

2011 TTEG Survey on Hybrid Courses

Purpose:

The purpose of this survey is to discern which ATS schools offer hybrid courses, the format in which they are being offered, and the methods by which they are assessed.

Who designed this survey:

The Technology in Theological Education Group of the Association of Theological Schools. Upon survey completion, you'll find yourself at our web page on the ATS website.

Who receives the Survey:

This survey is being sent to the academic deans of ATS accredited schools. Survey results will be sent to all schools that complete the survey.

Definition:

A "hybrid course" is one that combines on-campus face-to-face classroom instruction by an instructor(s) with a distance component that decreases the amount of time students spend in a face-to-face classroom.

Rationale:

On July 1, 2011, the new definition of a credit hour by the Department of Education will go into effect. This definition may have an impact on the way an institution's hybrid and online courses are currently organized. It reads as follows:

§ 600.2 Definitions.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Respondents:

61 institutions responded to the survey, of which 53 agreed to share their names with recipients of the survey.

1. What is the name of your institution?

1. ACTS Seminaries, Trinity Western University
2. Alliance Theological Seminary
3. Anderson University School of Theology
4. Aquinas Institute of Theology
5. Baptist Theological Seminary at Richmond
6. Bethany Theological Seminary
7. Biblical Seminary
8. Boston College School of Theology and Ministry
9. Boston University School of Theology
10. Calvin Theological Seminary
11. Canadian Southern Baptist Seminary
12. Claremont School of Theology
13. Concordia Lutheran Theological Seminary, St. Catharines
14. Denver Seminary
15. Drew Theological School
16. Episcopal Divinity School
17. George Fox Evangelical Seminary
18. Golden Gate Baptist Theological Seminary
19. Graduate Theological Union
20. Iliff School of Theology
21. Kenrick-Glennon Seminary
22. Lincoln Christian University - The Seminary
23. Logos Evangelical Seminary
24. Logsdon Seminary
25. Loyola Marymount University
26. Lutheran Theological Southern Seminary
27. McCormick Theological Seminary
28. Meadville Lombard Theological School
29. Moravian Theological Seminary
30. Nashotah House Theological Seminary
31. Nazarene Theological Seminary
32. New Brunswick Theological Seminary
33. North Park Theological Seminary
34. Northeastern Seminary
35. Pacific School of Religion
36. Pentecostal Theological Seminary
37. Phoenix Seminary
38. Regent College
39. Sacred Heart Major Seminary
40. Sacred Heart School of Theology
41. Seabury-Western Theological Seminary
42. St Meinrad Seminary and School of Theology
43. St Vladimir's Orthodox Theological Seminary
44. Starr King School for the Ministry
45. The Lutheran Theological Seminary at Gettysburg
46. The University of St. Thomas School of Theology
47. Union Presbyterian Seminary
48. United Theological Seminary of the Twin Cities
49. United Theological Seminary - Dayton
50. Virginia Theological Seminary
51. Wartburg Theological Seminary
52. Western Seminary
53. Yale Divinity School

2. Are hybrid courses currently being offered at your institution?

Yes	59%	36
No	41%	25

Of those that responded in the negative to the question: “Are hybrid courses currently being offered at your institution?”

1. Is your institution likely to be offering hybrid courses

No current plans	45.8%	11
Within the next six months	4.2%	1
Within seven to twelve months	29.2%	7
After a year	20.8%	5

2. We have no current plans to offer hybrid courses because of one or more of the following (choose all that apply):

Insufficient funding	33.3%	4
Insufficient technological resources	33.3%	4
Insufficient number of personnel trained in distance learning	33.3%	4
Insufficient interest on the part of the administration	50.0%	6
Insufficient interest on the part of the faculty	66.7%	8

1 text response: Funding and technical staff and infrastructure are the major issues.

Of those who responded in the affirmative to the question: “Are hybrid courses currently being offered at your institution?”

1. Do your hybrid courses currently meet the new requirements in terms of contact hours for direct instruction for those portions of the class that are not held within a classroom?

