

Instructor Survey 2007

OSU Outreach & Engagement

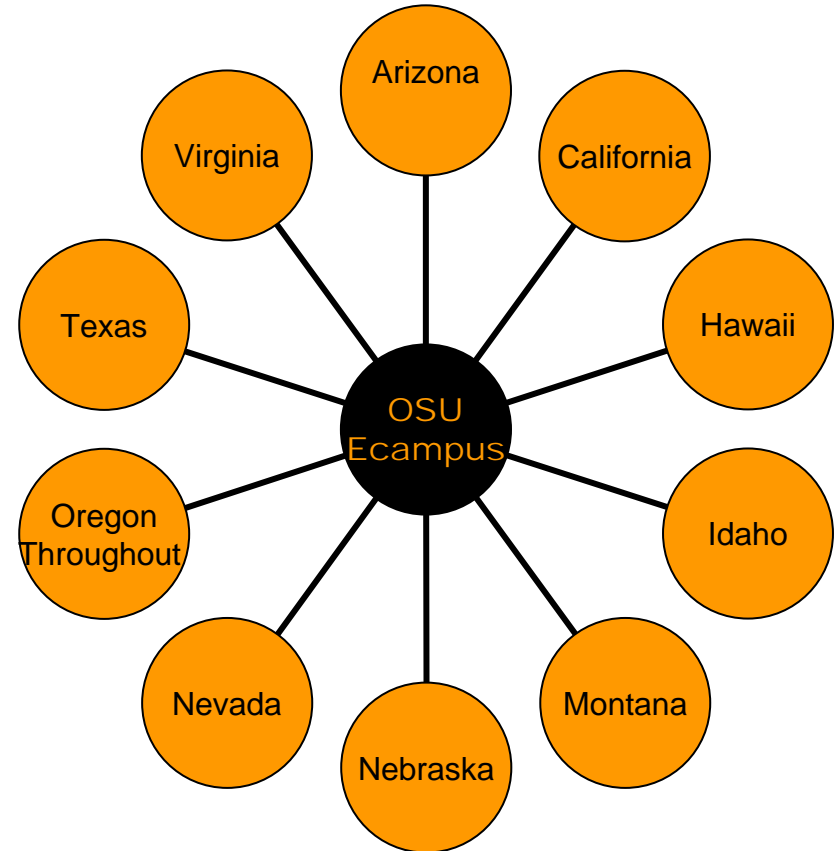
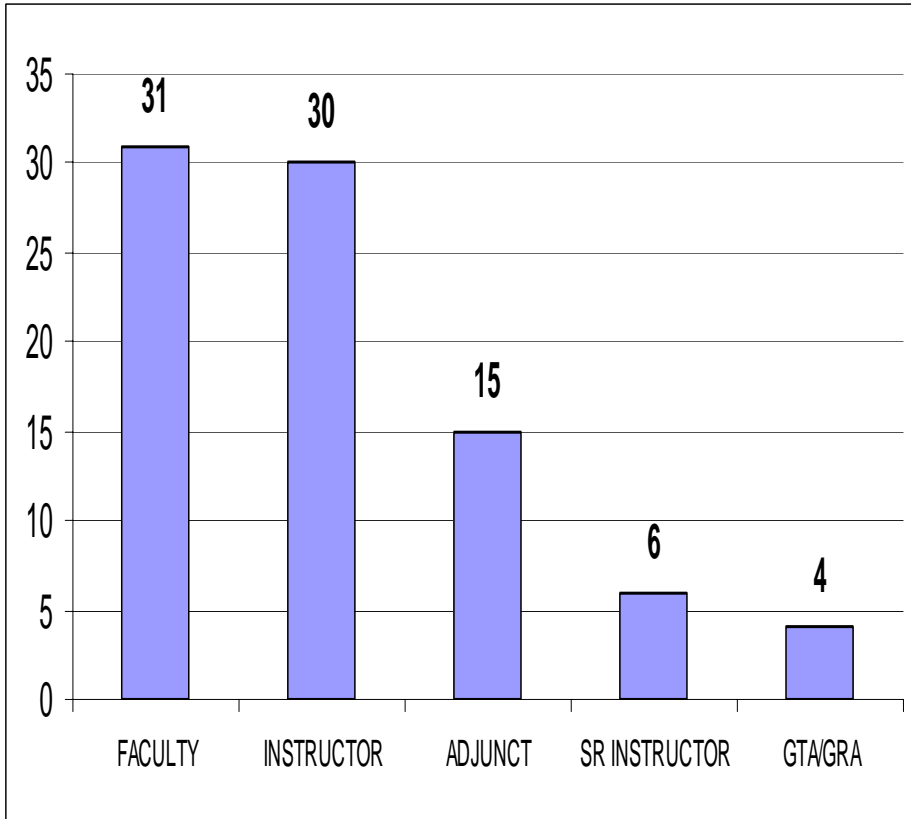
Extended Campus

**Compiled and Presented by
Department and Student Services**

The Survey

- Designed and administered in January 2007 using the BSG web-survey tool
 - 207 faculty were invited, who taught Spring 2006 through Spring 2007 terms
 - 92 responses
 - 30 Departments, 7 Colleges
 - 44% response rate
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Instructor Demographics



Q3 How many of each type of course have you taught this past academic year through OSU Extended Campus (Ecampus)?

