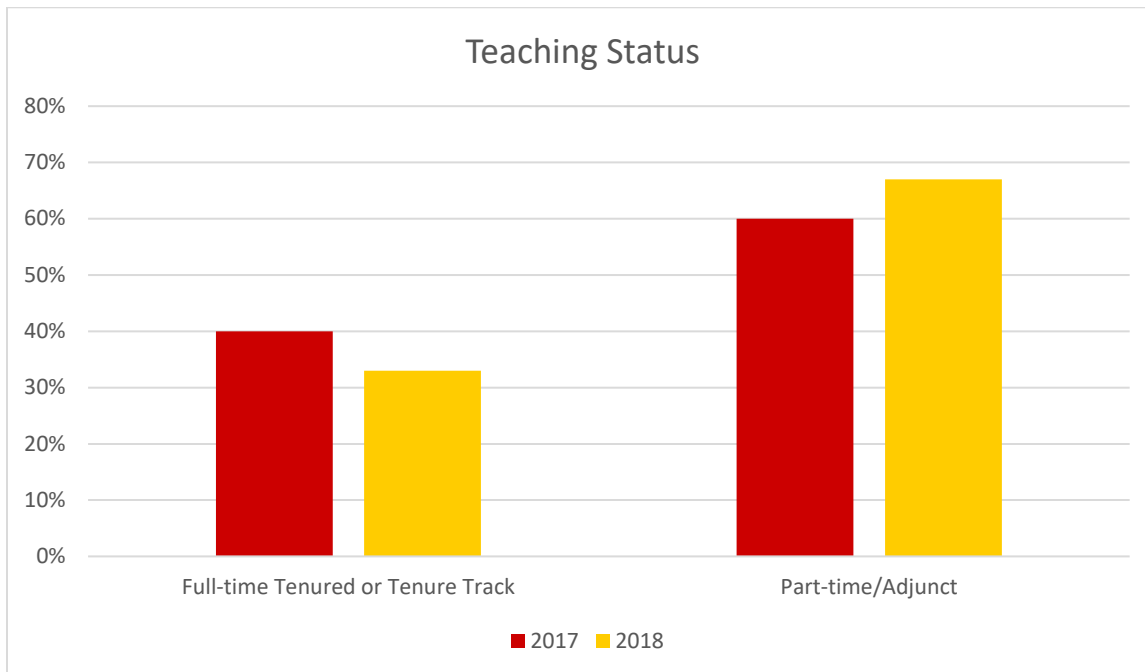


Faculty Technology Training Survey, Fall 2018

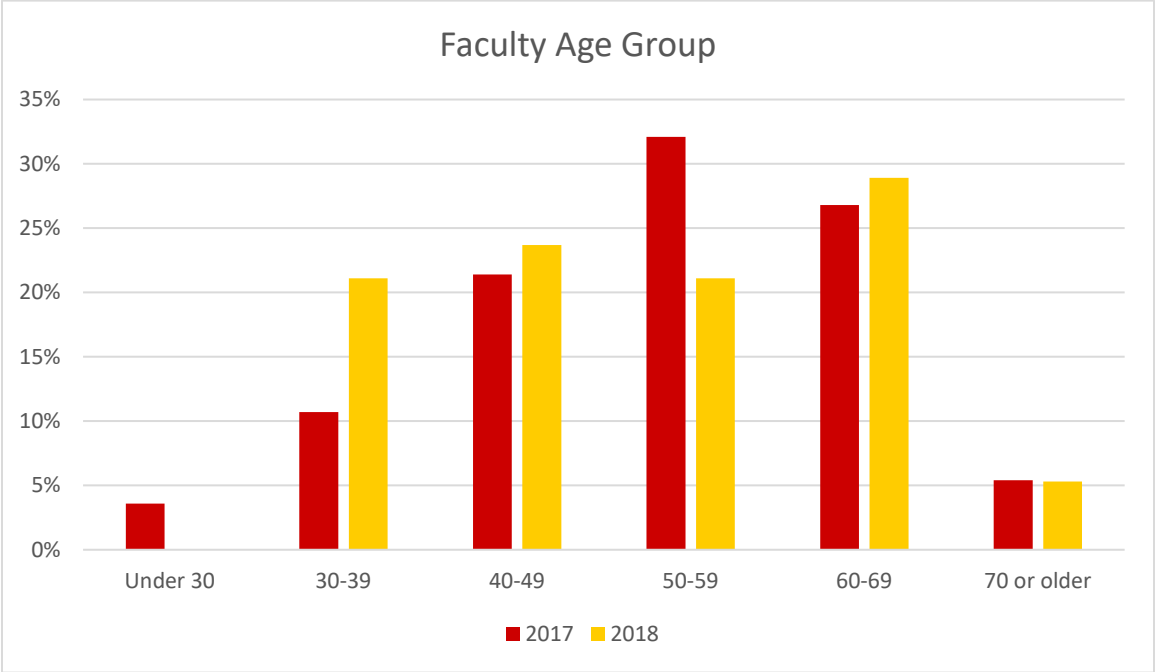
Alma Correa, PhD
November 28, 2018

In fall 2018, College of the Desert collected survey responses to assess the technical training needs of faculty. The current report summarizes the 2018 survey results, and also includes 2017 survey results for comparison.

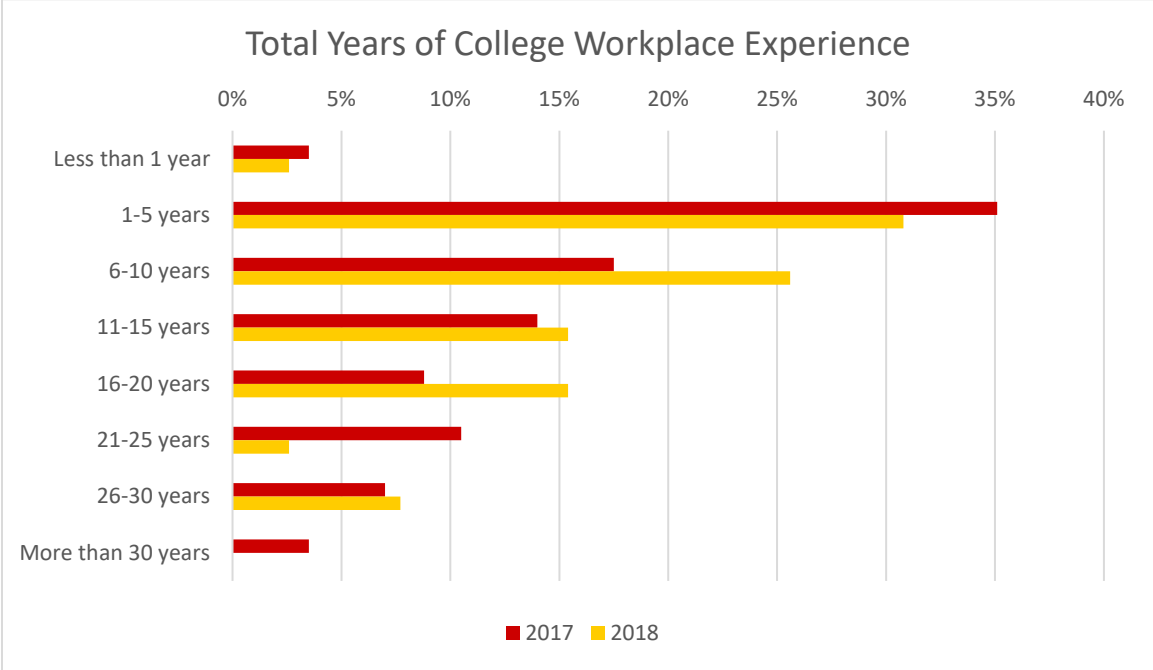
In 2018, 52 faculty members responded to the survey. The majority of respondents were part-time/adjunct faculty (67%), with the remaining being full-time tenured or tenure-track faculty (33%).



