

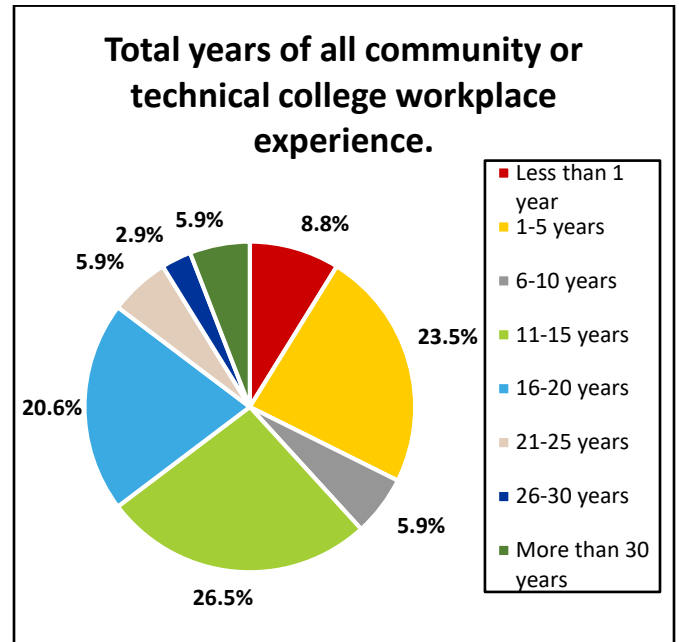
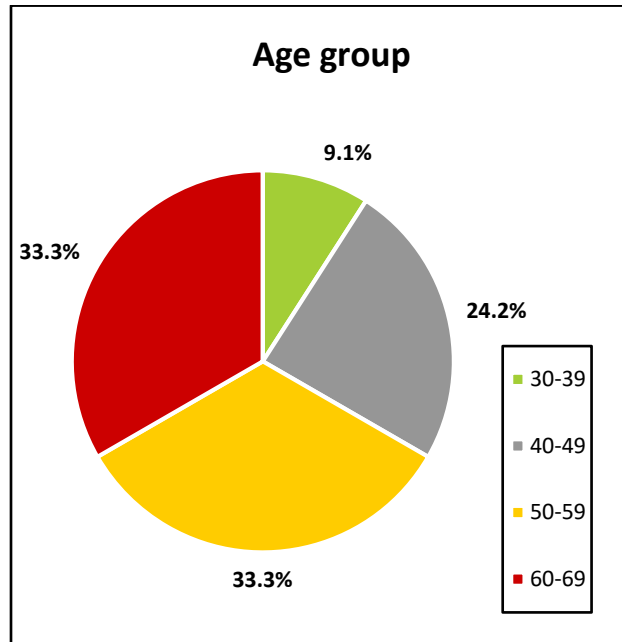
Technology Survey for Faculty, Fall 2016

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Recently, the “*Faculty Technology Survey*” was sent out to College of the Desert (COD) faculty to assist in addressing the technology and training needs for COD faculty. The following report is a summary of the Fall 2016 survey results.

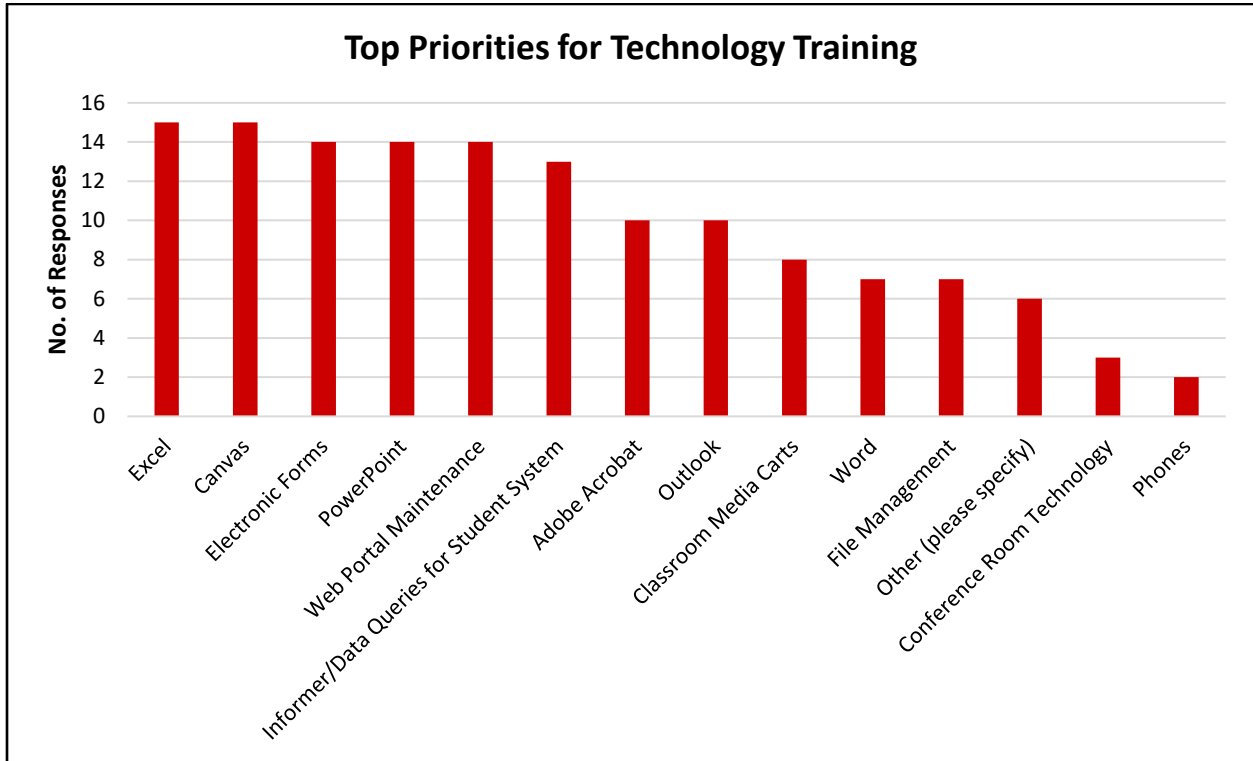
There were 43 respondents to the survey. Two-thirds (66.67%) were 50 years or older. Close to three-fifths (61.8%) had more than 10 years of workplace experience in a community or technical college, where last year nearly half (47.9%) had less than 10 years of experience. In addition, nearly three-fifths (58.8%) indicated that they were part-time/adjunct faculty.



