

Online Assessment



Survey Results -- Overview

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Distance Education Faculty Survey, Spring 2013

Respondents: 49 displayed, 49 total

Status: Closed

Launched Date: 04/17/2013

Closed Date: 05/07/2013

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1. How many **sections** have you taught since Fall 2011?

	0	1-2	3-4	5-6	7-8	9+	Response Total
online sections	29% (14)	22% (11)	16% (8)	20% (10)	4% (2)	8% (4)	49
hybrid sections	45% (22)	18% (9)	20% (10)	8% (4)	4% (2)	4% (2)	49
TV sections	94% (46)	0% (0)	4% (2)	2% (1)	0% (0)	0% (0)	49
Total Respondents							147

2. Please indicate the frequency with which you use each of the following methods to communicate with your students.

	Often	Occasionally	Seldom	Never	Response Total
Telephone (private)	9% (4)	30% (14)	36% (17)	26% (12)	47
Telephone (conference call)	0% (0)	2% (1)	2% (1)	95% (39)	41
Video communication (Skype or Facetime)	5% (2)	7% (3)	12% (5)	77% (33)	43
E-mail	94% (46)	6% (3)	0% (0)	0% (0)	49
List-serve	14% (6)	9% (4)	16% (7)	61% (27)	44
Bb Announcements	83% (39)	11% (5)	2% (1)	4% (2)	47
Bb Threaded Discussions	60% (28)	23% (11)	4% (2)	13% (6)	47
Bb Blogs	5% (2)	12% (5)	5% (2)	79% (34)	43
Bb Chat room	7% (3)	11% (5)	16% (7)	66% (29)	44
US Postal Mail	2% (1)	9% (4)	18% (8)	71% (32)	45
Campus Mail	5% (2)	7% (3)	18% (8)	70% (31)	44
Webinar (such as CCC Confer)	2% (1)	5% (2)	9% (4)	84% (37)	44
Facebook	4% (2)	2% (1)	11% (5)	82% (37)	45
Twitter	0% (0)	2% (1)	7% (3)	91% (39)	43
	2% (1)	11% (5)	13% (6)	73% (33)	45

Text Messages

In person (office hours)	21% (10)	47% (22)	15% (7)	17% (8)	47
In person (exam(s), class meetings)	37% (17)	24% (11)	20% (9)	20% (9)	46
	Total Respondents				764

3. To what extent do each of the following **affect your ability to offer a distance education course with high student success and retention?**

	Significantly affect	Somewhat affect	No affect	Don't know or n/a	Response Total
Inadequate technology (Office computer, network, etc)	12% (6)	29% (14)	59% (29)	0% (0)	49
Inadequate technology support (ITS)	12% (6)	31% (15)	55% (27)	2% (1)	49
Inadequate Distance Education Office support	8% (4)	10% (5)	76% (37)	6% (3)	49
Resistant faculty	4% (2)	12% (6)	69% (34)	14% (7)	49
Resistant administrators	8% (4)	12% (6)	67% (33)	12% (6)	49
Greater workload	22% (11)	33% (16)	39% (19)	6% (3)	49
Inadequate faculty compensation for development	35% (17)	35% (17)	29% (14)	2% (1)	49
Insufficient time to develop courses	37% (18)	39% (19)	22% (11)	2% (1)	49
Insufficient training opportunities on Blackboard	10% (5)	27% (13)	55% (27)	8% (4)	49
Insufficient training opportunities for faculty on online instructional course design	20% (10)	33% (16)	45% (22)	2% (1)	49
Insufficient support/trainers for development of online content	20% (10)	31% (15)	41% (20)	8% (4)	49
	Total Respondents				539

4. Any other methods used to communicate with your students?

View responses to this question [view](#)

Total Respondents **12**

(skipped this question) 37

5. To what extent is each of the following factors **a barrier to student success** in your distance education classes at SAC?.