One-third of faculty respondents were 60 years of age or older (34%). In 2018, there were no respondents under 30 years old.

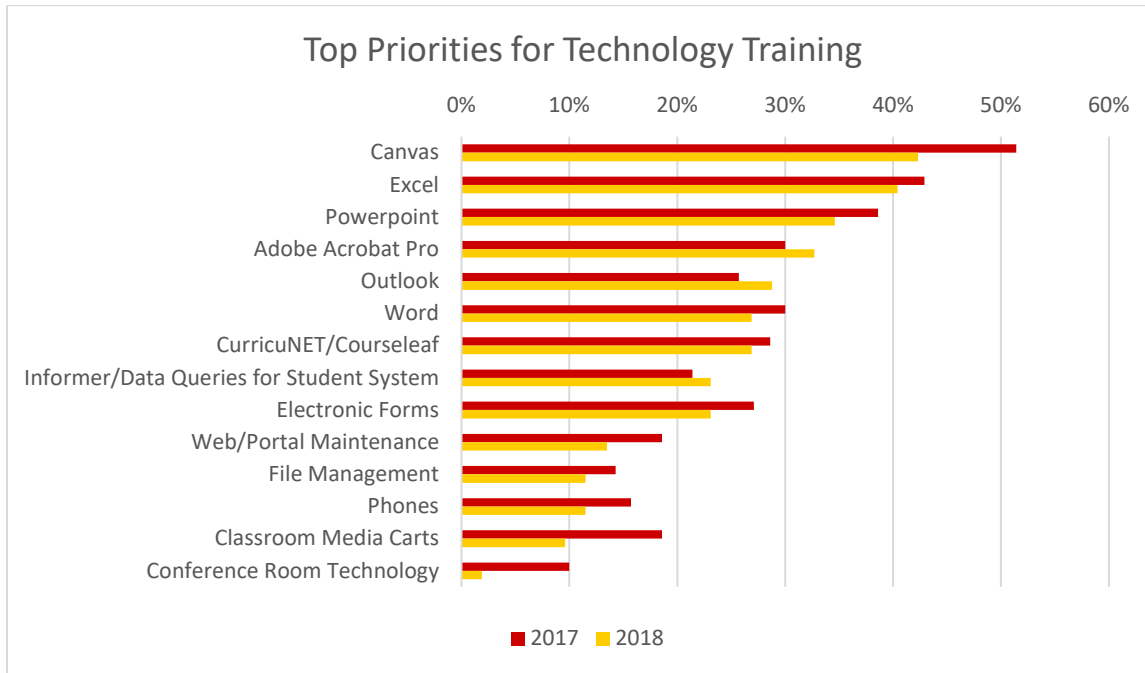


Almost one-third (31%) of respondents had 1-5 years of college workplace experience, and 26% had 6-10 years of experience. There were no respondents in 2018 with more than 30 years college workplace experience.



Technology Training for Faculty

The top priorities for faculty respondents in 2018 were: Canvas (42%), Excel (40%), PowerPoint (35%), Adobe Acrobat Pro (33%), and Outlook (29%). With the exception of Outlook, all of the 2018 top priority training topics were also priorities for faculty in 2017.



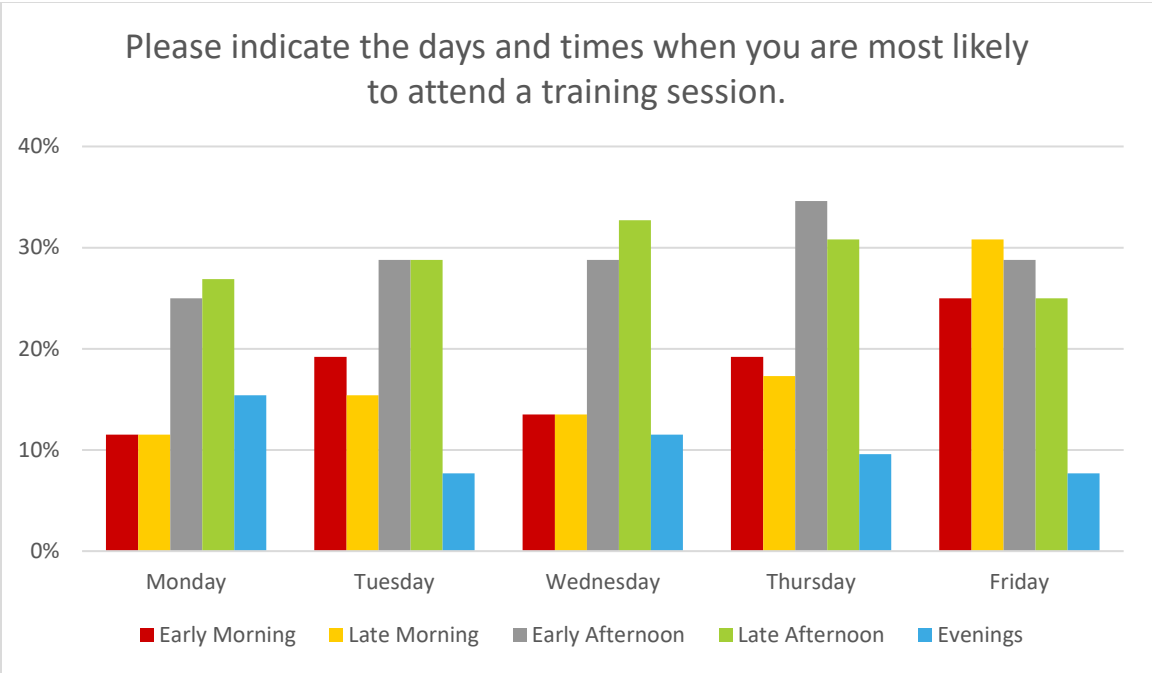
The open-ended responses for “Other” technology training suggestions fell into two broad categories, including accessibility and software training (e.g. Access, Snag It, Camtasia, Proctorial, Flip Grid).

Faculty respondents indicated the days and times they would be most likely to attend a training session. Friday followed by Thursday, were the days faculty would most likely attend a training. On Thursdays, faculty reported early and late afternoon as their preferred times. On Fridays, faculty would like to attend training sessions during the late morning or early afternoon. Although faculty were overall less likely to select Mondays to attend training, Monday was preferred over other days for an evening¹ training session.

Over two-thirds (69%) of respondents would not likely attend a training session on a weekend, however most would likely² attend an anytime webinar (74%).