Employment Status	Response Count	Response Percent
Full-time Tenured or Tenure Track	14	41.2%
Part-time/Adjunct	20	58.8%
Skipped Question	9	
Total	43	100.0%

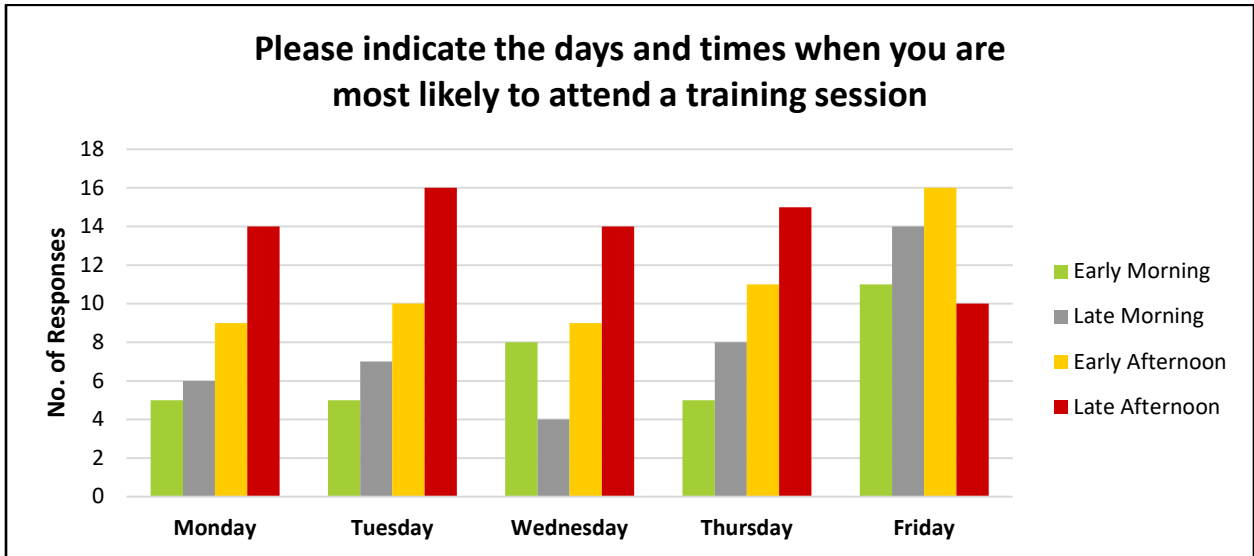
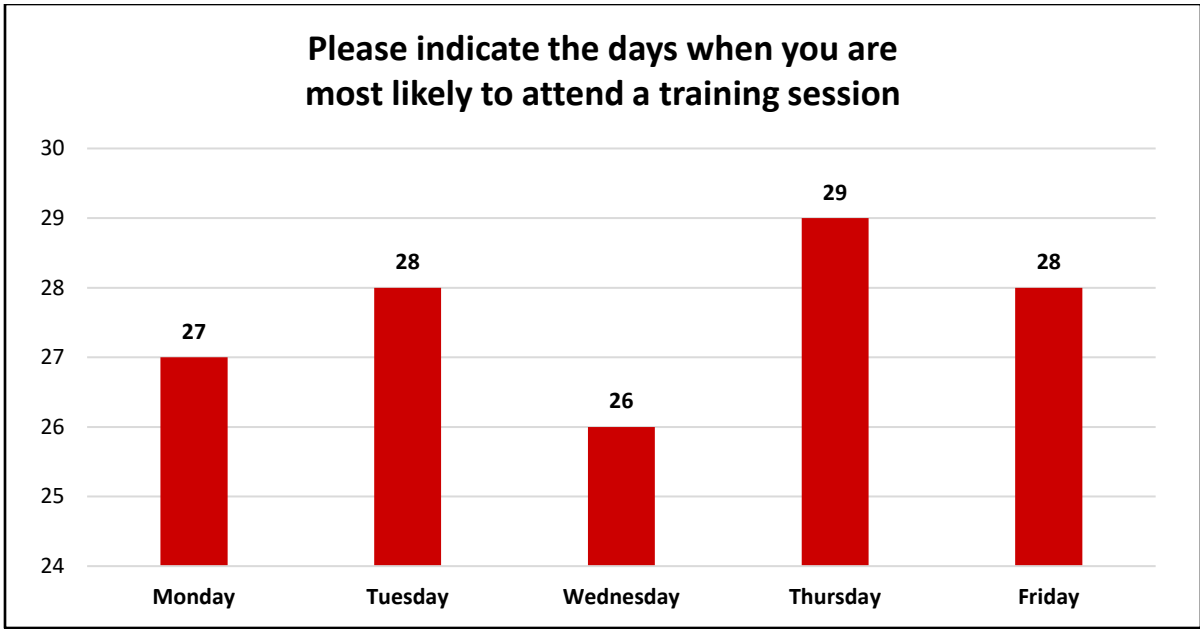
Respondents listed MS Excel and Canvas as their top training priorities. Rounding out the top five priorities for technology training were electronic forms, *PowerPoint*, and “Web/Portal Maintenance.”

The following chart shows the various technology training topics that respondents felt were a top priority in descending order.



