Do You Like This Question?

Yes | No | I Don't Know | Maybe | Could Be Persuaded | Spoiled Vote | Not Applicable

Open Survey Results

June 2012

Chart influenced by 'Survey'[i] by Sean MacEntee[ii] via Flickr CC BY 2.0

Introduction

The Open Consortium (Open4Us.org) is funded by the Bill & Melinda Gates Foundation to provide free services aligned with the U.S. Department of Labor's TAACCCT grant requirements.

This Open paper describes results of a survey of TAACCCT program Grantees at the commencement of their programs. It was motivated by Open staff seeking to understand Grantee goals, needs and abilities. This survey is one part of a series of efforts to achieve insight and understanding. Responses will contribute to informing the services Open deliver to Grantees.

Your reactions and feedback to this paper are important to us, please email your thoughts to anna@creativecommons.org who will act on your feedback as soon as possible.

Methodology

The Open survey was drafted by several members of the Open Consortium at the commencement of this program. The survey was in five parts covering: open licensing ; learning design ; curriculum, collaboration and ; working with the Open Consortium. All questions were voluntary, and most allowed respondents to provide optional comments. It used the Surveymonkey[iii] platform.

It was sent via email to Project Leaders of forty three known grantees of the TAACCCT program. The Leaders were asked to onsend it to the person responsible for coordinating the creation of resources for the project - the target audience. It was explicitly acknowledged in the survey introduction that respondents may be answering it on behalf of a complex multi-state or multi-system consortium -- if so they were asked to provide best estimate responses.

The survey was available from April 10 to May 15, and received fifty-three individual responses, of which forty-eight contained useful data. The projects who responded are listed in Appendix one. More than one response was received from ten projects, with two staff from six projects, and three staff from four projects responding. To balance results and avoid one project with multiple responses having undue weighting of results, they were aggregated, averaged and weighted. All commentary was retained and used. This resulted in use-able responses from twenty eight projects.

There was a high response rate to the open licensing section of the survey, with responses dropping for the learning design, curriculum and collaboration sections. This may be because they are more specialized topics. Responses have been cleaned for spelling/grammar errors.

Top level themes

- At the time of survey larger projects are still hiring and coordinating team members. The current focus of some Project Leaders is on collaboration within their project, which may be a higher immediate priority to them than collaboration with other projects. For example respondents noted *"will need additional time to consult with 13 consortia colleges,"* and *"very difficult to say all or none with more than 80 people involved in the project."* The Open Consortium acknowledges this and is communicating that we are available at any time to help them collaborate when they are ready.
- Vastly different responses were received from projects where more than one team member responded. This perhaps suggests great variance of opinions within each project, or that specific issues relating to licensing, learning design and curriculum have not yet been addressed or resolved. It reflects that some project teams are multi-college, multi-state initiatives, with members who may be meeting for the first time.
- The survey directly asked whether respondents are aware of the requirement to use CC BY licensing. The answers were either yes or no. Three out of forty-six responses answered 'no' however - within the context of their other answers - this is mostly likely due to their being unfamiliar with the requirement rather than resistant to use of CC BY licensing. One project mentioned they are not preparing course materials, rather their grant funding will go towards training.
- Low familiarity with CC BY licensing and OER across project teams.
- A strong need indicated for training on: metadata; finding OER; and how to use CC BY licensing; with strongest need being for metadata training. Responses included: *"We're good to go when pointed in the right direction,"* and *"while about half of the project team knows about the CC Licenses, we do not know or understand the details"*, and *"aware, but need education to know."* This will be addressed in the Open kickoff conference.
- Three respondents asked for guidance on using open licensed course materials together with materials from third party vendors.
- Universal Design for Learning is the design framework most projects are proposing to use to develop course materials.
- Six projects propose to make their learning approach online only. Most projects plan to use multimedia in the design of their courses.

Detailed questions and responses follow.

Detail of Responses

Q.2. Thinking about your project team, to what extent do you feel they are aware of Creative Commons (CC) licenses?
For example, if you think all of your team members are aware of what Creative Commons (CC) licensing involves please respond 100%.

Number of responses: 28 Projects (weighted)
Average of responses: on average it was estimated that 36% of team members were aware of what Creative Commons licensing involves. The most selected category was 25%.