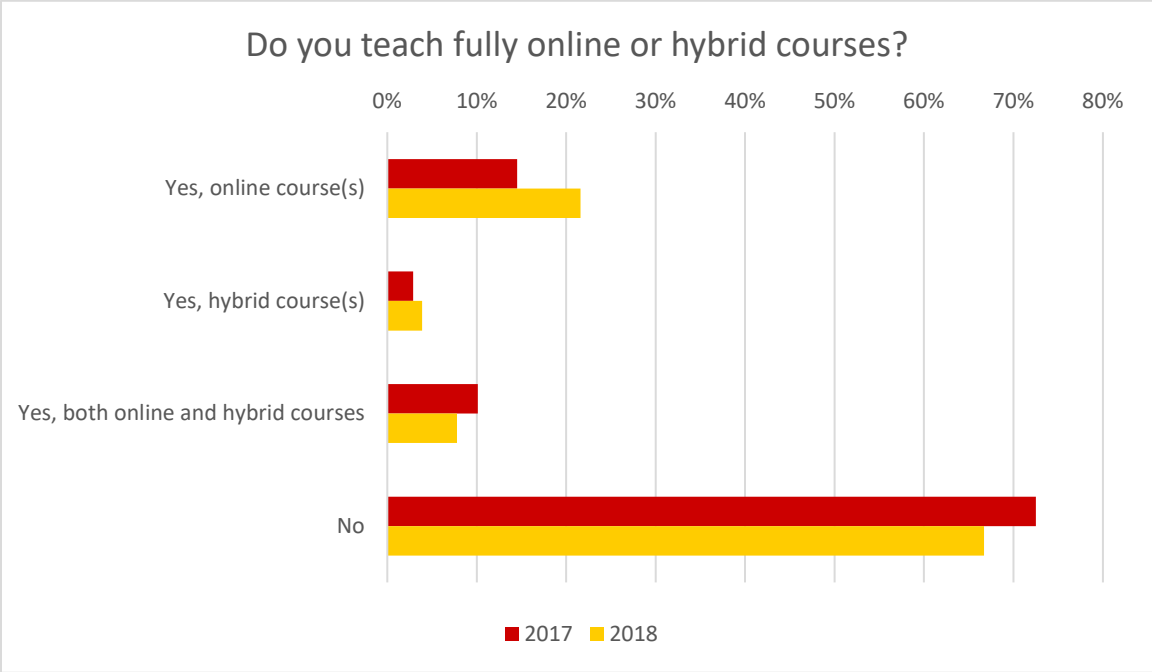
¹ The evening response option was added to the 2018 survey.

² Likely and Very Likely response options were combined and referred to as Likely.

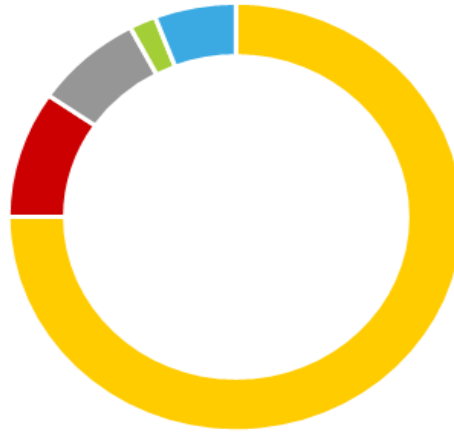


Distance Education

In 2018, one-third (33%) of faculty reported teaching a fully online and/or a hybrid course, which was 6% higher compared to 2017.

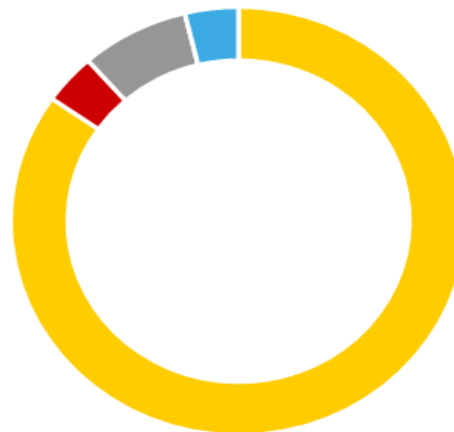


How many online courses have you taught?



■ None ■ 1-5 courses ■ 6-10 courses ■ 11-15 courses ■ Over 15 courses

How many hybrid courses have you taught?



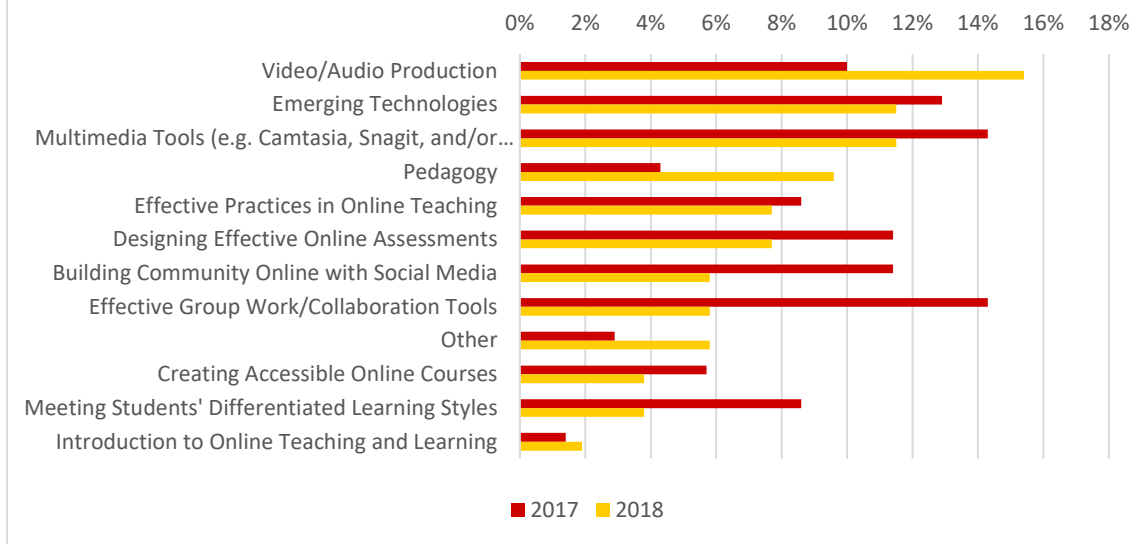
■ None ■ 1-5 courses ■ 6-10 courses ■ 11-15 courses ■ Over 15 courses

The most commonly selected training topics that faculty reported would help them to be more successful in their online or hybrid courses were:

1. Video/Audio Production (15%)
2. Emerging Technologies and Multimedia Tools (both topics 12% each)
3. Pedagogy (10%)

The topics “Emerging Technologies” and “Multimedia Tools” were high priority topics in 2017, and continue to be important to online faculty in 2018. The “Other” training topics included in open-ended responses all fell under the topics of “Effective Group Work/Collaboration Tools” and “Multimedia Tools”.

What training topics would help you be more successful in your online or hybrid courses?



