Faculty Technology Survey
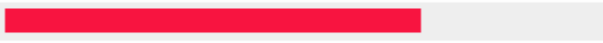# Fall 2006

Question 1

In which division(s) do you teach?

a. Business & Applied Arts
b. English, Humanities & Arts
c. Information & Engineering Technologies
d. Math & Natural Sciences
e. Social & Life Sciences

Cumulative Response Summary
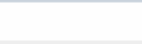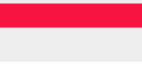
Answer	Value	Cumulative Frequency Distribution
a	0%	36
b	0%	25
c	0%	9
d	0%	18
e	0%	23

Question 2

Are you a full- or part-time faculty member?

a. Full-time
b. Part-time

Response Summary

Answer	Value	Frequency Distribution
-	0%	2
a	0%	77
b	0%	34

Question 3

How long have you taught at NSCC (include full- and part-time teaching)?

a. 1-3 years
b. 4-6 years
c. 7-10 years
d. 11-14 years
e. 15+ years

Response Summary

Answer	Value	Frequency Distribution
-	0%	2
a	0%	39
b	0%	26
c	0%	15
d	0%	8
e	0%	23

Question 4

Do you have sufficient access to an up-to-date computer in order to learn and use technology?

a. Yes
b. No

Response Summary

Answer	Value	Frequency Distribution
-	0%	3
a	0%	104
b	0%	6

Question 5

If you answered No in Question 4, please explain.

- I am in a conference room which is regularly used for classes and do not have computer or multimedial projector. Also the overhead projector disappeared from another classroom. We have replacement that is old,noisy and did not come with a table so I have to balance it on a student desk.
- No problems
- I'm not sure whether or not i'm using an up-to-date computer. I don't pay that much attention to that---mostly i use computers for writing lectures, articles and so on.
- At this time, I have the oldest computer in my division. I have been waiting two years for a replacement. I cannot use the jump drive that was purchased for my use because my computer has not port for it.
- I have a personal computer
- Badly need access to an Apple on an ongoing basis. My dean is working on this.
- The computer in my office is out-dated. I was told I was due for a replacement for the academic year 05-06. I was told again this year I am up for a replacement -- so far, it hasn't happened.
- My computer is old, out dated and is very slow
- College keeps my PC as current as funding allows.
- My machine dates from 2000. It runs very slow. Just a few weeks ago, I did get one of the older model flat screens, which has helped my grading (I can now see the full screen when I grade papers, instead of having to scroll horizontally). But I still find myself doing most of my web work at home where load speeds are far better. I hate trying to show a

student something, either in my office or on the equally slow classroom machine, and be sitting here waiting for a page to load.

- My desktop is still fairly new and has numerous programs loaded onto it (Excel, Powerpoint, Publisher, Acrobat) that I use regularly. In additon, most of my classrooms are equipeed with computer and projector for me to use when accessing technology.
- I did not answer no---I can do most things---however my computer is very old/slow. It even freezes sometimes---I'm on borrowed time. I was supposed to get one awhile ago, but I'm on hold, I guess?
- My computer works fine for what i choose to do
- I have access, but so little time that I feel that I cannot adequately learn a new system. I need blocks of time where I can get some things accomplished without interruption. That seems not to be a realistic possibility.

Question 6

In your opinion, do students attending NSCC have adequate access to computers to complete assignments in your courses?

a. Yes
b. No

Response Summary

Answer	Value	Frequency Distribution
-	0%	6
a	0%	92
b	0%	15

Question 7

If you answered No in Question 6, please explain.
- More of my students are showing up with laptops needing wireless which we don't have. I do not know about the adequacy of computers for student work on campus.
- Access--yes, usage--no!
- Many of my students do not complete the online component of my course.
- There are insufficient number of Macs in the computer labs.
- Answered yes
- Our division could use more than one computer lab to make use full use of the technology available.
- N/A
- Many of my students schedule their classes and time on campus so tight that they do not allow themselves time on campus, and they do not have computers at home. It is not the school's lack of computers. It is the lack of advisor contact with students so students understand the necessity of computer time. We push the students to register using POWER so they never visit their advisor or even know they have one.
- NA
- 1 printer in C-308 with numerous computers available
- NA
- I feel there is not enough access to Macintosh computers in our open computer labs for students in Visual Communications and Music Technology.
- NA
- Yes--usually. Some software issues have come up but we have been able to resolve.
- N/A

- Library, learning center, and open labs are available and accessible.
- I would use more on the computer if they were in more classrooms. The classes I have this semester are in a computer lab, and I an covered for this semester.
- I do not have sufficient experience to say.
- N/A
- Our student computer lab is very small, and it fills up quickly, especially at certain times during the semester. We need a larger, designated computer lab with someone in there all the time. We left computer labs open, but without someone in there all the time, we had some vandalism and downloading of inappropriate material. Also, many of our students are displaced workers and do not have access to computers at home.
- Many students do have adequate access at home, work, or in the Learning Center or the Open lab. However, there are students who work strange hours and who do not have high-speed access to the Internet at home. These students are unable to take advantage of the tutorials offered online because they cannot download the required plug-ins. In some courses we have been able to get the publisher to provide the tutorials in CD form, as well as online, but that is not the case in all courses.
- Sometimes it seems that certain software packages that are taught in class are unavailable in resource areas such as the Open Computer Lab. Most software should be available to students in open 'community' areas, such as the Open Lab, Library, etc.
- In my experience, the few students who do not have access to a computer at home make use of the computers in the library.
- There are only 3 Macs in the open lab in C-308 and supposedly 2 in the Learning Center. That does not adequately provide enough computers for the students in our department to work outside the class environment on projects.
- N/A
- Hours for Macintosh labs are not adequate to accomodate quantity of students.
- students have adequate access
- I have 2 sections of Med Term online, usually requiring 50 students to have a computer or computer access. I don't think there are that many computers available, if all the students wanted to use them at the same time. Most students prefer to work from home at odd hours, weekends, especially Sundays when the campus is closed. Some have taken this class planning to use the school computers. Problems have arisen such as the computer going down while in the middle of a quiz or exam or difficulty loading programs onto the computer that are required for using this course.
- Does not apply.
- The computer lab is now smaller than it was, and there were too few computers before.
- Students run into printers without paper and hours in computer labs that are not compatible with their lives--computer classrooms are locked because of security (rightfully so), but we need to advertise better about the open and "manned" computer labs.
- Computer Technology students need to have a higher level of clearence. They need to do some basic administrative work and NSTCC restricts students too much. That is why we have W101 and W102 behind a NAT server.
- N/A
- I believe students have adequate access to computers to complete assignments.

