

Faculty Technology Survey, Fall 2017, Draft

Joshua Farrell

January 8, 2018

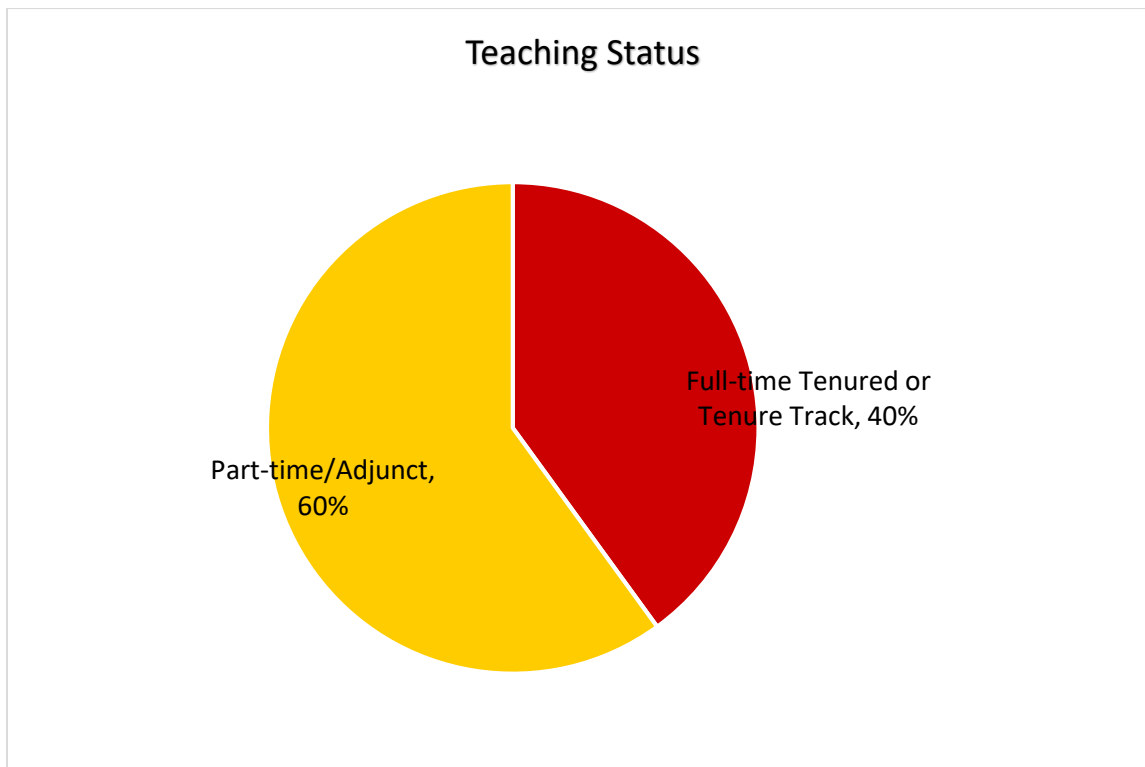
In Fall 2017, College of the Desert (COD) Faculty participated in a survey designed to assess the technical training needs of the college. This report provides a summary of the Fall 2017 survey results.

Seventy COD faculty members responded to the survey.

Item 1: Teaching Status

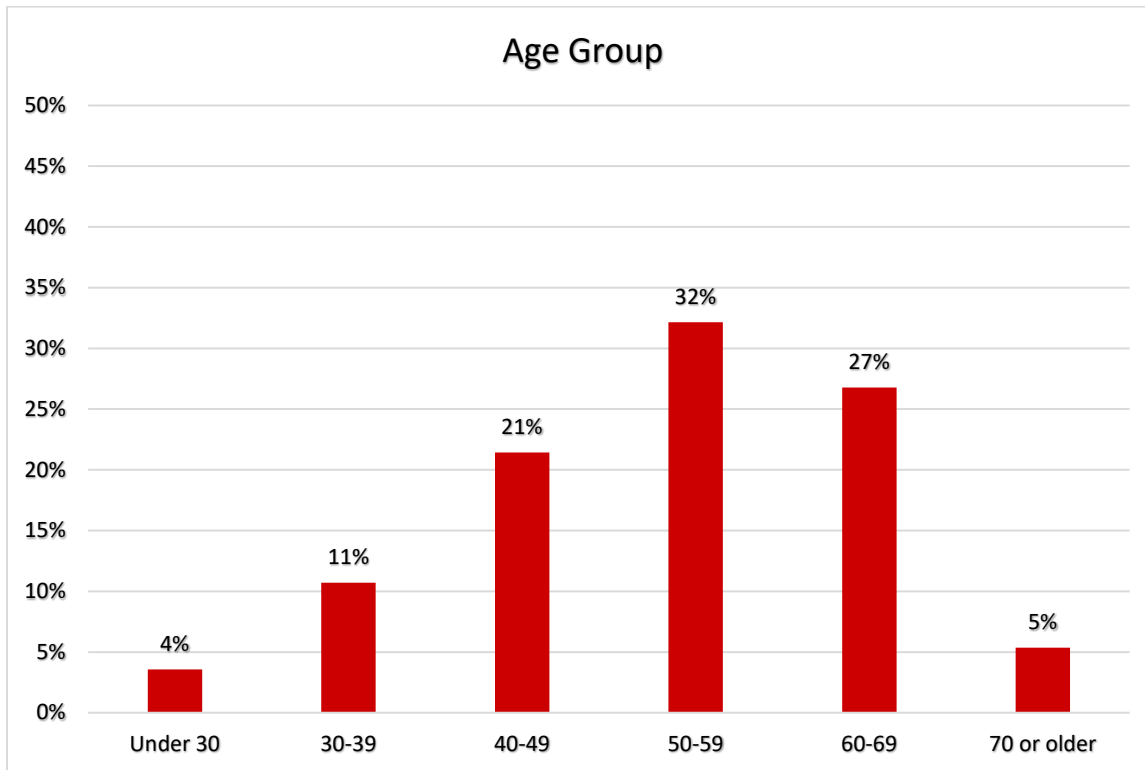
40% of the respondents to employment status are full-time tenured or tenure track faculty.

60% were part-time or adjunct faculty.



