

**Faculty Technology Survey Comparison, Fall 2015 and Fall 2016**

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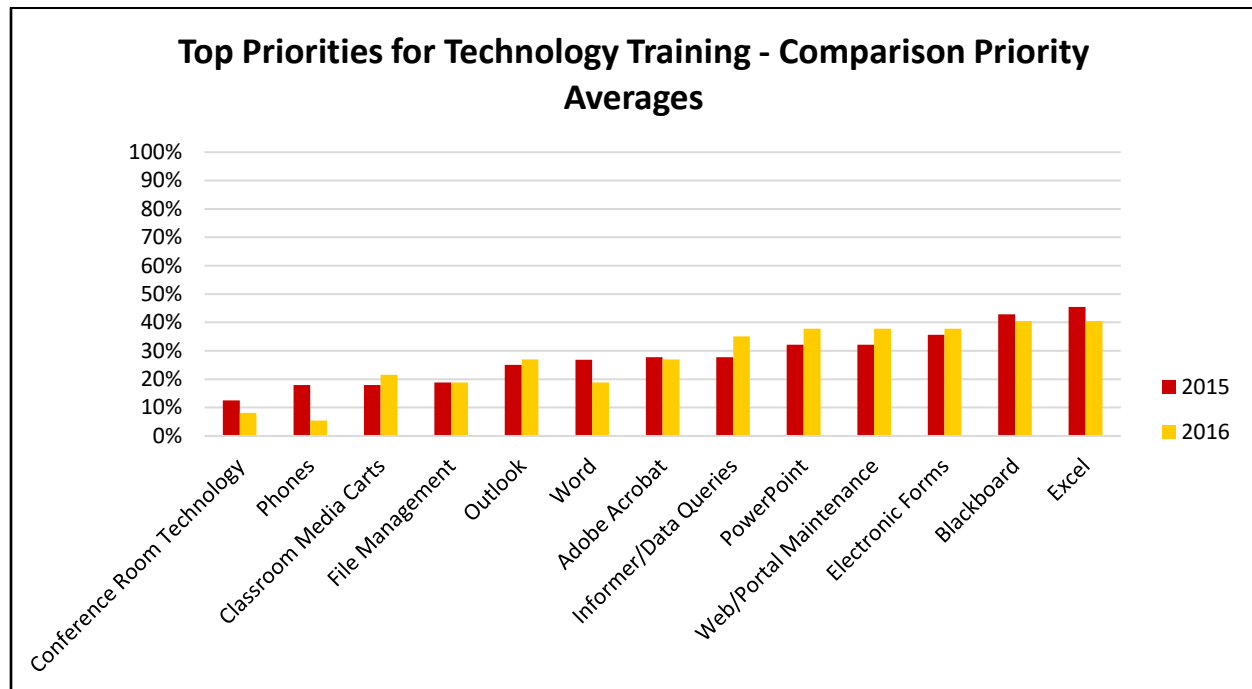
April 7, 2017

In the Fall of 2015 and the Fall of 2016, a Technology Survey was administered to assist in addressing the technology and training needs of the COD Faculty. The following report is a summary of the similarities and differences between the two years the survey was given. Charts are provided where differences were found to help illustrate the differences.