Yes	59.4%	19
No	3.1%	1
Some do, and some don't	18.8%	6
I don't know	18.8%	6

2. If no, what changes will your courses be undergoing in order for them to meet the new standards?

1. We are wondering whether we need to do more synchronous teaching, or whether our hybrid courses need more f2f sessions.
2. We have a couple of classes that allow a few students to "web in" to a classroom class. So I need more definitions as to whether that constitutes a hybrid class for those students (since they are not physically face-to-face, even though they are "virtually" face-to-face). Are those considered "contact" hours? We also have one class where an adjunct professor who lives out of state "webs in" to the classroom.
3. We will have to increase the number of in-class hours, which will significantly decrease the number of students that will be able to take them.
4. One wonders just how we are to enforce the new standards in terms of monitoring the number of hours a student spends staring at a book or computer screen outside of class hours. In general our classes meet the norms for credit hour classes
5. continuous review/revision of assignment design
6. Our seminary operates with a student workload paradigm that has a range of required hours of student involvement. The lower part of the range falls beneath the new standards.

3. How many courses are offered in a hybrid format (number):

1-5	45.2%	14
6-10	29.0%	9
11-15	12.9%	4
more than 15	12.9%	4

4. What percentage of your Masters of Divinity program is comprised of hybrid courses?

Less than 10%	73.3%	22
11% – 33%	16.7%	5
34% - 50%	6.7%	2
More than 50%	3.3%	1

5. In what year did you start offering hybrid courses?

Before 1994	3.2%	1
Between 1994 and 1999	9.7%	3
Between 2000 and 2005	35.5%	11
Between 2006 and 2011	51.6%	16

6. Since August 1, 2005, the number of hybrid courses offered has:

Decreased	0.0%	0
Stayed constant	12.9%	4
Increased	87.1%	27

7. In what manner are the on-campus (face-to-face) portions of the courses offered (choose all that apply):

Main Campus only	74.2%	23
Extension Site only	0.0%	0
Both main campus and extension sites	25.8%	8

1 text response: And specialized locations for Dmin

8. How do instructors maintain a presence with the students outside of the face-to-face sessions (choose all that apply):

Postal mail	9.7%	3
Email	96.8%	30
Live, synchronous text chat	48.4%	15
Live, synchronous voice chat (telephone, VoIP such as Skype, etc.)	58.1%	18
Live, synchronous video feed (Skype, Adobe Connect, satellite, Polycom, etc.)	51.6%	16
Asynchronous discussion forums within a Course Management System (such as Blackboard, Moodle, Angel, etc.)	90.3%	28
Asynchronous discussions utilizing blogs, wikispaces, Facebook, or other social networking devices	51.6%	16

1 text response: Weekly Podcats of lectures, emailed to students

9. What types of instructional elements are used in the distance portions of the hybrid courses (choose all that apply):

Print text (textbooks, trade books, course packets, etc.)	96.8%	30
Texts created by the course instructor (lecture notes, text lectures, etc.)	90.3%	28
Internet resources (links to Internet resources outside of your institution such as videos, text, articles, blog sites, etc.)	93.5%	29
DVD/CD-packaged lectures created by the instructor of the course	29.0%	9
DVD/CD-packaged lectures created by someone other than the instructor of the course	9.7%	3
Audio podcasts created by the course instructor outside of classtime (such as in his/her office or a recording studio)	51.6%	16
Audio podcasts created by the course instructor during classtime (such as live recordings of class)	22.6%	7
Videocasts created by the course	58.1%	18

9. What types of instructional elements are used in the distance portions of the hybrid courses (choose all that apply):

instructor outside of classtime (such as in his/her office or in a recording studio)		
Videocasts created by the course instructor during classtime (such as live recordings of class)	32.3%	10

3 text responses:

- 1.Students record videos of themselves to show other students
- 2.Other varieties of videocasts than lectures
- 3.Articulate program narrated slide presentations