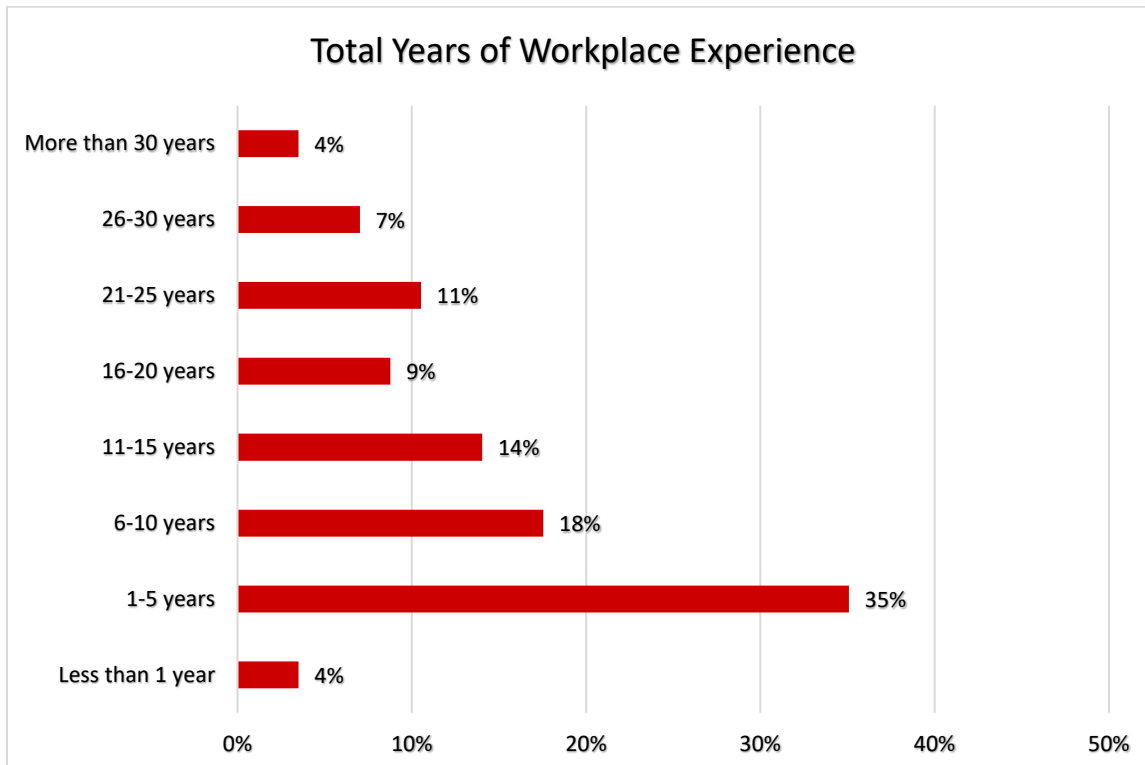
Item 2: Age

Only 4% of faculty respondents were under 30 years of age. Two thirds (64%) of faculty respondents were 50 years or older.



Item 3: Total years of all community or technical college workplace experience.

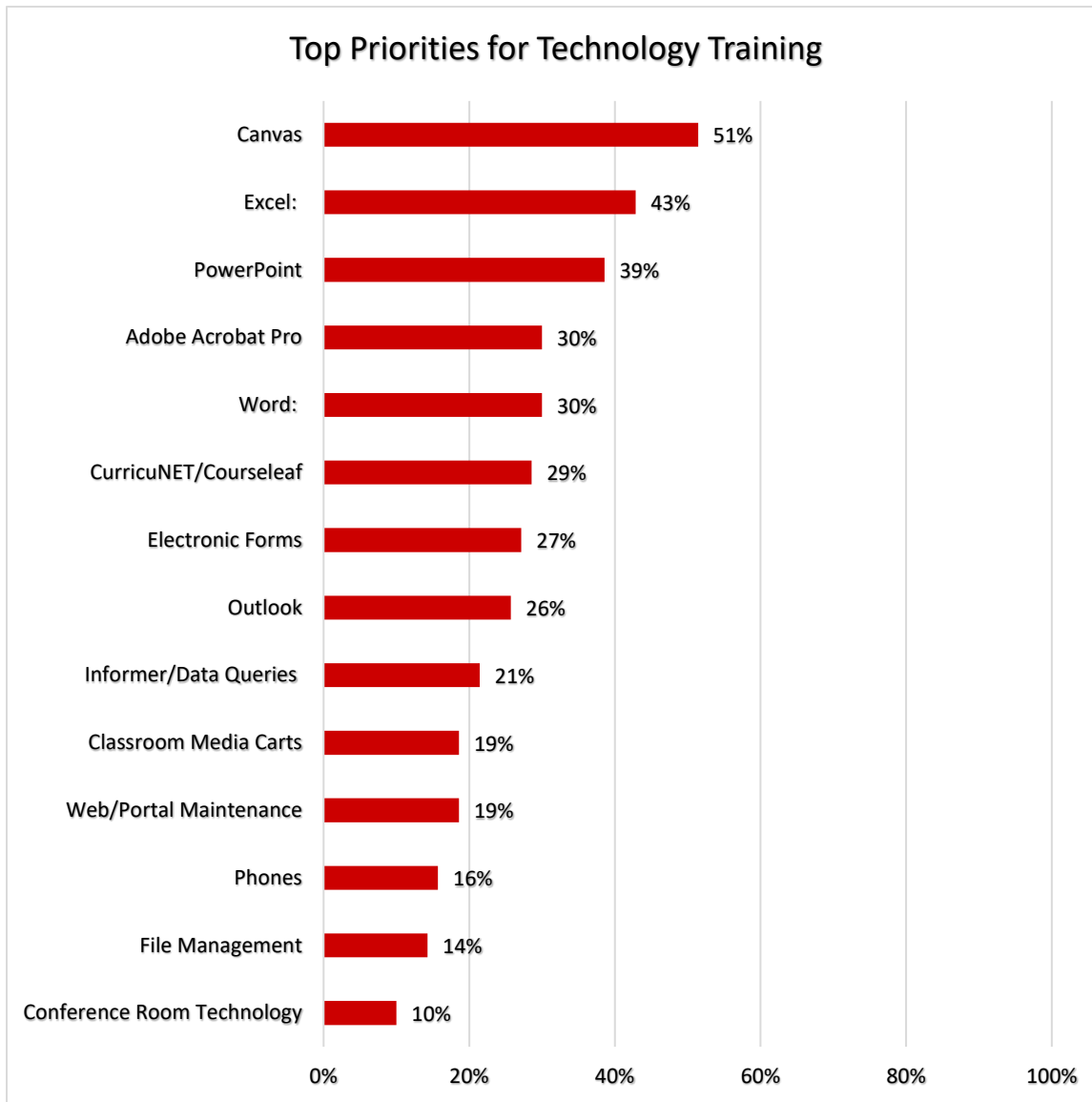
Over half (61%) of respondents had more than 5 years of experience



Item 4: Training Priorities

The following chart displays the training priorities of faculty respondents.

'Canvas', 'Excel' and 'and PowerPoint' were the most common responses regarding training priorities.