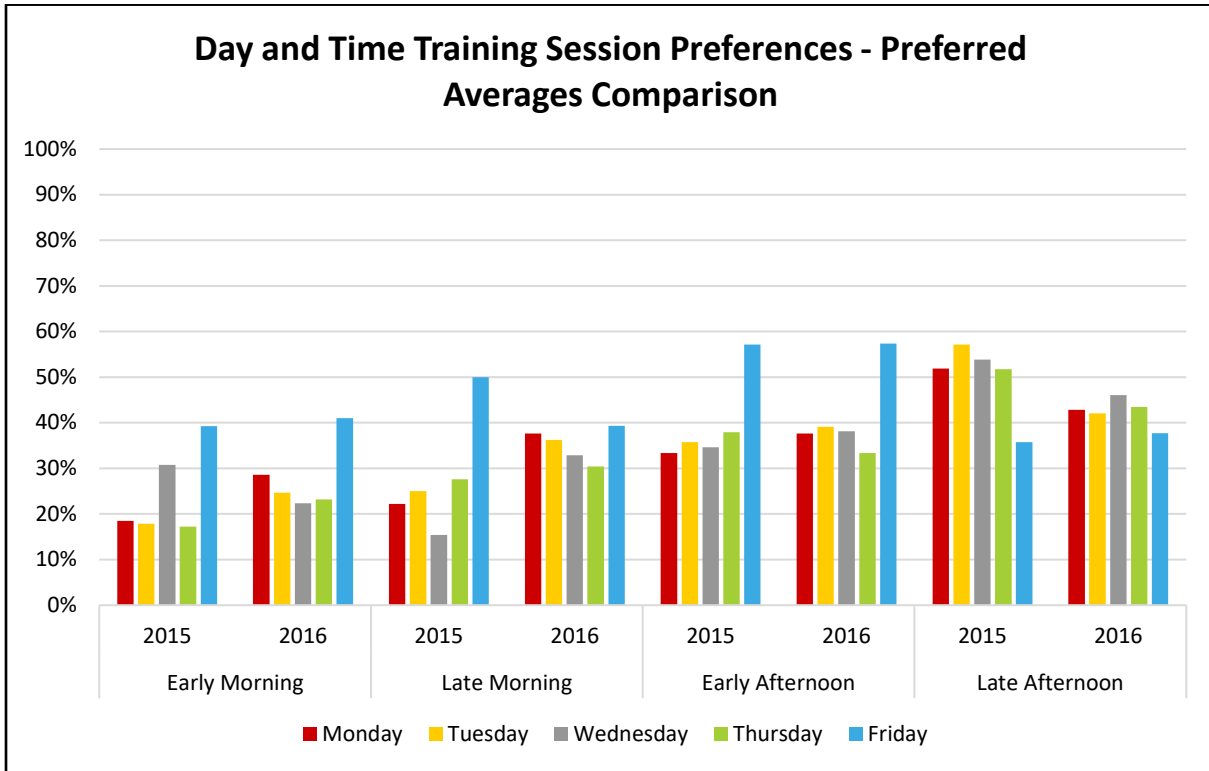
There was a total of 116 respondents for the 2015 survey and 43 respondents for 2016. For both years, the most common age groups are the, 50-59 age bracket (30.0%-2015 and 33.3%-2016) and the 60-69 age bracket (29.0%-2015 and 33.3%-2016).

1-5 years and 11-15 years of community or technical college workplace experience are the most common work experience brackets in the 2015 survey, with 23.8% in each bracket. In the 2016 survey, the most common work experience bracket was 11-15 years with 26.5% and 1-5 years being the second most common bracket with 23.5%. The majority of employment status for both years is “Part-Time/Adjunct” with 66.3% in 2015 and 58.8% in 2016.

When presented with a list of various technology training topics, respondents were asked to select their top priorities. Among the 13 training topics presented, only 1 had a statistically significant difference from 2015 to 2016. Phone training, such as Call Forwarding and Transferring Calls, had a statistically significant decrease from 2015 to 2016 ( $t=2.378$ ,  $df=104.74$ ,  $p<.05$ ).