	Greater than seven	Five to seven	One to four	Zero
Fully online	12	4	61	6
Hybrid	1	3	10	21
Workshops	0	2	5	26

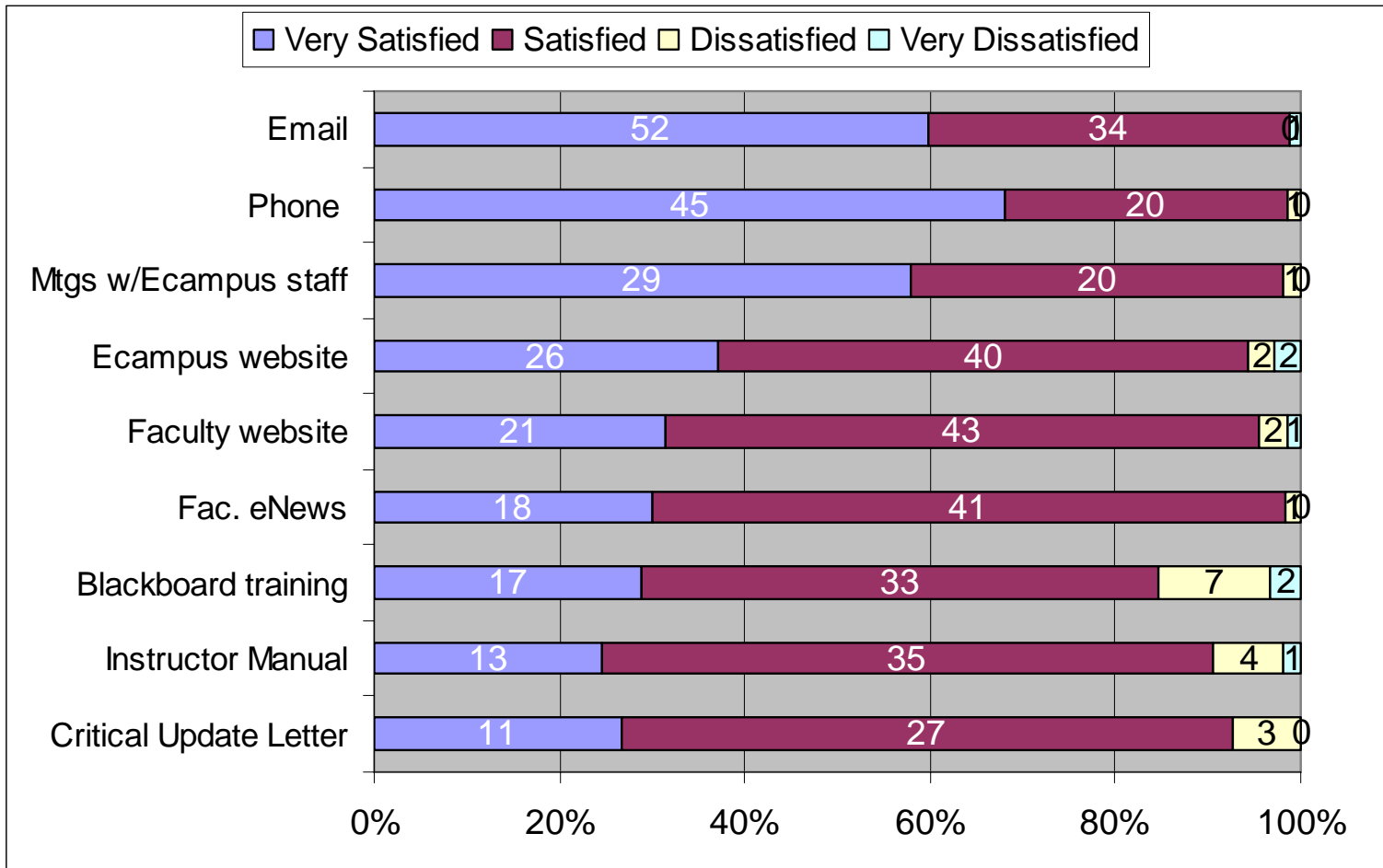
Online 77 | Hybrid 14 | Workshops 7

Q4 What services do you recommend to your students?

	Last year	This year
■ Library Services_____	40 %	↑ 48%
■ Ecampus Student Services_____	35 %	↑ 41%
■ OSU Helpdesk _____	30 %	↑ 45%
■ Online Tutoring_____	27 %	↑ 35%

Instructors were allowed to choose more than one answer.