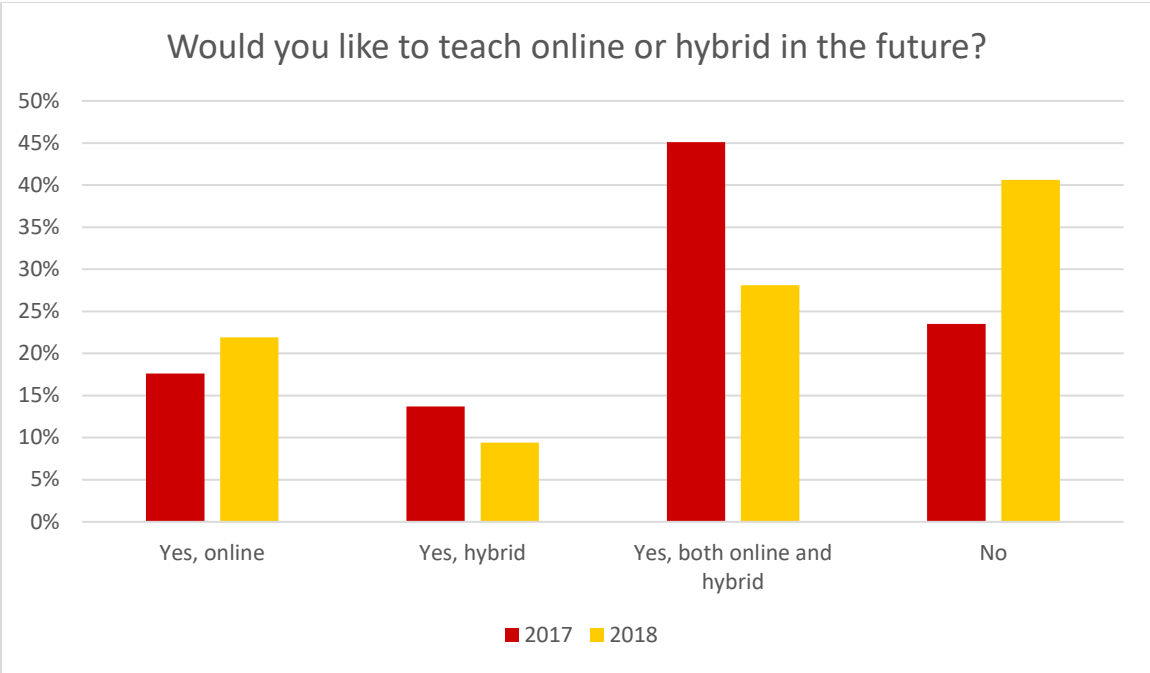
Faculty were asked several open-ended questions related to helping them to improve their online courses and skillset. In one open-ended item, faculty reported the tools they think would allow them to retain more students in their online courses. The themes that emerged from the responses were:

- Technology literacy training for both students and faculty (e.g. Course Design Academy)
- Automatic reminder feature needed in Canvas for easier notifications to students
- Videos and software to help create community and increase interaction with students (e.g. Zoom Confer, Flip Grid)

In another open-ended item, faculty were asked to specify what session topics would help them to enhance their online teaching. Faculty responses centered around a few main areas. First, respondents indicated that they would like session topics related to student engagement and interaction in Canvas (e.g. live teaching, Canvas conversations/discussions, and presentation design). Also, faculty would like to be able to practice and gain experience teaching online, including understanding best practices. Finally, topics on accessibility and audio/video production (for faculty to learn and teach) were included in responses.

Finally, faculty were asked what would help them to be more effective online instructors. The majority of open-ended responses to this item were related to providing opportunities for faculty to learn from peers. Suggestions on how to do this included providing conference opportunities, peer evaluation and feedback, more classes on online teaching methods, and demonstrations of best practices and innovation.

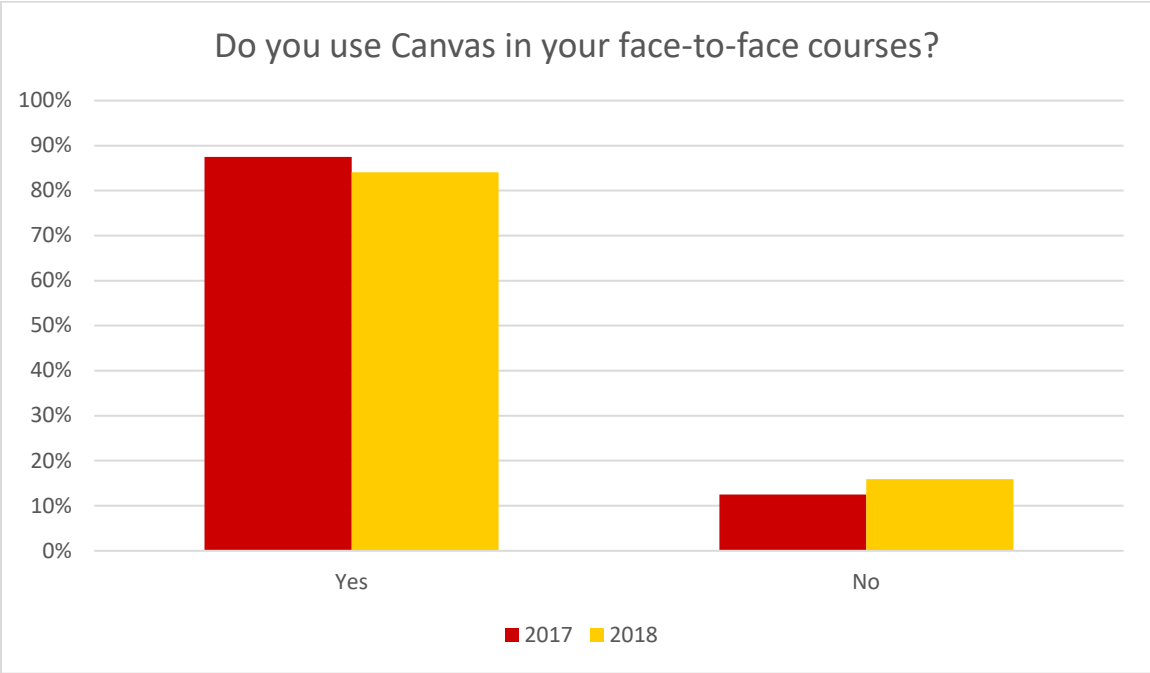
Although over half of the 2018 respondents would like to teach either online or hybrid courses (or both) in the future, this year's combined proportion was lower than in 2017 (59% & 76%, respectively).



In open-ended responses, faculty reported on what would help them to prepare to teach a fully online course. The majority of responses dealt with specific training topics that mirrored results from multiple-choice and other open-response survey items. Online teaching topics that faculty would like to learn more about included: Canvas, pedagogy, accessibility, and group/collaborative assignments and tools.

Canvas and Other Forms of Technology

A slightly lower percentage of faculty reported using Canvas in their face-to-face courses in 2018, compared to 2017 (84% & 88%, respectively).



For the most part, faculty indicate a desire to integrate Canvas into face-to-face courses. Respondents reported wanting to use Canvas for attendance, grades, and to post assignments for students who could not attend class. However, the obstacles below were noted as reasons for not using Canvas at this time:

- Feeling overwhelmed or not knowing how to get started
- Issues with importing Excel gradesheet into Canvas
- Copyright laws preventing uploading of materials
- Flex training conflicts with adjunct sessions

Other technology that faculty reported using in their online, hybrid, or face-to-face courses included:

- Clickers
- Kahoot!
- Remind app
- WordReference
- Poll everywhere
- Powerpoint
- Smartphones
- Vizia
- Social Media (e.g. Facebook, Twitter)
- YouTube

The reason most faculty cited for not using other forms of technology was that use of Canvas in their classrooms was sufficient. Faculty reported that it takes too much class time to use other technology, and that phones and social media use is not allowed during class. Other reasons preventing technology use included the need for more training, and misplaced department clickers.

