REMOTE REALITIES: CHLOE 5
SURVEY RESULTS AND LATEST THINKING FROM ONLINE LEADERS

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THANK YOU

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**POLL: WHAT IS YOUR PRIMARY ROLE AT YOUR INSTITUTION?**

- Chief Online Office/Administrative leader of online learning
- Other Administrator, not affiliated with online learning (President, Provost, Dean, etc.)
- Full-Time Faculty
- Part-Time Faculty
- Instructional designer, educational technologist, etc.
- Faculty developer, CTL staff, etc.
- IT or technology staff
- Other
LIVE WEBINAR POLL RESULTS

What is your primary role at your institution?

- Chief Online Office/Administrative leader of online learning: 8.80%
- Other Administrator, not affiliated with online learning (President, Provost, Dean, etc.): 23.10%
- Full-Time Faculty: 20.10%
- Part-Time Faculty: 7.30%
- Instructional designer, educational technologist, etc.: 12.80%
- Faculty developer, CTL staff, etc.: 2.90%
- IT or technology staff: 2.90%
- Other: 22.00%
CHLOE CONTEXT AND FOCUS

• Perspective of the chief online officer (COO)- 5th CHLOE survey
• Distributed in May 2020
• Questions related to preparedness for and success of remote pivot
• Included questions on plans for Fall
• 308 institutions represented
# CHLOE 5: SAMPLE OF CHIEF ONLINE OFFICERS FROM 308 INSTITUTIONS

## Table 1. Comparison of the Fourth and Fifth CHLOE Samples

<table>
<thead>
<tr>
<th>Year</th>
<th>Public 2Y</th>
<th>Public 4Y</th>
<th>Private 4Y</th>
<th>For-Prof</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHLOE 4</td>
<td>99</td>
<td>135</td>
<td>123</td>
<td>8</td>
<td>366*</td>
</tr>
<tr>
<td>%</td>
<td>27%</td>
<td>37%</td>
<td>34%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>CHLOE 5</td>
<td>65</td>
<td>109</td>
<td>124</td>
<td>9</td>
<td>308*</td>
</tr>
<tr>
<td>%</td>
<td>21%</td>
<td>35%</td>
<td>40%</td>
<td>3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Both surveys also received one response from a private 2-year school, included in the totals.*
COO PERSPECTIVE: HOW CHALLENGING WAS THE PIVOT TO ERI?

- R-1
- Enterprise
- Regional Private
- Regional Public
- Community College
- CHLOE Sample

0% 10% 20% 30% 40% 50%

- Very challenging
- Somewhat difficult
- Smooth & straightforward

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## MAJOR CHALLENGES:
LACK OF PREPAREDNESS, RESOURCES, AND COORDINATION

<table>
<thead>
<tr>
<th>The Challenges</th>
<th>% reporting</th>
<th>308 Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low level of preparedness of campus-based faculty</td>
<td>75%</td>
<td>230</td>
</tr>
<tr>
<td>Underprepared students</td>
<td>62%</td>
<td>190</td>
</tr>
<tr>
<td>Lack of sufficient instructional design support</td>
<td>43%</td>
<td>131</td>
</tr>
<tr>
<td>Lack of resources to quickly train campus-based faculty</td>
<td>35%</td>
<td>109</td>
</tr>
<tr>
<td>Online infrastructure limitations</td>
<td>31%</td>
<td>95</td>
</tr>
<tr>
<td>Lack of centralized coordination of the effort</td>
<td>29%</td>
<td>90</td>
</tr>
<tr>
<td>None of the above</td>
<td>11%</td>
<td>34</td>
</tr>
</tbody>
</table>

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## MAJOR CHALLENGES:
LACK OF FAMILIARITY & READINESS BY FACULTY & STUDENTS