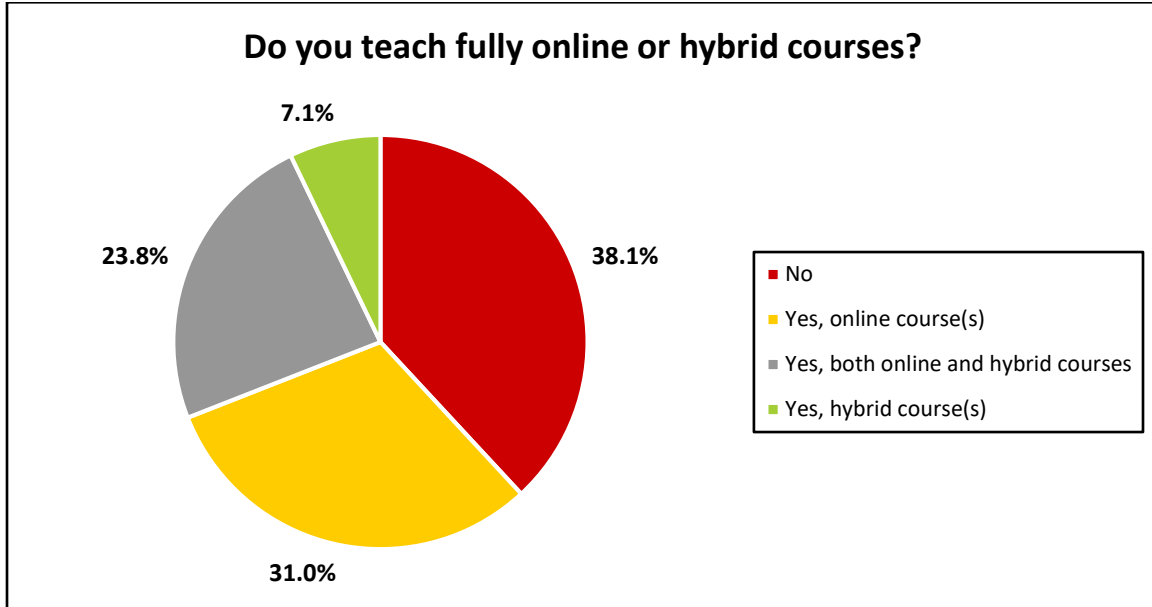
With respect to those that answered “Other” (6 responses), 2 responses stated “...make courses and course materials assessable online”; 1 response stated “making videos for canvas”; 1 response stated “How to create and use Rubrics in Canvas”; 1 response stated “the days and times are only for this semester”; and 1 response stating “Google Doc etc”.

When asked the best day/time to conduct training sessions, Thursday received the most votes; with Friday and Tuesday both receiving the second to highest votes. Late afternoon was the best time of day for all days except Friday, where early afternoon was the best time of day.

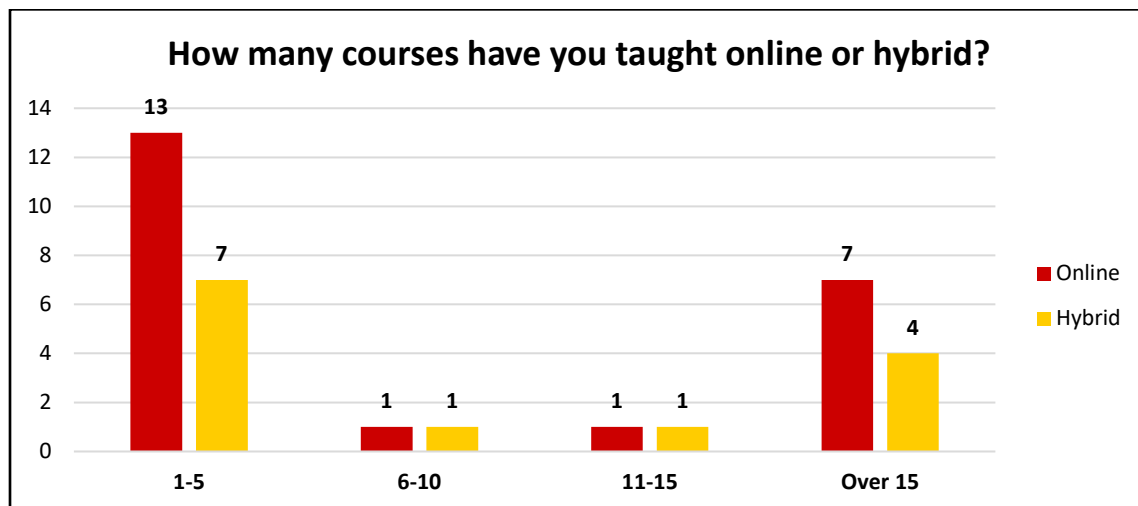


Distance Education

Faculty were presented with several questions regarding distance education (i.e., online/hybrid) courses at COD.



A majority (61.9%) have taught a fully online or hybrid course. For those that have taught an online or hybrid course, the most common number of courses that a faculty member has taught is between 1-5 courses.

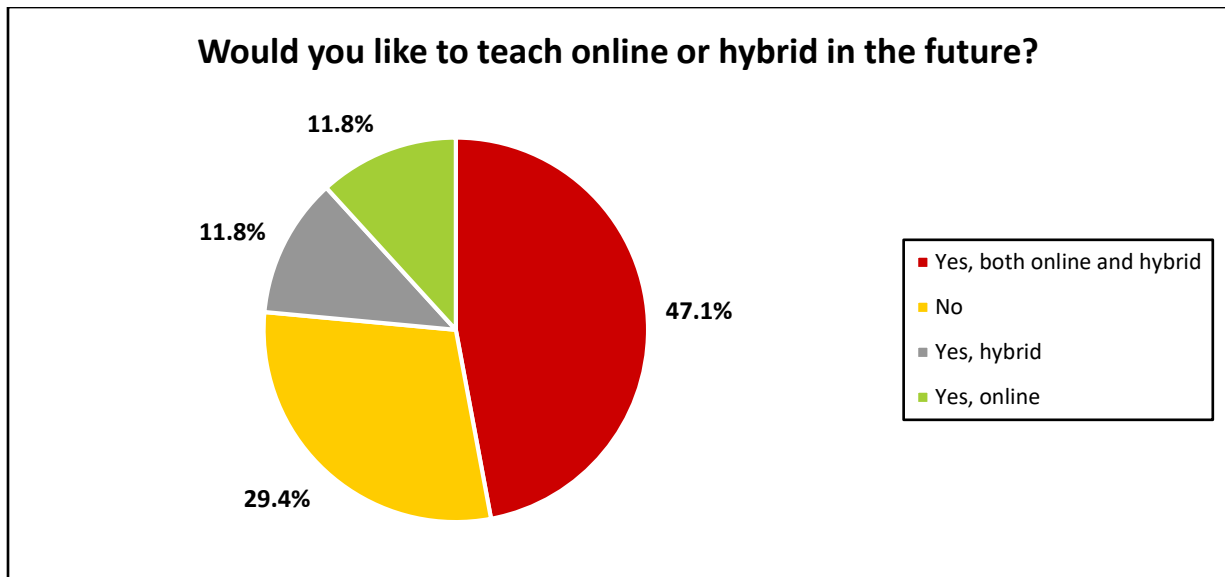


When faculty were asked to answer the open-ended question “*What tools do you think would allow you to retain more students in your online courses?*”, 14 respondents provided answers. Of the 14 responses, 3 responses (21.4%) made mention of the need for “*...training/orientation for video/teleconferencing...*” and another 3 responses (21.4%) mentioned “*...training/orientation to Canvas...*”. The remaining responses ranged from more training in pre-existing tools (SPSS, Screen Capture, etc.), textbooks with technology integration, to chatrooms for student collaboration. Sample responses may be found in **Appendix A**.