% Project team aware of CC licenses	Number of responses	%
None to very few members	4	14
About 25%	**14**	**50**
About half	5	18
About 75%	5	18
100%	0	0

Key comments:
While about half of the project team knows about the CC Licenses, we do not know or understand the details.

I have told them a little about the requirement and provided the gist of the licensing of CC BY.

This is a topic we have not yet explored with the consortium, as we are in start-up mode and "product" has not yet been developed.; Maybe 5%--not 0.

They know that the content they are developing will be available for others' use but I doubt if many of them know much about CC.

Very difficult to say all or none with more than 80 people involved in the project.

Q.3. Are you aware of the requirement to release all DOL grant-funded content (new builds and revisions) under a Creative Commons Attribution (CC BY) license?
Number of responses: 28 Projects (weighted)
Yes   27
No   1

The one 'no' response was mostly likely due to their being unfamiliar with the requirement rather than resistant to use of CC BY licensing. Of forty-six individual responses, three responded 'no', however two of those were on a project where two others responded yes.

Q.4. What (if any) learning management system (LMS) platforms are currently used by consortium colleges to publish content?

Platforms nominated:

Name	Number of projects
Blackboard	16
Moodle	4
Angel	4
Canvas	2
eRacer	2
WebStudy	2
NTER (Energy)	2

Others: Wordpress, Wiggio, eRacer, Jenzabar, eCollege, Amazon Cloud, Desire2Learn, eCollege, WebCT, Sharepoint based.

Key comments:
We do not share platforms, this is our first effort at a state-wide system.

Q.5. Was metadata markup used when adding content to the platform?
Number of responses: 27 Projects (weighted)

Don't know	**19**	**70%**
Yes	4	15%
No	4	15%

Key comments:
Five comments were received noting that their projects have not yet begun to create content.

One commented: "*For some courses*"

Q.6. Thinking about your project team, to what extent do you feel they are aware of open educational resources?
For example, if you think all of your team members are aware of OER please respond 100%.

Number of responses: 27 Projects (weighted)
Average of responses: on average it was estimated that 46% of team members were aware of OER. The most selected category was 25%.

Estimated % of teams who are aware of OER	Number	%
None to very few members	3	11
About 25%	**9**	**33**
About half	8	30
About 75%	4	15
100%	3	11

Key comments:
Aware, but need education to know.

Course developers and some faculty may be more aware of these resources than other staff at the college.

Aware - our geographic location requires that we take advantage of multiple resource options.

Q.7. Of those in your team who are familiar with OER, to what extent have they released their past course materials as open educational resources?
Number of responses: 25 Projects (weighted)
Average of responses: on average it was estimated that 16% of team members – who are aware of OER - have licensed their course materials as OER. The most selected category was none to very few members, with 76% selecting that answer.

Previously licensed their resources as OER %	Number of Responses	%
None to very few members of the project team	**19**	**76**
About 25%	3	12
About half the team	2	8
About 75% of our project team	1	4
All of the project team	0	0

Q.8. How much assistance will your project team need to implement the following items on all materials produced through this grant?
Number of responses: 27 Projects (weighted)
Twenty three projects need some to a lot of help with the CC BY license;
Thirteen projects need some help to find existing OER; and
Thirteen projects need a lot of help implementing license and educational metadata.

	The CC BY license:	Finding existing OER to use in your project:	Machine-readable license metadata:	Machine-readable educational metadata:
not much	4	11	1	2
some	**12**	**13**	9	8
a lot	11	1	**13**	**13**
don't know		2	4	4
Data expressed as percent:				
	The CC BY license:	Finding existing OER to use in your project:	Machine-readable license metadata:	Machine-readable educational metadata:
not much	15%	41%	4%	7%
some	**44**%	**48**%	33%	30%
a lot	**41**%	4%	**48**%	**48**%
don't know		7%	15%	15%

Key comments:
We are a 2+ year old community college with limited resources in OER.

We need A LOT of help.

We're good to go when pointed in the right direction.

Q.9. Given there are existing OER in most disciplines, what percentage of your project course materials do you think will come from existing OER?
Number of responses: 25 Projects (weighted)
Average of responses: 52% of respondees estimate less than a quarter of project course materials will come from OER. Two commented that they cannot estimate at this stage of the project.

Average of responses: 12%
Spread:

	Number	%
>25%	**13**	**52%**
26-50%	8	32%
51-75%	4	16%

Key comments:
Since we have not yet explored all of the existing OER, it could possibly be greater than 50%.

