



Online Learning Survey

Opportunities, barriers, and support need

As a reminder, please use the following definitions when considering your answers to subsequent survey questions:

Program: A set of credit-bearing courses leading to a credential (e.g., degree, certificate, or other formal multi-course pathway). Programs typically involve additional approvals, resourcing, and governance compared with individual courses.

Primarily online program: A program in which 50% to 100% of required coursework is delivered fully online (aligned to accreditor definitions of distance education).

Fully online program: A program in which 100% of required coursework can be completed online, with no in-person requirements.

We recognize that many of the topics raised involve considerations beyond your direct authority and may depend on campus-level policies or broader academic discussions. If you would like to share the faculty perspective from within your unit, you may forward this survey to appropriate faculty members within your department.

* 9. Is fully online instruction currently offered at the undergraduate and graduate levels within your department, school, or college?

	None	Limited (1-2 courses)	Moderate (multiple courses)	Extensive (program-level)
Undergraduate	☐	☐	☐	☐
Graduate	☐	☐	☐	☐

* 10. Which of the following factors are the primary drivers for your department's interest in expanding fully online instruction?
(Select up to 3)

☐ **Sustainability:** Long-term program/departmental viability

☐ **Flexibility:** Scheduling for enrolled students

☐ **Access:** Serving place-bound or non-traditional learners

☐ **Workforce:** Aligning with industry and employer needs

☐ **Throughput:** Reducing bottlenecks and improving time-to-degree

☐ **Innovation:** Pedagogical innovation and digital learning

☐ **Equity:** Advancing access and equity goals

☐ **Revenue:** Cost recovery or new revenue streams

☐ **Other** (please specify)

11. If there are any meaningful differences in your responses between undergraduate and graduate contexts, please describe them here.

29%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)

Online Learning Survey

Opportunities, barriers, and support need

As a reminder, please use the following definitions when considering your answers to subsequent survey questions:

Program: A set of credit-bearing courses leading to a credential (e.g., degree, certificate, or other formal multi-course pathway). Programs typically involve additional approvals, resourcing, and governance compared with individual courses.

Primarily online program: A program in which 50% to 100% of required coursework is delivered fully online (aligned to accreditor definitions of distance education).

Fully online program: A program in which 100% of required coursework can be completed online, with no in-person requirements.

We recognize that many of the topics raised involve considerations beyond your direct authority and may depend on campus-level policies or broader academic discussions. If you would like to share the faculty perspective from within your unit, you may forward this survey to appropriate faculty members within your department.

* 9. Is fully online instruction currently offered at the undergraduate and graduate levels within your department, school, or college?

	None	Limited (1-2 courses)	Moderate (multiple courses)	Extensive (program-level)
Undergraduate	☐	☐	☐	☐
Graduate	☐	☐	☐	☐

* 10. Which of the following factors are the primary drivers for your department's interest in expanding fully online instruction?
(Select up to 3)

- ☐ **Sustainability:** Long-term program/departmental viability
- ☐ **Flexibility:** Scheduling for enrolled students
- ☐ **Access:** Serving place-bound or non-traditional learners
- ☐ **Workforce:** Aligning with industry and employer needs
- ☐ **Throughput:** Reducing bottlenecks and improving time-to-degree
- ☐ **Innovation:** Pedagogical innovation and digital learning
- ☐ **Equity:** Advancing access and equity goals
- ☐ **Revenue:** Cost recovery or new revenue streams
- ☐ **Other** (please specify)

11. If there are any meaningful differences in your responses between undergraduate and graduate contexts, please describe them here.

29%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)

Online Learning Survey

Formats of interest to consider

* 12. How would you characterize the general level of interest in supporting online instruction within the next 3-5 years?

(Please indicate your level of interest using the scale below, where 1 means Not at all interested and 5 means Extremely interested.)

	Not at all interested	Slightly interested	Neither interested nor uninterested	Moderately interested	Extremely interested
Undergraduate	☐	☐	☐	☐	☐
Graduate	☐	☐	☐	☐	☐

* 13. How would you characterize the general level of faculty openness or support toward online instruction?