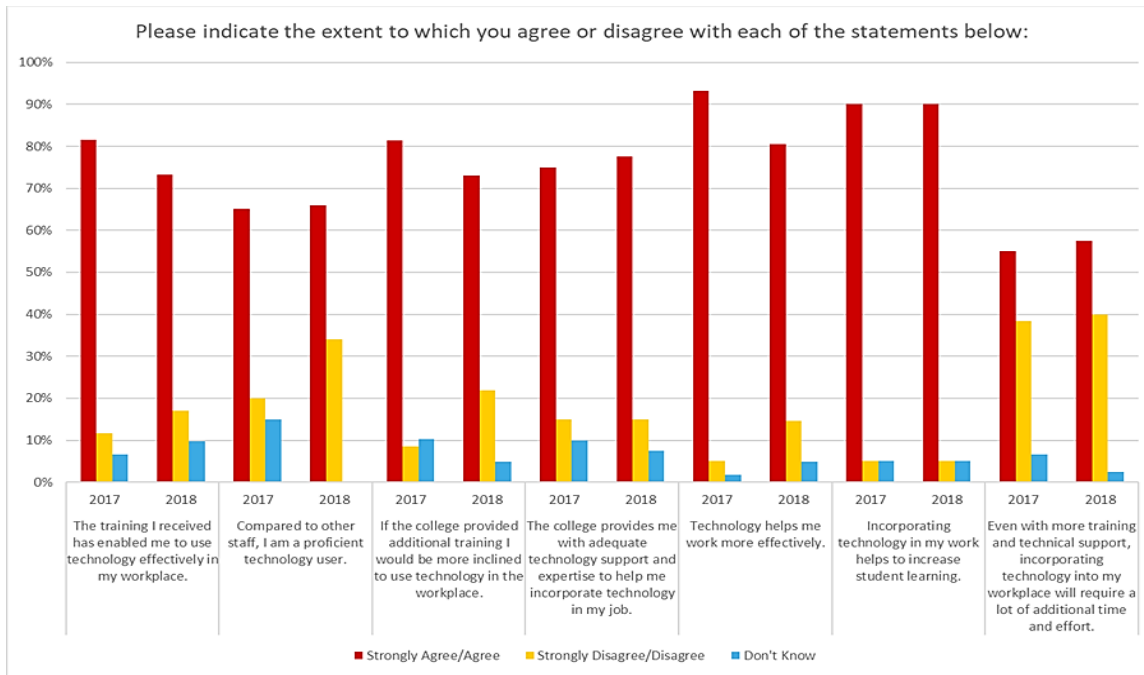
Skills, Technologies and Tools

Faculty were asked to indicate their level of agreement³ with several statements regarding the use of technology in their work. The item with the highest level of agreement was, “Incorporating technology in my work helps to increase student learning” (90%) followed by, “Technology helps me work more effectively” (81%). These items were the same items with the highest level of agreement in 2017.

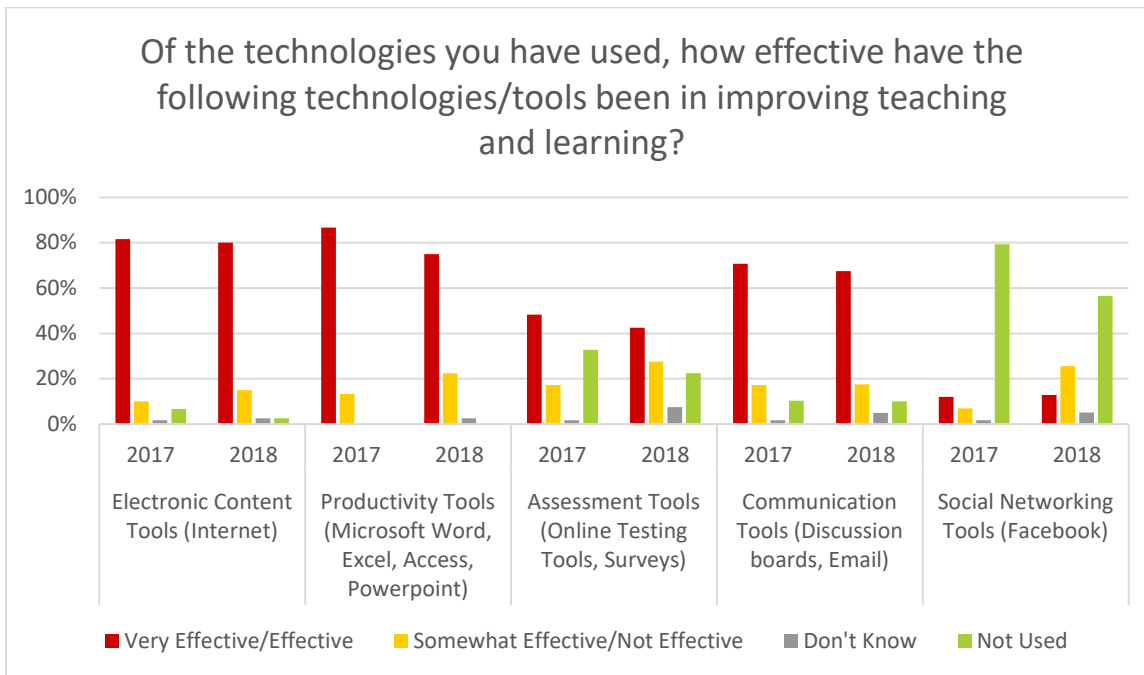
The items with the highest level of disagreement were, “Even with more training and technical support, incorporating technology into my workplace will require a lot of additional time and effort” (40%) and, “Compared to other staff, I am a proficient technology user” (34%). These items were also the same items with which most faculty disagreed in 2017.

Finally, the item, “The training I received has enabled me to use technology effectively in my workplace” elicited the most “Don’t Know” responses (10%).

³ Strongly Agree and Agree were combined and referenced as Agree/Agreement. Strongly Disagree and Disagree were combined and referenced as Disagree/Disagreement.

