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# Ecampus Faculty Survey 2006



Information compiled and presented by Lorrie Kauffman

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# The Survey

- Designed and administered through BSG survey tool
- Ecampus polled 208 faculty, the list was pulled from Spring 05 – Spring 06
- 89 responses, 31 Departments
- 43% response rate



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# Instructor Demographics

- Faculty = 36%
- Instructor / Senior instructor = 34%
- Adjunct = 19% (Texas, Arizona, California, Oregon, Louisiana, Nebraska)
- GTA/GRA/TA = 11%



How many of each type of course have you taught this academic year (05-06, excluding summer) through Ecampus?

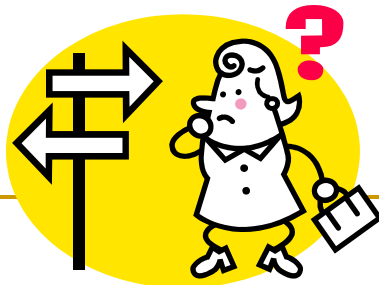
	Zero	1-4	5-7	>7
Fully online courses	8%	66%	3%	7%
Hybrid Courses	18%	18%	2%	1%
Workshops	19%	9%	0%	1%

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## Which of the following services do you recommend to your Ecampus students?

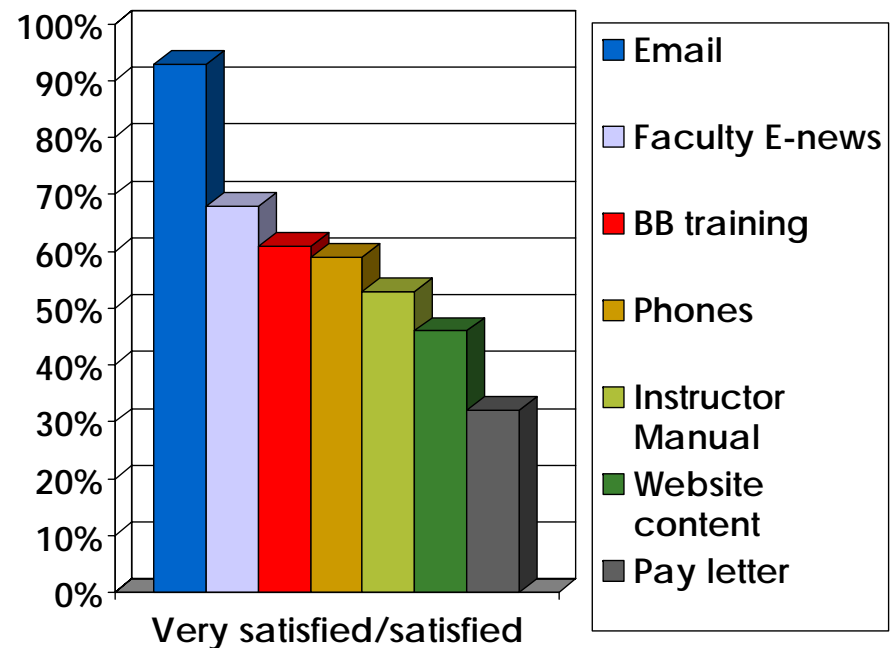
- Library Services = 40 %
- Ecampus Student Services = 35 %
- OSU Helpdesk = 30 %
- Online tutoring = 27 %

Instructors were allowed to choose more than one answer!  
(why the results don't equal 100%)



## Rate your satisfaction regarding sources of information from Ecampus:

- Overall instructors are satisfied or very satisfied with the source of information Ecampus provides:



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**If a Blackboard site with discussion boards was created for Ecampus Faculty to share ideas and tips with one another, would you participate?**

**Yes 64%**

**“Any improvement to the feeling of isolation, lack of interaction with other instructors and experiences would be welcomed!”**

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If Ecampus were to hold a faculty meeting where you could learn more about Blackboard features, including interaction, would you attend?