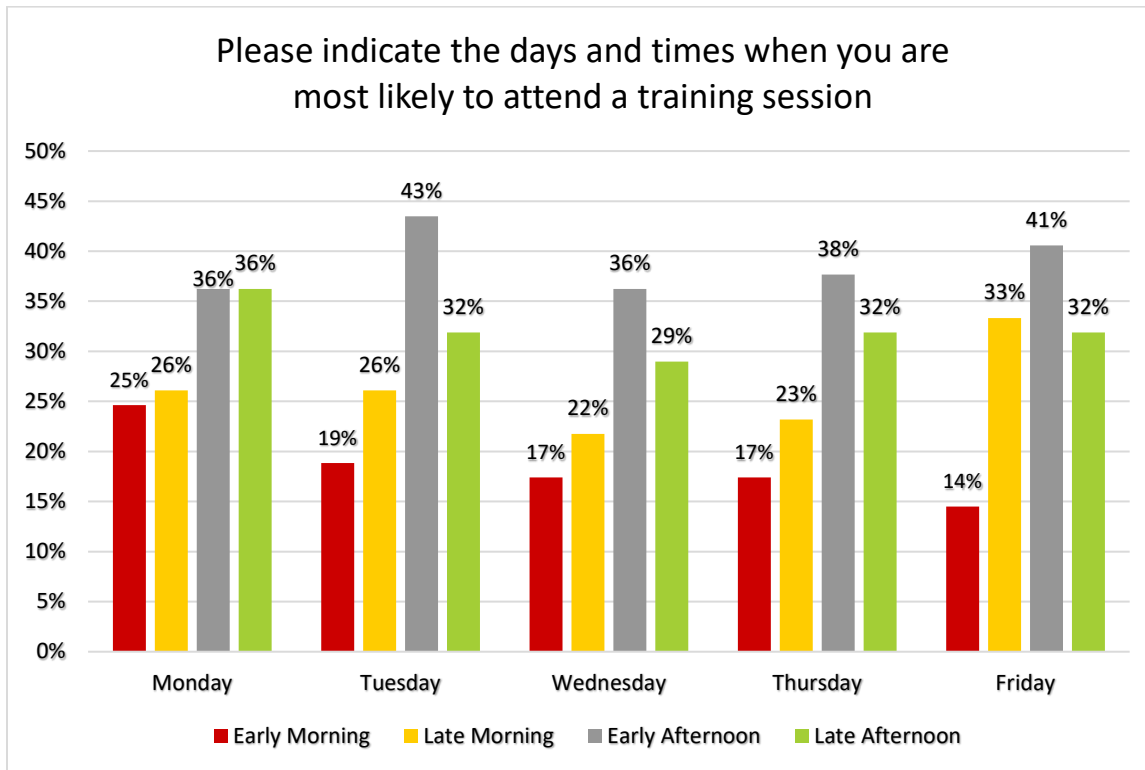


Item 4b: Training Priorities - There were four *other* open-ended responses

- Word, PowerPoint and Canvas training is great, but learning how to use these so they are also all accessible too, is now the law (with the recent Federal 508 "refresh this Jan. 2018) Hope to see this addressed! Thank you.
- student response systems (poll everywhere, socrative)
- How I can use google doc so my students can collaborate on projects.
- Canvas for those of us not doing distance education.

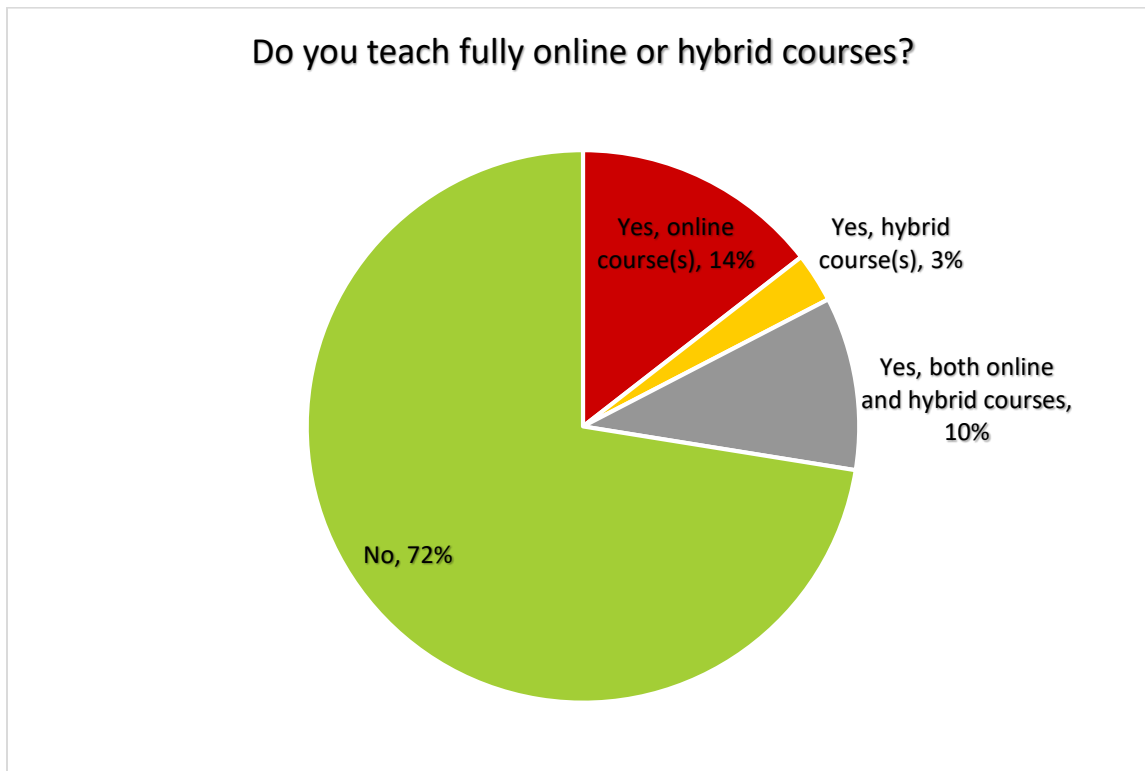
Item 5: Training Schedules – Day and Time Preferences

Faculty respondents indicated that ‘Early Afternoon’ is the most popular time for scheduling training sessions and ‘Early Mornings’ were the least popular time.