The following figure lists the top training topics faculty felt would be most successful in online or hybrid courses:

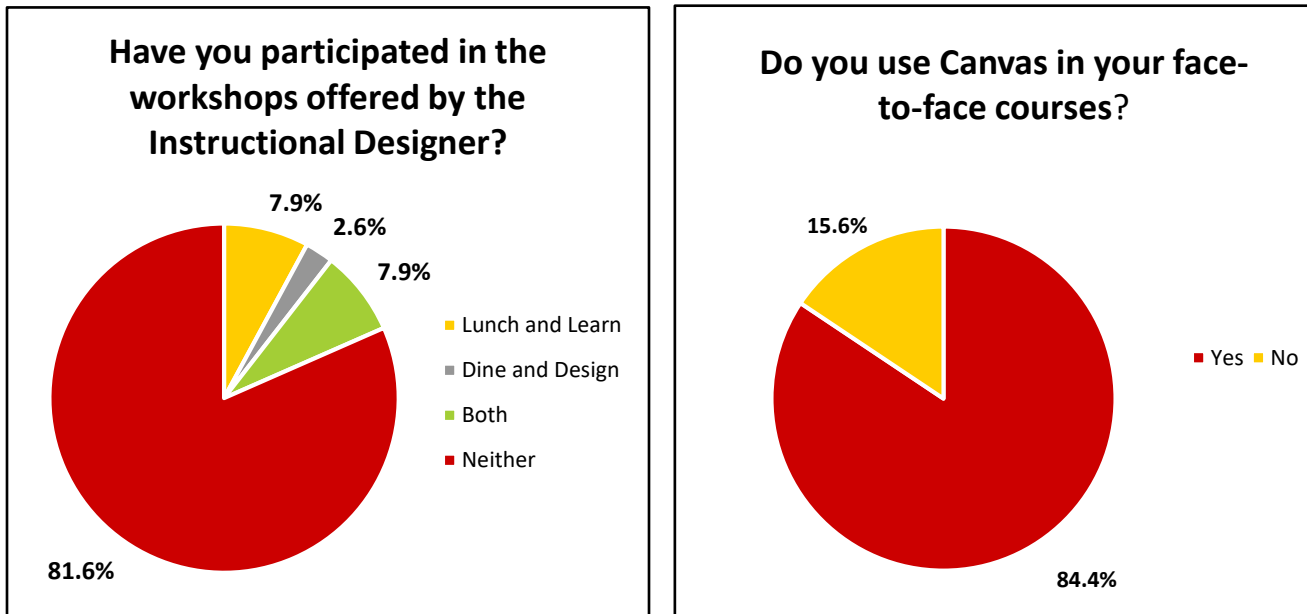


The majority among COD faculty (70.7%) has interest when it comes to teaching online or hybrid in the future. Of the 17 respondents, 47.1% would like to teach both online and hybrid courses; with 11.8% interested in only teaching hybrid courses, and 11.8% interested in only online courses.



Faculty provided 15 responses when asked the open-ended question “What would help you prepare to teach a fully online course?” Of these responses, 8 responses (53.3%) made mention of more and/or better training on the basic features of Canvas and 2 responses (13.3%) stated training and assistance on video captioning. Sample responses can be found in **Appendix B**.

Additional training in the use of Canvas seems appropriate. Of 38 respondents, 81.6% have not participated in the “Lunch and Learn” nor the “Dine and Design” workshop offered, even though 84.4% of 32 respondents answered “Yes” to using Canvas in their face-to-face courses.



Among the various training topics needed for the successful use of Canvas in face-to-face courses, the top-3 chosen topics were multimedia tools (56.7%), effective assessments and rubrics (46.7%), and video/audio production (43.3%) tied with collaboration tools (43.3%). The following chart shows all responses to this question.



As it was mentioned earlier, 15.4% of faculty do not use Canvas in their face-to-face courses. For faculty that do not use Canvas, the following question was posed: *“If you do not use Canvas at all, what obstacles do you face at this time?”* There were 3 open-ended responses. Of the responses, 1 was a new hire and found the initial training to be unhelpful. The second responded *“coordinator handles canvas”* and the third preferred Blackboard over Canvas. Sample responses may be found in **Appendix C**.

Faculty were asked if other forms of technology were used in their courses (online, hybrid, or face-to-face) such as Facebook, Twitter, “clickers”, smartphones, etc. Of the 18 respondents, 13 respondents (72.22%) said they do use other forms of technology. The most often used alternative form of technology was smartphones (6 responses; 46.2%) followed by internet searches during class instruction (30.8%). Other responses made mention of other media applications such as *“ZipGrade”*, *“Padlet”*, *“YouTube”*, *“Google Maps”*, *“PollEverywhere”*, and *“ExamView.”* Sample responses may be found in **Appendix D**.

Five of the 18 respondents (27.8%) said they do not use other forms of technology. The top 2 reasons for not making use of other software technology was due to a lack of interest (3 responses; 60.0%) and lack of knowledge on how to use other technology or the benefits associated with the use of the technology (2 responses; 40.0%). Sample responses may be found in **Appendix E**.

