

Academic Plan Consultation – Open Learning Faculty Member Survey Results

Institutional Planning and Analysis

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Executive Summary

Consultation with all stakeholders is an essential part of university academic planning. As such, the Academic Planning Committee provided TRU Open Learning Faculty Members (OLFMs) with the opportunity to give input to the planning process. OLFMs were sent an electronic survey that asked them to contribute their ideas for making TRU a “first choice” institution. Due to the virtual nature of the OLFMs’ participation, the questions were formatted slightly differently than the standard survey. The survey included the areas of: courses and programs, campus activities and campus life (virtual or non-virtual), facilities and spaces (virtual or non-virtual), services and support (virtual or non-virtual), and ‘anything else’. The consultation took place in January and February 2011, and included 186 TRU OLFMs. Responses of 24 OLFMs (13%) were received and analyzed by the department of Institutional Planning & Analysis.

Themes for OLFMs were centered around online learning. These included increased course selection, the provision of equivalent supports for Open Learning students (mainly through online service), institutional integration (through faculty interaction and student interaction), continued promotion of online learning, and expanded delivery options.

OVERALL THEMES

Course Selection

- Increase Course Selection

Contact with Students

- Contact students often (OLFMs)

Student Support

- Provide online student support (equal to On Campus)

Institutional Integration

- Integrate On Campus and Open Learning faculty and students

Promotion

- Various suggestions for recruiting new students

Delivery

- Expand the online curriculum, with varied pacing options
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Methodology

All TRU Open Learning Faculty Members were invited via e-mail to complete the electronic consultation survey. Theme analysis by a team of researchers allowed major themes to be highlighted. The results from all questions were combined and analyzed, allowing major themes to emerge. Subtheme analysis was limited due to a small respondent sample. This report, in conjunction with other consultation results, can yield valuable feedback for TRU academic planning. Detailed comments may be provided, upon request, by Institutional Planning & Analysis.

- Additional tables were not created due to a limited number of themes and subthemes.