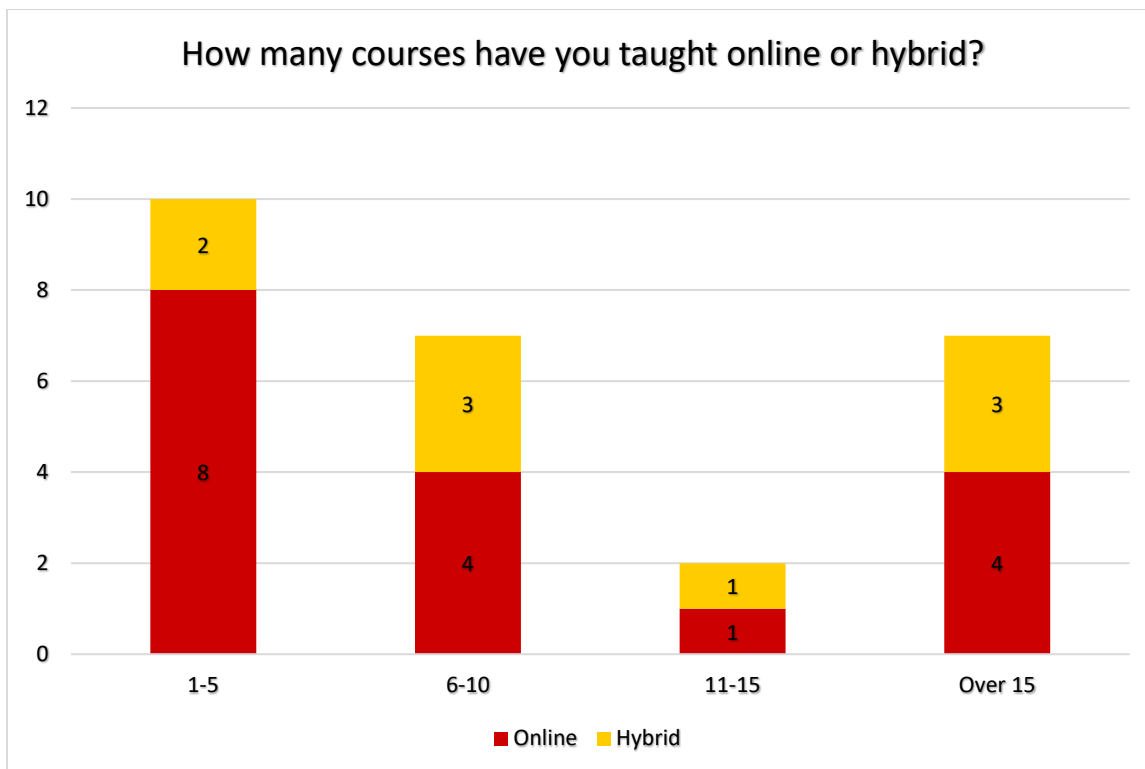


Item 6, 7 and 8: Instruction of online or hybrid courses.

72% of faculty respondents did not teach online or hybrid courses.



Seventeen respondents indicated that they had taught ten or fewer online/hybrid courses. Ten respondents have taught more than ten online/hybrid courses.



Item 8: What tools do you think would allow you to retain more students in your online courses? – Eleven open-ended responses.

- Zoom app in Canvas
- VoiceThread
- Video making software
- Students like and appreciate videos related to course content, I also use TedED and they really like video chats. I frequently do webinars of topics that come up during the semester so students can go back and view later.
- More student prep of what it means to be an online student.
- More exciting technology options integrated into our courses. LaunchPad publishing software that coordinated with the ebook or textbook used in the course is an excellent example, as it fully integrates many types of multimedia hands-on learning and assessment experiences which are ready-made for the course.
- If there was a way to store films for course use, it would cut down on the amount of content students have to read, which can be overwhelming to them.
- I think the tools we have currently are fine if used properly.
- Having student orientations for online courses; making sure students understand the work load, putting writing class pre-reqs on online courses since many involve so much writing; I wish I knew!
- games
- Accessibility, Online tutoring and video conferencing

Item9: Training Priorities for online/hybrid course instruction.

A little over half of faculty respondents (53%) indicated the 'Multimedia Tools' and 'Effective Group Work/Collaboration Tools' were priorities for training

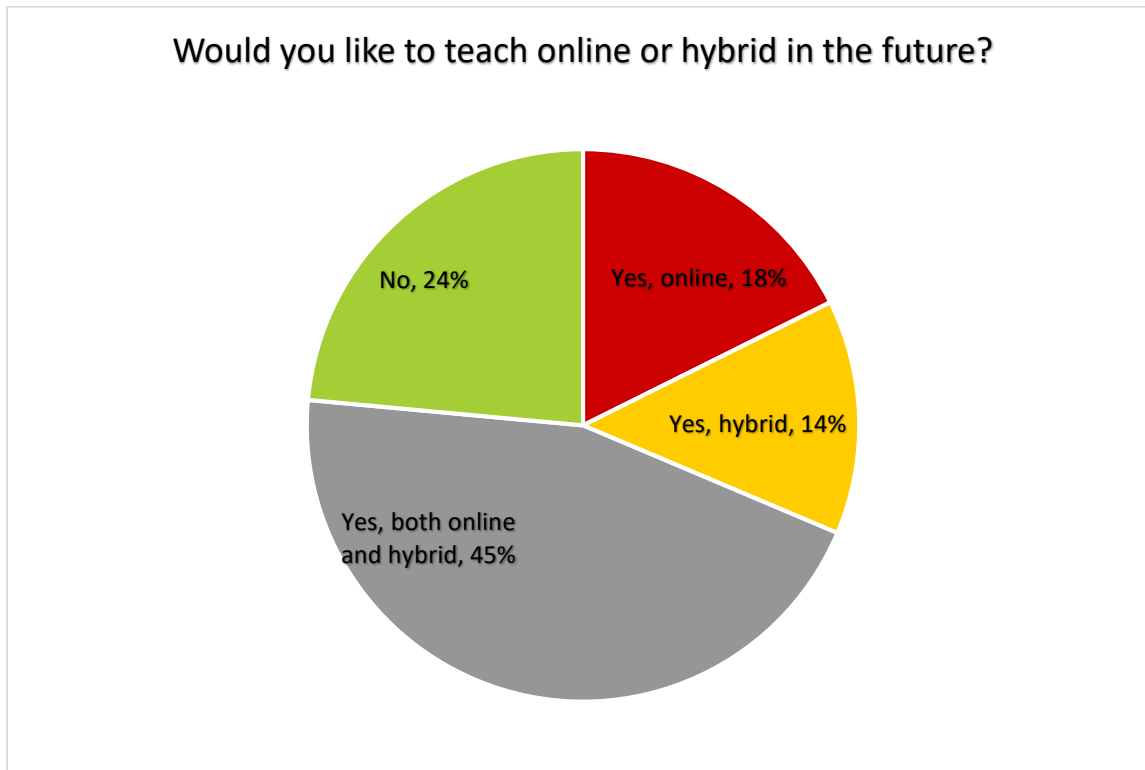


Item 9b: Training Priorities for online/hybrid course instruction had two *other* responses

- Online tutoring/video conferencing for tutoring
- How to write algorithmically generated math problems in Canvas

Item 10: Desire to teach online or hybrid courses in the future.

Over half (55%) of the faculty respondents indicated that they would like to teach online or hybrid courses in the future



Item 11: What would help you prepare to teach fully online courses? – 27 open-ended responses