Our course materials are primarily technical and we are not aware of much existing OER in those areas.

We will have very little "product" for this grant. Our focus is mostly on training.

An entire section of our grant is geared at trying OER in developmental math as offered through NROC to compare to students using traditional resources.

Q. 10. Please ask any question(s) you may have for the Open Consortium regarding Creative Commons licenses:

What is the procedure for using publisher materials that are protected by copyright? It would be helpful to have information to navigate this.

Much of our curriculum development will involve purchasing and adapting off-the -shelf products and I would think the vendors would resist including their materials in any open source / Creative Commons licenses. We need to know when we can and when we can't include them

Having an OER matrix for technical courses that are available would be extremely helpful.

FAQ's,

[What are the} *restrictions after grant cycle for using resources under the CC licenses?*

[What is the] *flexibility in re-purposing content, assessments, and media?*

[Is there a] *template for design of content to insure that the CC licenses are met?*

Q.11. Are there any design frameworks that you plan to use in the development of your course materials
Number of responses: 25 Projects (weighted)
Nearly half the respondee projects nominated 'Understanding by Design', and 40% nominated 'Universal Design for Learning'. Other approaches nominated by respondees include: 'Quality Matters Rubric'; 'Instructional Design Theory' (Elaboration Theory); and a modified ADDIE approach beginning with course competencies and

objectives to guide alignment among all of the elements within a lesson/course. Four respondees commented that they could not answer at this stage of the project.

Design Framework	Number of Responses	%
Universal Design for Learning	11	39%
Understanding by Design	**13**	**46%**
Differentiated Instruction	4	14%
Other:	0	0

Key comments:
I don't know if the folks doing curriculum development necessarily "know" that they're using one of these models vs. another.

This is up to the instructor and/or course developer. We will look into best practices for design frameworks, as used by community colleges.

Q.12. What approach to online learning do you plan to take?
Number of responses: 22 Projects (weighted)
Overwhelmingly projects will use a hybrid approach. Two comments noted that approaches vary between colleges, there is no one overarching approach.

Approach	Number of Responses	%
Hybrid	**20**	**91%**
Online Only	2	9%

Key comments:
This is a tough question. We have so many initiatives under this funding, and there isn't one approach that fits all. We have an Open Course Ware initiative that is online only, but we also have hybrid curriculum in a couple programs.

We have a robust online learning system, but we want to take it to the next level.

Knowing that this is focused on CTE, we feel Hybrid is key.

We will utilize the delivery method most suitable to optimizing student success.

Q.13. If you are creating a hybrid course, what percentage of your course(s) do you anticipate being online?
Number of Responses: 20 Projects (weighted)
Over half of respondees estimate that 40-60% of their courses will be online.

Online part of Course	Number of Responses	%
<20%	2	10%
20-40%	5	25%
40-60%	**11**	**55%**
60-80%	2	10%

Q.14. In thinking about your course as a learning environment, what design features are the most likely to support student success? Please describe
For example: readings; interactives; feedback; scaffolding; accessibility.

- In the written responses there were:
  Twenty one mentions of interactives
- Ten mentions of scaffolding
- Eight mentions of access
- Twelve mentions of feedback
- Four mentions of reading

Most used keywords in the written responses were:

Other key terms included: *interactive repeating of lessons ; simulations ; accessibility is critical as well as interactives and scaffolding ; immediate feedback; live chat capability ; content that addresses multiple learning styles, media rich modules, inclusion of gaming concepts ; differentiated learning opportunities, peer interaction accessibility ; tutors, contextualized developmental, technical remediation, individualized mentoring, interactive supplemental online materials, built for completion cohort model.... ; narratives, assessments (interactive), mastery of content and progress metrics.*

Key comments:
This is course- and program-specific. Different courses have different learning outcomes, and are designed with those outcomes in mind.

There is not a dominant area; design decisions will be made along the way based on the nature of the course and its relevant competencies/objectives.