(Please indicate the level of support using the scale below, where 1 means Strongly opposed and 5 means Strongly supportive.)

	Strongly opposed	Slightly opposed	Neither supportive nor opposed	Slightly supportive	Strongly supportive
Undergraduate	☐	☐	☐	☐	☐
Graduate	☐	☐	☐	☐	☐

14. Please share any additional context that would help interpret your responses.

35%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)



UC Online

Online Learning Survey

Primary student benefits of fully online program offerings

* 15. What are the primary student benefits driving your interest in fully online offerings?
(Select up to 3 for each category that applies)

	Undergraduate Programs	Graduate Programs
Flexibility: Scheduling for current students	☐	☐
Access: Serving place-bound learners	☐	☐
Throughput: Reducing bottlenecks/Time-to-degree	☐	☐
Availability: Improved course/seat capacity	☐	☐
Workforce: Alignment to industry/career needs	☐	☐

**Undergraduate
Programs****Graduate Programs****Equity:**Supporting
access and
equity goals☐☐**Other** (please specify)

41%

Prev

Next

Powered by

**SurveyMonkey®**Create surveys and forms with ease. [Sign up free.](#)

Online Learning Survey

Biggest barriers to fully online instruction

* 16. Which of the following do you perceive as the top barriers or constraints to expanding fully online programs?
(Select up to 3)

- ☐ **Faculty Time:** Limited faculty capacity or "bandwidth"
- ☐ **Workload:** Concerns regarding credit, compensation, or contracts
- ☐ **Quality:** Concerns about learning outcomes or academic rigor
- ☐ **Reputation:** Concerns about brand dilution or prestige
- ☐ **Governance:** Complexity of the approval/policy process
- ☐ **Support:** Lack of instructional design or technical support
- ☐ **Integrity:** Concerns about assessment security or cheating

- ☐ **Labs/Studios:** Difficulty translating clinical or hands-on work
- ☐ **Cost:** Lack of upfront investment/seed funding
- ☐ **Market:** Uncertainty regarding student demand or competition

Other

17. If there are any meaningful differences in your responses between undergraduate and graduate contexts, please describe them here.

47%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)

Online Learning Survey

Success outcomes for fully online instruction

* 20. When evaluating the success of online programs, which outcomes are the most important across the following categories? (Select all that apply)

	Undergraduate Online	Graduate Online
Student Learning Outcomes	☐	☐
Student Flexibility	☐	☐
Student Access	☐	☐
Enrollment Growth	☐	☐
Revenue Generation	☐	☐
Pedagogical Innovation	☐	☐
Faculty Satisfaction	☐	☐
Cost Efficiency	☐	☐

59%

Prev

Next

Powered by



Create surveys and forms with ease. [Sign up free.](#)



UC Online

Online Learning Survey

Most important conditions for fully online instruction

* 21. To make fully online instruction workable and ensure high-quality outcomes, indicate how important each of the following conditions is in relation to fully online instruction?
(Please indicate your level of importance using the scale below where 1 means not at all important and 5 means extremely important.)

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Instructional Design and professional course-building support	☐	☐	☐	☐	☐
Faculty Incentives (course release, compensated time, or workload clarity)	☐	☐	☐	☐	☐
Infrastructure (reliable tech support)	☐	☐	☐	☐	☐
Student Success Services (orientation, advising, and accessibility/captioning)	☐	☐	☐	☐	☐
Administrative Ease (streamlined approvals,	☐	☐	☐	☐	☐

Not at all **Slightly** **Moderately** **Very** **Extremely**
important **important** **important** **important** **important**

policy clarity, and
governance)

Market Insight

(evidence of student
demand and
competitive feasibility)

☐☐☐☐☐

Faculty Preparation

(training, peer
exemplars, and
pedagogical support)

☐☐☐☐☐

Other (please specify)

65%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)

