DISTANCE EDUCATION FACULTY SURVEY – SPRING 2013

Executive Summary:

61% of DE instructors responded to our survey. This is a huge indicator of the interest and needs in Distance Education. Overall there were not many surprises. Faculty do not have the **time to devote to developing and improving their DE courses**. **Insufficient training** is also an issue for faculty. It is thought that students lack of time-management, motivation and incorrect course expectations were barriers to student success. An **Instructional Designer/Technologist would be significantly helpful**.

DE will be addressing many faculty and student needs with our upcoming Online Teaching modules and Online Student Orientation – both to be piloted this summer. However**, the area that is significant to faculty for which we continue to require assistance is training and instructional design/technology**.

Survey Facts/Findings:

- Survey of Distance Education faculty, Online and Hybrid instructors was **run 4/17/13 – 4/29/13**

- **61% of Spring DE faculty responded** (49 of 80)

- In the last four semesters, the number of sections taught online/hybrid are widespread between 1-2 and 5-6 courses

- The communication methods used most often were: e-mail, Bb Announcements, Bb Discussions, in person exam(s)/meeting(s), in person office hours, telephone

- The greatest factors affecting faculty ability to offer a DE course with high student success and retention are: **Insufficient time to develop courses, Inadequate faculty compensation for development, Greater workload, Insufficient training, Insufficient support**

- Factors faculty feel are a **barrier to student success** in DE are: **Lack of student time-management, Lack of student self-motivation, Incorrect expectations of online courses, Insufficient language skills**

- Improvements to the following areas would assist **to improving student success and retention**: **Student Orientation for Bb and Online Learning, Training of technology tools for course development, Instructional design advice/assistance, Best practices guidebook, Advanced training, Online teaching workshops offered online**

- Training that faculty are likely to participate in: Technology Tools, Online course Design one-on-one with an instructional designer/technologist, Online teaching training, Online course design (group training), Bb Advanced topics

Comments to note:

- *I think that an <u>Instructional Designer</u> would be very helpful. I am at a point in my classes where that is the type of help that I need.*

- *Class specific training with the students and instructor. It would be great if we could bring our students to a computer lab to show students what they need to do and have a technician to assist us. Many of my <u>students need more help</u> than I can provide at this point. It would be a learning opportunity for me too.*

- *Would want to work with an <u>instructional technologist</u> to create videos for my course.*

- *What would be more helpful than screen capture technology training would be a <u>technology person</u> that could do this for us.*

- *<u>Vetted OER resources</u> for each program would also be very helpful.*

- *Less <u>training/learning opportunities offered to part time instructors</u> because blackboard and online training sessions are offered only during office hours when most part time employees are working in their full time positions... Also, Students are given no instructional blackboard support other than the instructors support when they enter the classroom. They should have <u>access to proper BB training</u> before they attend classes because it seriously hinders the instructor's ability to move forward with class instruction...?*