arbitrary and inefficient. The development of online courses here seems to initially have been implemented as a means to make money-and that's fine-given the realities of the budget problems we have. However, I think we need to be more thoughtful moving forward about supporting faculty in their development and implementation of online courses-and we have to have better mechanisms for evaluating online courses. Using the usual evaluations for these courses (student evaluations) seems really inappropriate.

I am not sure about the implications of online courses. I feel that when there is a lack of interaction between instructor and student, the student might lose motivation. I find it gratifying to actually see my students develop awareness in certain academic areas.

On-line courses should not completely replace traditional course offerings. Additionally, hybrid courses should be considered carefully, courses which have both on-line and traditional course offering components.

I've been working on developing an existing Face-to-Face course for Online this Summer. It is striking how inferior the online course is going to be to the FTF version. In a FTF class, students experience me and each other, and then do readings on their own time, and return to the FTF environment. In the online course, there is only the reading. The interaction - such as it is - becomes little more than one of many things they might do in the midst of all their entertainment distractions. There is no doubt in my mind that in terms of both content and pedagogy, the online course is inferior. It is, however, both easier and less expensive, so I expect it will represent the future of what we do.

Students should not be able to take required courses in their major online. Students should be closely advised about online courses. They're probably fine for motivated students, but students who get lost in a traditional class will likely be worse off in an online course.

I am very disturbed by the way the administration (esp. the Provost's Office) is pushing online courses -- including online courses to replace face-to-face courses in the summer. The administration is incentivizing these courses in so many ways (lower # of students required, lower cost for students, etc.) that it is disingenuous for them to claim that they aren't pushing online learning. I believe that the place for online learning in a small, liberal arts college is minimal -- if it exists at all. I am very disturbed that such changes have taken place in this area with virtually no meaningful campus-wide discussion. So far, we are facing yet another round of top-down decisions affecting the basic running of the college -- in this case, affecting curriculum. Bad idea.

On-line courses are the "wave of the present".....we are already five years past the "wave".....if we want to become a progressive future oriented college, we MUST adopt on-line....and whatever is next. I have found that the work that my on-line students far surpasses my in-person students (a student cannot fall asleep in the back row....you must constantly keep track of them).....and the work that I must do to work online is MUCH more that what I must do for an in-person course. But I am someone who is constantly reworking all of my courses anyway

Of course we should develop them with the goal of using the medium to its best advantages. I found that a writing course was actually quite effective online, in part because there could be a quicker turnover with multiple drafts as well as feedback. Where a course involved exploring digital media and online cultures, an online learning environment was obviously essential.

I have been experimenting with a hybrid-type course (i.e. a combination of in-class instruction and several on-line sessions as needed). The students have reacted positively to the hybrid course. I have done this for only upper-level (300 and 400) only courses in the major.

I think Ramapo faculty and administration need to figure out ways to make online learning work; also, more research should be done in the area of videoconferencing in a classroom environment. Faculty who have not taught online classes need to make informed decisions; or a "poo pooed" by naysayers without some experiential evidence of ineffectiveness.

While I have not taught online courses to date, I plan to develop one to be offered in summer 2011.

Ownership of online courses must be worked out, as well as verification of identity for students taking the course, among other issues.

To clarify the previous point, I have begun transitioning to an online course and have started familiarizing myself with Moodle. I feel that teaching literature and/or writing can be handled quite effectively online; it may enhance student learning and participation actually, since the forum is language, and students simply can not opt to sit passively.

Have taught online internationally at the graduate level. The learning at that level does not include developmental socialization so there are fewer gaps. Part of undergraduate learning is also learning how

to relate to others. Cyber-relating may or may not prepare students for later career or life aspirations. Also, incentives for developing online courses should be no greater than for developing face to face courses. Until the context of online courses within the curriculum is clear, offering financial or other incentives skews the curriculum in favor of online courses and sends the explicit message that 'online is better' or 'preferred.' Tenure/promotion acknowledgement for developing courses of any kind should be equally valid.

