



Instructional Uses & Course Activities

Technology Survey, Fall 2005

Institutional Advancement
August 2006

Acknowledgements

Note, this survey was originally developed in 1997 with the assistance of a dedicated group of CCSF faculty. The original survey was distributed three times, however the current version has been updated considerably. We would like to acknowledge the contributions of the late **Steve Levinson**, English Faculty, for bringing to fruition the current version of the survey questions. His interest and concern about this topic was reflected in his even-handed and thoughtful approach. He was able to play the parts of both skeptic and advocate simultaneously, and we are in his debt.

The survey instrument was crafted by Pamela Mery; responses collected with technical assistance from Quyen Lu. Review and modification of questions by Steve Levinson, ITPC, and TLTR—with special thanks to Mamie How, Carol Reitan, and Jan Willett.

Data compiled by Pamela Mery with assistance from Susan Lopez. Results written by Pamela Mery and Susan Lopez, under the direction of Robert Gabriner.

For additional information about this report or to provide comments / feedback, please contact pmery@ccsf.edu

Introduction and Table of Contents

(1) HOW TO USE THIS REPORT. This preliminary report represents a new approach by the Office of Research (now within Institutional Advancement). The preliminary report does not attempt to address all findings but seeks instead to present major findings which are then widely circulated within the College for review and discussion. The accompanying tables and graphs support the major findings, but also include additional figures representing other findings which the College may find interesting and useful. Please review the major findings and the underlying data to determine if there are trends or areas of significant interest to the College which may be missing from the current presentation of results. A final report will be drawn not only from the pre-report but also from the College's reaction to and engagement with the findings in it.

At this time, there are four technology-related preliminary reports being circulated simultaneously. While the findings presented in these reports are all derived from the same survey, the focus of each report is unique:

- (i) General Use of InformationTechnology
- (ii) Instruction-related Use of InformationTechnology
- (iii) Counseling-related Use of InformationTechnology
- (iv) Banner

(2) MAJOR FINDINGS. The most important results of the survey, based upon strategic interest and/or quantitative significance. (Page 2)

(3) SUPPORTING EVIDENCE FOR MAJOR FINDINGS. A brief presentation of the primary evidence supporting each major finding. (Pages 3-11)

Note: In some cases the version of the preliminary report circulated only includes the items above. Additional items listed below, such as the Qualitative and Quantitative Data are available online for your review. Go to www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm

(4) QUANTITATIVE DATA. Numerical data in table format. (Pages 12-20)

(5) QUALITATIVE DATA. Qualitative data, i.e. summary of comments. (Page 21)

(6) METHODS. A brief discussion of methods and representativeness. (Pages 22-24)

(7) SURVEY INSTRUMENT. A copy of the 2005-06 survey instrument. (Page 25)

Major Findings

1. **An increasing majority** of faculty use basic instructional technologies such as e-mail to students. Faculty increasingly use their own web pages in creative ways to enhance their teaching and make resources available to students.
2. **Major benefits** of technology to teaching are indicated by an overwhelming majority of faculty. "Access to new resources" and "Increased communication with students" are cited most often. One of the largest areas of increase since 2001-02 is "Enjoyment of my teaching."
3. **Current use** of nearly all instructional technologies increased substantially since 2001-02. Out of fifteen technologies, twelve show increased use among credit faculty. Some tools are catching on more rapidly and outpacing others in popularity.
4. **Overall interest** in most existing instructional technologies appears to have reached a plateau. For most technologies, the composite figure of current use plus interest in future use has remained essentially the same since 2001-02. When current users of each technology are excluded, interest in exploring future use has decreased since 2001-02 for all fifteen technologies listed. To some extent this could be viewed positively since many faculty appear to have moved from interest to use—see above.
5. **Barriers to use** cited most often are "lack of time" followed by "don't know how." Many comments allude to the difficulty or inconvenience of accessing hardware not readily available in the classroom. In other words, faculty indicate that certain instructional technologies are too time-consuming and difficult to learn and/or use--which could affect not only the overall level of use of instructional technologies, but also the level of faculty interest in these technologies.
6. According to the survey results, **noncredit faculty** have also increased their use of instructional technology and find these technologies to be beneficial to their teaching. However, close review of the survey sample cautions against making definitive statements about noncredit in this area. The noncredit survey sample is most likely representative of so-called **early adopters**.
7. Faculty who teach **both credit and noncredit** courses have also increased their use of instructional technologies and find these technologies to be beneficial to their teaching. Response rates are higher for faculty who identify as "both" as compared to those who identify as noncredit only, however a similar degree of caution should be used when interpreting the results for this group.