Question 8

In your opinion, do students attending NSCC have adequate opportunities for training in the use of technology such as WebCT, POWER, and other online resources?

a. Yes
b. No

Response Summary

Answer	Value	Frequency Distribution
-	0%	8
a	0%	68
b	0%	37

Question 9

If you answered No in Question 8, please explain.

- I answered no, not because the opportunities are not available, but because I think for whatever reason students do not take advantage of the opportunities. I have spent at least 6 hours in the first week of classes helping students log into WebCt and then become familiar with WebCt. I don't know if ultimately my time was well spent or not.
- I include a very brief session on WebCT in my Introductory lecture. My class is enhanced. The on-line students are mostly on their own at the Waverly campus.
- I do a lot of orientation over the phone for first time web students. I expect to do it for a hybrid.
- ok
- I think that students should have more "advertised" in-services that train in the use of technology. This is currently rare.
- I like to offer some training in my classes to show them how to use WebCT and find research in the library. However, I do not always have a computer or way of projecting the computer screen.
- It would be great to have a video or online presentation that students can elect to view prior to accessing power or at the log-in screen of web-ct (with big red bold letters)
- I believe that we should provide online as well as face-to-face WebCT instruction classes for our students. I have had several students each semester who did not have any experience with WebCT and needed assistance because they did not have good computer skills and did not attend an orientation session.
- Several of our students are non-traditional, I feel as though a computer class should be mandatory as part of the orientation process. They could "clep" out of it if they wished and no harm done.
- I know there is an online orientation but perhaps a two week session on WEBCT or SIMNET would be useful to the students as well.
- They have opportunities but many need more in depth training for the above resources
- There should be short training sessions available to the students in the auditorium. More advanced students could run the sessions.
- I believe enough opportunities are provided. I do not believe that enough students take advantage of the opportunities
- I dont know if they have these opportunities
- N/A
- There is not enough marketing of available student training.
- Many students come to me with questions about how to access these features. Traing opportunities should be expalained during the admissions process
- I have to spend a lot of class time showing students about WebCT and even things they should have been exposed to such as saving documents in Word.
- NA
- Many of our students come from disadvantaged backgrounds, poorly funded high schools, or are older nontraditional students, who have not bee exposed to technology. I feel that the Computer Literacy Committee will help establish a program that will assist the students who are technologically underprepared.

- They should all be required to do an orientation for power and webct.
- I'm not aware of any such training opportunities, besides actual college classes. More informal training would be nice, like the Learning Center does with their writing workshops.
- Students do have opportunities; for example, they can get WebCT training if they are taking a WebCT course, but in cases like using POWER, they simply have to jump in and follow the directions. And in the case of the WebCT training, many students don't seem to know it's available. I'm not sure why.
- I think there could be more training sessions offered for WebCt for both students and faculty.
- NA
- While a WebCT orientation is available online, students may not use or may still need some assistance if their skill level is extremely low. Distance Ed has just started a in-person WebCT orientation. Also, the new Computer Literacy course will include an intro to WebCT. These offerings should help. Also as more courses use WebCT, students will become more skilled. In addition to teaching Web courses, I am incorporating WebCT into my onground courses as well. Unfortunately, in some of the classes I do not have any extra time to do a WebCT orientation (which would be ideal).
- I would like to see a course offered to provide training in the use of technology.
- N/A
- I say no because I find myself having to do far more instruction in terms of basic word-processing and internet use than I prefer. I spend valuable time in Comp 1 teaching computers instead of focusing on writing.
- For the most part, yes. The ones I assist now in registration seem very competent with Power. I assume those taking web courses are competent in WebCT.
- A lot of students, especially in the developmental, have almost no computer skills. They are afraid of computers in the developmental. College level students are better.
- I do not have sufficient experience to say.
- N/A
- I have not heard of, nor have I been given any information to distribute to my students, about any classes or seminars to address these programs or technologies. There have been flyers posted around campus, but without faculty announcement and support, the message of their availability is not as successful as they could be.
- I think the proposed introduction to technology course would be a big help to our students and to instructors who would like to use more technology in their courses but who don't have sufficient class time to teach the technology in addition to the course content.
- There are few times available at the Cookeville campus where students have access to WebCT, POWER, etc training
- I'm not sure what type of orientation they have for any type of online class. I realize you cannot require them to attend an info session that would be beneficial to them
- The need for an introductory technology course for our students was discussed in one of our departmental meeting.
- There is no specific class or training for students (especially new students) in this technology.
- I believe the answer to this is yes. I have not heard any students complaining to the contrary.
- Need I credit hours courses in Microsoft Word, Webct, and Other
- I am not sure what is available, but I let my students know of the online help being offered.
- More training needed in WebCT for online courses and for use in face to face classes.
- yes adequate resources
- I really don't know if they do or not. It would be great to have a short course in the Learning Center for students to access for learning the above mentioned online resources.
- Does not apply.
- Working and/or single parents carrying a moderate to heavy load, in my experience, are unable to devote the additional time necessary to adequately learn even basic software.
- Those teaching POWER are advisors who may not have a clue how to use POWER themselves! Again, this is a frontload problem. Students sign up for a WebCT class with no clue how to use it or, in some cases, without computer skills.

- NSCC students would benefit from brief training sessions about how to logon and use WebCT and POWER. Currently NSCC students struggle because of their lack of knowledge with these tools.
- WebCT needs to be formally introduced somewhere
- Basically no training exists prior to when the student has needs for the necessary skills to use the online resources.
- I am uncertain here. I do not use WebCT often and I do not see students using WebCT. I feel that the students have enough training on POWER because they do register.

Question 10

Are sufficient professional development opportunities available for training in the use of technology for full- and part-time faculty members?

a. Yes
b. No

Response Summary		
Answer	Value	Frequency Distribution
-	0%	8
a	0%	91
b	0%	14

Question 11

If you answered No in Question 10, please explain.