Online Learning Survey

Changes that would increase readiness for fully online instruction

* 22. Which changes would most increase readiness and capacity to develop and deliver fully online instruction? (Select all that apply)

- ☐ **Faculty Incentives Direct:** Direct compensation (stipends)
- ☐ **Faculty Incentives Indirect:** Structural support (course release)
- ☐ **Policy Clarity:** Clear workload and credit expectations
- ☐ **Financial Model:** Clear expectations for revenue/costs
- ☐ **Instructional Design:** Dedicated ID partners and templates
- ☐ **Technical Support:** Reliable tech and 24/7 support
- ☐ **Governance:** Streamlined approval/governance pathways

☐ **Market Data:** Evidence of student demand/market research

☐ **Other** (please specify)

* 23. If resources and policy were not barriers, what is the single most impactful way fully online instruction could support your unit's mission over the next decade?

71%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)



UC Online

Online Learning Survey

The starting point for fully online programs

* 24. If your unit were to expand primarily online program offerings, what would be the most realistic starting point?
(Select up to 3)

- ☐ Redesign an existing program for primarily online delivery
- ☐ Expand an existing primarily online offering beyond an initial pilot or limited launch
- ☐ Develop a small primarily online pathway, track, or concentration
- ☐ Develop a certificate
- ☐ Develop a microcredential
- ☐ Develop a full degree program
- ☐ Not planning to expand fully online instruction
- ☐ Not sure

Other [If helpful, describe the credential type or curricular area (e.g., undergraduate/graduate, brief titles,

descriptors)]

76%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)

Online Learning Survey

Best candidates for fully online delivery

25. Are there particular types of courses or curricular areas that are better candidates for fully online delivery in your unit?

(Please list up to 5 examples using course titles or brief descriptors rather than catalog numbers.)

Example 1

Example 2

Example 3

Example 4

Example 5

82%

Prev

Next

Powered by



Create surveys and forms with ease. [Sign up free.](#)

Online Learning Survey

Approvals, timing, and constraints

* 26. For programs, what is a realistic timeframe from decision to first offering for a fully online program, assuming instructional design and support capacity are available?

- ☐ Less than 6 months (minor revisions)
- ☐ 6-12 months (redesign)
- ☐ 1-2 years (large redesign/multimedia development)
- ☐ Depends on the program
- ☐ Not sure

* 27. In your experience, what is the primary bottleneck that extends the development timeline for these programs?

- ☐ Faculty availability/competing priorities.
- ☐ Bureaucratic/Administrative approval layers.
- ☐ Lack of instructional design staff.
- ☐ Technical/platform limitations.

☐ Financial/budgetary approval cycles.

* 28. To what extent is your department feeling pressure from competitors who offer similar programs online? (Please consider both competitors within and outside the UC system.)

88%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)



UC Online

Online Learning Survey

Institutional-based supports needed for fully online instruction

* 18. Which institutional supports are most important for the success of online programs?
(Select all that apply)

	Low importance	Moderate importance	High importance	N/A
Instructional Design Support	☐	☐	☐	☐
Technology Support	☐	☐	☐	☐
Marketing & Student Recruitment	☐	☐	☐	☐
Policy/Regulatory Guidance	☐	☐	☐	☐
Financial Investment	☐	☐	☐	☐
Faculty Training and Development	☐	☐	☐	☐

* 19. At what level should primary responsibility for this support reside?
(Select all that apply)

	Primarily <u>Campus-Level</u> Responsibility	Primarily <u>UC</u> <u>System-Level</u> Responsibility	Requires <u>Shared/Coordinated</u> Responsibility	Not Sure
Instructional Design Support	☐	☐	☐	☐
Technology Support	☐	☐	☐	☐
Marketing & Student Recruitment	☐	☐	☐	☐
Policy/Regulatory Guidance	☐	☐	☐	☐
Financial Investment	☐	☐	☐	☐
Faculty Training and Development	☐	☐	☐	☐

53%

Prev

Next

Powered by



SurveyMonkey®

Create surveys and forms with ease. [Sign up free.](#)