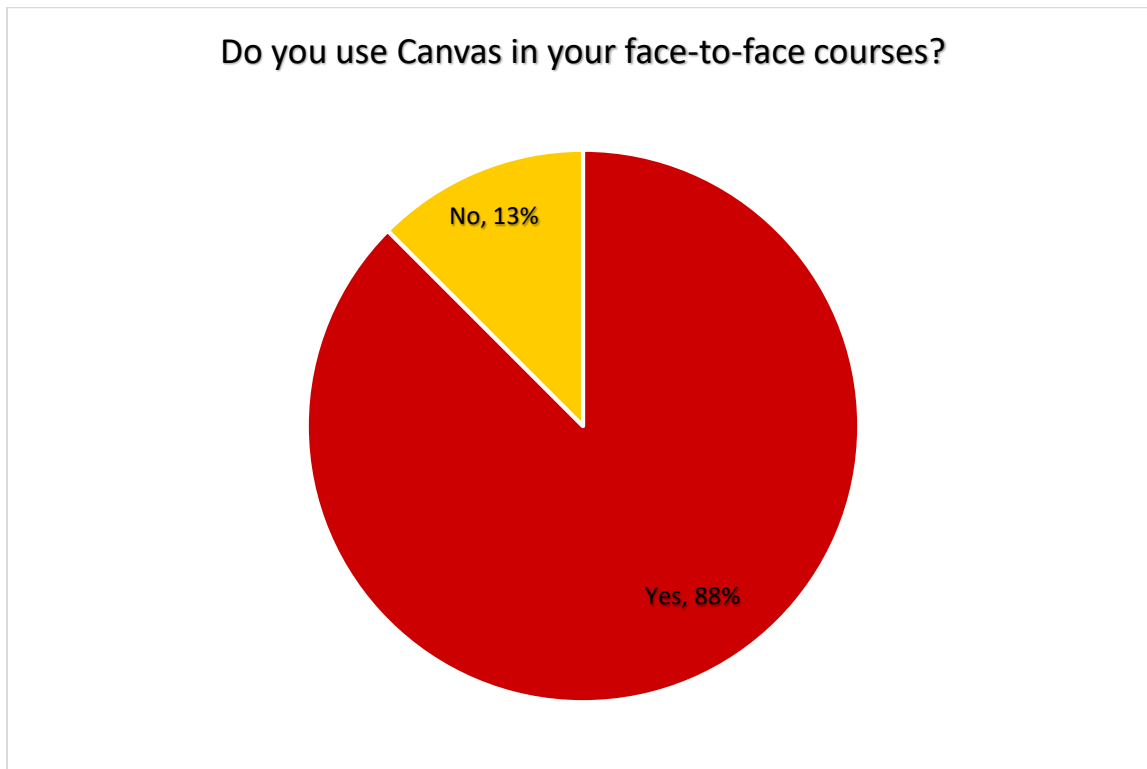
- Training (x10)
- Practice/Testing environment (x4)
- Collaboration with faculty (x2)
- Students that understood how to use a computer and the internet
- Not sure
- My department would need to agree to offer them.
- I am in the process of taking our DE class.
- I have already taken the canvas online training. Finishing a course shell and a refresher course.
- Currently taking the OTL course
- Brain transplant
- Already teaching totally online
- already certified
- Access to courses for reference purposes
- A pre-designed course template so I do not need to re-create the wheel from scratch. More adoption of textbooks that include engaging multimedia technologies and lessons, and for these titles to be ready for immediate integration directly into a teacher's online course.

Item 12: What sessions would help you enhance your face-to-face courses? – 13 open-ended responses

- General Training (x4)
- Multimedia/Video/Canvas Training (x5)
- Students Collaboration/Class interaction (x2)
- Enhancing student engagement. New immerging technologies for Canvas Selection of textbooks which have electronic textbook options, (Ones that include products such as McMillians's LaunchPad)
- Accessibility

Item 13 and 14: Use if Canvas Technology

Only 13% of faculty indicated that they did not use Canvas for in-class instruction.



What training topics would help you be more successful in using Canvas or other technologies in your face-to-face courses



Item 15: If you do not use canvas at all, what obstacles do you face at this time? – 8 Replies

- Transferring previous class information to new class information, assigning extra credit without penalizing other enrolled students.
- Time management. With my schedule, I am finding it hard to dedicate time.
- Learning Canvas
- Lack of info about canvas
- In order to use Canvas, I would need to be able to easily author or import problems related to the textbooks we use. At this time, Pearson MyLabandMastering and WebAssign are superior in doing this.
- In-class computer outdated.
- I'll be working on ensuring my ESLN students have usernames and passwords for next semester
- Canvas is not as intuitive as BlackBoard. It's difficult to find certain things because they are not clearly marked or are submenus of supermenus that don't obviously relate to one another.

Item 16: Other forms of instructional technology used – 13 responses

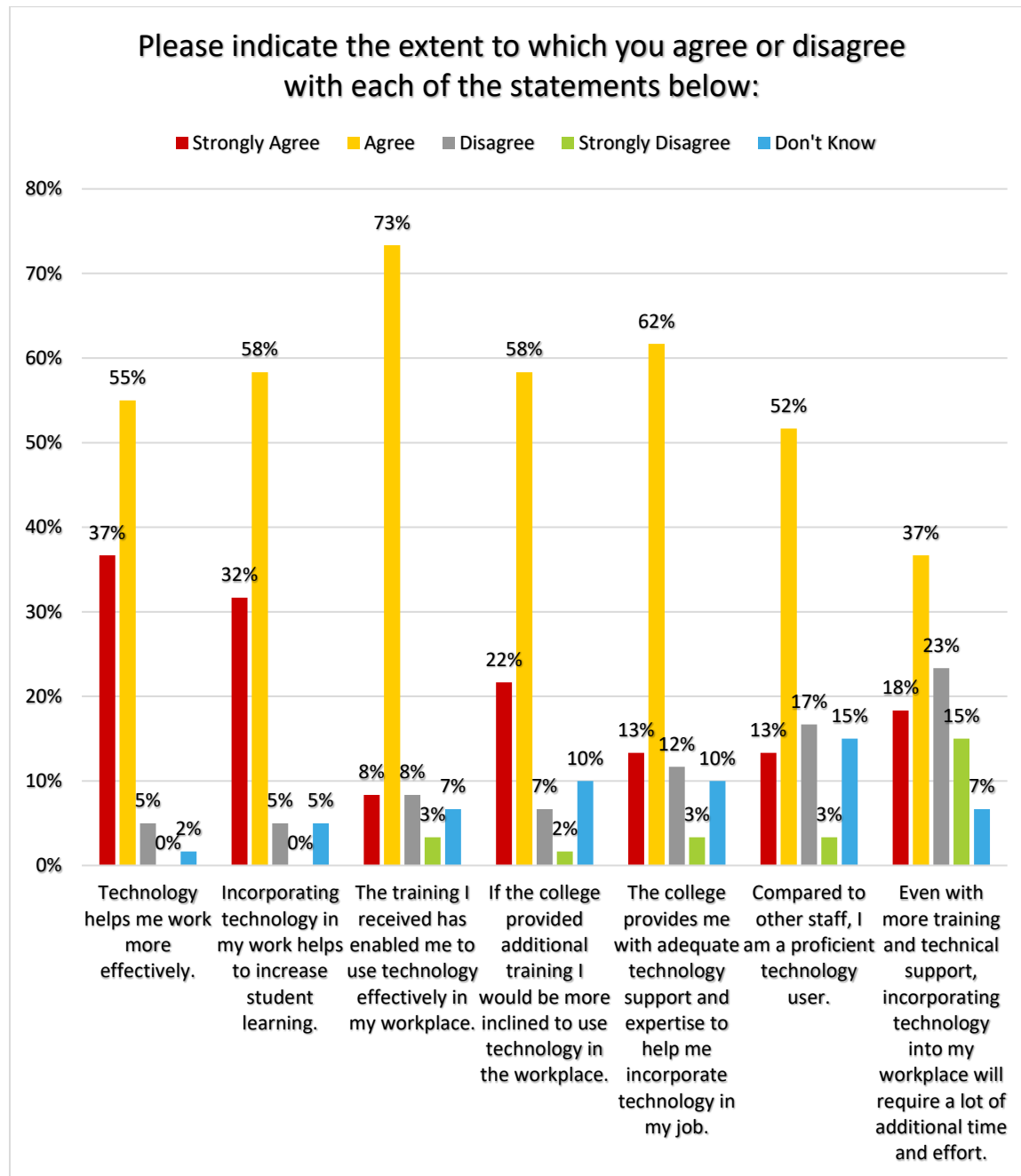
- Youtube, interactive websites, educational websites
- VoiceThread; ReDirect;
- Students must do outside (web) research using whatever technology is available. I also use smartphones for polling and quiz applications.
- Smartphones for research
- PowerPoint, content Webpages such as YouTube, document camera, search engines, etc.
- Powerpoint
- poll everywhere; plicker app
- Pearson MyLabandMastering, WebAssign, online tools such as WolframAlpha
- Online sites to supplement instruction
- No
- Ipad, clicker for PP, DVD's
- I use smartphone apps for technology based online course discussions, activities, class games, quizzes, puzzles etc.
- Facebook, I have a course page that students can follow and post. I post reminders and articles of interest. Twitter, same as facebook.
- Electrude, kahoot