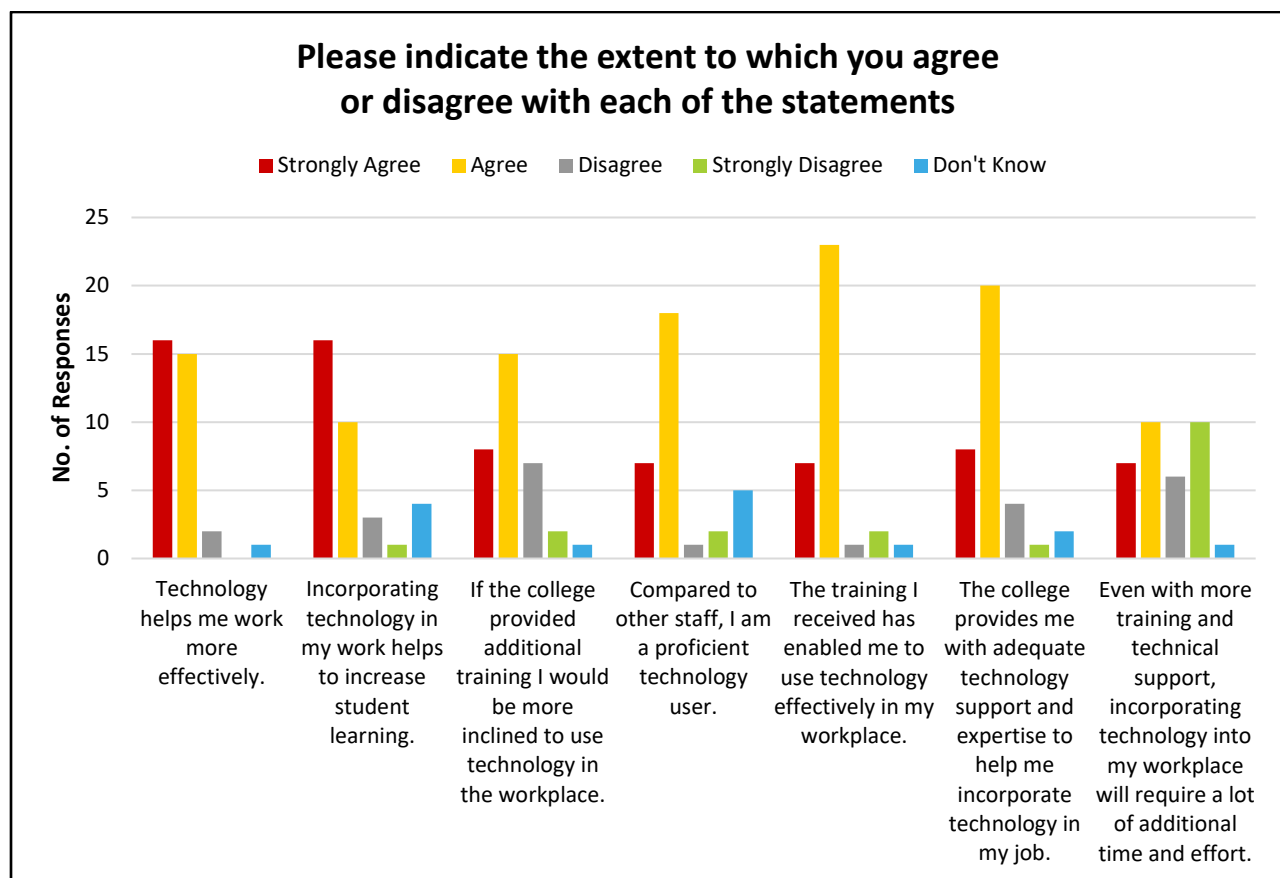
Finally, with regards to distance education, faculty were asked *“What would most help you be a more effective online instructor?”* Of the 14 responses that were collected, 9 responses (64.3%) centered on additional training and practice on the current features and applications. Other responses ranged from

building an online community to more access to paid licenses for multimedia software. Sample responses may be found in **Appendix F**.

Presence of Technology in the Workplace

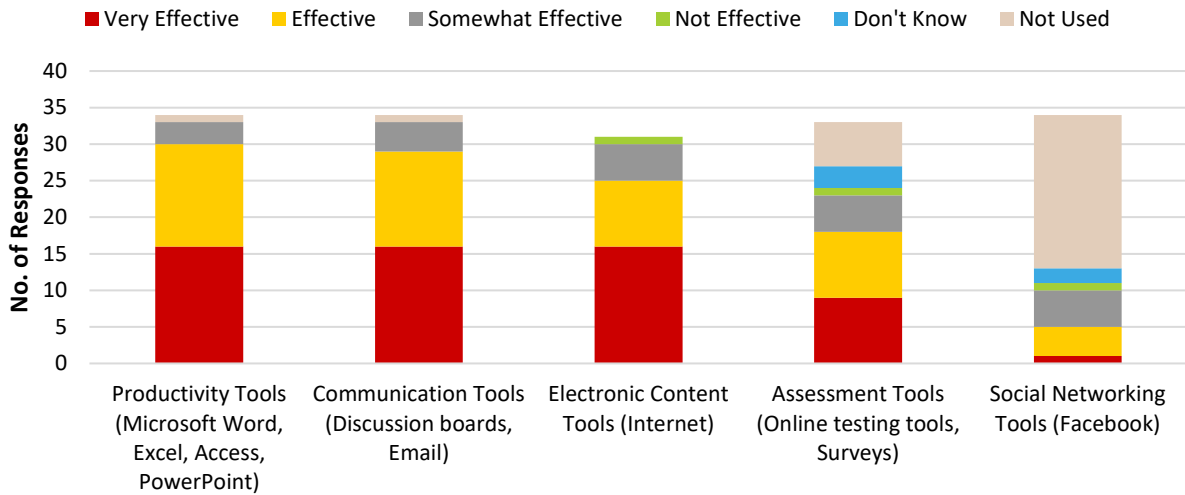
The vast majority (91.2%) of respondents agreed or strongly agreed that technology helps them work more effectively. Three out of every four respondents (76.5%) agreed or strongly that incorporating technology into their work helps to increase student learning.

Interestingly, respondents were nearly equal split in response to the statement *“Even with more training and technical support, incorporating technology into my workplace will require a lot of additional time and effort”*. Half (50.0%) of the respondents agreed or strongly agreed with the statement while 47.1% disagreed or strongly disagreed with the statement. At the same time, vast majority (88.2%) agreed or strongly agreed that training they received had enabled them to use technology more effectively. Four of every five respondents agreed or strongly agreed that the college provides them with adequate technology support and expertise to incorporate technology in their job.