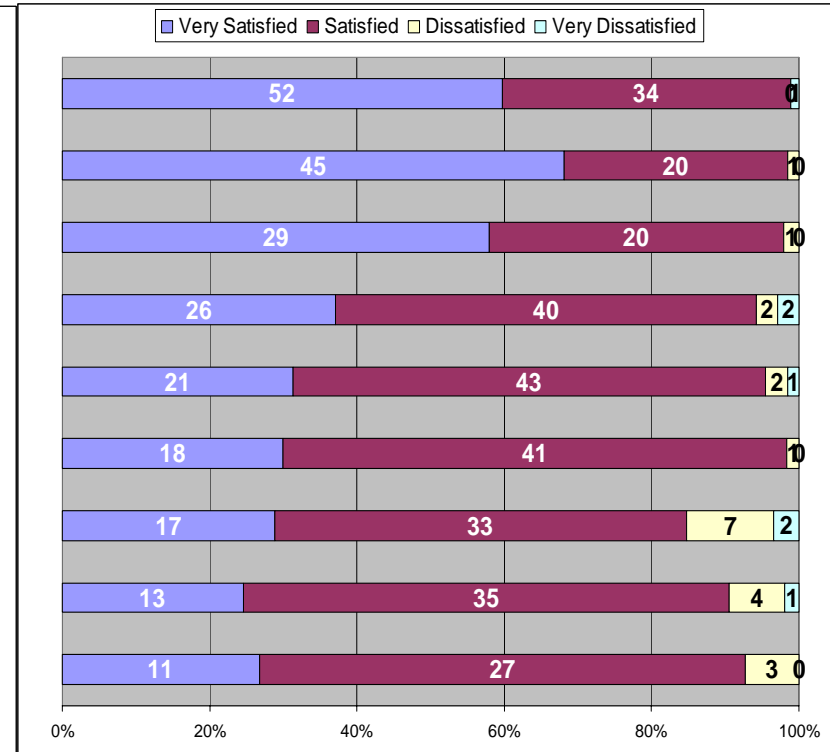
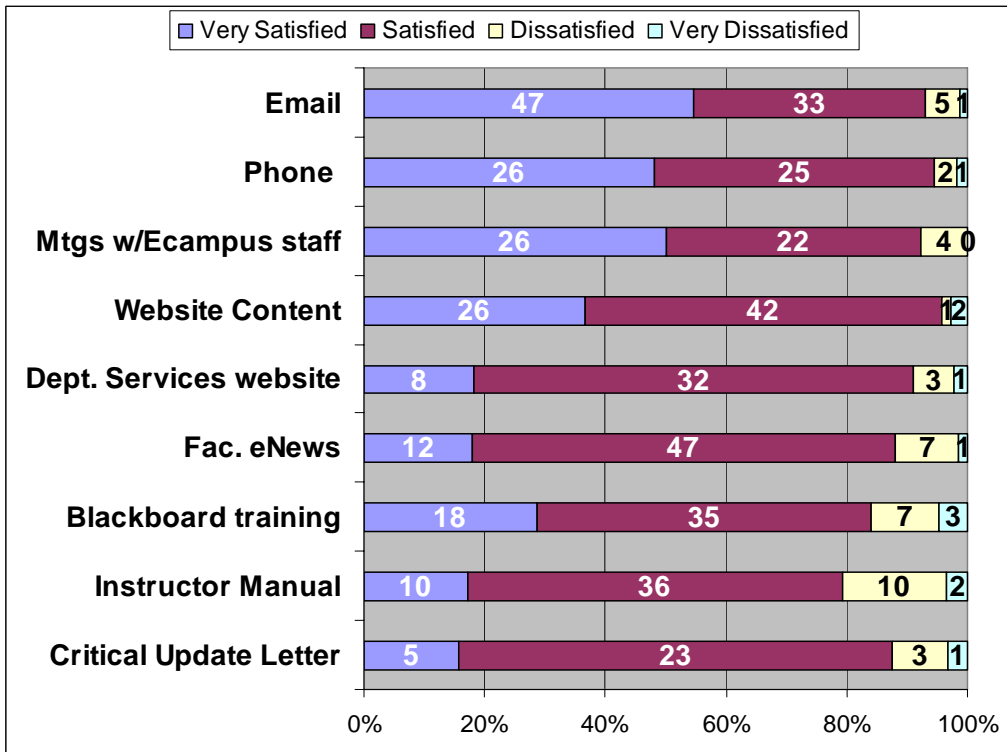
Q5 Rate your satisfaction regarding sources of information from Ecampus.



Q5 Rate your satisfaction regarding sources of information from Ecampus. *Comparison*

Last year

This year



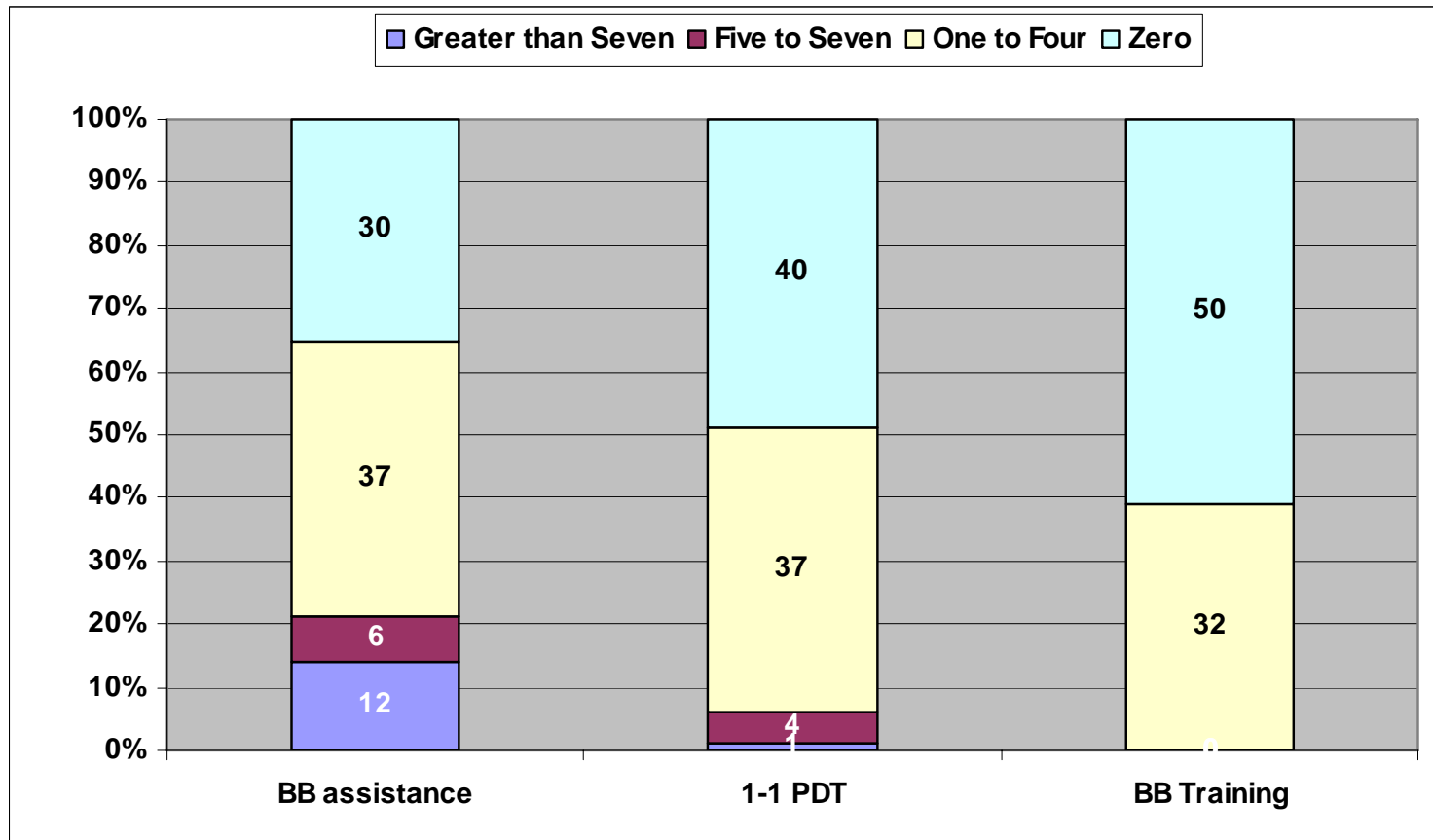
Overall instructors are satisfied or very satisfied with the information sources Ecampus provides.