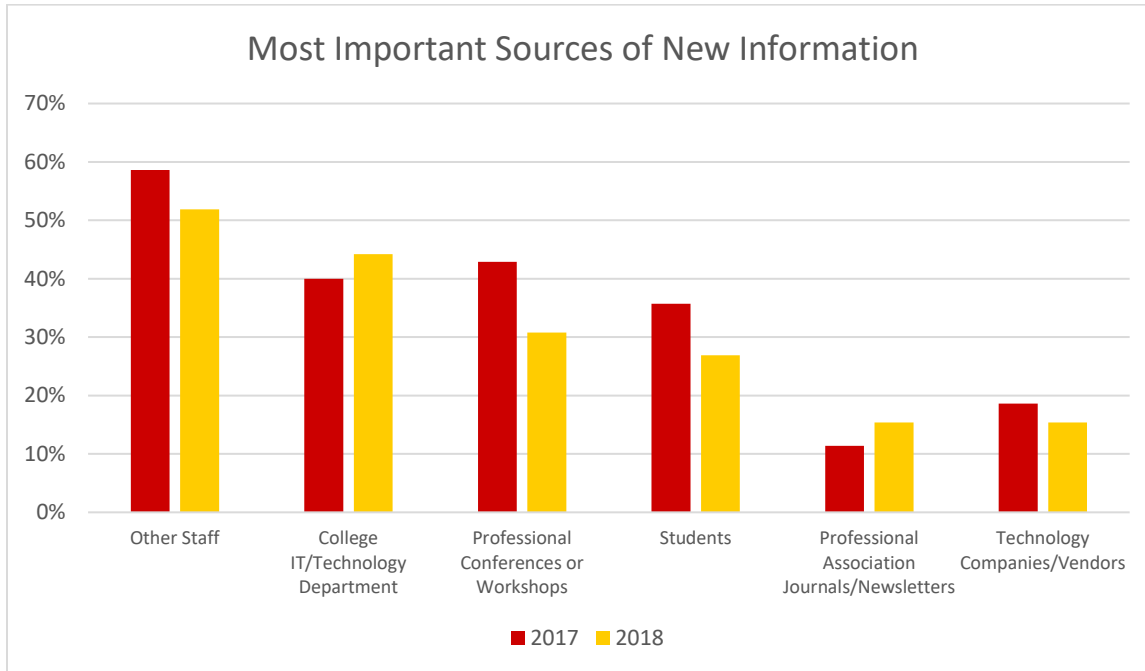


Faculty rated the effectiveness of various technologies and tools in improving teaching and learning. The majority of respondents rated electronic content tools and productivity tools highest in their effectiveness to improve teaching and learning (80% & 75%, respectively). About half of faculty (56%) reported not using social networking tools, such as Facebook, to improve teaching and learning. Last year the majority of faculty reported not using social networking tools (79%), indicating that more faculty are now using these types of tools in their work with students.



The three most important sources of new information about technology for respondents were other staff (52%), college IT/Technology department (44%), and professional conferences or workshops (31%). In both 2017 and 2018, other staff were the primary source of new technology information for faculty.

Other sources of information about new technology included in open-ended responses were own research (e.g. Google), friends or family, and online communications (e.g. podcasts, twitter, blogs).



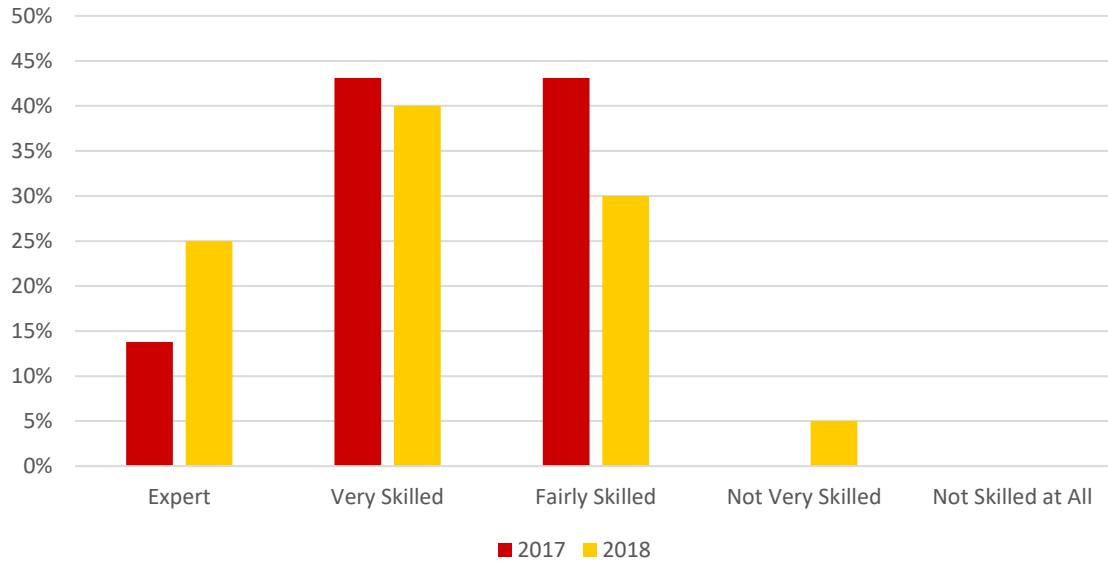
Faculty reported on their skill level using various information technology tools. A greater proportion of faculty reported the highest skill levels for the following items:

- “Using the internet to effectively and efficiently search for information” (43% expert, 43% very skilled). No respondents reported not being skilled at all using the internet to search for information.
- “Using the college website” (25% expert, 40% very skilled). No faculty reported not being skilled at all for this item.

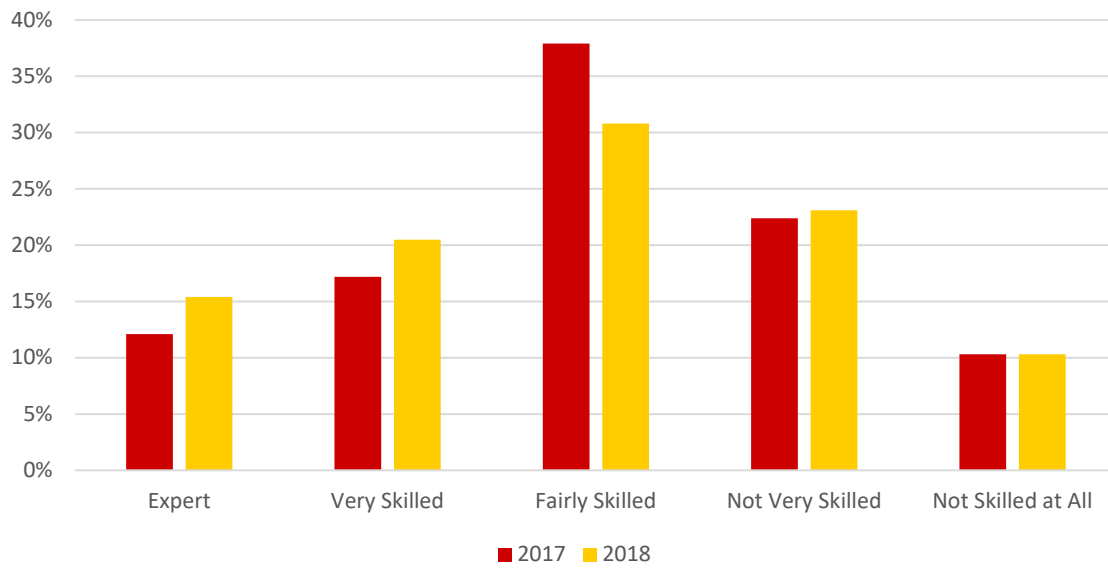
The highest proportion of faculty reported the lowest skill levels for the use of graphics software and for computer maintenance. In 2018, compared to 2017, both of these items showed an increase in the percentage of faculty reporting the lowest skills level (not skilled at all).

- Almost three-quarters of faculty reported the lowest skill levels in the use of graphics software (39% not skilled at all, 31% not very skilled).
- Almost half of faculty reported low skill levels for computer maintenance (20% not skilled at all, 28% not very skilled).