	Significant barrier	Somewhat of a barrier	No barrier	Don't know or n/a	Response Total
Insufficient ITS technical support	12% (6)	24% (12)	55% (27)	8% (4)	49
Insufficient Distance Education Office support	0% (0)	16% (8)	78% (38)	6% (3)	49
Insufficient language skills	24% (12)	51% (25)	20% (10)	4% (2)	49
Class size too large	14% (7)	27% (13)	53% (26)	6% (3)	49
Inaccessibility for students with disabilities	2% (1)	4% (2)	80% (39)	14% (7)	49
Lack of online student services	12% (6)	20% (10)	55% (27)	12% (6)	49
Lack of student self-motivation	51% (25)	37% (18)	6% (3)	6% (3)	49

Lack of student time-management skills	63% (31)	33% (16)	0% (0)	4% (2)	49
Incorrect expectations of online courses	47% (23)	35% (17)	10% (5)	8% (4)	49
Lack of face-to-face interaction	10% (5)	33% (16)	51% (25)	6% (3)	49
				Total Respondents	490

6. To what extent would an **improvement to each of the following areas** assist you in improving student success and retention in your distance education classes at SAC?

	Significantly helpful	Somewhat helpful	Little or no help	Don't know or n/a	Response Total
Training of technology tools for course development (ex. screen capture, video creation, interactive software tools, interactive presentation tools, etc.)	49% (24)	37% (18)	10% (5)	4% (2)	49
Online teaching workshops, offered online	33% (16)	43% (21)	16% (8)	8% (4)	49
An increased number of Blackboard training offerings	27% (13)	43% (21)	24% (12)	6% (3)	49
New advanced training in Blackboard (Use of Rubrics, Turnitin, and other new features)	39% (19)	43% (21)	12% (6)	6% (3)	49
ITS Help Desk support (Questions regarding login, Remote Email, etc.)	20% (10)	41% (20)	31% (15)	8% (4)	49
Student orientation for Bb and online learning (setting online course expectations and Bb introduction)	63% (31)	29% (14)	2% (1)	6% (3)	49
Instructional design advice for one-on-one assistance for instructors	45% (22)	29% (14)	18% (9)	8% (4)	49
Best practices guidebook for online instruction	45% (22)	37% (18)	10% (5)	8% (4)	49
				Total Respondents	392

7. Which of the following trainings are you likely to participate in if it were offered?

	Definitely	Likely	Somewhat likely	Doubtful	Response Total
Blackboard Training - basics	6% (3)	14% (7)	20% (10)	59% (29)	49
Blackboard Training - advanced topics	39% (19)	43% (21)	16% (8)	2% (1)	49
Plagiarism Prevention - using Turnitin and plagiarism prevention strategies	35% (17)	27% (13)	12% (6)	27% (13)	49
Technology Tool Training - screen capture, simple video creation	47% (23)	27% (13)	12% (6)	14% (7)	49
Online Teaching Training - best practices and strategies	41% (20)	31% (15)	22% (11)	6% (3)	49
Online Course Design - group training with an instructional designer/technologist	41% (20)	24% (12)	16% (8)	18% (9)	49
Online Course Design - one-on-one with an instructional designer/technologist	47% (23)	20% (10)	12% (6)	20% (10)	49
				Total Respondents	343

8. Any other training you would like to see offered?

View responses to this question [view](#)

Total Respondents **15**

(skipped this question) 34

9. Additional comments regarding Distance Education issues that you would like to share with us:

View responses to this question [view](#)

Total Respondents **20**

(skipped this question) 29

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4. Any other methods used to communicate with your students?

**Full
Response**

- | | |
|--|----------------------|
| 1. n/a | view |
| 2. No | view |
| 3. Blackboard messages | view |
| 4. In-home office visits. | view |
| 5. Streaming lectures. | view |
| 6. Short video clips | view |
| 7. class roster and Connect | view |
| 8. Presentations and tutorials posted in the Blackboard assignment area... | view |
| 9. 1. Go in person to visit Hybrid labs
2. Coordinate with lab instructors
3. Correct work done in lab but tied to lecture (e.g., tissue drawings) | view |
| 10. meet in class before and after exams | view |
| 11. no. | view |
| 12. I use Google Voice number, instead of my cell phone, but I've had issues with it this semester. | view |

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8. Any other training you would like to see offered?