Q6 Have you taken advantage of the Blackboard training and assistance provided by Ecampus?

50 / 50

“I had no idea that Ecampus provided Blackboard training. I would have loved to have participated!”

Q7 Number of times you have taken advantage of Blackboard training or assistance.

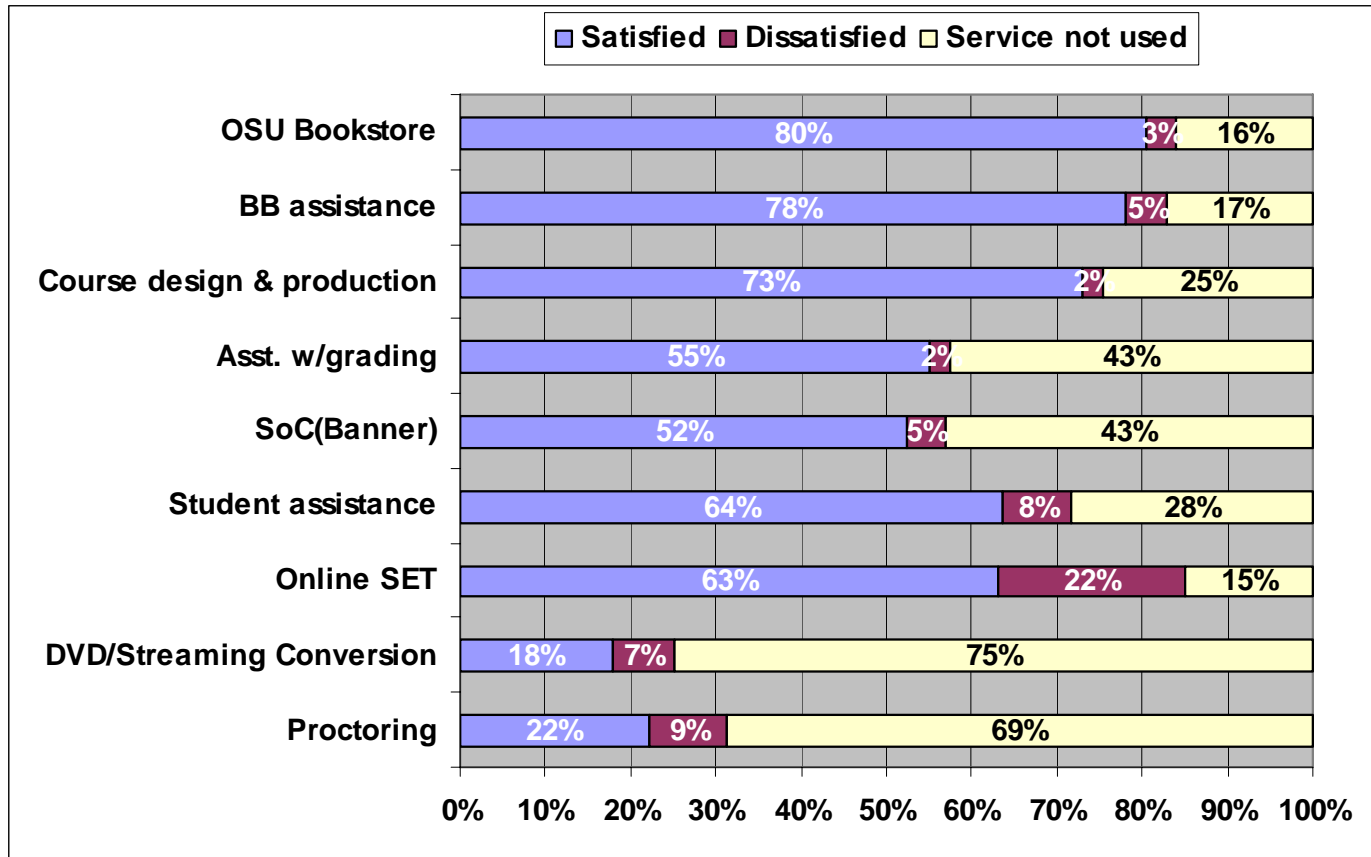


Comments from Q7: Number of times you have taken advantage of Blackboard training or assistance.

Highlights

- **“More classes or tutorials on how to use the gradebook more efficiently and other features.”**
 - **“Pretty hard to attend training when you are not on campus.”**
 - **“I'd appreciate a session given by actual on-line instructors about what works and doesn't for various types of courses.”**
 - **“I'm very satisfied with the competence and helpfulness with the staff.”**
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Q9 How satisfied or dissatisfied are you with these services?



