

# Online Assessment

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## Survey Results -- Overview

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### Distance Education Faculty Survey, Spring 2012

**Respondents:** 31 displayed, 31 total      **Status:** Open

**Launched Date:** 04/20/2012      **Closed Date:** N/A

**Display:**

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#### 1. How many different **courses** have you taught since Fall 2010?

	0	1	2	3	4	5	6+	Response Total
online courses	35% (11)	45% (14)	6% (2)	0% (0)	0% (0)	0% (0)	13% (4)	31
hybrid courses	58% (18)	13% (4)	23% (7)	3% (1)	0% (0)	0% (0)	3% (1)	31
TV courses	87% (27)	6% (2)	6% (2)	0% (0)	0% (0)	0% (0)	0% (0)	31
<b>Total Respondents</b>								<b>93</b>

#### 2. How many **sections** have you taught since Fall 2010?

	0	1-2	3-4	5-6	7-8	9+	Response Total
online sections	35% (11)	16% (5)	19% (6)	13% (4)	13% (4)	3% (1)	31
hybrid sections	52% (16)	10% (3)	13% (4)	10% (3)	10% (3)	6% (2)	31
TV sections	87% (27)	3% (1)	6% (2)	0% (0)	3% (1)	0% (0)	31
<b>Total Respondents</b>							<b>93</b>

#### 3. What types of training have you had specific to the design or delivery of distance education?

	Graduate training in distance learning or education technology	Online Teaching Certificate from another college	@ONE training programs	SAC Blackboard training	Conference attendance	Self-Taught	Informal training from peer/co-worker	Drop-in help from the Distance Education Office	Response Total
Prior to teaching	26% (7)	15% (4)	26% (7)	37% (10)	26% (7)	63% (17)	52% (14)	44% (12)	27

## Survey Results -- Overview

online at SAC										
After teaching online at SAC	3% (1)	7% (2)	27% (8)	77% (23)	43% (13)	70% (21)	47% (14)	67% (20)		<b>30</b>
										<b>Total Respondents 31</b>

**4.** Based on your experience, please compare your experience with distance education to classroom-based instruction in each of the following areas:

	<b>Distance Education is better</b>	<b>About the same</b>	<b>Classroom is better</b>	<b>Don't know/Not observed</b>	<b>Response Total</b>
Quality of student:faculty interaction	16% (5)	45% (14)	39% (12)	0% (0)	<b>31</b>
Quality of student:student interaction	35% (11)	23% (7)	39% (12)	3% (1)	<b>31</b>
Ability to deliver content	32% (10)	58% (18)	10% (3)	0% (0)	<b>31</b>
Ability to support a variety of instructional strategies	48% (15)	35% (11)	13% (4)	3% (1)	<b>31</b>
Efficiency of learning	35% (11)	52% (16)	13% (4)	0% (0)	<b>31</b>
Student involvement in learning	39% (12)	45% (14)	16% (5)	0% (0)	<b>31</b>
Overall student learning	13% (4)	68% (21)	19% (6)	0% (0)	<b>31</b>
Student completion of course	13% (4)	39% (12)	45% (14)	3% (1)	<b>31</b>
Student satisfaction	26% (8)	48% (15)	16% (5)	10% (3)	<b>31</b>
Student success	19% (6)	48% (15)	29% (9)	3% (1)	<b>31</b>
Collaborative student learning (groups)	13% (4)	10% (3)	61% (19)	16% (5)	<b>31</b>
Ability to monitor student progress	58% (18)	35% (11)	6% (2)	0% (0)	<b>31</b>
Ability to monitor the college Academic Honesty Policy	19% (6)	52% (16)	26% (8)	3% (1)	<b>31</b>
Accessibility/accommodation issues	26% (8)	55% (17)	10% (3)	10% (3)	<b>31</b>
					<b>Total Respondents 434</b>