<table>
<thead>
<tr>
<th>Trimed Average Percentage of Faculty Without Online Teaching Experience</th>
<th>Sample</th>
<th>Community College</th>
<th>Regional Public</th>
<th>Regional Private</th>
<th>Enterprise</th>
<th>R-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>50%</td>
<td>35%</td>
<td>44%</td>
<td>51%</td>
<td>51%</td>
<td>66%</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>48%</td>
<td>43%</td>
<td>39%</td>
<td>47%</td>
<td>46%</td>
<td>57%</td>
</tr>
<tr>
<td>Tenured Faculty</td>
<td>54%</td>
<td>37%</td>
<td>47%</td>
<td>56%</td>
<td>55%</td>
<td>78%</td>
</tr>
<tr>
<td>Non-Tenured Faculty</td>
<td>48%</td>
<td>38%</td>
<td>39%</td>
<td>49%</td>
<td>44%</td>
<td>62%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Students with No Online Course Experience Pre-Pandemic</th>
<th>Sample</th>
<th>Community College</th>
<th>Regional Public</th>
<th>Regional Private</th>
<th>Enterprise</th>
<th>R-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>51%</td>
<td>46%</td>
<td>45%</td>
<td>45%</td>
<td>39%</td>
<td>44%</td>
</tr>
<tr>
<td>Graduate</td>
<td>27%</td>
<td>DNA</td>
<td>28%</td>
<td>28%</td>
<td>34%</td>
<td>49%</td>
</tr>
</tbody>
</table>
**POLL: HOW SUCCESSFUL WAS THE EMERGENCY REMOTE PIVOT AT YOUR INSTITUTION?**

- Very Successful
- Largely Successful
- Neutral
- Some Successes and Failures
- More Problems than Successes
LIVE WEBINAR POLL RESULTS

How successful was the emergency remote pivot at your institution?

- Very Successful: 11.9%
- Largely Successful: 43.6%
- Neutral: 17.3%
- Some Successes and Failures: 23.5%
- More Problems than Successes: 3.7%
COO PERSPECTIVE: HOW SUCCESSFUL WAS THE ERI PIVOT?

- CHLOE Sample
- Community College
- Regional Public
- Regional Private
- Enterprise
- R-1

Legend:
- Very Successful
- Largely Successful
- Some Successes & Failures
- More Problems than successes
FALL 2020: PLANS TO IMPROVE REMOTE INSTRUCTION
POLL: WHAT IS YOUR INSTITUTION’S RE-OPENING PLAN FOR FALL?

• Campus will re-open for all students, but with social distancing protocols
• Campus will re-open with social distancing protocols, but students have remote or online options
• Campus will re-open for some students/classes, but majority will be remote or online
• All students will be remote or online
• Undecided/Unsure
• Other
What is your institution’s re-opening plan for Fall?

- Campus will re-open with social distancing protocols, but students have remote or online options: 19.4%
- Campus will re-open for some students/classes, but majority will be remote or online: 55.8%
- All students will be remote or online: 18.6%
- Undecided/Unsure: 1.9%
- Other: 3.9%
# FALL 2020 PLANS: THINGS HAVE CHANGED SINCE MAY

(Multiple Responses Permitted)

<table>
<thead>
<tr>
<th>Course/Program Delivery Strategy</th>
<th>Sample</th>
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<th>Regional Public</th>
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<th>R-1</th>
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</thead>
<tbody>
<tr>
<td>Provide online, hybrid, and campus-based options</td>
<td>42%</td>
<td>36%</td>
<td>50%</td>
<td>43%</td>
<td>43%</td>
<td>62%</td>
</tr>
<tr>
<td>No decisions yet made</td>
<td>39%</td>
<td>38%</td>
<td>38%</td>
<td>32%</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>Return to campus-based instruction with social distancing safeguards</td>
<td>38%</td>
<td>36%</td>
<td>31%</td>
<td>47%</td>
<td>38%</td>
<td>45%</td>
</tr>
<tr>
<td>Continue temporary remote instruction</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>11%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Delayed opening</td>
<td>6%</td>
<td>1%</td>
<td>13%</td>
<td>7%</td>
<td>5%</td>
<td>10%</td>
</tr>
</tbody>
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Source: CHLOE 5 (May 2020) and C2i data from Davidson College as of 8/12/2020). Distinct C2i and CHLOE categories have been aligned as closely as possible.
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<td>7%</td>
<td>5%</td>
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Source: CHLOE 5 (May 2020) and C2i data from Davidson College as of 8/12/2020). Distinct C2i and CHLOE categories have been aligned as closely as possible.
As you look ahead to the summer and fall terms, are you working to improve the logistics and quality of remote instruction arrangements? (May 2020)