I think all of your examples are needed for the most effective learning environment in supporting student success.
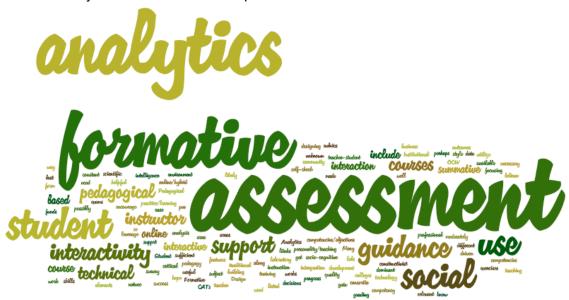
Our project has staff that work with faculty to design courses that are interactive with students.

a need for *"some way to determine readiness to succeed in the online environment."*

Q.15. Thinking about your course as a teaching environment, what design features are the most likely to support instructor success?
Please describe.
For example: formative assessment; social interactivity; analytics on student use; pedagogical guidance.

Most used keywords in the written responses were:

Keywords included:
● Fifteen mentions of analytics
● Eleven mentions of formative assessment
● Two mentions of summative assessment
● Five mentions of pedagogical guidance
● Three mentions of social interactivity
● Two mentions of interactive laboratories

Other responses:
1. building a community of practice/learning environment
2. social constructivist elements
3. socio-cognitive driven instruction
4. rubrics for assessments

5. business intelligence
6. Institutional support
7. technology that works
8. instructor training
9. sufficient funds to encourage quality work.

Key comments:
Formative assessments such as: CATs used online, analytics on student use, ease of grading, integration of competency assessments with exams and links between assessments and outcomes and competencies
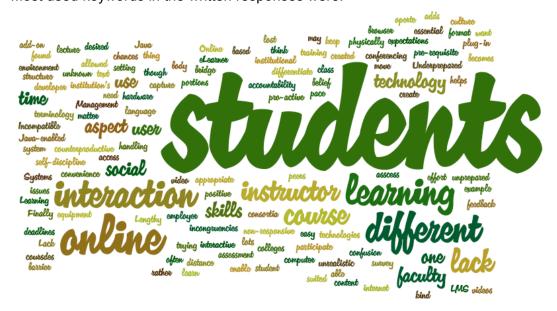
Our OCW course will not have a "teacher" per se with constant teacher-student interaction. What will be necessary for us is analytics on student use, perhaps social interactivity.

Each instructor will gain support from different areas based on their personality/teaching style. So some will get support from formative assessment, some from social interaction, some from analytics, and possibly some from pedagogical guidance.

Design decisions will be made along the way based on the nature of the course and its relevant competencies/objectives.

Q.16. Are there aspects of online learning environments that, in your experience, are counterproductive to supporting teaching and learning? Please describe
Number of Responses: 13 Projects (weighted)

Most used keywords in the written responses were:

The focus on written responses was very much on students and also on social interaction, including:

1. Three comments related to "*underprepared students with unrealistic time and effort expectations*," or who "*lack prerequisite skills*"
2. *Online learning has to be easy to use for both the student and faculty. We also want to be able to have employer access as well.*
3. Five comments related to interaction including: lack of interaction between students and between the student and their instructor; "*non-responsive students, no body language*"; "*students learn more from the interaction of their peers in the class setting*"; "*it is a different kind of social interaction.*" … "*I think some of this is lost even though it can be created in a different format.*"
4. *Lack of structure and deadlines so that students do not keep up with the online portions*
5. *Accountability and appropriate assessment issues*
6. *Lack of student self-discipline.*

Some comments related to use of equipment:
1. *Physically handling hardware and equipment is often essential.*
2. *Required video conferencing at the same time 2) Lengthy lecture capture videos*
3. *students skills on computer and internet*
4. *Incompatible technologies.*

Reference was made to faculty and institutions:
1. *lack of instructor training;*
2. *We have found that a positive, pro-active faculty or instructor helps to bridge the "distance" aspect of online learning for the eLearner*
3. *Institutional culture*
4. *courses that operate at the institution's convenience rather than for the student.*

A key comment:
Not all students are well-suited to the pace of the online learning environment. Additionally, not all students have access to the technology that would enable them to participate in online learning, if they so desired. There are also technology incongruencies that create a barrier (for example, if Java is an add-on or plug-in that the LMS requires of the user, and the user does not have a Java-enabled browser, then this becomes counterproductive. Finally, different Learning Management Systems use different terminology for the "same" thing; this may be a matter of trying to differentiate one from another, but this also adds an aspect of confusion for both the student and course developer, if they move from one to another system.

Q.17. To what degree is iterative revision a part of your design process?
Number of Responses: 20 Projects (weighted)
Iterative revision is very important-essential to most projects.