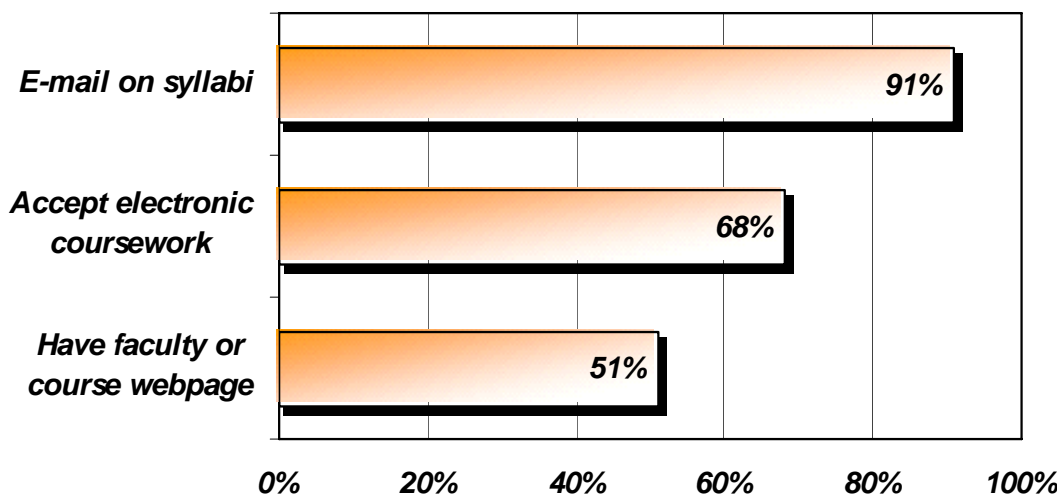
SUPPORTING EVIDENCE FOR MAJOR FINDINGS

Note: Figures cited are for credit faculty unless otherwise indicated.

1. **An increasing majority** of faculty use basic instructional technologies such as e-mail to students. Faculty increasingly use their own web pages in creative ways to enhance their teaching and make resources available to students. Benchmarks for overall usage include these three basic areas:

- 91% list an e-mail address on their syllabi, compared to 65% in 2001-02¹.
- 68% accept coursework submitted electronically.
- 51% have a web page.
- Of those who have a faculty or course web page, 78% include course-related materials in addition to contact information and syllabi.