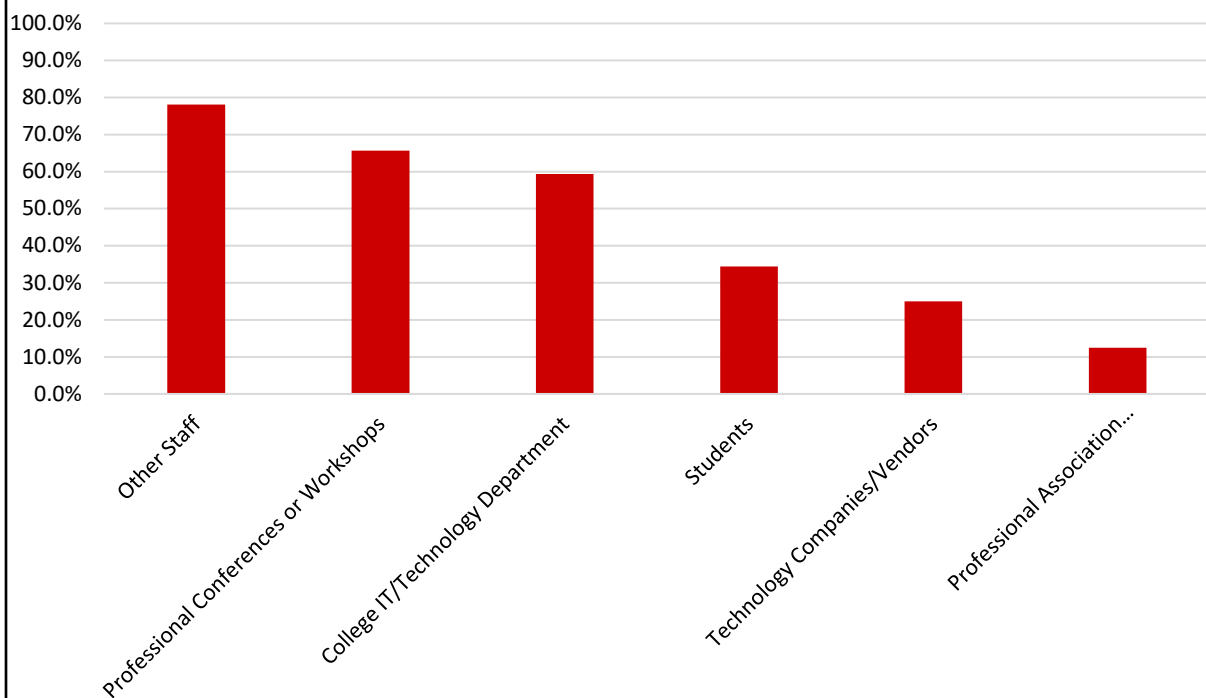
Faculty were asked to rate the effectiveness of various technologies for improving teaching and learning. Productivity tools such as Microsoft Word, Excel and Access were rated the most effective (88.2%) followed by communication tools (e.g., discussion boards and email; 85.3%) and the use of electronic content tools (e.g., the internet; 80.6%). Receiving low rates of were assessment tools (54.5%) such as online testing tools/online surveys and social network tools (14.7%) such as Facebook.

Of the technologies you have used, how effective have the following technologies/tools been in improving teaching and learning?

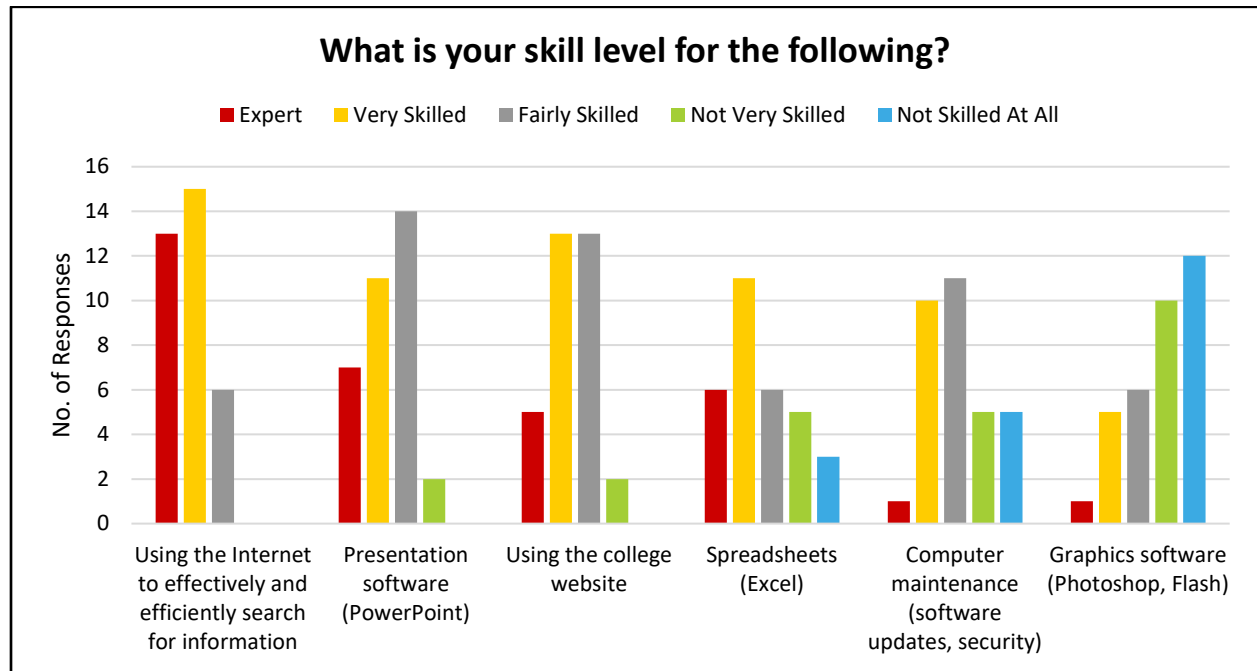


When asked to select the three most important sources of new information about technology, the most significant source was “Other Staff” (78.1%), followed by “Professional Conferences or Workshops” (65.6%) and “College IT/Technology Department” (59.4%).