- It is difficult to arrange times for teaching part-time faculty.
- ok
- I believe that it is adequate for full-time, but not for the adjuncts.
- I'm part time and have been told, as such, that I can't get paid to develop a course. I can't get paid for remodeling a course, updating and maintaining a course. This is so not fair!
- I have had help using power-point in Cookeville-i'm not sure about other technology that is available-- i knew about the power-point since it was written about in some public speaking books that i use/d.
- N/A
- I answered "yes", but the pressing issues outside of actual teaching prevent my becoming familiar enough with the technology after training prevent this training from being effective for me.
- I dont know. sometimes adjuncts arent told about opportunities, or i dont know where to look. i would oarticipate if i knew about them, especially computer classes
- Little is done in the area of cutting edge technology
- N/A
- NA
- NA
- NA
- I have has two opportunities for extra training in 22 years.
- In-services are great for providing additional training, although schedule does not always permit them.
- Sometimes they are held when we are in classes or have other meetings.
- I do not have sufficient experience to say.

- No available funds for pursuing advanced degrees
- N/A
- Most of those training sessions are at main campus, and full- and part-timers cannot get there. Some need to be here in Cookeville.
- I think that there are many resourses available. However, some of the training is sceduled during times when instructors are in class, meetings, or during the summer when a lot of faculty are not on campus. Also, with the amount of preparation for SACS, added training is difficult to intergrate in a full-time scedule.
- N/A
- No training is ever offered late in the afternoon or evenings or weekends. We are very reliant on parttime faculty who are not free to attend daytime training due to their fulltime employment. More training at varied times should be available.
- Does not apply.
- Opportunities are available. However, having sufficient freedom from other obligations is another matter.
- Adjuncts usually have day jobs or responsibilities and cannot make use of the prof dev opportunities offered on campus.
- There are excellent training opportunities available but I would like to see more trainings available during the year.
- N/A
- Although many classes are available, the schedule needs more variety. We have a full-time instructional person on staff, yet classes tend to only be available at 2 - 3 in the aefrnoons. I know the assumption is that this is a good time, but have other times and other days ever been attempted?
- I have had enough professional development opportunities. Preparing for and completing travel requirements upon return consumes a lot of time. I have no knowledge of how part-time faculty members receive professional development.

Question 12

Is there technology (hardware/software) that you would like to use in your courses that is currently not available?

a. Yes
b. No

Response Summary

Answer	Value	Frequency Distribution
-	0%	15
a	0%	25
b	0%	73

Question 13

If you answered Yes in Question 12, please describe.

- Camtasia or something similar.
- ELMO Interactive Blackboard Microscope Projection hardware/software
- It is avalable but too difficult to go through the process of approval and loading. If I can I work at home but I cannot bring my laptop to class since there is no wireless and I am not cleared to us it (but given the requirements, I do not want to either)
- ok
- There's almost always some software that would be nice to have. There are scare resources, and everything can't realistically be available. Our dead does what she can to reasonably accommodate our needs and requests.
- Not all the classrooms I teach in have ELMOs. Access to an ELMO enables me to incorporate things into my lesson that I can't otherwise do--at least not as well or as easily.
- In our sign language classes, and I am sure it also speaks for the spoken language classes, students and instructors need hardware to record video and audio via the computer and the capability to save and/or send it. This may require several of the computers to have webcams and microphones. Headphones are currently available in the library upon request and computers are equiped with DVD burners to be able to burn assignments onto cd or dvd. But, the way the current TBR software policies are set up, the computers do not have the free software to do a simple burn onto a DVD or it will take several months to complete.
- We are not able to download "ACT!" software for the MKT 1400 Customer Service and Sales Techniques course even though the software comes with the textbook. This is due to current NSCC policy and contractual difficulties.
- PRS for each student to participate in oral anwering of questions. The PRS would be associated with the student cwid number and record the students answer in a database. Often we orally quiz our students, often the same students raise their hands to answer, often students are shy. This method would insure 100% participation and be a valuable guide for the instructor's formative evaluation of the students understanding of the materia. Also valuable, at a quick glance of the data, the instructor could assess whether most of the class, some of the class, or very few undertood a concept, and thereby go over the material. If most of the class got the answer right, then the instructor could move on to the next phase
- basically just more computers overall 16 I can't answer that questions either.
- I think the computer labs should be equipped with SMART Boards. This allows the instructor to perform the application function right on the white board instead of having to use the computer.
- Camtasia, but I think the dept will purchase it.
- Answered no
- I answered No.
- N/A
- I have two sets of CD videos that I cannot show in class because of download issues. The downloads are free with the book, but our policies on downloads prevent doing it.
- na
- I would like to be able to download (free) software that accompanies my textbooks.
- My course requires a utility that can save any part of the monitor's screen, but such a utility is not yet available without problems. My students use a free utility called Hoversnap, but the school cannot upload it for legal reasons. I am still waiting for Microsoft to offer one in its next OS upgrade.
- I answered No.
- NA
- While I answered No to the above question, new technology is always arising. My department does a good job trying to make new technology available to the exent the budget allows. If an emphasis is to be placed on technology, the budget should reflect this objective.
- N/A

- I'd like to be able to use Snag It and Impatica without having to go to Linda Lyle's office. Mostly, I just wait to do work at home where I have better software options.
- I would consider more options when available.
- Some instructional equipment for physiology that the department has considered purchasing, but we have not yet gone forward with.
- N/A
- think for my typing course that students should be allowed/given headsets. The software program has audio to it--some student PC's have audio/others do not. Supplying soundcards and headsets for each student would be helpful.
- The limited access to freeware on our systems, and lack of being able to install software (freeware, etc) on our office systems limits faculty flexiblity.
- I don't know if this answers the question but I would like to be able to load my test banks at school.
- Painter
- I feel I have adequate accessability to technology. One area that needs impovement is the quality of the network and webservers. They seem to be inadequate to handle the load of faculty and students. There are frequent slow downs and interruptions. My residential broadband access is faster and more reliable than the school network.
- Better access to test banks, video clips
- I have computers in the room for my DSPW 800 and DSPW 700 classes. I'd love to have them for my English 1010 class.
- I am also teaching at a high school. I use an Interactive White(Smart) Board extensively. The ability to interact with a PowerPoint presentation or capture and interact with a website is a powerful teaching tool. The ability to integrate this technology with the CPS assessment tool adds even more power. This proves truely immediate assessment of student learning.
- Adobe InDesign has taken over the graphic design industry as the standard page design software, replacing QuarkXpress
- Does not apply.
- I always seem to have problems being unable to LOAD or DOWNLOAD test material from texts for which we do NOT have a "unversal agreement" to use. I have to use my own PC to download material to a zip disk and then take it to the computer in my NSCC office and download from my "D" drive.
- The current TBR Software situation has put us in an akward position as we are simultaneously pushed to incorporate new software and held back from implementing that software in our classrooms.
- DVD Writers, CD Writers, more printers, Scanners, Video devices HD access etc....
- I would like to try using a student "clicker" in the classroom where students could take a quiz projected on a screen. The clicker uniquely identifies each student's response. This is an interesting tool that other universities/colleges are using.
- wireless connections
- We need Sketch Up and Revit. Getting this software also consumes a lot of time.