**Yes 53%**

**“I became so frustrated with Blackboard, that I did not use it”.**

**“Blackboard assistance is immediate; however, I hate the grade book function--all that unnecessary clicking to enter grades.”**

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**Do you have any comments, suggestions, or requests regarding any of our services?**

### *Highlights:*

- ❑ Instructors find **Blackboard** challenging.
  - ❑ Several mentioned they would like **more Blackboard training** and one on one help.
  - ❑ Staff in each Ecampus unit received many **positive compliments**.
  - ❑ Some instructors would like to see **inactive** students automatically dropped after week five.
  - ❑ Some would like training workshops offered via **web cast**.
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## How satisfied or dissatisfied are you with the services provided by Ecampus?

	<b>Very Satisfied/ Satisfied</b>	<b>Dissatisfied/ Very Dissatisfied</b>	<b>Not Sure</b>
<b>Bookstore</b>	74%	2%	24%
<b>BB assistance</b>	68%	7%	25%
<b>SET</b>	66%	16%	18%
<b>Student Assistance</b>	64%	6%	30%
<b>Schedule Adjustment</b>	55%	5%	40%
<b>Assistance with web grading</b>	55%	4%	41%
<b>Course design</b>	54%	8%	38%
<b>Test Arrangements</b>	17%	10%	73%

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## Comments on current and future services you would like to have.

### *Highlights*

#### ■ Current Services

- “Blackboard has become a slower tool to use, I would like to see the speed increased for high volume.”
- “Proctoring policies need attention. I am concerned about test security and cheating.”

#### ■ Future Services

- “Proctoring opportunities for local (Corvallis) students.”
  - “Revisit **S**tudent **E**valuation of **T**eaching procedures.”
  - “Paid orientation session for new adjunct faculty.”
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I have a clear understanding of the appropriate person to contact in Ecampus.

**76%** agreed with this statement.



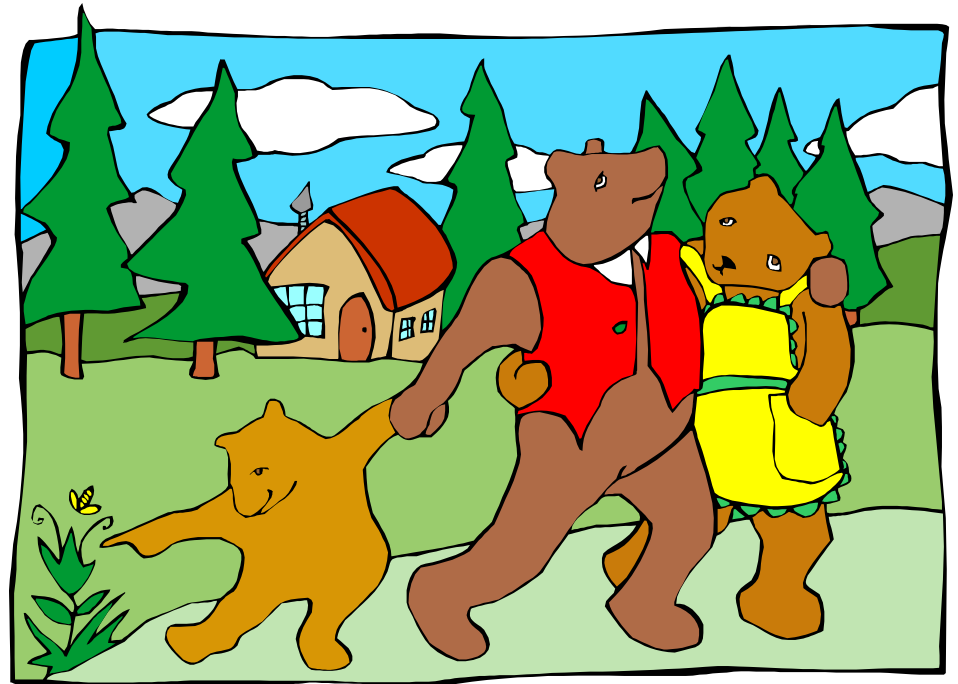
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I receive too much, too little, or just the right amount of information from Ecampus!

**The Right Amount = 83%**

**Too Little = 10%**

**Too Much = 7%**



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## Blackboard features used by Ecampus instructors.