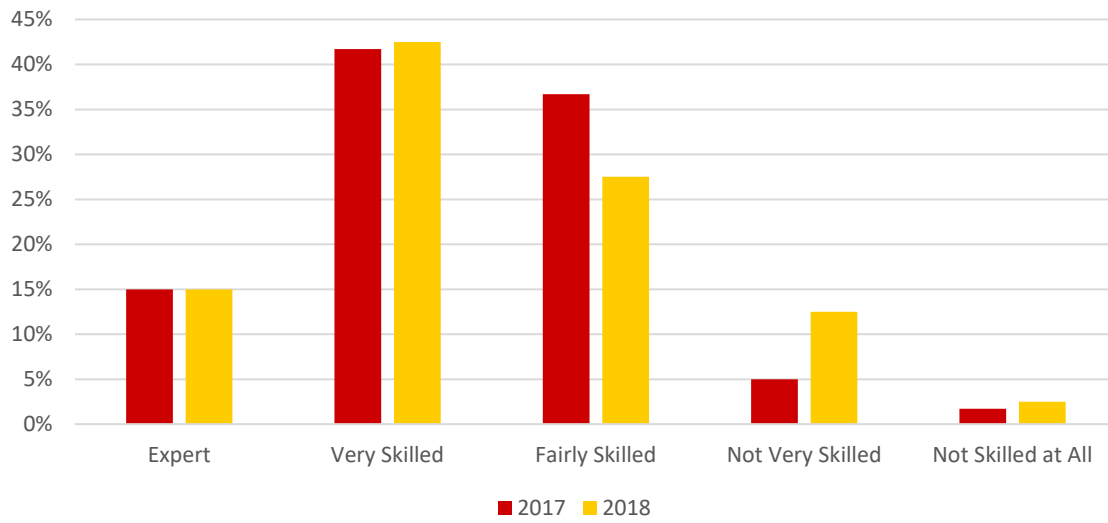
What is your skill level for using the college website?



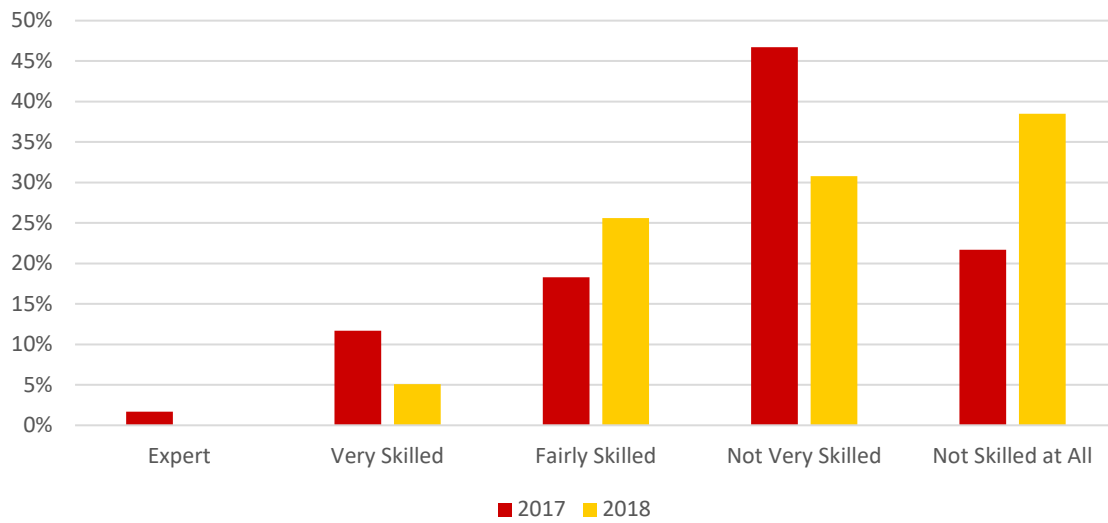
What is your skill level for using spreadsheets (Excel)?

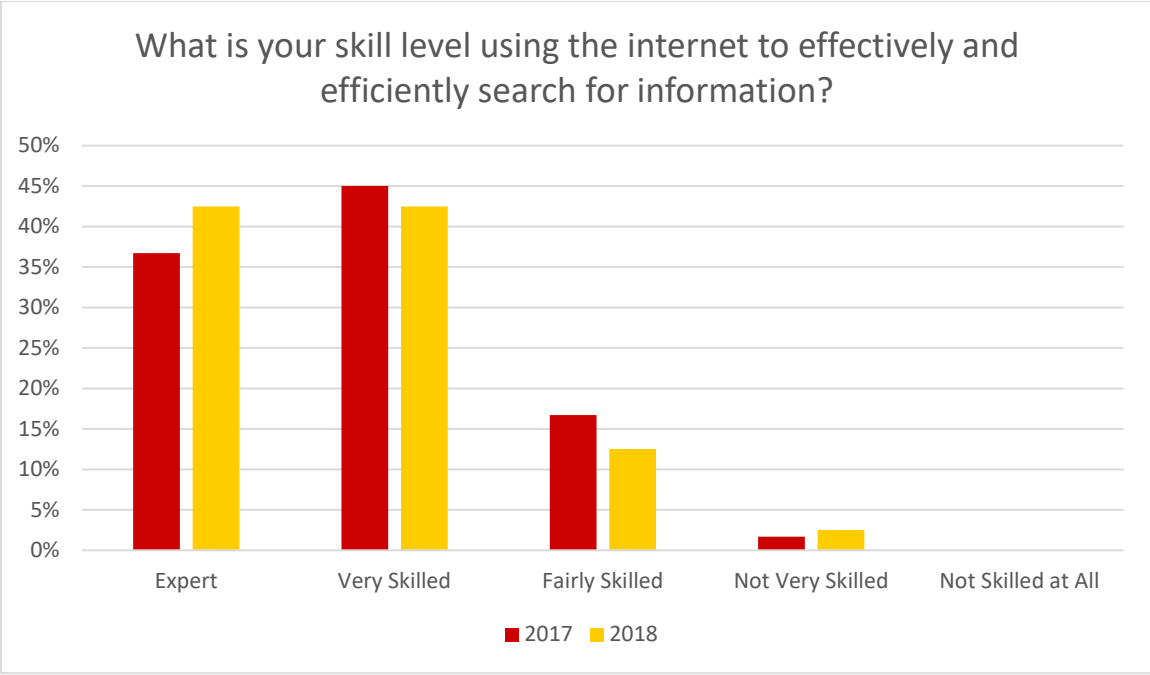
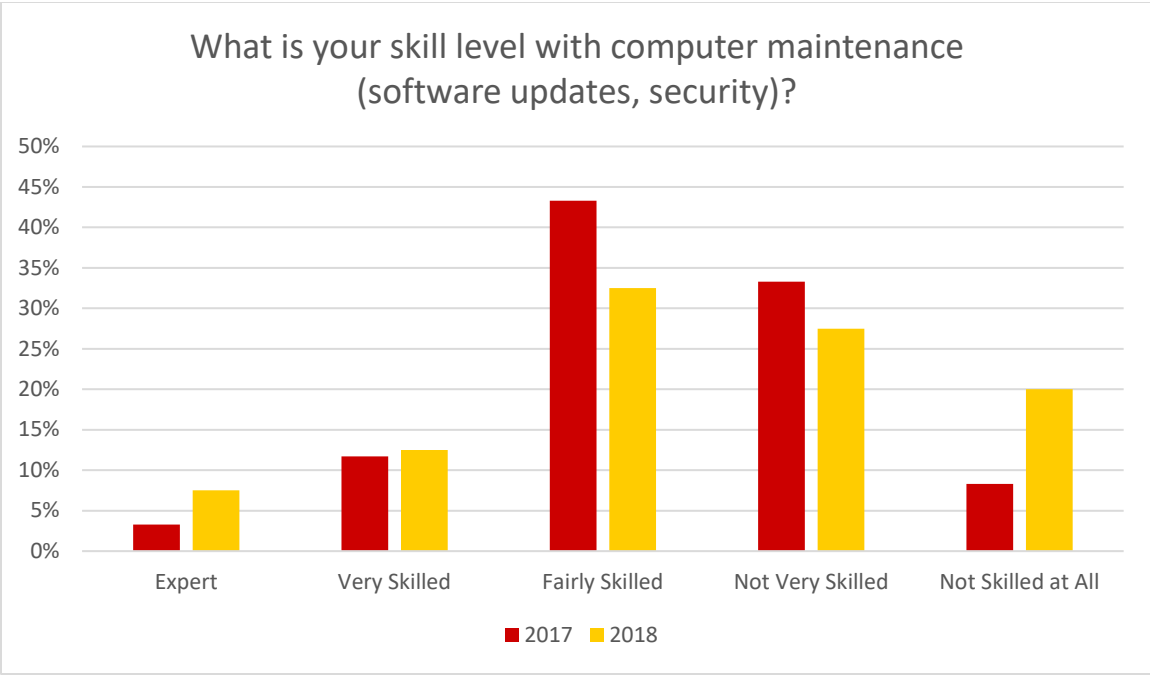


What is your skill level for using presentation software (Powerpoint)?