Question 14

Please select all types of technology that you use in teaching.

a. Online library databases
b. PowerPoint presentations
c. Personal Response System
d. WebCT
e. Ceiling-mounted projector (e.g., PowerPoint presentations and other presentations or website use)
f. Videos
g. DVDs

h. Internet
i. CDs or DVDs with texts
j. Companion websites provided by book publishers
k. Faculty website
l. Other

Cumulative Response Summary

Answer	Value	Cumulative Frequency Distribution
a	0%	52
b	0%	82
c	0%	9
d	0%	83
e	0%	88
f	0%	67
g	0%	50
h	0%	96
i	0%	56
j	0%	68
k	0%	46
l	0%	14

Question 15

If you selected WebCT or Other as responses in Question 14, please list specific items used to enhance student learning.

- I use WebCT for testing and course material distribution.
- Copies of PP lecture slide handouts Pictures and keys to A&P models Syllabus Quiz Hints Assignments Email communication Discussion Boards (students)
- I uae the shell for on site courses to load information and respond to students. They can send their papers via drop boxes. The other: I am using streaming video films in my hybrid course. The students watch them on their own.
- online instruction
- I put all my class materials in the WebCT shells--notes, outlines, syllabi, grading criteria, handouts, etc. I also use it to communicate with students. And the students find it helpful as a way of keeping up with their grades because I post them there. And I teach a Web course.
- I post additional readings, study guides, etc. on WebCT.
- online sign language videos created on campus, links and powerpoints for continued practice, and schedule of community events are just a few examples
- The music department uses the Naxos Online Music Collection and we are supposed to get our own online music library up and running soon. This type of resource is invaluable to our courses and opens many new possibilities.
- Our WebCT courses are loaded with links to PPT slides, chapter reviews, publisher websites, student learning aids, etc.
- I use links to pertinent websites, modules (constructed by me as mini lectures), discussion board.
- I try to provide students with instructional videos, as often many of the graphic arts students are visual learners and tire quickly when the only source of instruction is the written page or written "screen" as is the case in WebCT. Often a student will ask a question and it is a topic

that is better explained visually. I use Camtasia Studio to generate the flash video and have had tremendous and appreciative response from my students.

- I have grades, discussions, calendar, quizzes, mail, syllabus, website lists, model pictures, and answers to practice tests on WebCT.
- Discussions boards, email, powerpoints, testing
- Daily online quizzes Powerpoint Lecture notes forum for questions
- Class Discussion Boards Email Interactive Quizzes and Assignments
- I am using an e-pack for a hybrid class
- Inclusion of Power Point presentations and Instructor Notes within WEBCT for ground classes to access
- Self-made video tutorials
- All classes supported by WebCt
- The WebCt features I use are calendar. syllabus, mail, discussion, quizzes, assignments, schedule, lessons. Some of these are linked to other pages.
- I teach a web course with an abundance of links to internet sites. I use, among other things, grading functions, discussion capabilities, content for class notes, etc. I use mostly text-based applications as opposed to lots of video or audio in Web CT. I also use WebCT in my classroom courses to post syllabi, readings, links, etc.
- Just learning how to incorporate for quizzes and syllabus
- WebCT used for: tests, syllabi, assignments, videos, PowerPoint, notes
- Mail, Class Syllabus, link to publisher's web site
- WebCT: All notes and resources for the course are on a content page. Grades are recorded. E-mail is used. Quizzes are used in some courses.
- E-mail grades class handouts placed on WebCT
- Syllabus grading book power point slides
- I use a WebCT shell for all of my ground classes. I have the syllabus and schedule posted there, we use the WebCT email to communticate, we use the Assignment tool to turn in all papers, we use the calendar, and I have other material posted for extra help such as powerpoints about MLA, links to outside websites for help in grammar and MLA, a link to the library, etc.
- Drug Scenarios for students to access for Pharmacology. PowerPoint lecture notes for students in A&P.
- WebCt is used in on-line courses. WebCt shell is used classroom section of BNK 2110. Schedule, Syllabus, and Review Sheets are posted there; grades are posted; and Announcements are posted. WebCt is optional for the classroom section.
- Learning communities for group projects
- WebCt to post supplemental course content, ie. articles, links, instructor authored material, and student grades.
- Java applets Flash movies Windows Media Player Camtasia wiki email
- Maple Computer Algebra System
- E-mail links to on-line exercises links to websites that further explain important course content links to websites that might provide useful info to my students in their other classes
- I use the items available in WebCT - such as mail and discussions.
- In my online courses, they obviously must use Web CT.
- My PowerPoint is on WebCt. As well as the help provided in the shell from the publisher.
- Use the calculator overhead.
- I use Web CT so that my students are able to print off notes or extra hand outs on their time. I also use it as a means for communication as I'm not always in office.
- I use WebCT with all my courses-web and on-ground. Students have e-mail and discussions within this tool. Student grades are available in WebCT. I also link the Library, Help Desk, WebCT Skills, and Textbook Website through WebCT. Lessons in WebCT include links to PowerPoint presenations, term review games, and quizzes.
- I put my syllabus and assignments on WebCT, and I also get permission from students to use their essays as examples on WebCT the next semester. Some students prefer to e-mail me from WebCT, as well. I also use TurnItIn.com in my classes. I had always wanted to use it, and I was so glad to hear that I'd be able to try it once I started teaching at Nashville State.

After the plagiarism I've found since using the website, I hate to think about what might have gone undetected before.