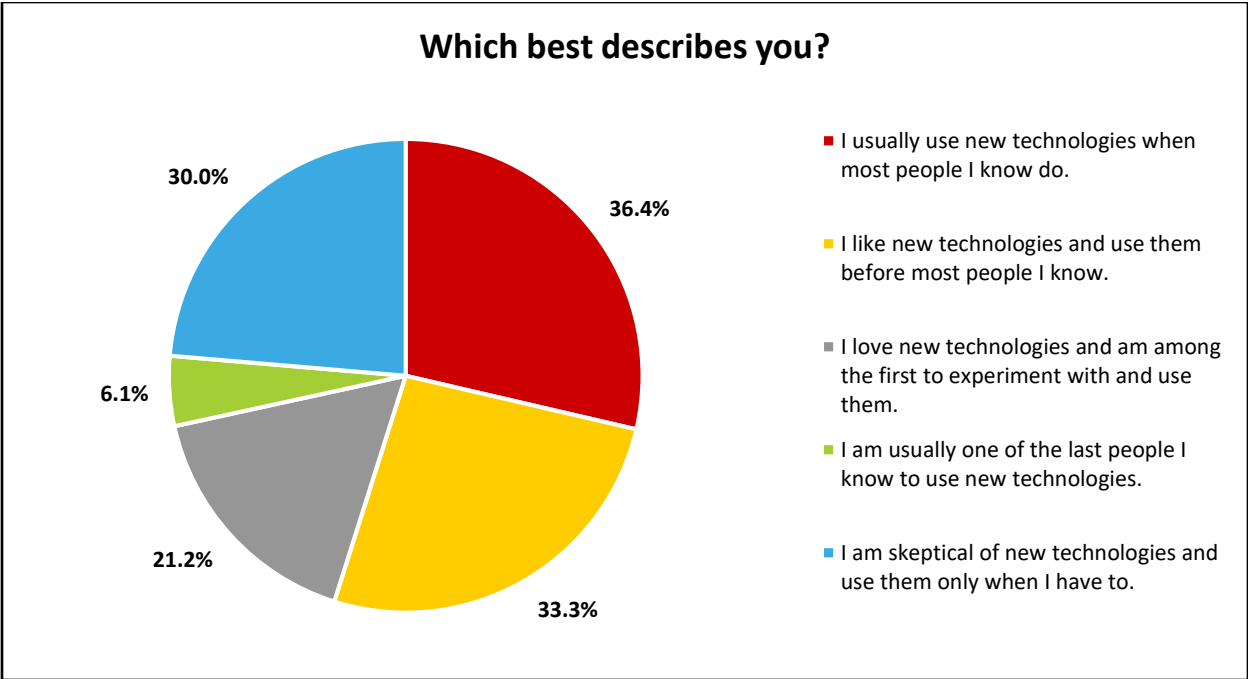
Please select your three most important sources of new information about technology



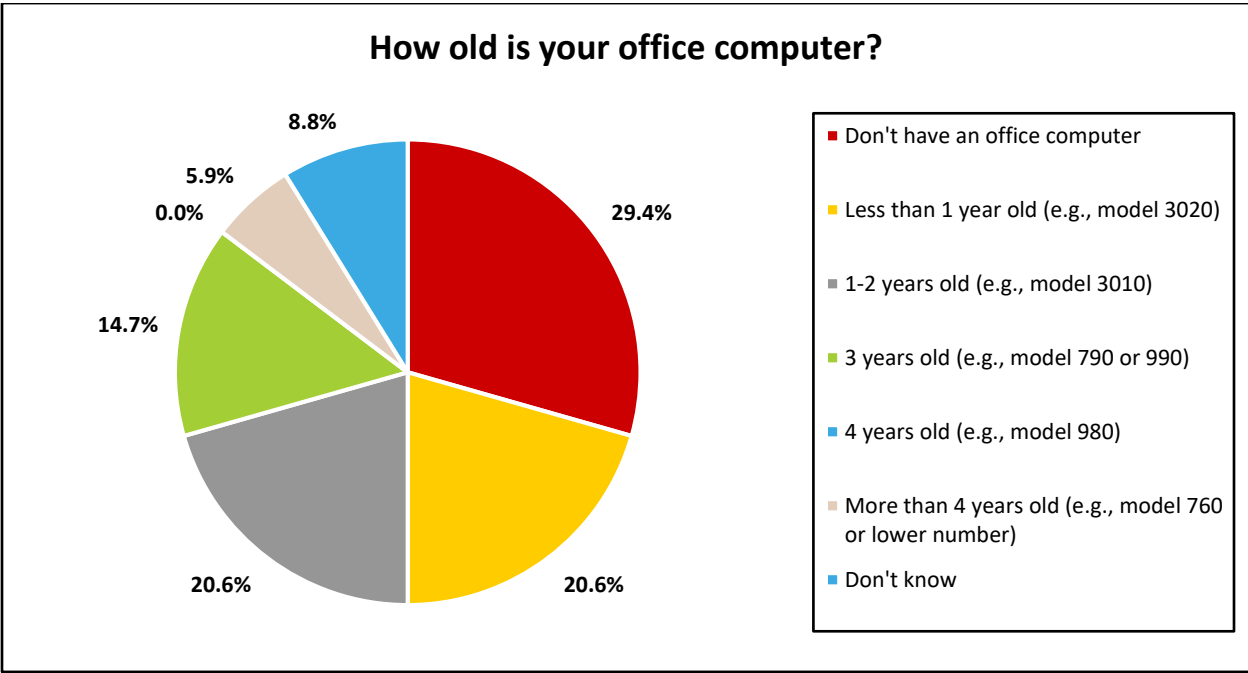
Respondents were asked to rate their skill level with such items as using COD’s website, the use of MS Office products (e.g., Excel, PowerPoint), the use of the Internet for searching purpose, and computer maintenance. As expected, most faculty are skilled in searching for information on the internet. Interestingly, that skill does not translate to utilizing the college website. Skill expertise is lacking when it comes to the use of the EXCEL and computer maintenance. In general, respondents did not indicate a level of skills associated with graphics software.



Over one-third (33.3%) of respondents view themselves as early adopters of technology, and over one-third (36.4%) of the respondents become acquainted with such technologies when everyone else does. Unfortunately, 30% of respondents are skeptical of new technologies and use them only when they have to.



Majority of office computers are kept current with 55.9% of the respondents noting that their computers are 3 years old or younger. Almost one third of respondents indicated that they do not have a desktop computer and 8.8% indicated that do not know the age of their office computer.