	Number of Responses	%
Not important at all	2	10%
Somewhat important	3	15%
Very important	**8**	**40%**
Essential	7	35%

Q.18. If iteration is a part of your design process, please describe how and at what points in the design process you use iteration to improve your design?
Number of Responses: 16 Projects (weighted)

Most used keywords in the written responses were:

Five responses acknowledged that this is not yet determined within their projects.

Key comments:
Develop course outline: review internally and externally Develop course content: review internally and externally Develop educational tools (objectives, assessments, labs, exercises, etc.): review internal and external Polish for overall appearance (creative design) Final review: internal and multiple external.

Our projects begin, end, and are punctuated by evaluation processes designed to help us constantly improve. We believe that none of our projects are ever truly finished. Our education process is directed by local area employers and workers, and evaluated by our steering committee, who are also entirely external to the college. We use the SCID process as a framework for development.
In the design process, sometimes it's like a spiraling effect so that before the next round of work, the previous is reviewed and revised, but then it may also be particular

checkpoints/milestones that drive the iteration. This is difficult to say in universal terms for all designs.

Revisions will be constantly necessary to keep up with rapidly changing technologies in the STEM fields.

Repetition with learning progression is important to our process.

I do not know. Each college operates independently and the design process depends on local expectations, processes and procedures.

Changes are made to a course after it's completed, and prior to the start of the next course. Student surveys and assessments provide data for course revisions.
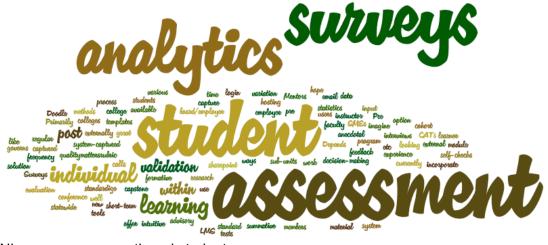
Responding to formative assessment results to improve student learning as needed and in a timely fashion, incorporation of feedback loops for students who need assistance.

Per the course development process we'll use rapid prototyping to ensure consistency along the entire spectrum of the production process.

It will typically be closer to publishing the course than any earlier since consortium colleges have their own developers. There will be communication between college SMEs and the grant instructional designer; the nature of that communication will vary widely depending on the "readiness" of the course and experience the SME has with developing for online learning.

Q.19. What tools and measures do you use to support iterative revision? Please describe:
Number of responses: 15 Projects (weighted)
Most used keywords in the written responses were

Nine responses mentioned student surveys

Seven responses mentioned analytics
Two responses mentioned input from employers

Key comments:
We do not have a standardized process. We would like to incorporate assessments as well as learning analytics.

Regular validation (every 2-5 years) of the program externally, employer feedback during capstone work experience, external validation from SMEs.

assessment and evaluation from students, faculty, users analytics own research and intuitive decision-making.

Depends on the individual college and instructor. There is great variation within the individual colleges. No statewide standard governs this.

Mentors for individual student cohort members Pre, post assessments self-checks for sub-units within a module learner analytics when available (short-term solution for hosting our material does not offer this option); student surveys for first version; hope to have system-captured analytics for second version or at least third.

Other comments mentioned: email; sharepoint; templates ; Doodle and LMS statistics ; CATs, student login time and frequency, pre and post tests etc. ; quality matters rubric

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Q.20. Do you plan on using multimedia in the design of your course(s)?
Number of Responses: 25 Projects (weighted)
Yes = 25

Q.21. To what degree do you plan on using:
Number of Responses: 19 Projects (weighted)

	Text	Images	Video	Interactives
<20%	1	1	4	2
20-40%	5	5	**7**	
40-60%	**6**	**10**	6	5
60-80%	**6**	4	3	**7**
>80%	2	1	1	2

Four respondees answered that this is not yet decided.
Two commented that this decision will be made by individual course developers and instructors

Key comments:
Each instructor must make this determination. Academic freedom

We don't have this formula completely figured out yet. I'm not sure if we'll have the option to do interactives given our website platform (that I don't know), but it would be nice.

We would also like to incorporate social interaction for students.

The college does have a concern regarding file size and the limited storage available. At present, the college does not have the capabilities for faculty to create videos and other interactive online learning experiences.

We are working with AES-Healthcare21 for content delivery of our IT Heath careers course and they are providing the content.

Q.22. What is your experience or comfort level in developing accessible instructional materials?
Number of Responses: 22 Projects (weighted)
Eight answered 'Yes I have experience'

Key comments:
This depends upon the course developer. The college does have an instructional designer, however, who assists course developers with providing accessible instructional materials.