- Both individual and group exercises
- I am teaching an online course; therefore, using the web is essential.
- My comp students submit their papers electronically and receive graded essays back electronically in WebCT (Assignments). I post handouts to a Contents page so that after receiving one print version, students have access to them. I post links to useful sites (including to full-text versions of the novel we read in Comp 2). I use the Email system to communicate with students.
- Mainly power point and Internet research for current case studies, case assignments, and for preparing their research papers. I also emphasis the use of our NSCC Library databank of resources such as SIRS and EPSCO host.
- We use WebCT to carry up to date grade information, for communication, and as an avenue for review. It would be possible to purchase the content for WebCT through the publisher that might enable us to do more with WebCT
- Tests, projects, additional handouts, sample code, course syllabus, course policies
- I have used WebCT to provide students easier access to my website and to facilitate communication between students and instructor and students and students. There are no web addresses to memorize, just buttons to click.
- I teach web classes and include discussion assignments and provide links to companion websites and databases through the library. This semester, M. Faye Jones is embedded in my web courses to assist with research assignments.
- WebCT: Handouts, syllabus, assignments, and supplemental learning materials are availble online. Quizes are conducted online. the students fill out a weekly journal in a discussion area online. videos are created and are available online.
- All features of web ct Beginning to develop video clip library with digital videorecorder
- I have used my own website and am just starting WebCT as an enhancement tool.
- TI84 plus graphing calculator
- Videos
- Word or .rtf files to submit assignments with. Online library databases and internet to research topics for reports and discussions. CD at back of textbook with exercises and reviews before exams as well as doing the exercises in text. Website-Homepage for student preparation prior to first day of class that includes current syllabus. Life experiences-interviewing people regarding certain topics and health issues. Adobe reader and Flash
- Does not apply.
- BIOL 1000 76Y uses "Shockwave"
- Camtasia videos to illustrate problems; Articulate presenter to record audio comments along with PPT presentations; Homework Manager as a way to let students submit accounting homework and have immediate feedback.
- Overhead projector using the texas instrument calculators
- Mail, discussions, handouts, library links, internet links, inter-student communication, quizzes
- Discussions Email Powerpoint Group Projects
- Using WebCT for giving assingments and as a method of taking tests/quizzes.
- Pass information to the students email gather assignments testing
- Going to the Internet and displaying information on the ceiling mounted projector--especially images of construction sites, foundation walls, construction equipment, sites and excavation and the like. Server information with curriculum. Students are required to write Business emails using proper form, correct spelling, punctuation, and capitalization.

Question 16

Do you require students to use technology in their course assignments?

a. Yes
b. No

Response Summary
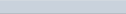
Answer	Value	Frequency Distribution	
-	0%	12	▬
a	0%	95	▬▬▬▬▬▬▬▬
b	0%	6	▪

Question 17

If you answered Yes in Question 16, please select the types of technology in the list below that your students are using.

a. Online library databases
b. PowerPoint presentations
c. Online quizzes
d. Videos
e. DVDs
f. Internet
g. CDs or DVDs with texts
h. Companion websites provided by book publishers
i. Faculty website
j. Other

Cumulative Response Summary

Answer	Value	Cumulative Frequency Distribution	
a	0%	42	▬▬▬▬
b	0%	53	▬▬▬▬▬
c	0%	59	▬▬▬▬▬▬
d	0%	29	▬▬▬
e	0%	23	▬▬
f	0%	87	▬▬▬▬▬▬▬▬
g	0%	34	▬▬▬
h	0%	52	▬▬▬▬▬
i	0%	28	▬▬▬
j	0%	18	▬▬

Question 18

If you selected Other in Question 17, please list the types of technology you are using.

- N/A
- ok
- The Naxos Music Collection which I mentioned above
- For Other I often teach students how to save media to a cd and burn the disk I often teach students how to zip archive files and/or folders of files I teach students how to use an FTP utility to upload files to a server and download files from a server. I often direct

student to their first experince in uploading pictures to an on-line vendor for photographic print output. I often introduce students to the variety of outputs available for digital imaging project. I bring in examples ie. calendars, coffee cups, books, stuffed animals, playing cards, buttons, posters.

- Discussion boards
- They may use the technology if they want to, but for the most part i'm interested in oral presentations which require the use of the human body. However, in groups they are required to demostrate how audio or visual aids may be used during a presentation.
- Inititating photo blogging at flickr.com for my Digital Photography course
- Did not select
- I did not select other.
- pdf, hrml, excel, word.
- WWW search engines
- N/A
- They must type all of their papers and save in an .rtf or .doc file to upload to the assignment inbox.
- MS word
- Java applets Flash movies Windows Media Player wiki email
- I require students to type all their papers on a computer--does that count?
- I didn't.
- Calculators
- None
- NA
- Some of my courses require students to use Microsoft Office applications such as Excel, Word, or Access to submit assignments.
- Students utilize computer-interfaced equipment in the chemistry labs.
- N/A
- Graphing calculators, sometimes data on the internet or have them look up, mathematical/statistical software
- N/A
- wireless laptop systems are used in the automation lab for several classes taught at the Cookeville campus
- N/A
- All marked types of technology are incorporated into completing assignments. all exams and quizzes are online. Instructions are both on my homepage faculty website and within webct course menu. Students have to complete research and bring life stories into their assignments which promotes communication skills and applications of the medical language they are learning.
- Does not apply.
- WebCT quizzes; PowerPoint Presentations; SAM assessment and training software
- graphing calculator (texas instruments)
- N/A
- Server location where students put their reviews of articles from the Wilson database-- Server location where students put their PowerPoints, Action Plans and Excel Spreadsheets for review when I teach Intro to Engr Technology--
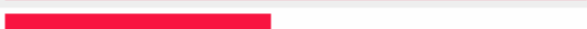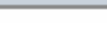
Question 19

What types of technology used in your classes are most effective in meeting program or course outcomes? Please select all that apply.

a. Online library databases
b. PowerPoint presentations
c. Personal Response System
d. WebCT

e. Ceiling-mounted projector (e.g., PowerPoint presentations and other presentations or website use)
f. Videos
g. DVDs
h. Internet
i. CDs or DVDs with texts
j. Companion websites provided by book publishers
k. Faculty website
l. Other

Cumulative Response Summary

Answer	Value	Cumulative Frequency Distribution
a	0%	36
b	0%	60
c	0%	3
d	0%	66
e	0%	74
f	0%	34
g	0%	27
h	0%	72
i	0%	33
j	0%	41
k	0%	19
l	0%	13

Question 20

If you selected Other in Question 19, please describe.