Item 17: What would most help you be a more effective online instructor? - 19 responses

- Videos of instruction
- Understanding how to use social media
- Training (X7)
- Time to learn it all
- students that understood how to use a computer and the internet
- Multiple ways to communicate and provide information
- More opportunities to teach online
- Making Canvas more flexible and user-friendly
- Interactivity.
- I am not sure of the basic format, the tools needed
- Having interaction with students via skype type platform.
- Don't teach online.
- Canvas interactivity and community

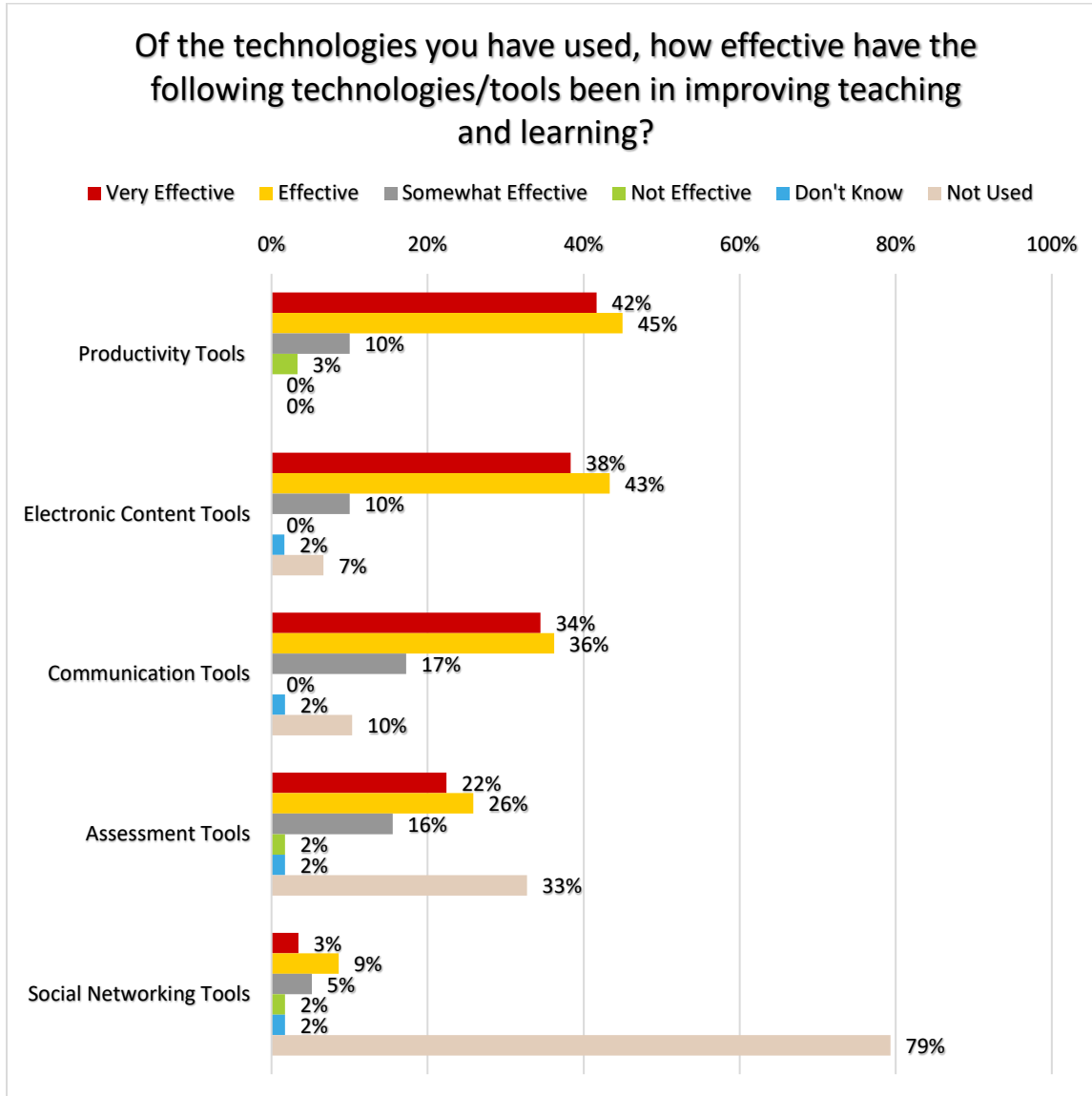
Item 18: Presence of Technology in the Workplace

The vast majority (92%) of respondents *agreed* or *strongly agreed* that technology helps them work more effectively and 90% *agreed* or *strongly agreed* that incorporating technology into their work helps to increase student learning. 55% of respondents *agreed* or *strongly agreed* 'incorporating technology into my workplace will require a lot of additional time and effort.'