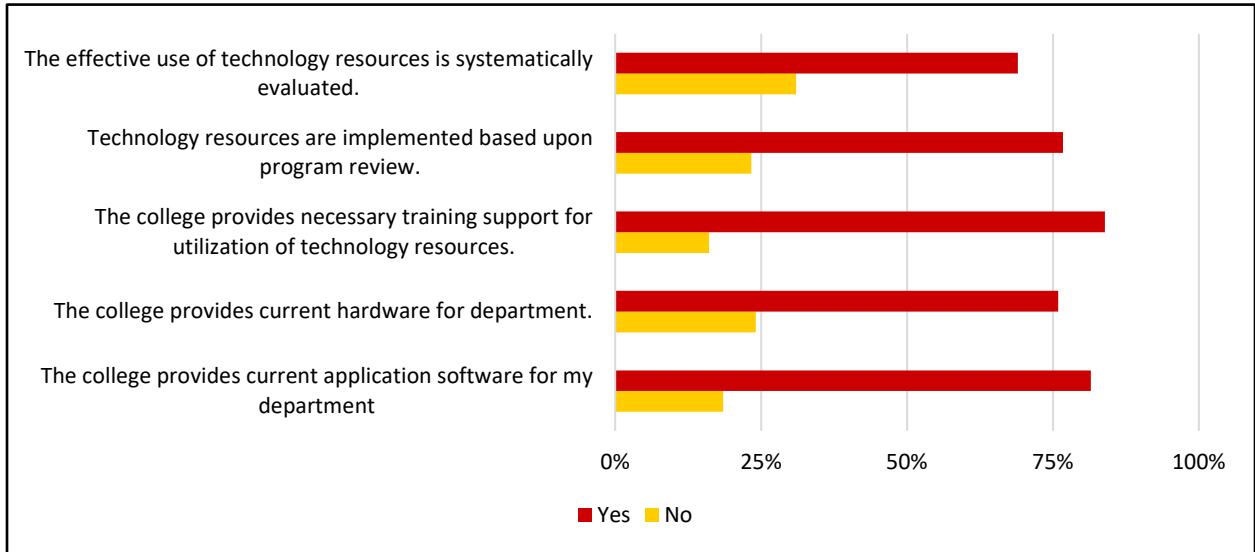


Accreditation

More than 75% of respondents agreed to the following statements:

- The college provides current application software for my department
- The college provides current hardware for department.
- The college provides necessary training support for utilization of technology resources.
- Technology resources are implemented based upon program review.

The statement with the lowest level of agreement was, "The effective use of technology resources is systematically evaluated."



Appendix A.

Question #5: *What tools do you think would allow you to retain more students in your online courses?*

- Video conferences - but I have abysmal experiences using CCC Confer on several different computers, and have not tried Zoom yet
- Canvas Orientation
- Learning and teleconferencing
- Video
- More videos showing how to use SPSS
- Better aligned textbooks with more technology integration available from publishers (tech enhanced curriculum, videos, etc.)
- Easier access to new tools. The process for requesting software is cumbersome, Many faculty wind up buying their own license
- Several students in all classes are there for the Financial Aid, seem to quit after the 2nd disbursement. I'd like to see a requirement that they only get 50% of their payout IF they don't complete the course
- Don't know
- Creativity in the classroom! Being able to have fun tools and options for the students. However, less is more. Chat rooms additionally for students to work together as well as for the teacher. Kind of like for group projects this would be a spot that they could meet
- Intuitive skills to navigate through Canvas
- More training to use the tools I have. Screen capture/recorder Voice to text dictation
- Love most all of Canvas
- A publisher that works with the students. A publisher that doesn't have student registration issues. A publisher whose website is stable

Appendix B.

Question #8: *What would help you prepare to teach a fully online course?*

- Training workshops
- Workshops and conferences
- How to make all docs accessible by the disabled
- Somebody else building the shell!
- Making the course accessible teleconferencing M# player – captioning videos easier
- Nothing – already teach online
- All of the previous, plus more access to paid licenses for Multimedia software such as Acrobat Professional, Camtasia, ScreenCastomatic Pro, etc.
- Understanding how to develop course and conduct it online
- A week prior to prep the course
- Assistance with video captioning
- I am going through the online cert now and it is good. I just need practice and modeling by taking over “Well Designed” online classes
- Practice... and deeper use of Canvas... but the trainings are frustrating as they all start at A and not where we are given our experience... so they become tedious and not very helpful... sorry!
- 1. Knowing what it takes to be ‘approved’ to teach online other than a graduate degree in my discipline. 2. For my department to approve online courses.
- I taught online courses for a long time, but using the relatively simpler platforms (Blackboard) and not relying significantly on Powerpoint for classroom delivery. I would like to upgrade my lecture styles to incorporate interactive Powerpoints without getting “stuck” reading them aloud. I want to keep an interactive style while upgrading classroom presentation
- I feel I have the skills I need and I keep learning on my own

Appendix C.

Question #14: *If you do not use Canvas at all, what obstacles do you face at this time?*

- All brand new for me. I was hired very late and the initial training was not helpful since I had no password or ways to learn hands on
- Coordinates handles Canvas
- I do use it, but it does have quirks. I preferred Blackboard, to be honest

Appendix D.

Question #15: *Do you use other forms of technology in your courses (online, hybrid, or face-to-face)? (For example, Facebook or Twitter, "clickers", smartphones, etc.)*

YES Responses:

- Yes Smartphones look up definitions, use thesaurus, look up historical and current events, check references/valid sources, Video/film/music/art/news/interview clips to illustrate topics/illustrate lessons
- I use smartphones
- Graphing calculators for illustration, on the computer or using elmo
- Depends on the course
- Smart phones for research in class
- Online
- Socrative, ZipGrade, smartphones, Examview, web sites, Videos
- YouTube
- Poll everywhere, twitter, facebook
- I use projector, Elmo, Audio
- I give them videos and podcasts to watch/listen on their own...seldom in the F2F class... we are there and need to realize human connections!!
- Polleverywhere, padlet, googlemaps, youtube, and other sites, sometimes individually via phone
- I don't use Twitter because I find it invasive and puts students at risk for identity theft. I use Facebook but I warn them. I use lots of technology in the room – too much to answer here

Appendix E.

Question #15: *Do you use other forms of technology in your courses (online, hybrid, or face-to-face)? (For example, Facebook or Twitter, "clickers", smartphones, etc.)*

NO Responses:

- Training
- No, learning Canvas is challenging enough for students. I don't want to complicate it for them OR me
- No need for it
- I don't want to open the door to students using cell phones in class
- Not interested

Appendix F.

Question #16: *What would most help you be a more effective online instructor?*

- Training on setup/planning
- Building Community Online
- Not sure
- I work in a vacuum. It's not bad but if my colleagues are doing interesting things or improving retention I would like to know
- Publisher LMS that works and ins complete
- Specific training for the above needs
- To learn video production and to improve my student collaboration projects
- Access to paid COD licenses for Multimedia software such as Acrobat Professional, Camtasia, ScreenCastomatic Pro, etc.
- More training
- Learn how to present the course
- Managing the students technical issues and misunderstandings. I feel I spend more time with online class than in F2F
- Practice, teach where we are not from your idea of the start.... And practice... examples that we can view on our own... and a phone connection as we practice
- At this point, as I am just learning about it, nothing
- To have time to learn how to do it. My existing work keeps me busy. Actually spending this long on this survey makes me a little anxious