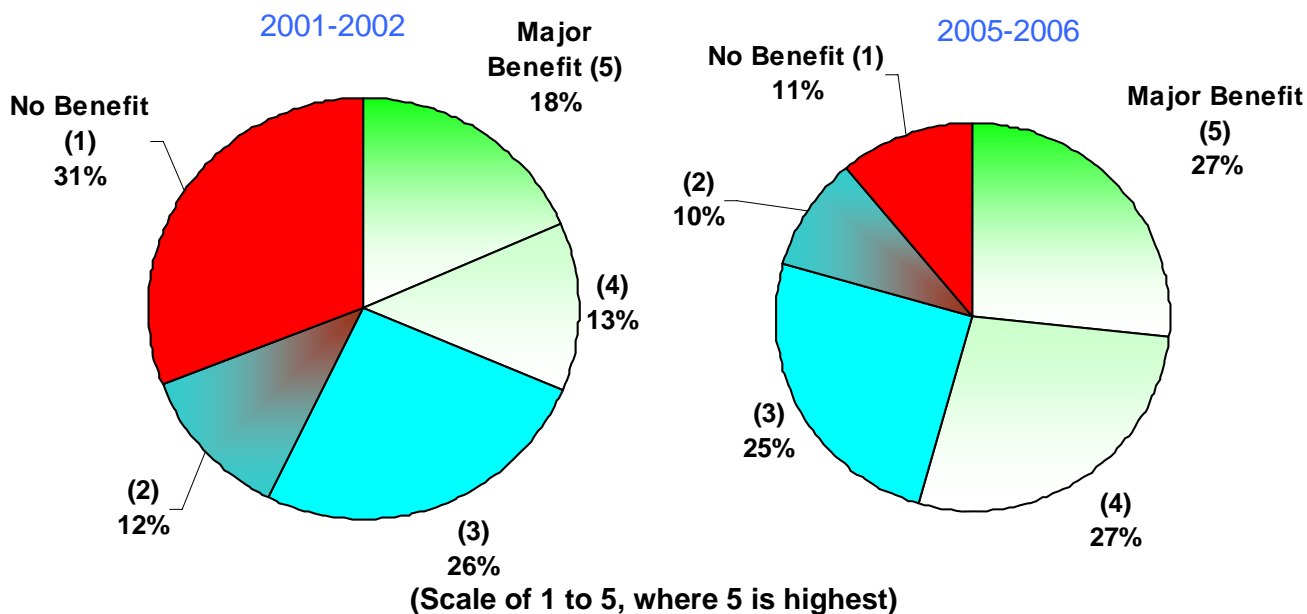
GRAPH 1
Faculty Use of Basic Instructional Technologies in Credit



¹ Figure for 2001-02 is 82% when selecting for daily use of e-mail.

2. **Major benefits** of technology to teaching are indicated by an overwhelming majority of faculty. "Access to new resources" and "Increased communication with students" are cited most often. One of the largest areas of increase since 2001-02 is "Enjoyment of my teaching."

GRAPH 2
Technology Improving Enjoyment of Teaching
Instructors of Credit Courses



- 86% of credit faculty and 91% of noncredit faculty indicate that instructional technologies have had major benefits for their teaching.²
- 71% of credit faculty indicate that instructional technologies have had a major benefit in terms of "Increased communication with students". Only 6% saw no benefit in this area. These responses are consistent with the increased use of e-mail, as well as the widespread use of faculty and course web pages.
- 74% state that "Access to new resources" is a major benefit. This is consistent with the increased use of the Internet.

² Rating of 4 or 5 on a five point scale.