I have helped other people develop online courses. I think some courses could translate well online but I fear that blindly providing incentive to develop online courses (while providing no incentive to develop in-class courses) sets a dangerous precedent. I think if the college wants to increase its revenue, we should be offering degree programs and continuing ed programs. I think we could also be looking at the classes that students who are currently enrolled at Ramapo take during the summer at community colleges near their parents' homes. These are the classes that we should look at offering online, as long as we can correctly transition them to online without losing any of the rigor or relevance that the in-class versions maintain.

Online courses compete with face to face courses causing the cancellation of the latter. Online courses attract students because they are easier to get information or answers for tests from third hand sources. In other words, it is difficult for the person teaching the course to supervise the students. One can have someone side to side helping with the questions when taking a test. A terminal degree should not be granted based solely on "online courses."

Online courses help students with their scheduling, which is a good thing. They're a legitimate method of course delivery (albeit one that is very labor intensive for the professor). Deans need to be involved in discussions about online offerings because of resource implications for the school. A GPA restriction may be warranted, for online courses; mediocre students often do much worse in online courses than in other courses.

Who owns the online course? If a professor designs one, how do we know the college won't hire an adjunct to teach it? Online courses should not be part of a liberal arts undergraduate curriculum.

I'd like to see some meaningful graduate courses online. I believe that many undergraduates struggle with the time management skills that are needed to be successful in an online course. Perhaps there should be a GPA requirement to take an online course.

I have taken and observed online courses. I see this as the wrong path to travel.

We (the Ramapo community) must talk about this ominous development - and we must go beyond anecdotal evidence to base our judgments on systematic studies. What does it mean that no elite schools are offering online courses?!

I don't think the ARC should be deciding whether or not an individual faculty member can offer a particular course. The faculty member knows his or her discipline best, his or her student body, and the goals of his or her unit.

The online course I teach is not at Ramapo but at XXX College. My perception (and I might be wrong) is that there is much more training and supervision there, in part because the on-line program was originally run by the State University of NY and there is still a great deal of funding for faculty support services.

The online courses I taught were not at Ramapo College. Online courses are very challenging for some students, especially those with very little computing skills but also those without the commitment to meet deadlines - complete tasks within specific times. There is also the challenge of understanding and interpreting requirements; for example, the student might not understand correctly what is required of

him/her. Finally, authentication be difficult to establish. Ivy League colleges are increasing aggressively their offer of online courses; therefore, Ramapo college should take the initiative to do likewise - the student body (target audience) is worldwide.

Obviously on line courses are cost savings for the college, a few may be fine, but too many will only dilute the liberal arts classroom experience that must be the core for any quality liberal arts experience, in my field on line courses are most prevalent in for profit 'trade/professional' instruction for very specific skill acquiring, i.e. advanced digital effects in photography, video, animation, etc.

Online courses can allow Ramapo to reach out to more returning students and others who have inflexible work schedules or disabilities that make traveling to class difficult. On the other hand, in my humble opinion, face-to-face discussion is a core principle of liberal arts pedagogy and cannot be replaced by online learning. The discussions that can occur in online settings can definitely be effective, but students do not get as much of an opportunity to get to know their professors or other students in the class. The sense of intimacy and connection can be lost in an online course, at least from the anecdotal examples with which I am familiar.

Amount of work for an online course vs. traditional course will be determined by the course and the instructor. It is difficult to make a generalization of which will have more of a workload. Same for student learning, very difficult to generalize. I have never taught online in a college/university setting, but teach web-based trainings as a part of my primary job.

Because I have no direct experience of online courses other than anecdotal discussion I feel that it is premature to offer an opinion.

My biggest concern is that online education is simply a fad that will eventually disappear, or will be the educational vehicle for the low-quality schools. Before we make a major resource commitment we really have to be certain that we can provide online educational services as effectively as we do in classrooms, and we have to be willing to do this on a course-by course basis.