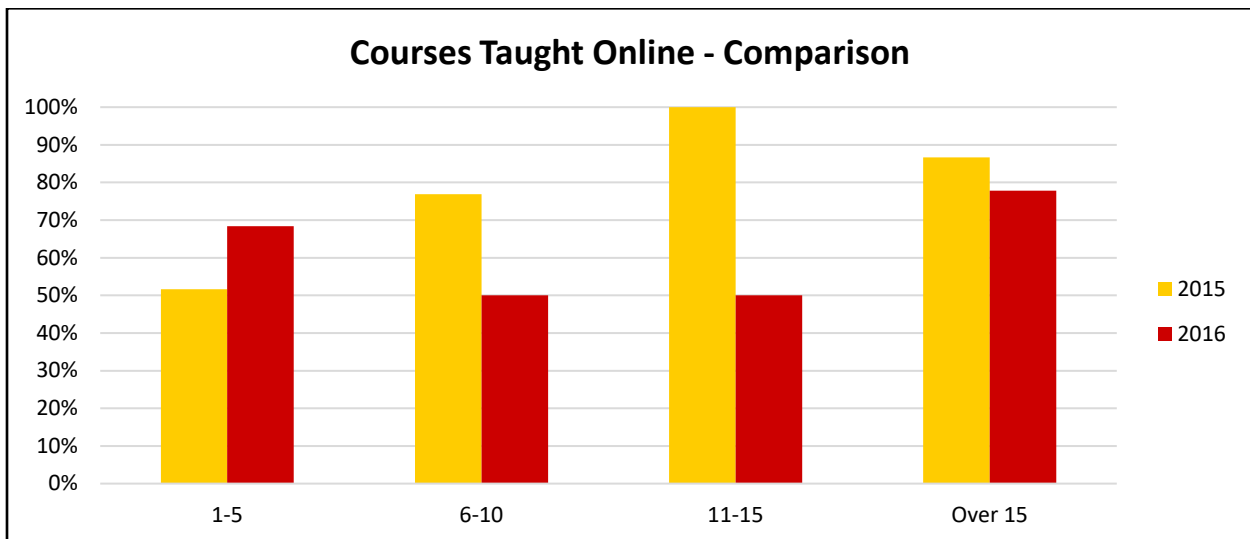


When asked the best day and time to conduct training sessions, there was only one significant difference between responses in 2015 and 2016. More faculty preferred Wednesday, Late-Morning training sessions in 2016 compared to 2015 ( $t=2.0331$ ,  $df=95.766$ ,  $p<.04$ ).



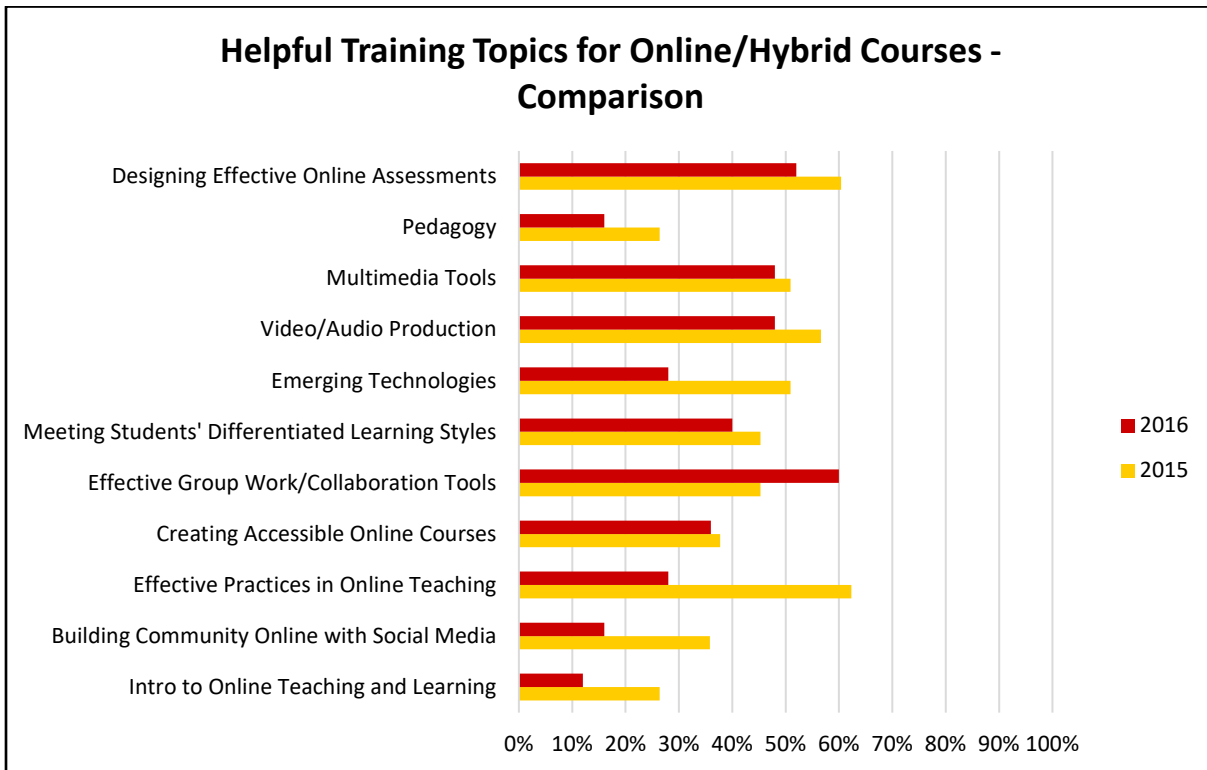
There was no statistical difference between Faculty teaching Online, Hybrid, or neither (face-to-face) between the 2015 and 2016 Technology Surveys.