Compared to last year

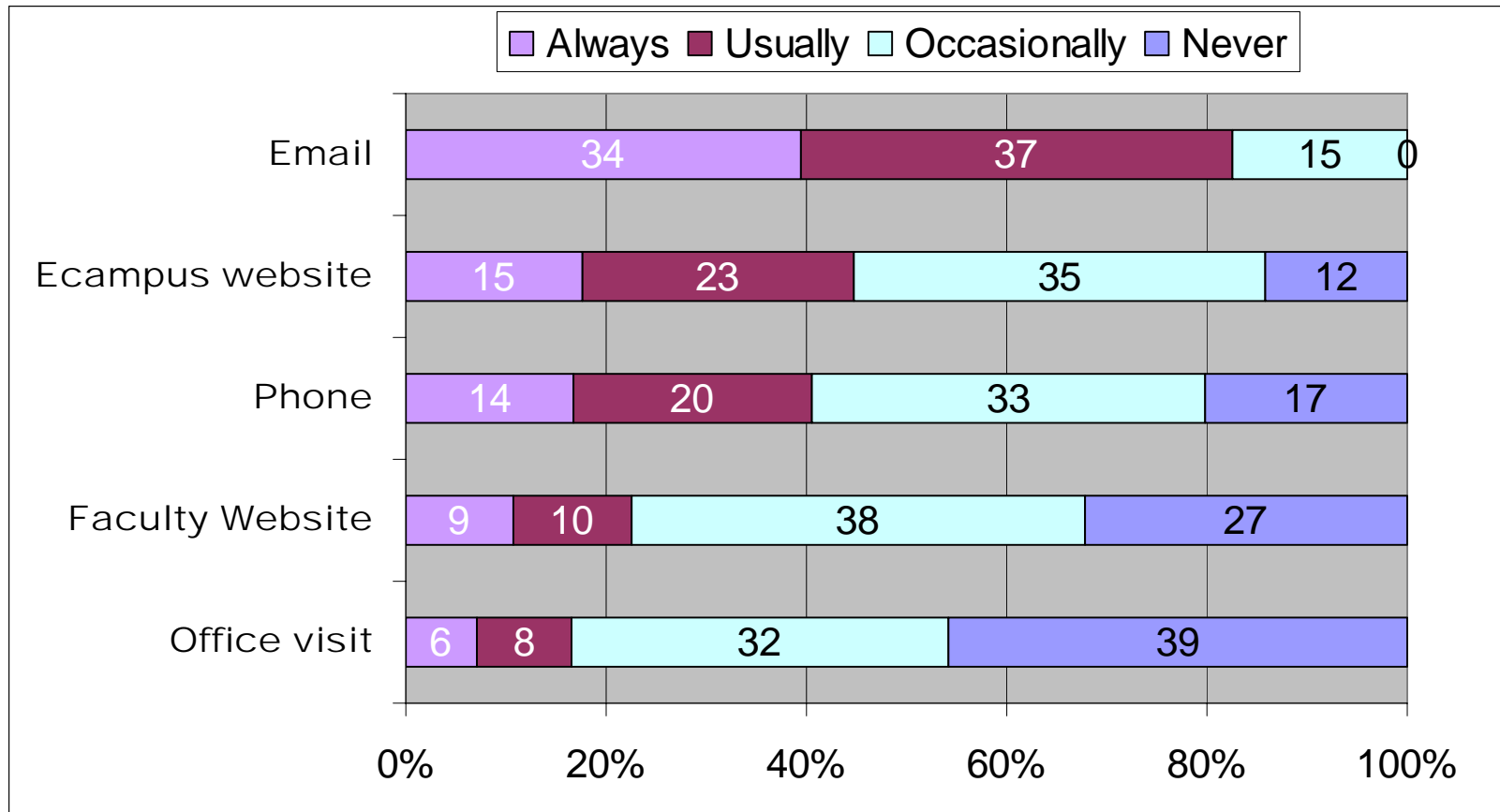
Course Design ↑19%
 BB assistance ↑10%
 Bookstore ↑6%
 Proctoring ↑5%
 SET ↓ 3% SoC ↓ 3%

Comments from Q9: How satisfied or dissatisfied are you with these services?

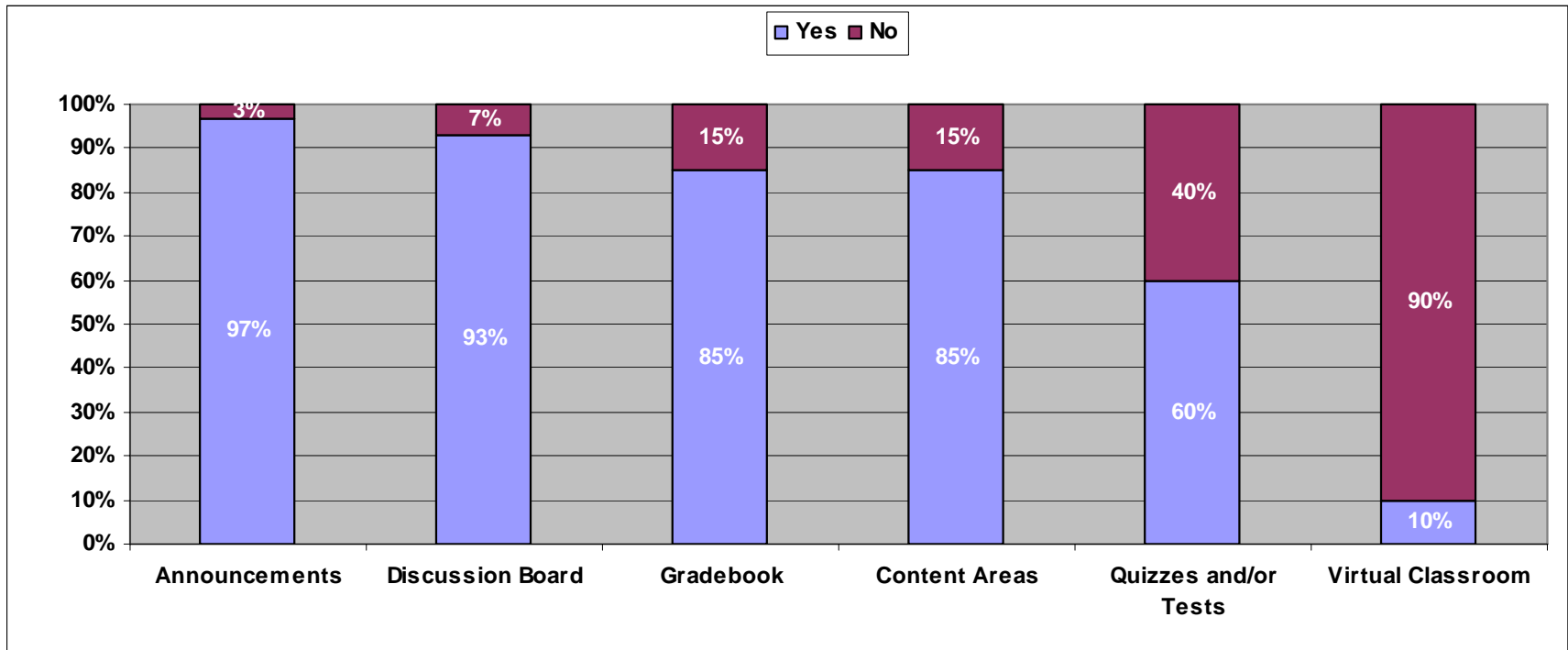
- **Proctoring:**
 - *Better service for proctored tests. One phone number and one e-mail to use to contact E-campus if difficulties or questions arise. I often have difficulty finding who to contact with questions.*
- **Marketing:**
 - *My only suggestion would be that it would be great to have more marketing for the courses we offer.*
- **Blackboard:**
 - *I would like the discussion boards in Blackboard to be more user friendly. The old version was much easier to use for both students and instructors.*
- **Student Evaluation of Teaching:**
 - *The course evaluation documents are completed only by a small fraction of students in the course. I don't believe the document reflects the idiosyncratic experiences of on-line courses.*
 - *Weed out the kissing up or angry student rants. I have no idea if this is possible. If not, perhaps peer or some kind of non-vested, objective evaluation.*
- **VHS to DVD/Streaming Conversion:**
 - *I have received a number of complaints from students regarding faulty DVDs.*