The problem as i see it is the pricing. Why on earth do we price these classes at a discount? No one from the provost or prez office can explain this 2 price system. It actually is killing regular summer classes. This is the way students will take classes now, so it might as well be from us because they will transfer in the credits from elsewhere. We need more technical support. God bless Scottie but she is in no way a tech person. The other staff is not much better because Moodle has no proper training as it is a free program. We just don't have the support to help professors do what they need to do to make the classes as good as they can be. The fraud issue is major and no one is even trying to talk about it. How can i know that someone isn't just paying a body to take the online class?

This is an area that is growing and Ramapo needs to keep pace. There is less overhead so costs are lower from the college making this potentially very profitable. However, the courses and programs need to be well organized so that the quality of the degree does not suffer.

Regarding my no opinion responses above, I don't know how many courses are offered now, so I can't say whether there should be more or less.

I have been teaching online and hybrid courses for over a decade. There are better and worse ways to deliver content online and instructors may reasonably differ on what those are. The question is not whether there should be online courses, but rather, how can we wrest the most learning and goal fulfillment from online activities.

See above.

This subject needs much more discussion. Online teaching should not be mandated for each or any course but suggestions and criteria should be established for likely/potential courses based on the type

of course and instruction method demonstrated effective for this online modality.

This survey is a great start. I appreciate the conservative approach ARC, and the college generally, is taking to this issue. I am not against on-line teaching. I am not against the revenue it can bring in. I just think it is not an alternative to "relational education." I can see 20% of a student's transcript involving on-line learning. But even in those instances, on-line should also have experiential and relational aspects. No real learning happens without some face to face transmission.

Generally skeptical about online courses due to the lack of personal interaction. Teaching is a 2-way street as teachers and students both need feedback from each other along the way.

I need to know more about both the substances and modality of online courses to make informed judgments.

In the age of technology, student needs to work and study, flexibility of aforementioned, etc....how can Ramapo NOT embrace and address these options. ? Is the person who has not taught, or taken online courses best able to make judgments about future considerations?

Online courses are extremely important for better learning (if properly done) and ultimate survival of the College.

I am primarily against online courses and think they will serve only a slice of the population that Ramapo ultimately should serve. We are a small liberal arts college, and a small liberal arts college should encourage community and the experience of being in a class with many different "others." I am also disturbed that this survey comes now, after online courses have been going on. No more new online courses should be added until Ramapo understands itself a bit better, and decides how to proceed in this regard. I am also concerned that, perhaps counterintuitively, online courses will narrow options for many students. (I would also like to note that I didn't really find the first questions of this survey to be clear...they should have been reworded).

In academics generally, online courses will have a significant role in the future. For Ramapo college specifically, an executive decision needs to be made whether the product we offer our students will be consistent with what other colleges and businesses are doing or whether we prefer to (is "coddle" the word?) more and more strictly adhere to the learning systems employed in the past.

I admit it--I know very little about Ramapo's online courses. But I feel such classes can be valuable to a student's experience. That said, I do feel that face-to-face learning should be the preferred method. There's just so much that happens in the classroom that can't be replicated online.

Make sure payment for the online courses is appropriate and timely. The contracts for full-time and adjunct need to take online courses into consideration.

I have not taught online courses at Ramapo; I have taught online elsewhere. It can be quite effective in making courses available to students or potential students whose schedule won't comfortably accommodate all subjects they may need.

I have only taught online at another institution and it was, hands-down, a complete disaster. I think subject matter, convening group, and individual faculty desire need to be considered TOGETHER before any decision is made regarding an individual course. Presumably the outcomes for a course are (basically) the same regardless of the pedagogy - so, as long as a course is delivered online WELL, it shouldn't matter if it was taught online (with certain exceptions e.g. lab sciences, obviously) - because the student should be learning the same as in class.