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

	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>	<b>Response Total</b>
Telephone (private)	16% (5)	32% (10)	32% (10)	19% (6)	<b>31</b>
Telephone (conference call)	0% (0)	6% (2)	16% (5)	77% (24)	<b>31</b>
E-mail	94% (29)	6% (2)	0% (0)	0% (0)	<b>31</b>
List-serve	16% (5)	19% (6)	16% (5)	48% (15)	<b>31</b>
Announcements	84% (26)	10% (3)	3% (1)	3% (1)	<b>31</b>
Threaded Discussions	52% (15)	10% (3)	17% (5)	21% (6)	<b>29</b>
Chat room	13% (4)	13% (4)	16% (5)	58% (18)	<b>31</b>
Mail (US Postal)	0% (0)	16% (5)	6% (2)	77% (24)	<b>31</b>
Webinar (such as CCC Confer)	3% (1)	6% (2)	19% (6)	71% (22)	<b>31</b>

## Survey Results -- Overview

Facebook	0% (0)	6% (2)	3% (1)	90% (28)	<b>31</b>
Twitter	0% (0)	6% (2)	0% (0)	94% (29)	<b>31</b>
In person (office hours)	35% (11)	32% (10)	26% (8)	6% (2)	<b>31</b>
In person (exam, mid-term, or final)	48% (15)	13% (4)	10% (3)	29% (9)	<b>31</b>
Other	35% (7)	10% (2)	20% (4)	35% (7)	<b>20</b>
				<b>Total Respondents</b>	<b>421</b>

- 6.** In comparison to classroom-based experiences, how frequently do you typically use the following methods to communicate with your distance education students.

	<b>Less frequently than with classroom students</b>	<b>About as often as with classroom students</b>	<b>More frequently than with classroom students</b>	<b>Not applicable</b>	<b>Response Total</b>
Telephone (private)	6% (2)	32% (10)	35% (11)	26% (8)	<b>31</b>
Telephone (conference call)	7% (2)	7% (2)	0% (0)	87% (26)	<b>30</b>
E-mail	10% (3)	16% (5)	74% (23)	0% (0)	<b>31</b>
List-serve	3% (1)	14% (4)	28% (8)	55% (16)	<b>29</b>
Announcements	10% (3)	16% (5)	74% (23)	0% (0)	<b>31</b>
Threaded Discussions	10% (3)	16% (5)	55% (17)	19% (6)	<b>31</b>
Chat room	10% (3)	3% (1)	23% (7)	65% (20)	<b>31</b>
Mail (US Postal)	13% (4)	13% (4)	6% (2)	68% (21)	<b>31</b>
Webinar (such as CCC Confer)	3% (1)	17% (5)	10% (3)	70% (21)	<b>30</b>
Facebook	6% (2)	6% (2)	3% (1)	84% (26)	<b>31</b>
Twitter	7% (2)	0% (0)	7% (2)	87% (26)	<b>30</b>
In person (office hours)	48% (15)	29% (9)	16% (5)	6% (2)	<b>31</b>
In person (exam, mid-term, or final)	35% (11)	39% (12)	6% (2)	19% (6)	<b>31</b>
Other	17% (3)	33% (6)	6% (1)	44% (8)	<b>18</b>
				<b>Total Respondents</b>	<b>416</b>

- 7.** To what extent are each of the following factors a barrier to the implementation of effective distance education at SAC.

	<b>Significant barrier</b>	<b>Somewhat of a barrier</b>	<b>Little or no barrier</b>	<b>Don't know or n/a</b>	<b>Response Total</b>
Inadequate technology infrastructure	13% (4)	26% (8)	55% (17)	6% (2)	<b>31</b>
Resistant faculty	13% (4)	29% (9)	42% (13)	16% (5)	<b>31</b>
Resistant administrators	19% (6)	10% (3)	55% (17)	16% (5)	<b>31</b>
Resistant students	6% (2)	19% (6)	65% (20)	10% (3)	<b>31</b>
Insufficient technical support	13% (4)	19% (6)	68% (21)	0% (0)	<b>31</b>
Greater Workload	13% (4)	52% (16)	35% (11)	0% (0)	<b>31</b>
Inadequate faculty compensation for development	29% (9)	19% (6)	45% (14)	6% (2)	<b>31</b>