Full Response

- | | | |
|-----|--|----------------------|
| 1. | n/a | view |
| 2. | Any other technology tools would be terrific | view |
| 3. | I don't have a need for the basic training in Blackboard but rather, advanced training. Thanks for asking.
Best practices with discussions.
Methods to reduce chances of cheating. | view |
| 4. | Managing fonts and styles for consistent attractive text.
Best practices in teaching critical thinking and problem solving. | view |
| 5. | would be great to have all the options listed in #7 and to learn how to use Facebook as a teaching tool ... | view |
| 6. | I have taken many BB courses and generally do not need these anymore unless new techniques or options are added. | view |
| 7. | I think that an Instructional Designer would be very helpful. I am at a point in my classes where that is the type of help that I need. | view |
| 8. | Bb has held several sessions. I could not attend the day in LA due to my onsite teaching schedule. Also I attended a wonderful day on Course Design at a Wiley Plus stand alone or Bb integration workshop. | view |
| 9. | For adjunct instructor, we do not get any compensation for creating and designing our class. It is very difficult and takes so much of our own unpaid personal time to put together a class, I would like to see some kind of continued support and training and paid time for designing or building the course. | view |
| 10. | Class specific training with the students and instructor. It would be great if we could bring our students to a computer lab to show students what they need to do and have a technician to assist us. Many of my students need more help than I can provide at this point. It would be a learning opportunity for me too. | view |
| 11. | The Distance Ed staff does a great job of assisting faculty in resolving DE problems. Online classes is definitely a delivery system that fulfills the academic needs of many students. However, many students are not willing to invest enough time to learn what is required in taking an online class to truly be successful. | view |
| 12. | no | view |
| 13. | no. | view |
| 14. | Would want to work with an instructional technologist to create videos for my course. | view |

15. Online SharePoint training
Google Docs training
Video creation and posting

[view](#)

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		Full Response
9.	Additional comments regarding Distance Education issues that you would like to share with us:	
1.	Creating a wish list or a way of sharing issues with Blackboard that could be enhanced in future version.	view
2.	n/a	view
3.	The Distance Education Department has skilled, knowledgeable and extremely helpful staff assisting faculty. It is one of the reasons for the success of online instruction on this campus. As faculty, we have come to expect quick responses and exceptional service--we aren't disappointed.	view
4.	What would be more helpful than screen capture technology training would be an technology person that could do this for us.	view
	Vetted OER resources for each program would also be very helpful.	
5.	D.E. support is very good. Training sessions from 12 years ago were instrumental in building confidence with the on line format.	view
6.	None come to mind.	view
7.	Our Distance Ed. support team is THE BEST - it would be nice to clone them so they aren't over worked ... :) Excellent leadership ...	view
8.	I am returning to primarily teaching F2F and less online because student retention and success is significantly higher. I have over the years tried many different things in my class format to improve retention and completion and have seen very little if any improvement in either.	view
9.	The office staff is amazing. However, I am extremely concerned with the hole that is going to be left with the Jan's retirement.	view
10.	Distance Ed does a fantastice job. Thanks!	view
11.	Less training/learning opportunities offered to part time instructors because blackboard and online training sessions are offered only during office hours when most part time employees are working in their full time positions... Also, Students are given no instructional blackboard support other than the instructors support when they enter the classroom. They should have access to proper BB training before they attend classes because it seriously hinders the instructors ability to move forward with class instruction...?	view
12.	The Distance Ed staff is awesome and is always available to help me, even when I have already been to the training they are so wiling to assist.	view
13.	To find a way to connect the Bb grade book with the webadvisor grades so we don't have to re-enter the grades at the end of the semester.	view
14.	none	view

- 15. Need to have the Blackboard system to be free of the errors that "freeze" students out of tests. This just seems UNACCEPTABLE for any online exam. [view](#)
- 16. You gals do a great job, thank you! [view](#)
- 17. The hybrid model does not work that well. Would prefer full online to hybrid. [view](#)
- 18. The Distance Education department is doing a wonderful job! However, they do need training support. [view](#)
- 19. I work full time at a firm, so I often miss flex and training courses because they are only offered during business hours on the week days. It would be fantastic to have some of these course opportunities online for adjunct faculty who cannot make the trainings during business hours. Many of the generic Blackboard Help topics are not specific to SAC's Blackboard configuration, so it becomes more of a trial and error learning experience for many of us. I think the Best Practices Blackboard class would make an excellent online traing course. [view](#)
- 20. The Distance Education Office does an outstanding job of training and support of faculty. [view](#)

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