Next, respondents were asked how many courses they had taught either online or as a hybrid. From the 2015 and 2016 survey, there was one statistically significant difference in responses, the amount of Faculty who taught 6-10 online course. In the 2015 survey, 76.9% of Faculty taught 6-10 courses online while only 50.0% of Faculty taught 6-10 courses online in 2016 ( $t=2.3159$ ,  $df=74.934$ ,  $p<.05$ ).



Though there appears to be a significant difference between the amount of Hybrid courses Faculty taught between 2015 and 2016.

Faculty were presented with a list of 11 training topics and were asked to select all topics that they felt would help them be more successful in teaching online and/or hybrid courses. Out of 11 topics there were one difference from 2015 to 2016 – ‘Effective Practices in Online Teaching’ experienced a statistically significant decrease from 62.3% in 2015 to 28.0% in 2016 ( $t=3.0146$ ,  $df=50.077$ ,  $p<.01$ ).



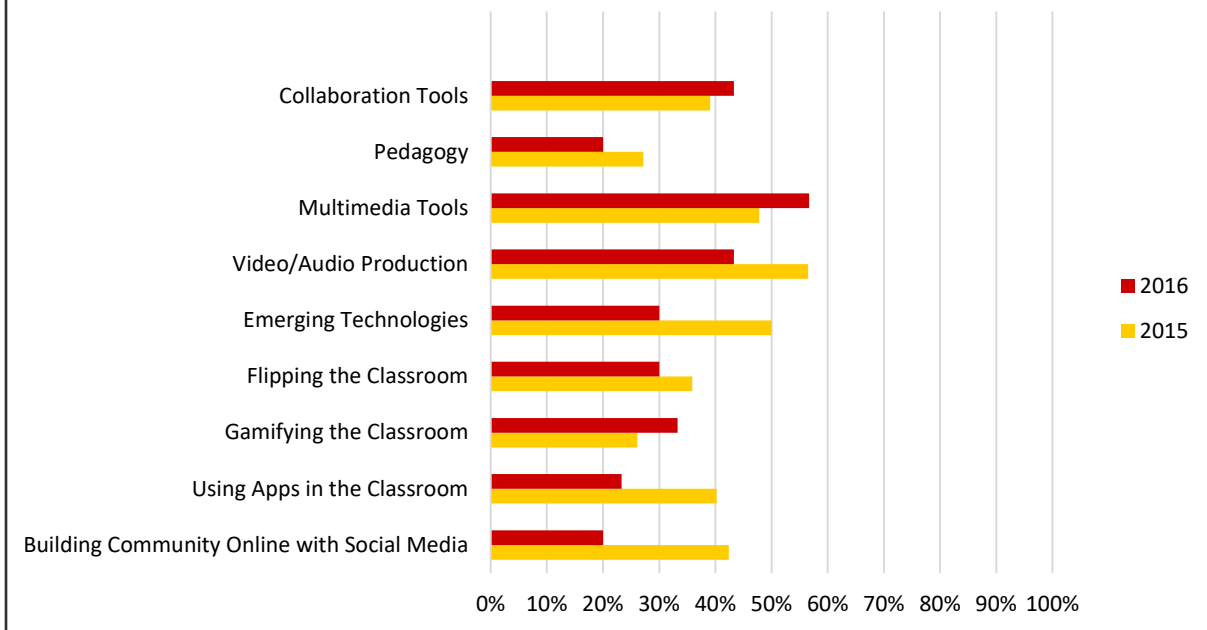
There was no significant difference between responses in 2015 and 2016 when Faculty were asked, “Would you like to teach online or hybrid in the future?”

**Presence of Technology in the Workplace**

There was no difference in the use of Blackboard (in 2015) and Canvas (in 2016).