## Survey Results -- Overview

Insufficient time to develop courses	23% (7)	32% (10)	42% (13)	3% (1)	<b>31</b>
Insufficient training opportunities on Blackboard	10% (3)	16% (5)	74% (23)	0% (0)	<b>31</b>
Insufficient training opportunities for faculty on online instructional course design	19% (6)	19% (6)	58% (18)	3% (1)	<b>31</b>
Insufficient support/trainers for development of online content	19% (6)	19% (6)	61% (19)	0% (0)	<b>31</b>
Insufficient Course Opportunities within the department	19% (6)	19% (6)	55% (17)	6% (2)	<b>31</b>
<b>Total Respondents</b>					<b>372</b>

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

	<b>Significant barrier</b>	<b>Somewhat of a barrier</b>	<b>Little or no barrier</b>	<b>Don't know or n/a</b>	<b>Response Total</b>
Inadequate technology infrastructure	6% (2)	19% (6)	71% (22)	3% (1)	<b>31</b>
Insufficient technical support	16% (5)	23% (7)	58% (18)	3% (1)	<b>31</b>
Insufficient language skills	16% (5)	61% (19)	23% (7)	0% (0)	<b>31</b>
Class size too large	6% (2)	23% (7)	71% (22)	0% (0)	<b>31</b>
Inaccessibility for students with disabilities	3% (1)	3% (1)	87% (27)	6% (2)	<b>31</b>
Lack of online student services	6% (2)	23% (7)	61% (19)	10% (3)	<b>31</b>
Lack of student self-motivation	42% (13)	35% (11)	13% (4)	10% (3)	<b>31</b>
Lack of student time-management skills	48% (15)	35% (11)	10% (3)	6% (2)	<b>31</b>
Lack of face-to-face interaction	6% (2)	32% (10)	55% (17)	6% (2)	<b>31</b>
<b>Total Respondents</b>					<b>279</b>

**9.** If you have any comments regarding any of the above issues, please feel free to use this space:

View responses to this question [view](#)

**Total Respondents** **14**

(skipped this question) 17

**10.** If you have any comments regarding the Distance Education office and staff, please feel free to use this space:

View responses to this question [view](#)

**Total Respondents** **17**

(skipped this question) 14

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# Online Assessment



## Survey Results -- Details

[Results Overview](#)

### Distance Education Faculty Survey, Spring 2012

**Respondents:** 31

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**Closed Date:** N/A

**9.** If you have any comments regarding any of the above issues, please feel free to use this space:

**Full  
Response**

1. Most students have the best of intentions when it comes to starting the semester; however, those who lack self-motivation and time-mangement skills quickly begin to fall behind. Time and again, I am told by dropping students that they underestimated the amount of time that the on-line class was going to take. The amount of time and effort it takes to be successful in an on-line needs to be addressed at the start of each semester from several sources, not just from the instructor.

[view](#)

2. On Line classes have proven to be a needed offering for today's students. The student population we serve is trying to obtain their education while having to work, having less class offerings and less access to those offerings. On line instruction affords them the opportunity to obtain their education. The thought that students will attend classroom instruction if on line sections were not offered is faulty at its core. There is no data proving that, and that is anticuated thinking.

[view](#)

3. We need an Instructional Designer that understands learning theory to help create curriculum / courses / lesson plans and someone who really knows how to produce quality digital media for presentations online and in the classroom ....

[view](#)

4. I use Skype every week for an office hour. All three of my student populations have attended.

[view](#)

5. Students that are taking a class for their third and final time should not be allowed to take the course online/hybrid. The new Blackboard is laggy and a bit clumsy in the gradebook. The modules are nice.

[view](#)

6. Online learning requires a self-motivated student. The world's greatest faculty member and Bb program can't make a student log in and complete the assignments. The rest of this survey is just spinning our epistemological wheels.

[view](#)

7. I believe that more funding is needed for Distance Education that then would be helpful for training of faculty and software that is needed to improve the teaching for retention and success of the students.

[view](#)

8. Although the staff does a great job, faculty need assistance in developing the course. There needs to be an ability to have oversight to see that the goals of the class are being met. Course range from the empty box to some fantastic presentations. I have been given views of some very inadequate courses by students and some have share some exciting delivery classes. We need to strive so all classes are great presentations.