- N/A
- ok
- Again, online music collections that are easy to access are very important.
- Having great computers in the downstairs classrooms in C-building for the students to have a quality experince with the hands on portion of digital imaging has always been the number 1 (in my book) factor in students meeting course outcomes. We've always kept up to date with the computers. If the equipment was poor, like it is in the upstairs pc rooms (at least last year it was bad there) the experience is horrible.
- N/A
- Did not select
- I did not select other.
- N/A
- N/A
- Java applets Flash movies Windows Media Player Camtasia wiki email
- I didn't
- calculators
- NA
- N/A
- Graphing calculators and math software
- Current events
- N/A

- Software that the Text supplies.
- N/A
- TI graphing calculator
- Course requires additional Access to online lectures, power points, quizzes other than the online information provided by the book publisher for the Medical Terminology textbook.
- Does not apply.
- Students learn to use the software taught in the course.
- Using the graphing calculator to graph and analyze
- N/A
- Excel spread sheet

Question 21

Have you made changes in the use of technology based on student input?

a. Yes
b. No

Answer	Value	Frequency Distribution	
-	0%	11	
a	0%	54	
b	0%	48	

Question 22

If you answered Yes in Question 21, please describe.

- I moved to PowerPoint presentations and the program has moved more rapidly to newer versions of the software packages we teach.
- The timing of assignments. They desire a wide-range of time choices to accomplish their assignments.
- Due to long drives for A&P students, I added many pictures of models and the answer keys. Some of the students provided their own pictures to help with this. The PP lecture slides were added first due to student input. The Grade Book was also requested by students so they could regularly compare their accounting of the grades with mine. This has headed off controversy at the end of the semester.
- I use Drop Boxes for student papers since it allows a place for me to make comments on their writing.
- stop using testing centers for proctored exams
- I have, for example, changed the number of WebCT quizzes to accomplish my objectives in a way that's more in tune with what students think is reasonable.
- Put more materials on WebCT and reserve the computer classroom in the library to conduct research.
- After student requests, I now post PowerPoint presentations on WebCT.
- Due to streaming video difficulties with some students, I have provided them with cds of videos for their practice. We have also changed curriculum to one that contains dvds of signed lessons.
- Based upon student recommendations we have added videos, film clips, or visited websites of companies that we were studying or were associated with the learning topic.

- No, so far I've always been ahead of my students in the technology realm or in making use of it.
- Yes, I have looked at the questionnaires that they fill out for me and have added more technology in the past 6 years.
- I did away with the powerpoint presentations that came with the text and focused more on teaching the material.
- Students requested a Hybrid course. Some students wanted online but needed the extra face-to-face communication needed to answer particulars in the CPT coding class
- N/A
- Class presentations, notes, and additional information are available on WebCt.
- The only type of changes I have made is in the area of clarifying my explanation about how the technology will be used as an instructional tool.
- A handful of students in my classroom based courses requested that I use WebCT to post interactive syllabi, internet links and group email, which I've done this semester.
- How do you obtain student input through student survey results?
- I have expanded the use of interactive tutorials
- N/A
- In DSPM courses I tried to require on-line tutorials, but many students said they could not get on-line. I discontinued this. In Precalculus on-line the students said there were too many sources of information so I streamlined the ways to get information. When the semester went from 15 to 14 weeks, I moved the class quizzes to WebCT and made them optional because students complained that they could not get to a computer - work schedule and/or lack of computer at home. My main problem has been that students overload their schedule and don't allow enough time to be on campus or enough time to do homework. They seem to be able to do homework on paper easier than on computer.
- I use more Internet-web sites in my classes
- posted power point slides used during class on Web CT
- We have started using the discussion board more, and I added more resources to my WebCT shells.
- Added on-line chapter quizzes.
- Added clearification on how to use Web Ct. Added online quizzes to help them prepare for the larger exams
- Changing from Windows Media Player to Flash because it is more universal and sure. Added a wiki for class discussion and collaboration. Bought Camtasia to create flash movies and convert powerpoint presentations.
- Students wish to see the most current happenings in the arts. The internet provides the most up to date information.
- I have used DVDs and the internet as a more natual resource for language examples. I teach ESL, and the book provides textbook English, but DVDs and the internet provide more authentic language.
- I have more assignments accessible online so students can download them any time.
- In earlier semesters when I started using WebCT, the Internet, etc. in my classes, they responded very positively. Back then I only suggested some free on-line practice exercises to them. But these worked so well for nearly every student who tried them that I now required them as regular homework assignments. Even as required work, students are still giving me positive feedback about the on-line work and more are passing the related unit tests.
- I answered No.
- I have made printable versions of PowerPoints available. In addition, I have prepared PowerPoints according to student needs and input on evaluations. They indicated this teaching method worked well for them.
- I am trying to answer to them and to grade them faster. They need quick feed back in the following days not weeks.
- NA
- I am using WebCT to supplement my onground classes. With this tool, students have online access to grades, quizzes, handouts, and e-mail among other things.