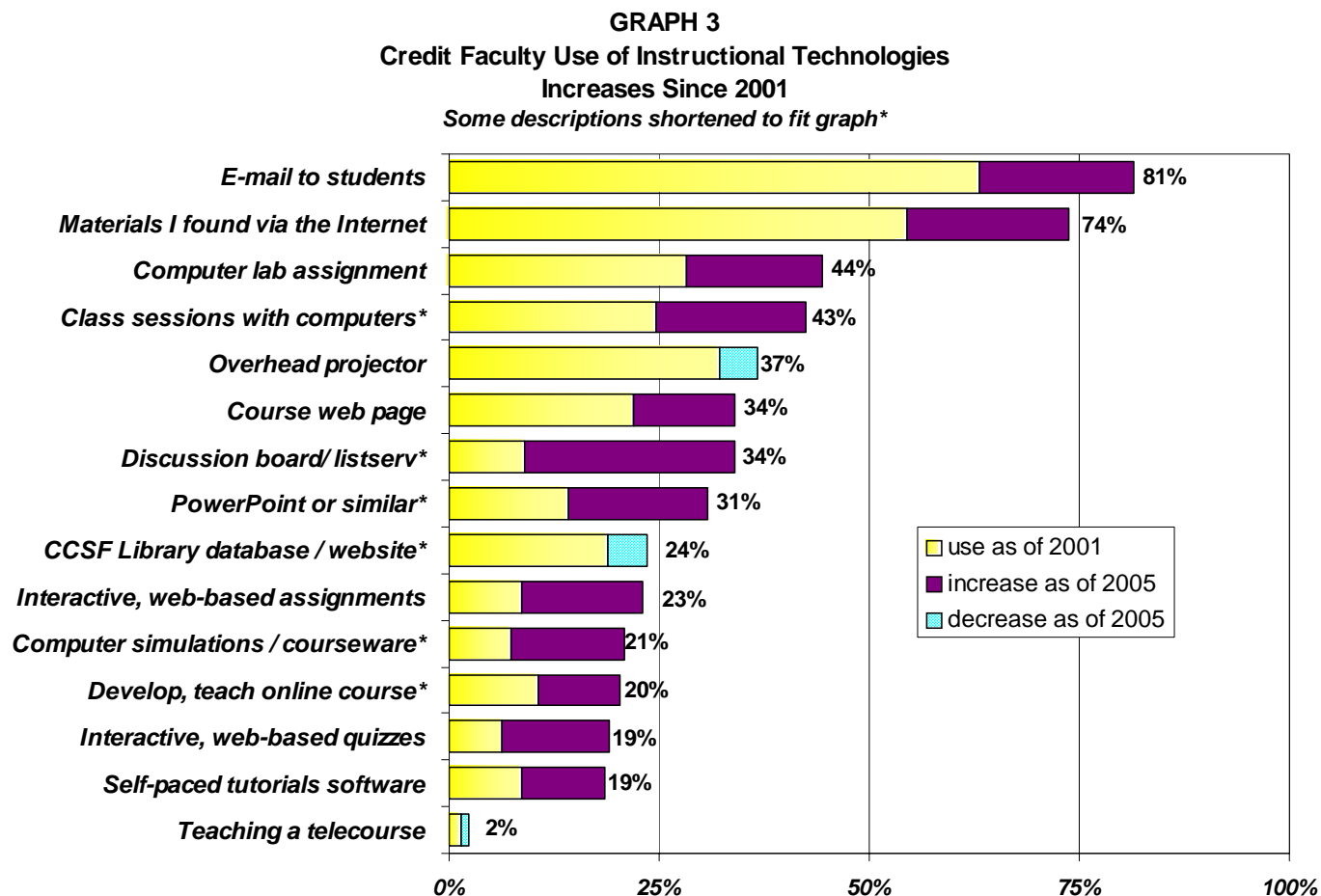
Continued Major benefits

- Five other areas identified by 52% to 60% of credit faculty as major benefits:
 - ⇒ **Creativity** in presenting material to students (60%)
 - ⇒ **Enjoyment** of my teaching (55%)
 - ⇒ **Overall quality** of my teaching (53%)
 - ⇒ **Student response** to content... (53%)
 - ⇒ **Ability to help** students experiencing problems with course... (52%)
- The only area of benefit which **did not increase** relates to whether instructional technologies increased student retention.
- Figures for noncredit faculty were similar except in those areas which involve communicating with or helping students—most likely due to more limited access to and use of various instructional technologies (including e-mail) for the noncredit student population.

TABLE 1
Major Benefits of Technology
Percent of Faculty Rating as Major Benefit (4 or 5)

Credit Faculty	Noncredit Faculty
1. Access to new resources for my teaching 74%	1. Access to new resources for my teaching 87%
2. Increased communication with students 71%	2. Creativity in presenting material 72%
3. Creativity in presenting material 60%	3. Enjoyment of my teaching 59%
4. Enjoyment of my teaching 55%	4. Overall quality of my teaching 58%
5. Overall quality of my teaching 53%	5. Student response to course content 54%
6. Student response to course content 53%	6. Increased communication with students 46%
7. Ability to help students 52%	7. Ability to help students 35%
8. Increased student retention 37%	8. Increased student retention 39%