My team will be working with an as of yet unidentified instructional designer.

Supplementing text with graphics, audio and video self-paced instruction, multimedia to support concept development, multiple formats for content, SCORM compliant software.

Q.23. Are you familiar with National Instructional Materials Accessibility Standard (NIMAS)?
Number of Responses: 23 Projects (weighted)
4 Yes (17%)
19 No (83%)

Q.24. Beyond 508 compliance, are you interested in innovating around online accessibility as a part of your course development process?
Number of Responses: 23 Projects (weighted)
20 Yes (91%)
2 No (9%)

Q.25. Please ask any question(s) you may have for the Open Consortium regarding Learning Design:

[Is there a] *suggested framework (standards, etc.) to guide content development and design?*

Q.26. What are your goals for your course(s)? Please describe:

Most used keywords in the written responses were:

Number of responses: 21 Projects (weighted)
One response that goals are unique to each program area.
Comments focused on students, including:

1. *increased student completion and retention rates*;
2. *adult learners who need academic supports*;
3. *to strengthen students' reading, writing, and mathematics skills, preferably before they apply and enroll at the institution, with the end-goal of having them bypass developmental (remedial) education*;
4. *we hope to attract remote, non-traditional students and students who are already working*;
5. *improve student readiness for college courses*;
6. *please see our work plan within our grant application. TAA, Unemployed, Underemployed and low skilled participants are the target population*;
7. *displaced workers across the state who need to imrprove their skills for higher paying jobs, this may include basic skills remediation*;
8. *increase student success while maintaining rigor, more interactive learning*;
9. *provide advanced training to current or prospective workers as well as allow workers with little or no formal education beyond GED or high school to earn college-level certificates and degrees*;

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10. to allow opportunities for students to demonstrate competency for previous knowledge/skills;
11. we hope to make access to course work more flexible for the student;
12. outcomes must be designed to help students understand the concepts of the course itself.
13. outcomes help students succeed in upper level courses;
14. we are targeting potential community college students interested in preparing for the math placement test and/or remediating so they can avoid developmental math altogether;
15. we want to have the strongest positive impact on displaced workers coming back to school to enter a new profession/work area. The outcomes are that we hope to have students be able to obtain a level of learning in a new skill set that can benefit them in the working world. Our target audience displaced workers;
16. student success is our overall goal. This grant specifically targets dislocated workers, however we will welcome any interested student into the project-related cohorts ; Writing, higher levels of comprehension, group participation. Students will be adults in 100-200 level courses without such knowledge of online learning

Other comments related to: Increase retention and completion ; completion and competency mastery ; increase accessibility and learner capacity ; accessibility, ease of use, accelerated achievement, better attainment of credit; certification.

Key comments:
- *Develop new courses in high wage occupations.*

- *We plan to help prepare America's .. workforce.*

- *Training people for green jobs. This will include TAA-eligible individuals but also anyone who wants to enter the work force or retrain.*

- *Structure content in a coherent and consistent manner to meet the needs of different learning styles.*

- *We are hoping to move to a fully competency-based model; to provide a more flexible means of delivering courses.*

- *Development of health care career materials that are interchangeable between programs of study.*

- *We want to use online education to accelerate completion of career pathways, Less than One Year Certificates and degrees for TAACCCT participants. We hope to improve retention to a certificate or degree. We hope to build sustainable coursework that survives the end of the grant.*
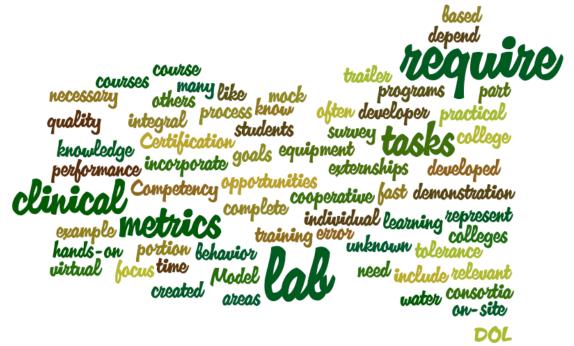

Q.27. Will the standard (competencies) that your course targets require a 'hands on' experience and/or assessment?
Number of Responses: 20 Projects (weighted)

18 Yes (90%)
2 No (10%)

Most used keywords in the written responses were:

Key comments:
All tasks are performance based, and include relevant metrics like how fast, tolerance for error, etc. These tasks more often than not also incorporate necessary knowledge and behavior metrics as well.