- **LARGE (>7,500)**
  - No: Priority is Return to Campus: 16%
  - No: Current Remote Courses Work Well Enough: 41%
  - Yes: Focus on Most In-Need Courses: 19%
  - Yes: Gradual Conversion to All Online Courses: 11%
  - Yes: Prompt Conversion to All Online Courses: 8%

- **MEDIUM (<7,500)**
  - No: Priority is Return to Campus: 13%
  - No: Current Remote Courses Work Well Enough: 34%
  - Yes: Focus on Most In-Need Courses: 16%
  - Yes: Gradual Conversion to All Online Courses: 21%
  - Yes: Prompt Conversion to All Online Courses: 11%

- **SMALL ONLINE (<1,000 students fall 2018)**
  - No: Priority is Return to Campus: 12%
  - No: Current Remote Courses Work Well Enough: 35%
  - Yes: Focus on Most In-Need Courses: 20%
  - Yes: Gradual Conversion to All Online Courses: 13%
  - Yes: Prompt Conversion to All Online Courses: 12%

- **CHLOE 5 SAMPLE**
  - No: Priority is Return to Campus: 13%
  - No: Current Remote Courses Work Well Enough: 35%
  - Yes: Focus on Most In-Need Courses: 18%
  - Yes: Gradual Conversion to All Online Courses: 17%
  - Yes: Prompt Conversion to All Online Courses: 11%
FALL 2020 PLANS: QUALITY IMPROVEMENTS FOR REMOTE COURSES

- Ensure that remote courses meet a common set of quality standards
- Employ a common course template
- Employ common tools & technologies
- Minimum expectations set for faculty-student interaction
- Enhanced faculty professional development and training
- Enhanced student orientation

Green: Will be Required in All Remote Courses
Blue: Implemented Optionally for Remote Courses
Orange: Wide Variation for Remote Courses
Teal: Will Not Be Implemented for Remote Courses

CHLOE Online Education
## FALL 2020 PLANS: INSTRUCTIONAL DESIGNERS CAN ONLY DO SO MUCH

### Average Number of Instructional Design Staff
December 2019 vs. June 2020

<table>
<thead>
<tr>
<th>Instructional Designers on Staff – Pre- and Post the Pivot to Remote Instruction</th>
<th>Sample</th>
<th>Community College</th>
<th>Regional Public</th>
<th>Regional Private</th>
<th>Enterprise</th>
<th>R-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Instructional Designers – Dec. 2019</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Full-time Instructional Designers – June 2020</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Part-time Instructional Designers – Dec. 2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Instructional Designers – June 2020</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
**POLL:** IN THE SPRING, MANY ONLINE LEADERS DREW A DISTINCTION BETWEEN “LOWER QUALITY” REMOTE INSTRUCTION AND “HIGHER QUALITY” ONLINE LEARNING. AT YOUR INSTITUTION, BASED ON FALL PLANS, DOES THE SAME DISTINCTION APPLY?

- Yes – Same distinction applies.
- Yes – But we have narrowed the “quality gap”.
- No – Our remote courses are equal in quality to our online courses.
- No clear distinction – there is wide variation by course.
LIVE WEBINAR POLL RESULTS

In the Spring, many online leaders drew a distinction between “lower quality” remote instruction and “higher quality” online learning. At your institution, based on Fall plans, does the same distinction apply?

- 27.5% Yes - Same distinction applies
- 30.0% Yes - But we have narrowed the "quality gap".
- 9.3% No - Our remote courses are equal in quality to our online courses
- 33.2% No clear distinction - there is wide variation by course
PANELISTS

Dr. Jill Buban  
VP, Digital Strategy and Online Education  
Fairfield University

Dr. Arletha McSwain  
HR Senior Training Specialist - Educational Technology,  
Title IX Coordinator, and Professor of Education,  
Bethune-Cookman University

Dr. Sasha Thackaberry  
VP, Online and Continuing Education  
Louisiana State University
Resources
Download the CHLOE 5 Report

encoura.org/project/chloe-5-the-pivot-to-remote-teaching-in-spring-2020-and-its-impact/
Webinar On-Demand

encoura.org/project/planning-in-the-dark-reimagining-the-undergraduate-experience-for-fall-2020/

Planning in the Dark:
Presidential Perspectives on
Reimagining the Undergraduate Experience for Fall 2020