

## 1. Part 1

### \* 1. Part 1a: Institutional Strategy

The questions in this section include a number of statements about distance learning at USFSP. The survey asks you to rate each statement in terms of how strongly the statement represents the current status.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure or Don't Know
Executive leadership is actively engaged and focused on online learning	jñ	jñ	jñ	jñ	jñ	jñ
Clear vision and goals are articulated in writing, and are used to guide the decisions and operations of online learning	jñ	jñ	jñ	jñ	jñ	jñ
The relationship of online learning to the institution's mission and strategic plan is stated, communicated, and used to guide online program content and practice.	jñ	jñ	jñ	jñ	jñ	jñ
A coordinating body comprised of high level stakeholders is regularly convened to effectively steer the endeavor	jñ	jñ	jñ	jñ	jñ	jñ
Partnerships with external entities (content providers, academic associations, academic partners, consultants, etc.) are actively considered, explored, and engaged.	jñ	jñ	jñ	jñ	jñ	jñ

★ **2. Part 1b: Financial Model**

**The questions in this section include a number of statements about distance learning at USFSP. The survey asks you to rate each statement in terms of how strongly the statement represents the current status.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure or Don't Know
Clear financial expectations are articulated at the beginning of the effort and actual are tracked against expectations.	jn	jn	jn	jn	jn	jn
An organizational model for e-learning exists that is the result of an intentional process considering experience and multiple models; the model functions optimally to support the goals of the effort.	jn	jn	jn	jn	jn	jn
A clear financial model is developed to track true costs and revenues and calculate return on investment, based on multi-year enrollment forecasts.	jn	jn	jn	jn	jn	jn
Resource planning to support sustainability is included in the model.	jn	jn	jn	jn	jn	jn

**\* 3. Part 1c: Marketing and Recruiting**

**The questions in this section include a number of statements about distance learning at USFSP. The survey asks you to rate each statement in terms of how strongly the statement represents the current status.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure or Don't Know
A unique and powerful brand for online programs is developed with a distinct value proposition.	jn	jn	jn	jn	jn	jn
Strategies to promote program inquiries from potential students in defined target markets have been effectively implemented.	jn	jn	jn	jn	jn	jn
Processes and resources to maximize online recruiting efforts are in place, staffed, and result in effective inquiry-to-application conversion.	jn	jn	jn	jn	jn	jn
Obstacles to enrollment processes have been identified and strategies to overcome them implemented.	jn	jn	jn	jn	jn	jn
Distinctive and effective coordination between recruiting and advising functions are clearly articulated and implemented.	jn	jn	jn	jn	jn	jn

**\* 4. Part 1d: Faculty and Program Development**

**The questions in this section include a number of statements about distance learning at USFSP. The survey asks you to rate each statement in terms of how strongly the statement represents the current status.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure or Don't Know
A curriculum of faculty development for online learning is in place that includes application skills, effective design, teaching strategies with prerequisites for online teaching.	jn	jn	jn	jn	jn	jn
Faculty development includes online components for faculty to experience online education from a student perspective	jn	jn	jn	jn	jn	jn
A program delivery model has been developed based on needs/characteristics of target audiences and desired outcomes	jn	jn	jn	jn	jn	jn
A course design and development process is in place that emphasizes instructional design, effective practices, and faculty workflow, as well as a resources bank of exemplar cases	jn	jn	jn	jn	jn	jn
A rubric or set of design standards have been adopted to guide course design along with a template based on that rubric.	jn	jn	jn	jn	jn	jn

**\* 5. Part 1e: Student Support and Engagement**

**The questions in this section include a number of statements about distance learning at USFSP. The survey asks you to rate each statement in terms of how strongly the statement represents the current status.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure or Don't Know
Online programs include intentional strategies to build community, collaboration, and networking as part of the delivery process and curriculum.	jn	jn	jn	jn	jn	jn
Students have a single point of contact to address questions, access resources, and resolve issues pertaining to online courses.	jn	jn	jn	jn	jn	jn
Processes to support key academic and business services occur online with timely and accurate responses.	jn	jn	jn	jn	jn	jn
Students are oriented to online learning in terms of technology requirements, access procedures, and general expectations	jn	jn	jn	jn	jn	jn
A cross-functional team exists to coordinate, evaluate, and improve student services and support across departments and offices for online students	jn	jn	jn	jn	jn	jn

★ **6. Part 1f: Program Delivery and Management**

**The questions in this section include a number of statements about distance learning at USFSP. The survey asks you to rate each statement in terms of how strongly the statement represents the current status.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure or Don't Know
Innovative program delivery models (cohort based, non-semester terms, etc.) are implemented based on the needs of learners in the target audience(s) to support retention and completion.	jn	jn	jn	jn	jn	jn
Online program enrollments, retention, and graduation rates are centrally tracked and monitored.	jn	jn	jn	jn	jn	jn
Institutional policies clear address and support e-learning	jn	jn	jn	jn	jn	jn
Program courses are scheduled in an efficient manner that supports high retention, program completion and student advising	jn	jn	jn	jn	jn	jn
Staffing for program courses allows for flexibility, growth, scalability, and fiscal accountability	jn	jn	jn	jn	jn	jn
Online learning growth is consistent with overall goals for online learning in terms of geography, demographics, and enrollment.	jn	jn	jn	jn	jn	jn
The learning environment includes the necessary functional capabilities to support achievement of the overall online learning goals and objectives and all applications are integrated effectively.	jn	jn	jn	jn	jn	jn
The learning environment includes a 3-year or longer plan to manage upgrades, maintenance, capacity, and new capabilities for a growing online program	jn	jn	jn	jn	jn	jn
The process for making decisions about the learning environment is effective and efficient, including input from	jn	jn	jn	jn	jn	jn

technical, functional, and academic stakeholders

The learning environment includes support, processes, and recovery measures necessary to meet stated goals along with clear metrics for continuity to maintain a highly available learning environment to support mission critical applications

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### \* 7. Part 1g: Continuous Improvement

The questions in this section include a number of statements about distance learning at USFSP. The survey asks you to rate each statement in terms of how strongly the statement represents the current status.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure or Don't Know
Programs have clearly articulated goals and outcomes for student learning	jn	jn	jn	jn	jn	jn
Programs have clearly articulated goals and outcomes for student learning, effective assessment strategies to measure them and results are reported and used to make continuous improvements.	jn	jn	jn	jn	jn	jn
Clear metrics for services and support have been articulated in writing for each service area, assessments are conducted to measure them, and results are used to make continuous improvements.	jn	jn	jn	jn	jn	jn
A report on the state of online learning, including assessment results is regularly provided to the academic community	jn	jn	jn	jn	jn	jn

## 2. Part 2

\* 1. This section asks: How enthusiastic are people about online learning at your institution. Please rate your perceptions for each of the following using the scale below.

	Very Enthusiastic	Enthusiastic	Neutral	Unenthusiastic	Very Unenthusiastic	Unsure or Don't Know
Yourself	jn	jn	jn	jn	jn	jn
Others in your department	jn	jn	jn	jn	jn	jn
Faculty in general	jn	jn	jn	jn	jn	jn
Staff in general	jn	jn	jn	jn	jn	jn
Students currently enrolled	jn	jn	jn	jn	jn	jn



### 3. Part 3

- \* 1. What do you think are the three most critical issues or challenges your institutions faces with online learning?

  

- \* 2. What do you think are the three things your institution does best with respect to online learning?

  

- \* 3. What do you think is the MOST important reason your institution should grow, expand, or enhance online learning at your institution?