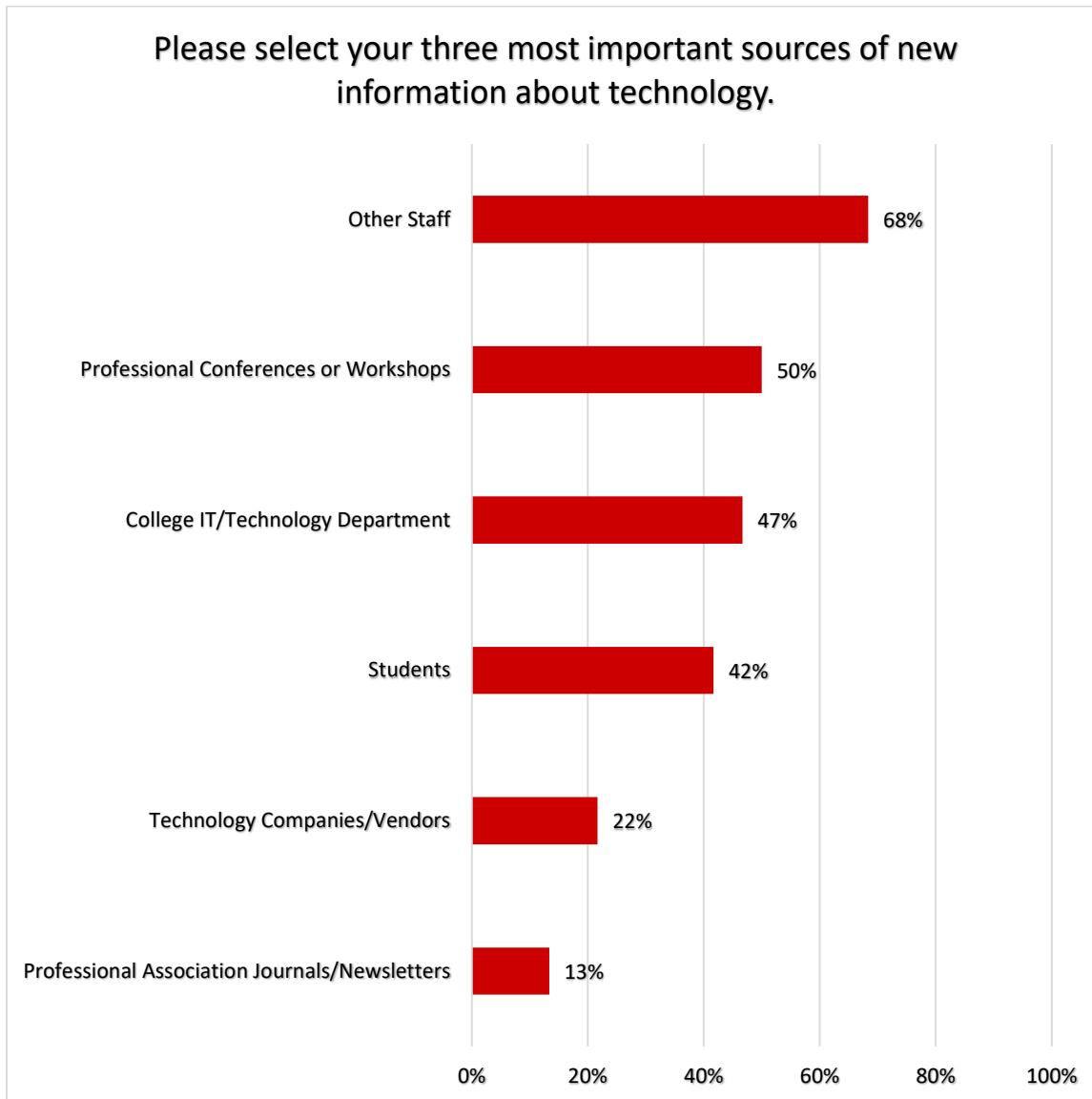
Item 19: Effectiveness of information technology tools for teaching and learning

Over 87% of Faculty respondents rated 'Productivity Tools' effective or very effective in the improvement of teaching and learning. 81% rated 'Electronic Content Tools' effective or very effective in the improvement of teaching and learning. Less than half (48%) rated 'Assessment Tools' and 12% rated 'Social Networking' effective or very effective. 79% of respondents indicated that 'Social Networking Tools' were not used.



Item 20: Sources of information about new technology

Staff respondents reported that 'Other Staff' (68%) and the 'Professional Conferences and workshops' (50%) are the most important sources of information about new technology.

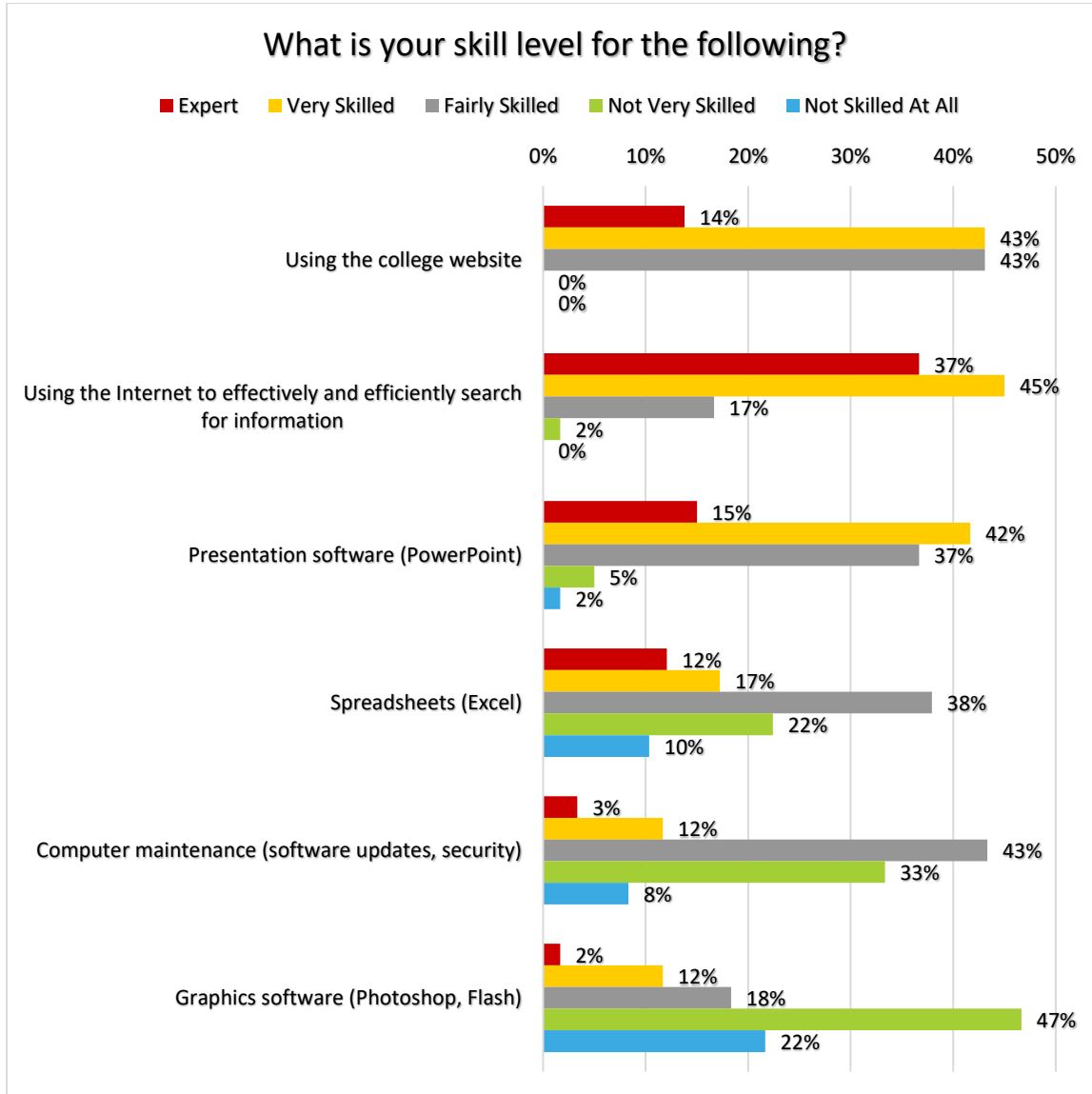


There were seven *other* open-ended responses

- Self-teaching
- My own research.
- I do a great deal of my own research (and testing) to find products that will hopefully help student engagement or to fulfill a certain need in the online classroom environment.
- Google
- Flex work shops
- DE Professional Development
- College online training staff