“I was pleased with the assistance provided. Each time I called the response was very timely and helpful.”

Q11 When you have questions or seek assistance from Ecampus, how frequently do you use the following resources?



Q11 Have you used the following features in Blackboard when teaching online course(s)?



Compared to last year

Announcements ↑ 7% Discussion Board ↑ 2% Grade Book ↑ 5% Quizzes ↑ 6% VC ↑ 4%

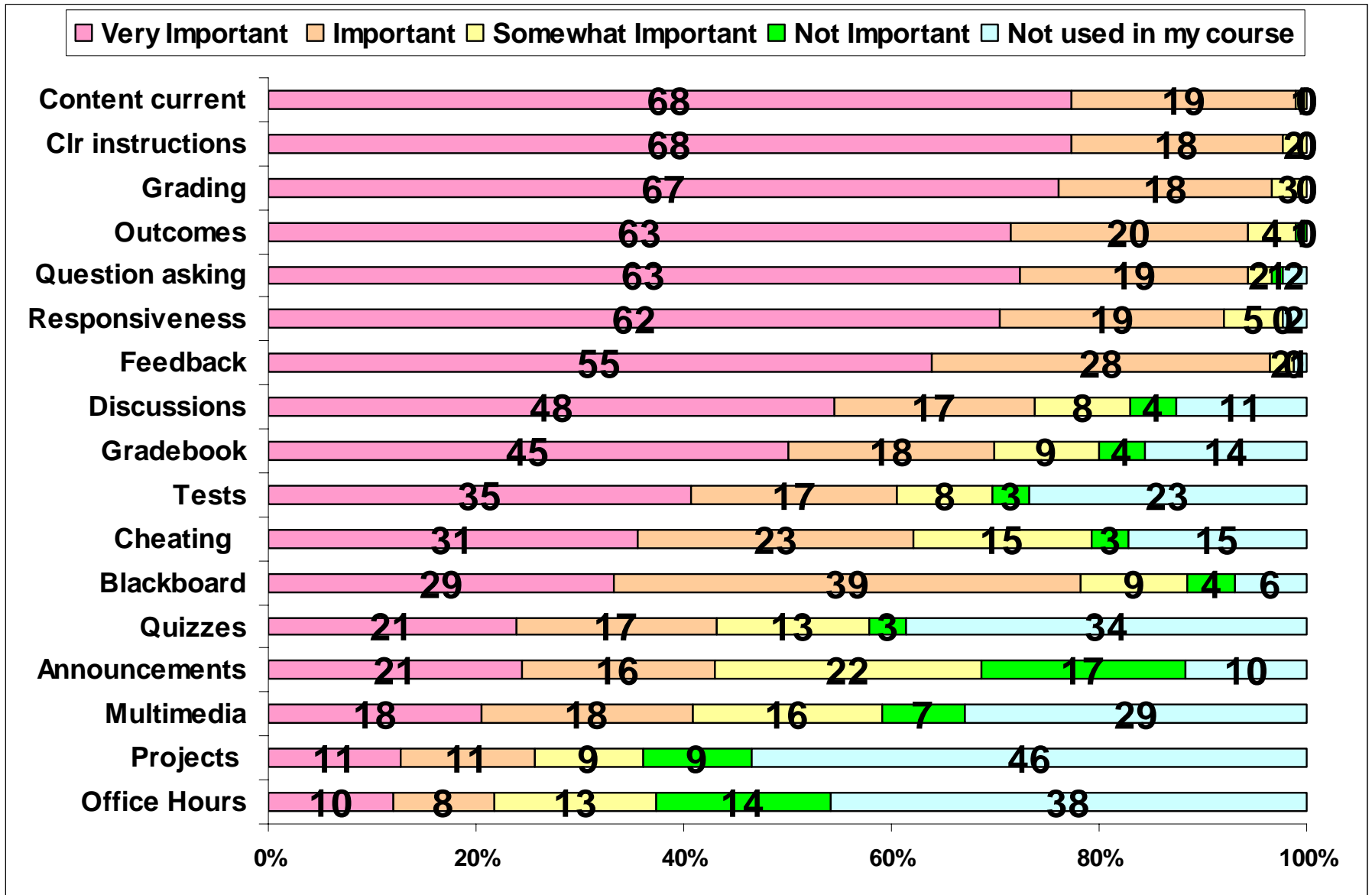
Content areas ↓ 3%

Comments from Q11: Have you used the following features in Blackboard when teaching online course(s)?