10. Does your institution utilize iTunesU to make your institution/instructor created content available to students?

Yes	9.7%	3
No	90.3%	28

11. If yes, how does your institution allow such resources to be available on iTunesU?

Public access	40.0%	2
Current student access only	60.0%	3

12. What types of social elements are used in the distance portions of the hybrid courses (choose all that apply):

Discussion forums	90.3%	28
Collaborative assignments (multiple groups of students work together to create one product for each group)	83.9%	26
Collaborative class efforts (the entire class contributes to one learning outcome, such as a wiki, glossary, or whole-class assignment)	48.4%	15
None	3.2%	1

1 text response: Including social media

13. What types of social elements are used in the face-to-face classroom portions of the hybrid courses (choose all that apply):

Class discussion	100.0%	31
Collaborative assignments (multiple groups of students work together to create one product for each group)	80.6%	25
Collaborative class efforts (the entire class contributes to one learning outcome, such as a wiki, glossary, or whole-class assignment)	38.7%	12
None	0.0%	0

Two text responses:

- 1.These vary by course, academic discipline, & professor's preferences
- 2.Have 2 and a half day learning convocation at start of each term

14. How are the hybrid courses assessed in terms of meeting program goals? (Choose all that apply)

Course goals are measured against program goals by the academic dean	55.2%	16
Course goals are measured against program goals by a faculty committee	89.7%	26

Two text responses:

- 1.The Director of Lay Degree Programs does the assessment.
- 2.Departments assess

15. Does your institution employ an external instructional standard for assessment, such as Quality Matters, Sloan-C, etc.? If so, which?

No	83.9%	26
Yes	16.1%	5

Four text responses:

- 1.IDEA Course Evaluations
- 2.Quality Matters
- 3.Instructional Assessment System, University of Washington
- 4.Quality Matters
5. LiveText for e-portfolios

16. Does your institution employ an internal instructional standard for assessment?

Yes	83.9%	26
No	16.1%	5

17. If yes above, what items of measurement does it include?

course overview	80.0%	20
Assessments	92.0%	23
learner engagement	56.0%	14
ADA compliance	28.0%	7
technology use	44.0%	11
communication strategies	32.0%	8
rubrics	64.0%	16

Three text responses:

- 1.stated learning outcomes in the syllabi; standardized student course evaluations
- 2.Student learning outcomes
- 3.compile grade point averages in four courses
4. certain student assignments are mapped and used to evaluate courses and programs

18. Who teaches the hybrid courses (choose all that apply)?

Regular faculty	100%	31
Adjunct faculty	64.5%	20

19. Do your faculty members who teach hybrid courses receive any specialized training?

Yes	83.9%	26
No	16.1%	5

20. If you answered Yes to the above, how is this specialized training offered (choose all that apply):

Institutionally created training, using institutional staff/faculty	80.8%	21
Contracted outside organization (such as Catholic Distance Learning Network, United Theological Seminary, University of Wisconsin program, Remote Learner-USA/Canada, Blackboard, etc.)	30.8%	8

One text response: Institutional Technology Dept. staff assist with faculty training and course design

21. Are your instructors encouraged or required to hold, or be in-process of obtaining, distance learning certification?

Yes - required	6.5%	2
Yes - encouraged	16.1%	5
No	77.4%	24

22. If you answered a Yes to the above, what types of certification does your institution encourage or require that hybrid course instructors hold:

CDLN (Catholic Distance Learning Network of the National Catholic Educational Association)	33.3%	2
University of Wisconsin Online Teaching and Learning Certificate	50.0%	3
Blackboard Certified Trainer	0.0%	0
Certified Moodle Course Creator	16.7%	1
Online Teaching and Learning Certificate (from United Theological Seminary)	33.3%	2
State college/university sponsored certification program	0.0%	0
Remote Learner-USA/Canada, Blackboard	0.0%	0

Three text responses:

1. Course developed and taught by our institutions
2. Proof of competency in online/Hybrid T&L from experience or other methods
3. United's Program