More than 50% of those that are being developed. For example, some programs will require on-site, lab time; others require "clinicals" (externships) or "co-ops" (cooperative learning opportunities).

A mock "trailer" … will be an integral part of the training process.

Not all of them; however many … courses have lab practicals. We will have virtual labs created.

Focus areas require hands-on demonstration

Q.28. What do you anticipate your biggest challenge will be in developing these courses? Please describe:
Number of Responses: 19 Projects (weighted)

Most used keywords in the written responses were:

Responses focused on
- Abilities of faculty (time, technical expertise and experience (noted by 2 projects), placing key personnel, motivation, to collaborate, "thinking outside the box to meet learning outcomes")
- Five projects flagged the ambition of creating courses rapidly (e.g. a short time before the first iteration, will key personnel have time to develop?)
- Two projects mentioned apprehension over mixing proprietary and open materials.
- Three projects named the challenge of achieving institutional buy-in and potential resistance to online courses

Technical issues:
- *to create online courses that have traditionally been classroom/lab based*
- *mimicking hands on laboratory exercises.*
- *learning Moodle (only used Bb in the past)*
- *finding the best platform to deliver the content*

Project scale:
- *The biggest challenge will be reigning in the scope of the project*
- *17 new/enhanced pathways--hard to say exactly*
- *Getting 14 colleges in the consortium to collaborate*

Mixing proprietary and open materials:
- *Like many I have spoken with, I am concerned about taking what colleges already consider effective courses but use proprietary materials and keeping that same quality by replacing with OER; also, I am concerned about the limitations of the platform;*

- Linking with commercial vendor support material with violating copyright or CC.

Two responses related to finding OER:
- Finding existing material to remix and reuse.
- identifying open materials that will support competencies.

Other key comments included:
- YES we want to work with our TAACCCT grantees;
- we don't know our cohort yet - a new area of training;
- Money, quite frankly;
- We have multiple community colleges participating in developing many different courses and programs so that will be a challenge. The other challenge is faculty who are used to developing based on a textbook and the open source idea has them worried/concerned.

Q.29. Are you willing to work with other TAACCCT grant recipients who are producing similar content?
Number of Responses: 25 Projects (weighted)
Yes: 25

Q.30. Have you selected a technology platform for your grant?
Number of Responses: 23 Projects (weighted)
9 Yes (39%)
14 No (61%)

Q.31. If you have selected a platform, what is it and why was it selected? Please describe:
Number of responses: 10 Projects (weighted)

2 Blackboard (*"used by the state system"* ; *"on a state contract"*)
2 NTER (*"we are required by the grant to use NTER. However, member institutions will likely move courses developed for the NTER platform under the grant into their own LMS's"* ; *"It was in the terms of the grant"*)
Moodle
CISCO - state contract and options
Schools will continue to use what they have.
Desire2Learn is the common platform used by all colleges in the System.
Adobe Connect

Q.32. How strong is your commitment to using the platform?
Number of Responses: 11 Projects (weighted)

5 Locked in (45%)
1 Flexible (9%)
3 Open to persuasion (27%)
2 Unlikely to change (18%)

Q.33. Are you interested in being a Platform+ participant?
Number of Responses: 21 Projects (weighted)
11 Yes (52%)
8 Maybe (38%)
2 No (10%)

Key comments:

We will have to reallocate staff time to move forward but we believe we have the talent to do so;

We would need more information before committing to this program;

I would like to start with a proven platform.

If you are or may be interested, please answer the following questions:

Q.34. Please evaluate the strength of your team's technical expertise:
Number of Responses: 21 Projects (weighted)
4 Low (19%)
13 Medium (62%)
4 High (19%)

Q.35. Do you plan to use learning data for assessment and evaluation of your learning design?
If so, how do you plan to use it? Please describe:

Number of responses: 11 Projects (weighted)
1 No
2 Do not yet know
8 Yes

Key comments:
We are a data-driven department. The data will be used at the student level to encourage completion, at [management] *level around program outcome measures, and at the* [course developer] *level for planning.*

Initial goals have been set by the grant and the college. Assessment and evaluation will allow [us] to tweak those goals to meet student needs.