- I post some of my materials on WebCT. I have increased the use of CDs/videos/DVDs. I am incorporating the online homework/quiz in my classes this year.
- I started using WebCT in my classes once I had a couple of students ask me if I would be putting class assignments or e-mail on there since that would help them. I had been considering using WebCT in my classes, but it took these students' requests to make me finally start using it. Now I love it!
- N/A
- Yes, I have provided more instruction handouts.
- I do more---they see the need.
- I now require require Term Research Papers to be submitted through emails electronically so I can check them through Google Searches and TURNININ. Previously, I only required it in hard paper copy.
- If the students say they really enjoy something, or I can see that they do, I will use it again.
- added more information, samples, etc.
- I have added more book companion web cite work and a library tutorial to my classes. I take classes which do not normally have a lab assigned to them, such as DSPW 0800, into the lab frequently over the semester and introduce them to searching the library on-line and to book companion web cites.
- I now use WebCt because students had so much trouble typing in the adddress for my website and to send me e-mails.
- As an example, when a students tell me that they are 'visual' learners--I would strive to have more visuals with my course lectures.
- Students bring to the class discussions their approach to research using technology they are familiar with which is a welcome addition to the existing technology used in the classroom.
- I have a M.Ed. in eLearning and teach multimedia. I am ahead of the curve in technology. Students have not made comments that I am not already implementing.
- on-line testing more video clips listing of websites per course
- Reduced the number of videos used in class.
- Provided many more WebCT sites with electronic documents for student download.
- More interactive instruction by using the ceiling mounted projector
- Assignments and quiz settings are adjusted, time lines flexible with goal to learn the material and complete the course by end of semester. No in that all students must be able to submit assignments in .doc or .rft files and complete course online_techniques used, test questions, access to answers etc. are adjusted to meet student needs.
- Does not apply.
- I now use an interactive seminar method in the classes that I teach.
- We added equipment to the classroom to meet student needs.
- Have changed out videos, revised quizzes, added discussion questions, added mail, added handouts and website links
- Student imput is widely accepted and considered
- N/A
- obtained different compilers started collecting program assignments in WebCT
- Trying to use textbooks that supply the software needed in the course.
- After seeing the type of emails that I was receiving from my students and having seen an NPT program regarding technology use in the work place, I realized that students needed to understand that they had to know how to write correctly worded, spelled, punctuated, and capitalized emails to give the best impression of the companies for whom they work. I set a high standard for my students sending an email. I give no grade until it is correct, but I continue to mark the work and require it to be corrected.

Question 23

Based on changes you have made in the use of technology, have there been improvements in student learning?

a. Yes
b. No

Question 24

If you answered Yes in Question 23, please describe.

- Better retention because the student has the ability to gain access to the course materials online from home instead of having to rely on class notes alone.
- If student learning includes assignments completed, yes.
- Students have inmproved retention of the anatomical parts because they can access the actual pictures of the models they will be tested on. The lecture slides are in color on my WebCT site and can be "zoomed" in on to clarify their notes and help their understanding.
- Don't really know but they are happier.
- expanded reference resources by using Tennessee.gov (official website of state of Tennessee) for my TN hist & govt classes.
- I now allow students to take the mid-term and final exams in some courses up to 3 times each. This is the result of reading the literature which indicates that this results in increased learning. Without doing a study, my observation is that this is the case.
- They are better able to find and access research. And in the classroom, they are better able to understand the material if I can present it to them in multiple ways.
- Students seem to retain more from PowerPoint presentations when they're able to reexperience the joy of my brilliant and scintillating discourse again and again in their leisure hours.
- Students have had less frustration due to the access to visual forms of at-home instruction and retention has increased.
- I have tried to incorporate many outside internet sources into my Web-based music course, which exposes the students to much more than the textbook alone would.
- Probably, but it would be impossible to correlate what was the improvement on an individual or class basis.
- I always establish electronic communication, the first day of class. Email is a means for the student to contact me with course questions when class is not in session. I've always created a companion website for my campus courses so the student has access to a variety of resources and information outside of class. Use of the overhead projector is also a valuable tool for digital imaging, not only for demonstration but for viewing and critique the student's work or work of other artist on the web. Not that I, pursee, made these changes in the use of technology. It's just that I will utilize any and all technology that will enhance the learning and teaching experience. In other words, I do not fear technology-I embrace it!
- I don't really know.
- Students are understanding concepts more and show ability to perform the techniques.
- I did answer yes - but actually this is the first Hybrid class I have taught. I do see immediately that some students who were unfomfortable are becoming more comfortable with their computer skills

- More real life applications have increased student comprehension of material
- The use of the projectors really facilitates learning and classroom discussions. In the Digital Photography course, the ability to critique the students' images on the large screen is pivotal for all the students to see and hear.
- Students are able to review powerpoint presentation used during class lecture as additional study material.
- Technology support has given them a deeper understanding of materals covered.
- I am not sure that learning has improved, but communication has.
- I'm not entirely sure yet, but I expect students will now read the assigned material more frequently because they are able to access it in a central location on the web.
- Grade distributions have improved and students are doing better generally in areas where I have used formative assessments.
- N/A
- The students who use the technology commit on my evaluation that they found it helpful. I ask several questions on my evaluation that are not on the school's evaluation. It they use the technology, it helps.
- Student comments indicate they are using these sites in the development of lesson plans for children. They are also sharing this information with others.
- Better reading skills
- Students form better relationships with each other from using the discussion board and end up using each other as resources more when they miss class or do not understand something. Students are also learning to take responsiblilty and use the extra resources that are available.
- Improvement in grades.
- I feel that it has allowed them more opportunities to learn to work in groups and use the time more effectively. I will see if the online quizzes have improved the exam scores for this semester- the online quizzes this summer did not seem to improve the scores greatly.
- A little more access to the internet, and using the textbook web site for working additional problems.
- ? hard to give "proof" I guess student input would be my response.
- Online students can understand better if they have a demo of their assignments that is easy to view. A wiki is superior to chat rooms and message rooms that webCT offers. Students can share answers and discuss problems waymuch easier.
- Students have a greater interest in the course material when the think it is relivent to their contemporary lives.
- They have commented that they feel they are learning better, more appropriate thngs.
- More students passing unit tests in part due to on-line exercises now being assigned as regular homework. Students sometimes commenting about how helpful other recommended websites have been to them related to my class and/or their other classes.
- This may sound at odds with #21. I didn't make changes because of student input. I made changes because I learned more about technology and believed using various types of technology would improve student learning. It has, I think. Students seem more engaged. It is easier to show examples visually, and they like working on computers. Technology makes the learning process more efficient.
- For todays students who are excellent at multi-tasking, videos and dvds are especially important tools for relaying information in a way that holds their attention. Especially for the history of photography, which has so many helpful videos
- Additions in teaching methods have appealed to various learning styles of students.
- I think my students know that they can go to WebCT to contact me, to ask questions to check on their work and see my grading and they are trying to follow my advices on line.
- Students feel more comfortable using library date bases to do their research.
- Too new to make changes
- While the assessment of the improvements is informal, I would say that improvements in student learning have come from the online availability PowerPoint presentations to

review lectures any time; quizzes to do self assessment; and handouts for students who have missed classes.