Discussion	91%
Announcement	90%
Content	88%
Grade book	80%
Quizzes / Tests	54%
Virtual Classroom	6%

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## How frequently do you use these resources?

- **Email** 88% **always/usually**
  - **Visit to Ecampus Office (F2F)** 88% **occasionally/never**
  - **Faculty Ecampus Website** 86% **occasionally/never**
  - **Ecampus Website** 67% **occasionally/never**
  - **Telephone** 63% **occasionally/never**
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# Instructional Methods used by Ecampus Faculty including Blackboard

- ❑ **Syllabus** with learning outcomes
  - ❑ Clear **grading** criteria
  - ❑ **Course content** complete and up-to-date
  - ❑ **Clear instructions** for doing assignments
  - ❑ Instructor responds within two days to question (**Responsiveness**)
  - ❑ Scheduled weekly **announcements**
  - ❑ Online **interactions**, discussions among students
  - ❑ Observed **virtual** office hours
  - ❑ Instructor skilled at using **Blackboard**
  - ❑ **Group projects**
  - ❑ **Multimedia** used for course content (DVD, stream)
  - ❑ Students encouraged to ask **questions**
  - ❑ Measures taken to **discourage cheating**
  - ❑ Constructive **feedback** provided in timely manner
  - ❑ **Online Quizzes** to check understanding
  - ❑ **Tests**
  - ❑ **Gradebook** in Blackboard
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# How important are the instructional methods in maximizing your students' educational experience?

## 2006 Instructor Response

### 98% Very Important/Important

- Clear instructions for doing assignments
- Grading
- Content
- Responsiveness

### 36% Somewhat Important/Not Important

- Scheduled weekly announcements
- Multimedia

### 33-55% Not used in my courses

- Projects
- Virtual office hours
- Online quizzes

## 2006 Student Response

### 97% Very Important/Important

- Clear instructions for doing assignments
- Clear grading criteria

### 68% Somewhat Important/Not Important

- Group Projects

### 96-92% Other very important items

- Course content complete and up-to-date
  - Instructor responds within two days to questions
  - Syllabus with learning outcomes
  - Gradebook in Blackboard
  - Constructive feedback in timely manner
  - Instructor skilled at using Blackboard
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# Instructional methods

## *Highlighted comments*

- Use more streaming media; seems to work well.
  - Keep things simple for students.
  - Respond to students within 24 hours.
  - Convert from VHS to DVD.
  - The Blackboard Grade book options do not fit my grading processes well so I use it only partially.
  - Use calendar function to remind students.
  - Update policy on profanity and behavior on-line.
  - “Proctoring has become a business and expensive for students. Think of a new way!”
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# What do you find most challenging about teaching online?

## 2006

- Feeling connected!
- Enrollment fluctuation
- Keeping up with email or checking in with students
- Proctoring
- Time zones



## 2005

- Keeping students on track
  - Dealing with incompletes
  - Lack of F2F interaction
  - Keep students motivated
  - No support from my dept.
  - Technical issues/problems
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# Words of wisdom...

from “seasoned” instructors to our “new” on-line instructors.

## *Highlights*

- ❑ Feedback, Feedback, Feedback!
  - ❑ Keep it real, keep it interesting
  - ❑ Keep all email communication from the student
  - ❑ Don't be afraid to ask for help
  - ❑ Be prepared and keep organized
  - ❑ Don't be afraid to experiment with new technologies
  - ❑ Use resources that are readily available through Ecampus
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## 2006/2007 Action Items

- Continue work with PDT regarding instructor training and communication (Faculty E-news) on Blackboard for new and existing faculty.
  - Continue to update and supply Instructor Manuals to Ecampus faculty.
  - Work with PDT to explore the idea of Blackboard faculty forum.
  - Work with faculty to get students more engaged in online SET.
  - Consult with Business Services to see if a training stipend for Ecampus faculty is possible.
  - Continue to find new ways to offer “media to students” at a lower cost to both students and Ecampus.
  - Identify ways to help faculty feel “connected” to Ecampus.
  - Work to make testing a breeze for both student and faculty.
  - Continue to experiment with new technologies.
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# QUESTIONS?