Students who need to "fit something in" are often the ones most attracted to on line and other "meta-semester" options. I can see the financial and flexibility arguments, but believe students need to understand the tremendous amount of work associated with online courses. Online courses can be

completely valid and should not be treated as the step-children of the curriculum, yet they are fundamentally different. Their differences need to be acknowledged and considered (data!) when making decisions about how they best enhance the goals of our students and the College.

I do not understand what the issue or harsh critiques about online courses are coming from except some may be afraid of new technology and/or unwilling to learn. People also tried to stop plane travel and space travel or new technology that saved lives. We have had online courses for a long period of time at Ramapo College for the nursing program and other departments. MIT, Stanford, NJIT have entire course loads online. The first thing a parent buys for a student is a computer when they are about to go to school. We cannot stay in the Dark Ages or go back, but must educate the faculty that is willing to begin to control our educational technology so that it can work for us in the right economic model to ensure our survival. If not, students with any type of intelligence will take their learning and money elsewhere.

I taught a summer class online and it went badly. I don't think students learned much, and they complained about the workload, which I felt was hardly as much as they would have done in an offline course.

I think the topic needs a lot more discussion and I hope to be involved in that process. Online education is an inevitability but we have to be sure that certain standards are maintained.

I, personally, am not interested in teaching courses online. This may seem ironic since I teach web design and interactivity but my experience in the classroom suggests students need more individual attention than an online course can support. I feel that some courses are fine online but the perception for most students is that taking an online course is convenient and easier than an in-person class. If we can prove online courses have the same and ideally more rigor, then we will be meeting our mission as a top Liberal Arts College. Otherwise, just have students draw a turtle and send in the flyer to see if they have what it takes to be an artist. Online courses need serious scrutiny and major quality control. I know too many professors who can't seem to even answer student's email and we are expecting them to run an entire class online.

The college claims that it supports traditional summer school, but that is clearly not true. Currently, the college offers a double incentive to replace "face to face" summer courses with online courses: faculty are offered a bonus to teach online and students pay less for the courses. A double incentive in favor of online courses is, of course, a double disincentive for "face to face" courses.

It is hard to answer this question as there is a third, and research shows preferable, option: Hybrid. I have just completed the first such I designed, for a 100 level course, and will offer a 400 level hybrid in Fall. This is to see firsthand about these courses. It was difficult, and intense, to transpose the 100 level Gen Ed course I teach to Hybrid - but, to my pleasant surprise - was well worth it. Overall, student learning and performance were stronger than anticipated; this though would not have been the case had it been online only. The survey is difficult to answer, as the meaning of some responses is unclear. For instance, it is unclear whether some "do you think questions" are in general or refer to at Ramapo College. I applaud the survey intent though; just am not sure what you'll learn from it.

I feel online courses, particularly if receiving a stipend, should be more carefully scrutinized during this period of Ramapo's online development. Just as some students take online courses simply because it's easier, without concern for possible reduction in educational value, professors can also fall into that trap. We voice the need for teachers to spend more time with students, to know them outside of the classroom. We want students see Ramapo as less of a commuter school. The amount of face-to-face time students have with professors is already too limited and students already experience Ramapo as not having enough of a sense of community. We need to be careful that online courses are all

academically rigorous and don't negatively impact the sense of community at the college.

College is so much more than just learning the facts. I think online courses have their place in a college experience but the number of them that one student can take towards graduation needs to be limited.

I am concerned about the possible intrusion of online courses into the majors.

The train that delivers the online courses to Ramapo to make us an active online institution, hopefully, will have a seat I can purchase when it leaves.

I feel that there a very limited number of courses that are amenable to on line delivery. My experience is that students have very uneven abilities with using course software, on line databases, and the internet in general. In some of my courses I make extensive use of proprietary software and on line databases. I would say that 25% to 33% of students have difficulty working with technology. If I were to deliver these courses on line, I would expect a significant drop off in positive learning outcomes and student enrichment.

Statistic	Value
Total Responses	67