Highlights

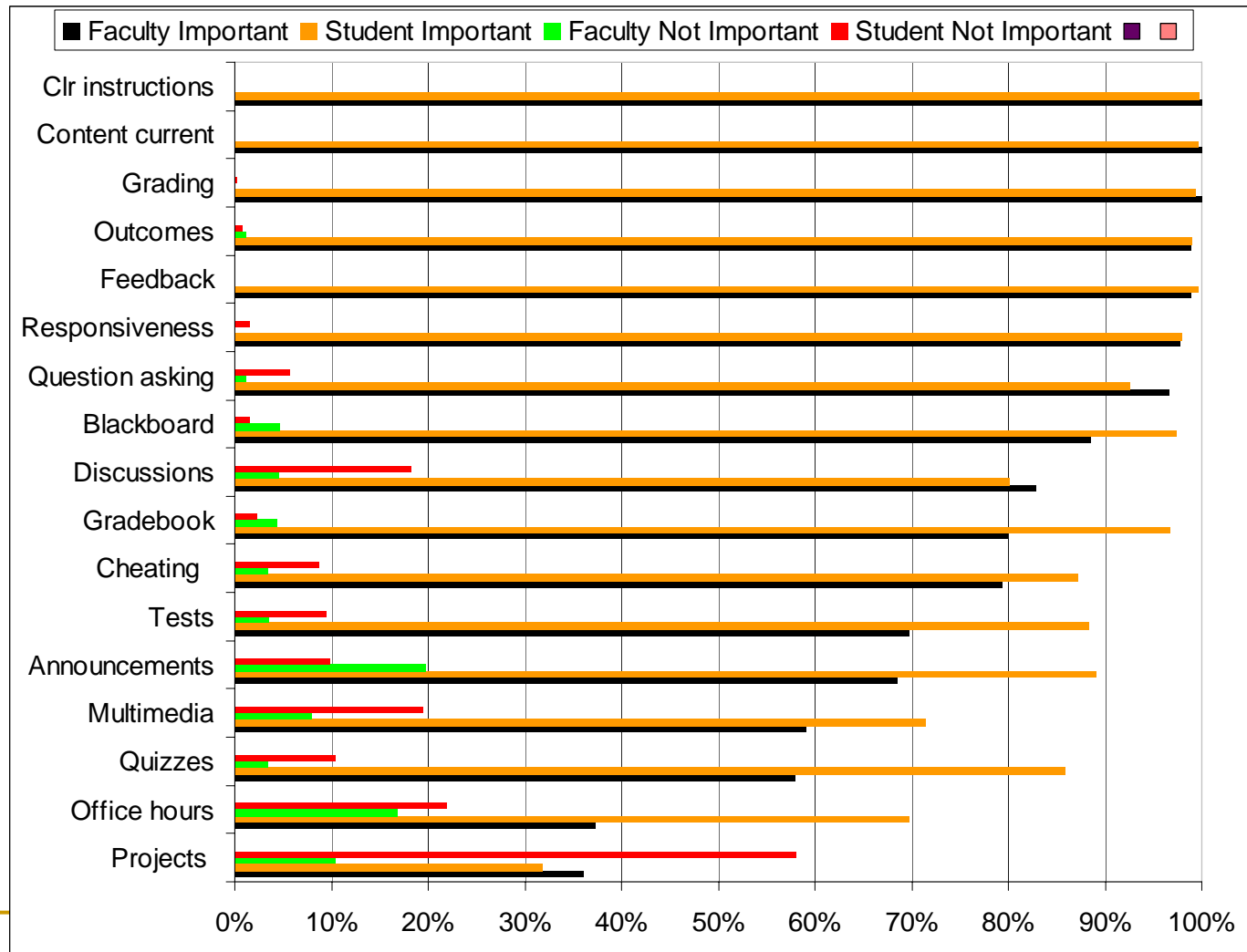
- *“Not very happy with **limited student interaction**. Discussion boards usually generate teacher-student interaction. **Still missing a real classroom feeling.**”*
 - *“It is somewhat **tough to adjust to new Blackboard** format /procedures almost every year (or so it seems). Just as soon as I get something down well, there is a new part to learn. **But overall, the improvement are good.**”*
 - *“I feel that we need to be careful to **respect the lines between academic areas and computer support**. Academic course design **MUST** be under the control of faculty with (the sometimes invaluable) technical assistance and support you may have to offer.”*
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Q13 How important is each of these instructional methods in maximizing your students' educational experience in your online courses?



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Faculty/Student Comparison



Comments from Q13: How important is each of these instructional methods in maximizing your students' educational experience in your online courses?

Highlights

•Testing:

- Tests and quizzes are ultimately useless for learning.*

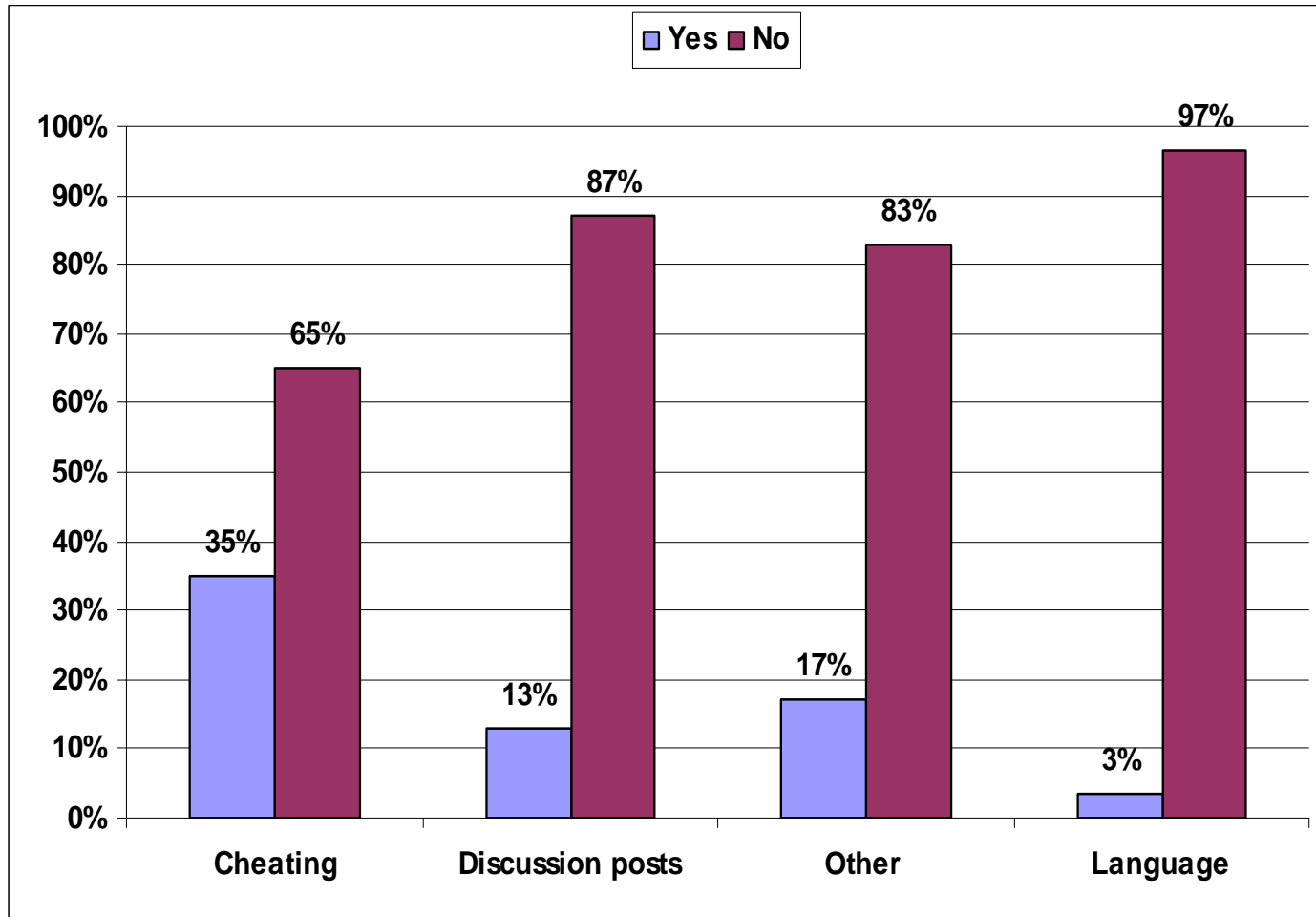
•Cheating:

- How does one provide flexibility in on-line quizzes, eg written, grading, tables etc. AND insure no cheating?*

•Plagiarism:

- I would like to have access to the services that check the content of student papers for plagiarism. Colleagues at other universities have access to such services, but we do not.*
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Q15 Have you experienced student misconduct in your online course?



Comments from Q15: Have you experienced student misconduct in your online course?

Highlights

- Some *antagonistic comments* were made in one of the discussions online. I contacted the individual student to evaluate the cause of the problem. I also *posted guidelines* for professional interaction for the entire class.
 - Plagiarism is the big problem*. If minor I work it out with the student. If major - and/or it occurs again then I send it on to Dan Schwab [Director of Office of Student Conduct]. I did experience students' "*lifting*" material straight out of texts (thinking this is what I meant by giving examples). This *went away when I stated that this was plagiarism in my syllabus*.
 - A *student was very rude* in a personal email to me as the instructor and I just dealt with it via an email response.
 - On the whole, ... I have very constructive--often enjoyable--relationships with students that make *teaching my Ecampus students a mutually rewarding experience*.
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Words of wisdom... from “seasoned” instructors to our “new” on-line instructors.

Highlights

- *Like any course - **make it rigorous - challenging - mind/experience-expanding** - and interesting.*
 - *It is important to **continue learning as you teach**. Students should **feel the presence of the faculty**....*
 - *Be **present** but **not omnipresent**.*
 - *Seek help and input from faculty who are skilled in this area - **don't set off alone!***
 - ***Clear direction** to and **frequent contact** with students are imperative to a successful distance course.*
 - *The **moderation feature in Blackboard** has saved me many headaches. In one class I teach ... there have been multiple **problems with student misconduct** on the discussion board. When I switched to moderation, the problems disappeared... I have **complete control over the posts**.*
 - *I would highly recommend **keeping in close contact with your students** by sending out an email with the plan for the week or just to give them a general update. My students always appreciate a quick response to their questions, so it is always **important that they hear back from you in a timely manner**. The online learning environment may be very different for them, so I encourage them to always ask questions & seek help if needed.*
 - ***Be flexible** - some of the online students have very busy lives and are heavily committed.*
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2006/2007 Action Items

Revisited

- 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 faculty to get students more engaged in online SET.
 - Find a way to encourage faculty to visit our website more often for answers to their questions.
 - 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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Suggested 2007/2008 Action Items

1. Work with Faculty Senate DE Cmt. to find ways to increase **SET** completion rate.
 2. With PDT, continue promoting formal and informal **Blackboard training** opportunities at Ecampus.
 3. With PDT and Marketing, review and revise Ecampus' **Faculty Website** to make it more informative, useful, and user-friendly.
 4. With PDT, educate instructors on how to construct exams/tests/quizzes and administer them in such a way as to **prevent/discourage cheating**.
 5. Encourage use of the new **Syllabus Template** incorporating guidelines on student conduct/civility (behavioral and academic).
 6. With PDT, create opportunities for instructors to share experiences and to learn from each other (**Faculty Forum**).
 7. Revisit possibility of subscribing to an **online plagiarism-checking service**.
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