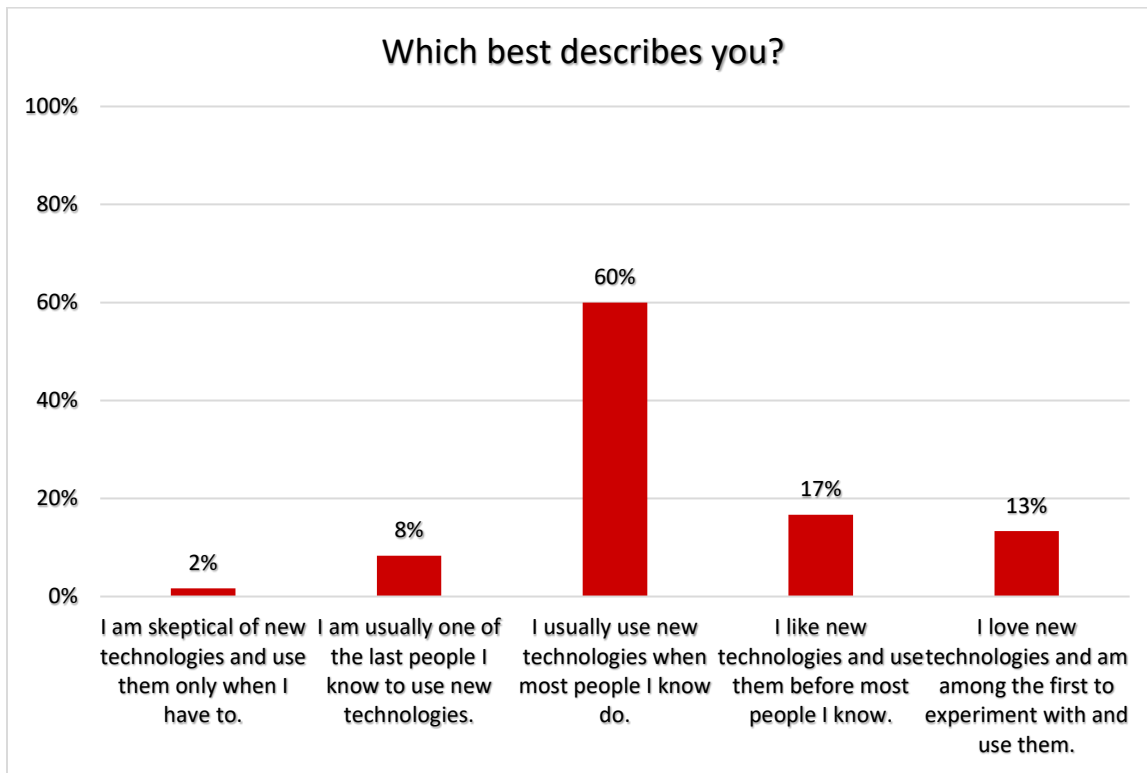
Item 21: Skill levels with information technology tools.

'Computer Maintenance' and 'Graphics Software Use' received the lowest skill level ratings.



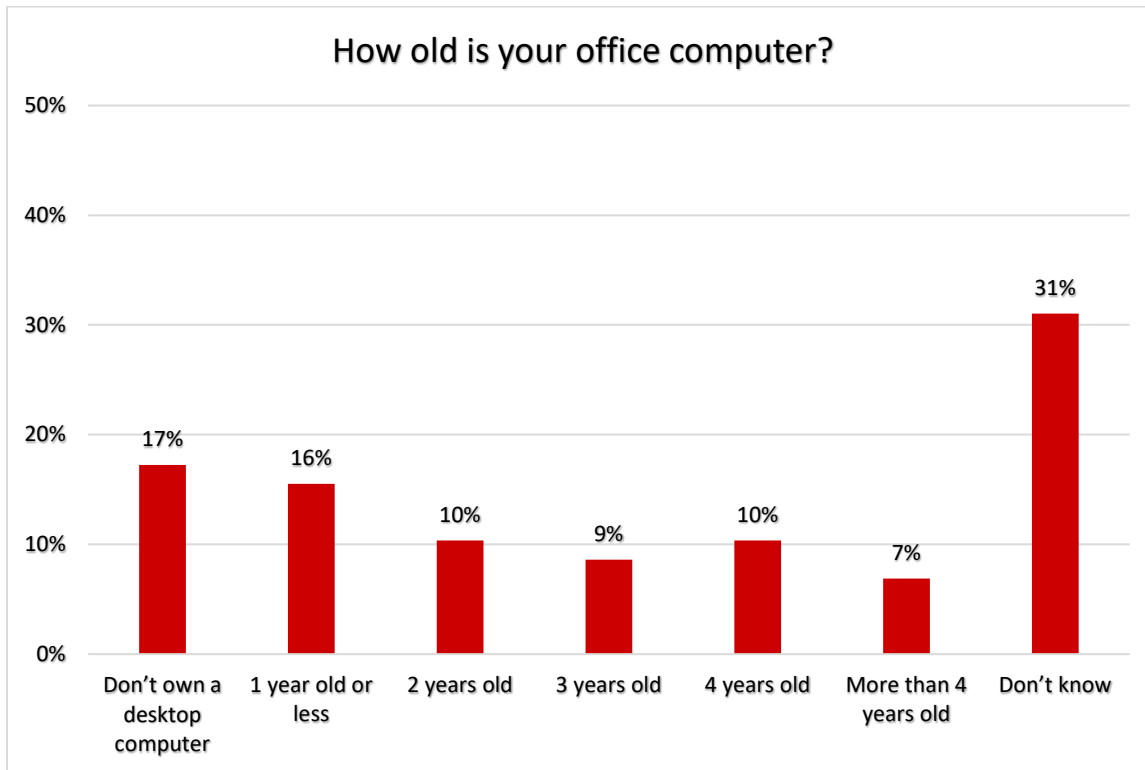
Item 22: Respondent engagement with new technology

Only 2% of respondents are skeptical of new technologies and use them only when they have to and just 8% of faculty respondents reported being the last people to know and use new technology.



Item 23: Age of respondents' computers

Of the respondents that reported the age of their computer, 63% indicated their computers were 2 years old or less leaving 38% with computers older than 2 years.



Item 21-25: The following items concern college IT planning and implementation