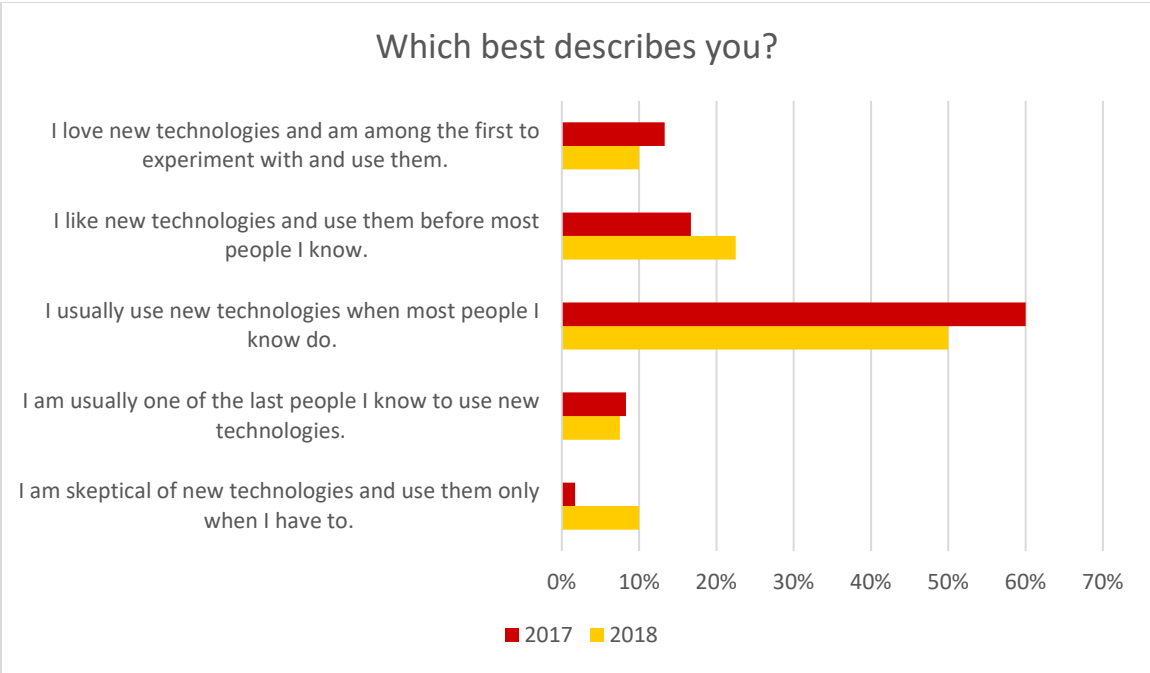


What is your skill level with using graphics software (Photoshop, Flash)?

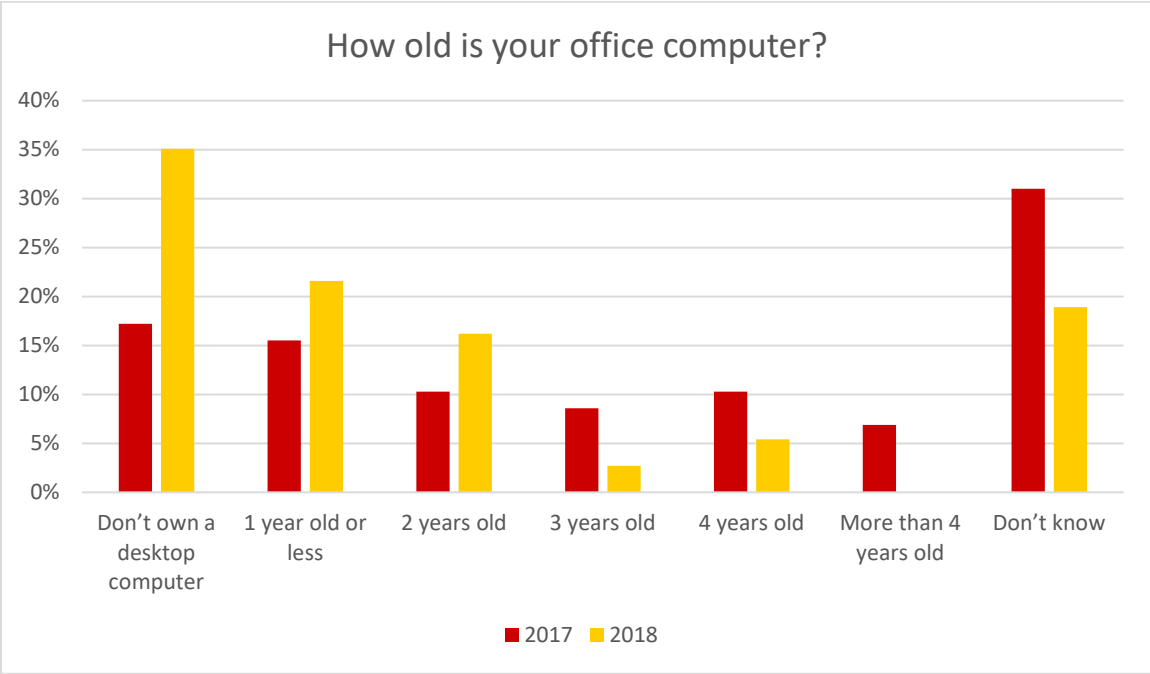




Survey respondents were asked to choose one option that best described them, from a list of statements related to their use of new technology. Half of faculty (50%) agreed with the statement “I usually use new technologies when most people I know do”. Almost one-quarter of respondents (23%) agreed with the statement “I like new technologies and use them before most people I know”. The statement selected by the fewest respondents (8%) was “I am usually one of the last people I know to use new technologies”. Results were similar to 2017, indicating that most faculty are overall comfortable engaging with new technology, although are not typically first in line to do so.



Most faculty reported either not owning a desktop computer (35%), or owning an office computer one year old or newer (22%).



Accreditation

The majority of respondents agreed⁴ with all of the statements related to information planning and implementation (83% to 92%). The percentage of respondents who agreed with the statement “The college provides current application software for my department” remained unchanged from 2017 to

⁴ Agreement for the information planning and implementation items were reported dichotomously (Yes/No).

2018 (92% each). In both years, the statement with which the fewest respondents agreed was “The effective use of technology resources is systematically evaluated”. However, in 2018 more respondents agreed with this statement (83%), compared to 2017 respondents (67%).

