

1-1-2011

USFSP faculty, student, and Steering Committee survey data

Blackboard, Inc.

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Scholar Commons Citation

Blackboard, Inc., "USFSP faculty, student, and Steering Committee survey data" (2011). *Department Report and Publications*. 44.

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1. Introduction

Dear Colleagues,

I am writing to ask your help in a study of online teaching and learning at USFSP being conducted by Blackboard Consulting under the direction of Dean Carol Hixson. This study is designed to identify gaps and challenges we face at the university, which in turn will help us identify improvement strategies that will take us to new levels of educational excellence.

The Blackboard study involves surveys, interviews, and planning activities. If you have taught courses online, are planning to teach courses online, or just thinking about teaching courses online your input will bring valuable information to this study. Please click on the link below to access this short online(!) survey.

This is a great opportunity for us to learn about ourselves and take deliberate steps to support teaching and learning. I will be happy to report the results to you and will keep you informed of progress over time.

Thank you in advance for your help with this survey.

Dr. Norine Noonan
Regional Vice Chancellor for Academic Affairs

2. Faculty Background

* **1. What is your faculty rank?**

Adjunct

Lecturer

Assistant Professor

Associate Professor

Full Professor

* **2. How many years of experience do you have as a teacher?**

5-10

11-15

16-20

20 or more

* **3. In which college do you teach?**

College of Arts and Sciences

College of Business

College of Education

* **4. Do you primarily teach undergraduate or graduate courses?**

Undergraduate

Graduate

* **5. Have you taken an online course?**

Yes

No

* **6. Have you taught an online course?**

Yes

No

★ **7. Rate the likelihood you would attend faculty development experiences in the following formats:**

	Very Unlikely to Attend	Unlikely to Attend	Uncertain	Likely to Attend	Very Likely to Attend
On-site (Large group)	jñ	jñ	jñ	jñ	jñ
On-site (Small group)	jñ	jñ	jñ	jñ	jñ
Individual	jñ	jñ	jñ	jñ	jñ
Online-Synchronous (participants attend at the same time)	jñ	jñ	jñ	jñ	jñ
Online-Asynchronous (participants "attend" in own timeframe)	jñ	jñ	jñ	jñ	jñ
Blended (some mixture of the above)	jñ	jñ	jñ	jñ	jñ
Other (please explain)	<input type="text"/>				

★ **8. Rate the likelihood you would attend faculty development experiences in the following timeframes:**

	Very Unlikely to Attend	Unlikely to Attend	Uncertain	Likely to Attend	Very Likely to Attend
One Hour	jñ	jñ	jñ	jñ	jñ
Two Hours	jñ	jñ	jñ	jñ	jñ
Half-Day	jñ	jñ	jñ	jñ	jñ
Weekend	jñ	jñ	jñ	jñ	jñ
Semester	jñ	jñ	jñ	jñ	jñ
Other (please explain)	<input type="text"/>				

★ **9. Rate the likelihood you would attend faculty development experiences based upon the following topics:**

	Very Unlikely to Attend	Unlikely to Attend	Uncertain	Likely to Attend	Very Likely to Attend
Designing and Facilitating Online Courses	jñ	jñ	jñ	jñ	jñ
Designing and Facilitating Blended Courses	jñ	jñ	jñ	jñ	jñ
Blackboard 9.1 Tools	jñ	jñ	jñ	jñ	jñ
Web 2.0 Tools	jñ	jñ	jñ	jñ	jñ
Cheating and Plagiarism Software	jñ	jñ	jñ	jñ	jñ
Assessment of Student Learning in Online Courses	jñ	jñ	jñ	jñ	jñ
Other (please explain)	<input type="text"/>				

★ **10. What type(s) of faculty development activities would interest you the most? Select all that apply.**

- Formal Presentations
- Hands-on Workshops
- Discipline-specific Workshops
- Guest Presenters

Other (please explain)

★ **11. Which of the following do you use with your online courses? Select all that apply.**

- Open Content (e.g., open textbooks, MERLOT)
- Discussion Forums
- Web Conferencing Tools
- Small-Group Activities
- Online Exams
- Authentic Assessments (case studies, experiential learning)
- Web 2.0 Tools (Facebook, other social networking tools)
- Grading Rubrics
- E-Portfolios

Other (please explain)

3. Faculty Attitudes

* **1. I believe that designing an effective online course largely consists of converting my lectures and other materials to the online environment.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

* **2. While I believe that learning outcomes should remain the same, teaching effectively online often means redesigning learning strategies and activities extensively to be more suitable to an online delivery mode.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

* **3. My online courses are organized around the learning objectives of my courses.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

4. I work closely with an instructional designer when I build or revise online courses.

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

*** 5. I encourage other instructors to review my online course and I use their feedback to build or revise these courses.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

*** 6. My institution provided professional development that effectively helped me prepare to develop and teach my first online course.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

*** 7. Instructors should be required to complete a course in online course design and instruction before teaching their first online course.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

*** 8. Faculty are given many opportunities to share best practices in designing courses and teaching online.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

*** 9. My institution does a good job supporting faculty with on-going professional development activities associated with online teaching and learning.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

*** 10. I am able to get instructional design help when I need it.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

*** 11. Instructional Media Services staff have the necessary knowledge and skills to support my online courses**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **12. I prefer to develop my online courses independently**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **13. Instructional Media Services staff have the necessary technology, facilities, and equipment to support online teaching and learning at the university.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **14. I believe that technical skill is the most important ability faculty need to develop to teach effectively online.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **15. My technical skills are sufficient for me to use the online learning environment effectively to teach my students.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **16. I am able to get adequate technical help when I have a problem using Blackboard.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **17. My institution provides adequate technical support when I have questions or encounter difficulties with technologies other than Blackboard.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **18. My institution adequately orients students to online learning before they take their first online course.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **19. I provide my students with prompt feedback about their performance in my online courses.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

* **20. I regularly interact with students in my online courses.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

* **21. I believe that students can interact with each other and the instructor as effectively in an online class as they can in a face-to-face class.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

* **22. Group projects and activities involving a lot of collaboration are not effective in online instruction.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

* **23. Students in my online courses perform as well as students in my on-campus courses.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **24. Facilitating online courses requires more of my time than teaching the same courses on campus.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **25. My institution provides adequate compensation for designing online courses.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

★ **26. My institution provides adequate compensation for facilitating online courses.**

Strongly Disagree

Disagree

Neither Agree or Disagree

Agree

Strongly Agree

Not applicable

4. Open-Ended Questions

* 1. What do you like the **MOST** about teaching online courses at USFSP?

* 2. What do you like the **LEAST** about teaching online courses at USFSP?

* 3. What is your institution doing well to support online and blended education?

* 4. What challenges does your institution face in its support of online and blended education?

* 5. What resources should your institution adopt to support online and blended education?

6. Please provide any additional comments here.