- Their conceptual understanding of the materials increased.
- Once I got comfortable using WebCT, I found myself eager to learn how to use some other technology I had been putting off "until I got some training." I decided to teach myself to use the ceiling-mounted projector, and now it's been invaluable in showing the entire class at once what I previously had to show each student individually. I wish I hadn't waited so long to learn these new things!
- N/A
- Students have taken greater advantage of both Smarthinking (since they are more adept at online submissions now) and have used my website (which offers grammar/punctuation review presentations, an MLA FAQ page, and a word-use dictionary) more than they did before. Both resources have enhanced their learning. I also believe the students feel "more professional"--that there is something more tangible about this process than a hurried submission at 3 a.m. (though I may be kidding myself there).
- Although for the most part not based on student input, I have adapted areas of technology over the years with Internet assignments, shifted from VHS to DVD, updated assignments using library databases, etc..
- They can see applications and solve more in-depth problems---visualization is great in math!
- Answered yes to this question since I am not sure if student learning has improved or not and "maybe" was not one of the answers.
- Sometimes, the use of visual arts and drama is a very effective way to convey concepts.
- PowerPoint but too early to tell for sure. Students have given positive feedback though.
- Student comments indicate they are understanding some material better
- Having access to library tutorials has made the sources used in papers improve in quality and number. Using companion cites to texts have given students practice in MLA format that shows itself on their papers in a reduction in MLA formatting errors. Because they can access these materials outside of class, they engage in critical thinking about their sources more than before and seek answers for themselves.
- This is my first semester to use WebCT, but so far, more students seem to be taking advantage of my website.
- I wish this survey would have a 'not sure' or N/A answer. I'm not sure if student learning is improved. That would take assessment; in other words, I cannot prove a before and after (better or worse because of a change.) I can say that it shows my students that I have their interests in mind when instructing them.
- It is actually difficult to assess this answer. I try to improve classes year to year either through technology or other means. These improvements sometimes improve learning and other times do not help.
- The availability of the internet for research is helpful for in class assignments.
- N/A
- 24 access to lecture notes, handouts, etc
- The graphing calulator helps students focus on understanding math concepts, instead of focusing on arithmetic facts that they may not easily memorize.
- Students are accessing more resources
- I try to contact all students one week before class starts using the faculty self serve information. This helps the student better prepare for the class. I have noticed that I have few students drop out of my class by changing my exams to be all online now. I have put more responsibility on students to complete the course rather than leading them along, I believe I am coaching them for success! I let them try and try again until they get the process down rather than penalizing them for first attempts that fall short. I am using webct functions more every semester to individualize the study.
- Does not apply.l
- Students have demonstrated better retention and critical thinking capabilities.

- Students spend more time using the software and hardware, and less time waiting for a turn.
- I believe students have a better understanding of accounting as a result of receiving immediate feedback on accounting homework.
- Students are more comfortable analyzing graphs than before the required use of graphing calculators
- I don't know. Some students are visual learners and have appreciated the visual reinforcement. All like the mail link and suggested websites and access to fellow students. Has their learning improved? I cannot really judge and would have preferred a "c" choice of "Don't know for # 23.
- Not sure how you would prove it but My opinion is that it has helped quite a bit!
- Technology helps with research and showing lecture notes via a projector.
- I am able to correct and turn around programs in a more efficient manner
- Students need hands-on exposure to reinforce the learning of software applications or to reinforce the skills that should be exhibited at the end of a course.
- Emails from my students and my graduates have improved in all of the areas where they were previously deficient. Not all of them have done so, however, and I have lost several students because they grew tired of having to correct every email before they could get an acceptable grade.

Question 25

Do you document improvements in student learning based on changes made resulting from the use of technology?

a. Yes
b. No

Response Summary

Answer	Value	Frequency Distribution
-	0%	18
a	0%	13
b	0%	82

Question 26

If you answered Yes in Question 25, please describe.

- My answer to question 23 is simply anacdotal (or however that word is spelled).
- N/A
- Track this in WebCT. A statiscal study can be done.
- My student evaluations and gradebook reflect this.
- I answered no, but I'd like to address this. Documentation IS via the use of a grade tool. The burden of assesment should be on the student assessing himself, in a way. Give the student an assesment test at the beginning and end of their stay at the college, then compare the knowledge they came in with vs. the knowledge they are leaving with. I'm talking about an assesment that is exclusive to topics and technology from their major studies.
- I keep a record of each question asked on an exam, the individual student results, and the methodology used to teach that concept.

- Only in discussions with other faculty members--also, i went to Roane State Community College to learn about using the WebCT much better--i graduated from the WebCT academy in 2006. That was, and is, incredibly useful.
- However - this is a good idea and something I will consider
- N/A
- In a numerical form, I do not document from one year to another.   The learning process includes technology they must learn and apply in a compedent manor to be succesful in my classes.
- I answered No.
- I track distributions from term-to-term and key on areas that presewnt significat challenges to students.
- N/A
- Student evaluations and comparing grades of those who submit quizzes from the internet versus those who do not use the resource
- Keep track of scores on quizzes, assignments, etc.
- In the faculty evaluation process I have referred to this.
- I am still in the process of comparing the different semesters' test scores and hopefully this Fall's scores will show more improvement than the summer's.
- I did a small statistical study, and noticed that scores had improved after videos were added to course.
- I answered No, but I'm sure I should have documented some of the improvements.
- NA
- As our program works on assessment and documentation, I will try to incorporate methods to document the use of technology for improving student outcomes.
- I have developed a survey that I ask students to complete at the end of the semestr. This survey has questions related to the use of technology in my classes and their learning and satisfaction.
- N/A
- I answered no, but ... surveys I have taken (beyond the student evaluation) in recent semesters have led me to the conclusions I indicate above.
- Beginning to look at it more for SACS. Looked at some of this for the NSF project on Catisfaction.
- Yes, in general I do -- nothing specific -- just mental notes,
- Too early to tell and document
- N/A
- The improved grades represent the documentation
- N/A
- This is only my third semester teaching at this location.
- I would like help in this area. I do see a steady improvement in success rate, and faculty evaluations but do not get reports that might help me document improvements. I have asked for feedback from other faculty, but have had no suggestions from them. I believe that I would hear if my students were not able to continue on in their medical fields.
- Does not apply.
- N/A
- While I only have two choices, I have answered yes, but I can answer no as well since I have documented some of the work but not all of the work and documentation is extremely time-consuming. I have several semester-long series of email iterations from students re: Intro to Engr Technology (three notebooks).