Faculty were presented with a list of training topics that would help them to be more successful at using Blackboard (2015) or Canvas (2016) in their face-to-face courses. One topic had statistically significant differences between 2015 and 2016 – ‘Building Community Online with Social Media’ had a significant decrease from 42.3% in 2015 to 20.0% in 2016 ( $t=2.4726$ ,  $df=59.581$ ,  $p<.05$ ).

## Training Topics to Help Faculty be Better at Using Blackboard/Canvas - Response Comparison

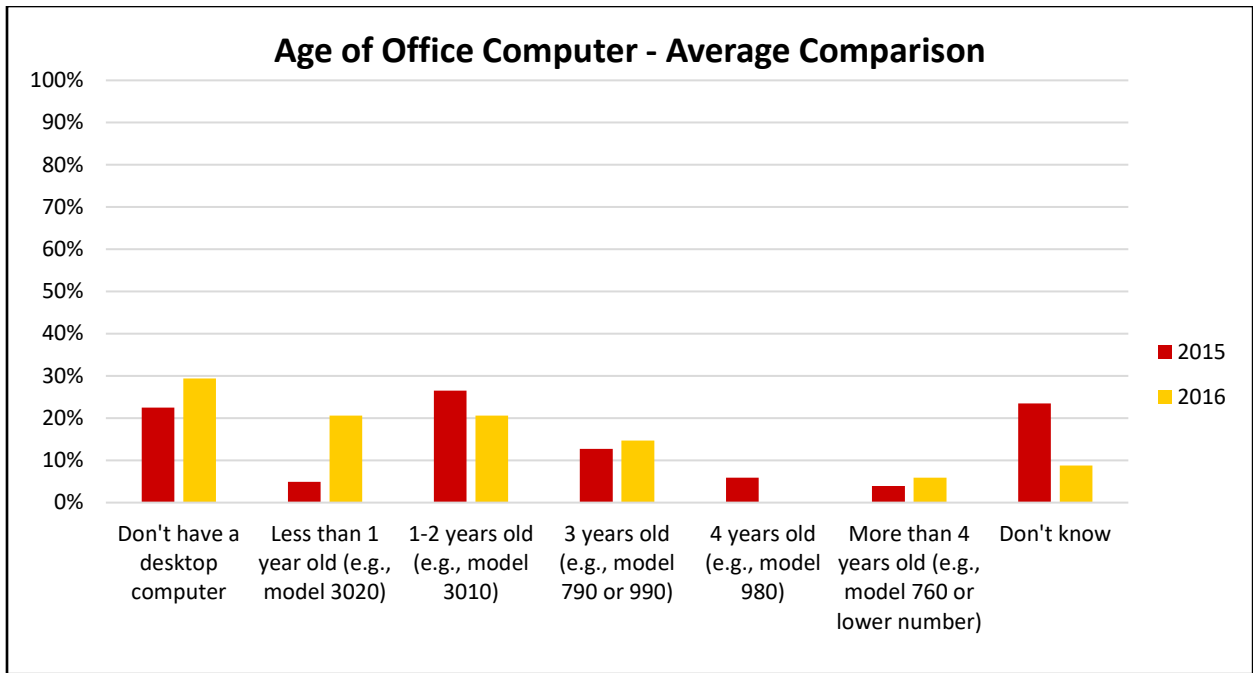


Faculty were presented with 7 statements asking them to indicate the extent to which they agree or disagree in regards to training and incorporating technology in their workplace but no differences were found between 2015 and 2016.

Faculty were asked how effective technologies and/or tools were in improving teaching and learning in the 2015 and 2016 surveys, but no differences were found.

No differences were found regarding the top three sources of new technological information for faculty, their skill level of using various technologies, or their self-descriptions regarding their acceptance and use of new technologies.

When asked the age of their office computer, there was a statistical significant difference in responses from 2015 to 2016. More faculty indicated that their computer was less than 1 year old in 2016 ( $t=2.3628$ ,  $df=65.241$ ,  $p<.05$ ).



### Accreditation

Lastly, respondents were then asked 5 statements where they needed to either agree (yes) or disagree (no). None of the 5 statements were found to be statistically different between 2015 to 2016.