[view](#)

9. Need support after working hours and on weekends.

[view](#)

The prior administration appeared to more of a hinderance & imposed random rules re: online sections etc. The new administration appears to be much more open.

10. Training & support is essential for both students & faculty:  
Students - How to training  
Faculty - How to as well as course development

[view](#)

11. Course development can be required to accomodate a textbook change. SAC Blackboard training was the most valuable training I received. (Five colleges, six topics, on line, in 14 years) SAC consistantly offers the latest version of the learning platform. Any compensation for development and updating courses would be nice. [view](#)
12. Little difference between distance ed students and in class students relative to those students needing time-management, self-motivation, relectance/indifference to taking reading/English skills classes. Distance ed classes have a higher percentage of more mature students with a focus, willingness to do the work, and interact with faculty than in-class students. Distance ed meets a very important need in the community for those who have schedules not permitting in-class schedules, whether schedules at work and/or home responsibilities. Also, these class provide opportunity for students to take classes that often are full at time of registration, or need a particular class to meet transfer requirements. These classes are effective in teaching, learning and using technology to reach out. [view](#)
13. Faculty is in need of an instructional designer and trainer in online teaching methods. [view](#)
14. The decision to not send any materaials via US mail is a classic case of administraors making poor decisions that hurt student success. [view](#)

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## Online Assessment



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#### Distance Education Faculty Survey, Spring 2012

**Respondents:** 31

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**10.** If you have any comments regarding the Distance Education office and staff, please feel free to use this space:

**Full Response**

- |     |   |                      |
|-----|---|----------------------|
| 1.  | The Distant Ed Staff is great. If I owned a business I would have them all working for me.  | <a href="#">view</a> |
| 2.  | The staff of the Distance Education office is essential to the work that I do. Thank you.   | <a href="#">view</a> |
| 3.  | The Distance Education Office and staff are awesome! I've never worked with such a helpful group of people in my career.  | <a href="#">view</a> |
| 4.  | The staff is very efficient and professional. I have never had any problems. Quick response to everything!  | <a href="#">view</a> |
| 5.  | The DE office at SAC goes above and beyond to assist both faculty and students. They do a TERRIFFIC job!  | <a href="#">view</a> |
| 6.  | The Distance Ed office support is EXCELLENT - they are amazing with all their help and friendly while helping you ...   | <a href="#">view</a> |
| 7.  | The Distance Ed office and staff are awesome! Each of the staff members is competent and extremely helpful, especially for faculty like me who bug them constantly :-). The staff contribute greatly to the success of SAC's online program. We couldn't function without them!   | <a href="#">view</a> |
| 8.  | Great team, great help, great staff. Couldn't ask for better.   | <a href="#">view</a> |
| 9.  | They do a great job!  | <a href="#">view</a> |
| 10. | I think that the Distance Education Coordinator and Staff are amazing. They are so incredibly helpful and knowledgeable!  | <a href="#">view</a> |
| 11. | Always ready to assist. Thanks.   | <a href="#">view</a> |
| 12. | Should have additional staff that knows Blackboard very well!   | <a href="#">view</a> |
| 13. | Not much to say except they are the BEST! There are few teams that are as responsive, supportive, and positive to work with even with the work load they manage.  | <a href="#">view</a> |
| 14. | NOTE: I work at three, soon to be four, colleges on line for about 14 years. My opinions of SAC based on my history follow:<br><br>SAC training courses offer the most beneficial training of all. DE staff are always attentive to my needs. My students that I referred to DE always remark about the service they received (in person, email or phone). DE staff are all very competent. | <a href="#">view</a> |
| 15. | Wonderful, supportive staff - for faculty and particularly for students. For the students especially there is a warmth and personal interest that comes across in voice, attitude and accommodation that makes students feel "at home" with the college and in the class. Appreciate the learning opportunities   | <a href="#">view</a> |

in technology training.

16. Jan and Vivian in the Distance Education office are exceptional. They are two of the best, most helpful employees at SAC.

[view](#)

17. Our support staff is great. They have always been available for me. Please send them my love and gratitude. They are awesome!!!

[view](#)

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