To improve student learning over time by continuous improvement of the learning modules including new technologies as they arise.

It would be used for iterative redesign

Analytic as well as anecdotal data will be used to revise or strengthen both content and delivery of all courses developed.

We will use the required reporting standards set forth in the grant documents. That is typically being handled by someone outside of the design process

Feedback in curriculum pathways through the course model certificate.

Yes but not sure how to do this

Q.36. Are you interested in being a Co-development participant?
Number of Responses: 22 Projects (weighted)
7 Yes (32%)
15 Maybe (68%)

Comments:
We have set aside monies in our grant to pay for development of grant materials. We are structuring our labor agreements with on staff personnel to allow for dedicated development time as well. We also have very strong employer support, and are able to commit to offering their development talents to the mix.

Most of the online courses used throughout the [college system] are developed individually by faculty and of varying quality. A number of colleges have a formal evaluation process for their online courses, such as QM, but for many, these evaluations are either new or non-existent. Also, we are just now putting together a team for this project and anticipate most members will have little experience developing open, online developmental math courses.

We can use all the help we can get!

If you are or may be interested, please answer the following questions:

Q.37. Evaluate your team and project along the following dimensions:

	Learning Science and Course Design	Project Management	Technology	Human-Computer Interaction
My project is strong in this area	2	**9**	6	2
My project could benefit from support in this area	**12**	6	**10**	**14**
This will not be important to my project	2	1		

Number of responses: 16 Projects (weighted)

Q.38. Which of the following most accurately describes your project's current planning for learning design and pedagogy:

Number of responses: 14 Projects (weighted)
2 We have no approach to which we're committed (14%)
10 We are somewhat flexible in our approach (72%)
2 We have an approach to which we're strongly committed (14%)

Q.39. How strongly do you agree/disagree with the following statement:
Articulated student-centered, measurable learning outcomes are important to constructing and evaluating learning design.

Number of Responses: 21 Projects
5 Agree (24%)
16 Strongly agree (76%)

Q.40. Do you think the Open services will be helpful to your project?

Number of Responses: 23 Projects (weighted)
22 Yes (96%)
1 No (4%)

Q.41. In relation to what you know of the OPEN Consortium offerings thus far, which of these way would you like to be supported?

Number of Responses: 16 Projects (weighted)

Most used keywords in the written responses were:

5 comments related to CC BY/Open licensing;
4 comments related to OER;
2 comments related to collaboration;
5 comments suggested more time is needed to understand all Open offerings and assess needs;
3 comments related to help needed with platform selection;
2 comments asked for help with professional development;
2 comments mentioned Universal design;
Design and student assessments (pre and post) and accessibility were also mentioned.

Key comments:
Creating courses within the guidelines of the grant (i.e., not using material from textbooks, etc.)

Our project was created from an institution that does not have strong online education capacity. As a result, we have a wide range of needs in this arena.

Q.42. Do you have any other questions or comments about the Open Consortium?

We are not really developing courses as a part of our TAACCCT grant. It was difficult for me to answer these questions.

Will OPEN be able to assist with SCORM compliance?

--- End of Survey results ----

Appendix 1

Thank you to the 48 members of 28 projects who contributed:

UDC National Capital Region Innovations in Employment and Education Consortium
Air Washington
ASSIST
Beacon Project
Central California Community Colleges Committed to Change
CMCC Maine Consortium / The Future for ME
CUNY Career PATH
ExpressEd
Greater Raritan Workforce Delivery Project
Maximizing Student Achievement for Employment Success
Mississippi Corridor Consortium Career Accelerated Pathway
Workforce Development Pilot Program (WDPP)
National STEM Consortium
North Georgia Technical College TAA Healthcare Career Pathway Project
Oklahoma Works!
South Dakota Green Energy Production
TCC DeMaND Workforce
Missouri Healthcare Workforce Innovation Networks (MoHealthWINs)
MACCWDTA
Pennsylvania Consortium of Community colleges
TRAC-7
Virginia RETHINKS Health Sciences Education
Credential, Acceleration and Support for Employment (CASE) Consortium
Beyond Anchorage
IGEN Career Pathways Consortium
Kentucky H2P Consortium
The Colorado Online Energy Training Consortium
NISGTC

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[i] http://www.flickr.com/photos/smemon/6289600762
[ii] http://www.flickr.com/people/smemon/
[iii] http://www.surveymonkey.com