3. **Current use** of nearly all instructional technologies increased substantially since 2001-02. Out of fifteen technologies, twelve show increased use among credit faculty. Some tools are catching on more rapidly and outpacing others in popularity. See Graph 3 for the degree of use, the areas of greatest increase, and the three areas which did not increase:



- o The two areas of **highest use** of instructional technology by credit faculty are e-mail to students (81%) and use of Internet materials (74%). The high use in these areas is consistent, as noted previously, with high perception of benefits from increased communication with students and access to new resources.
- o No other listed instructional technologies except e-mail and Internet materials are used by a majority of faculty. The **next highest usage** pertains to computer labs, an area which has grown substantially—
 - 44% Use of computer lab assignments (up from 28% in 2001-02).
 - 43% Use of class sessions in computer lab or classroom with computer equipment increased (up from 25% in 2001-02).

Continued Current use

- The **largest increase**—use of “Discussion boards, group mailing list or other asynchronous communication tools”—was a 25 percentage point increase from 9% in 2001-02 to 34% in 2005-06. On the more moderate side, “Self-paced tutorials software” increased by 10 percentage points to 19% in 2005-06. The overall average increase for all technologies was 15 percentage points.³
- Three areas appear to have **declined** slightly in usage, or stayed the same—use of the CCSF Library’s database(s) has declined for both credit and noncredit faculty. Use of overhead projectors has declined for credit faculty. Telecourse interest appears to have remained the same (credit) or gone down (noncredit). Note that in each of these areas, other tools may be taking over. Increases are seen in the use of Internet material, presentation software, and online courses.
- Two instructional technologies were added to the list in the 2005-06 survey year. Since these areas are newly surveyed, there is no comparison data. Use of publisher-produced online workbooks (e.g., e- packs) and chat sessions with students (real time) are still relatively small—at 11% and 8% respectively.

TABLE 2
Increases in the Use of Instructional Technologies by Credit Faculty

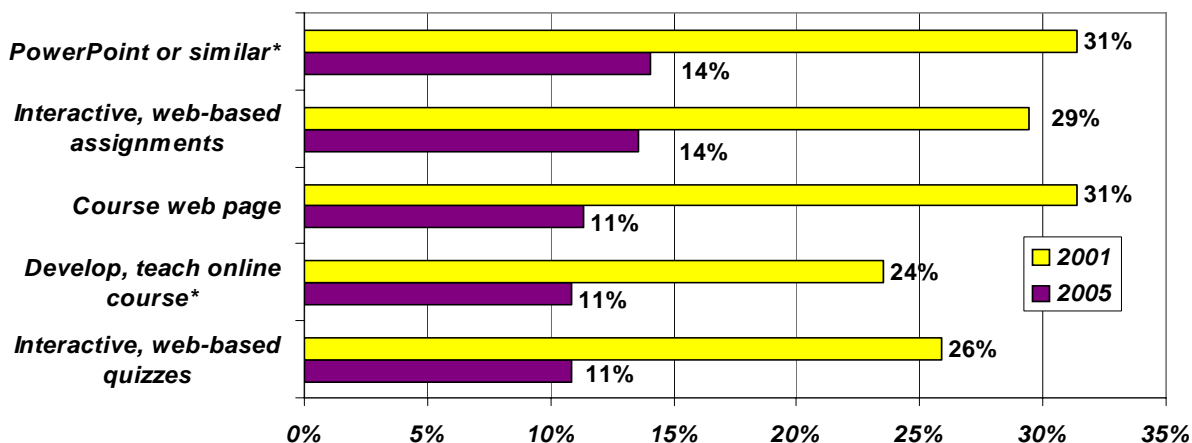
Twelve Areas of Increase	Difference	2005	2001
Discussion boards, group mailing list or other asynchronous...tools	25%	34%	9%
Materials I found via the Internet	19%	74%	55%
E-mail to students	18%	81%	63%
Class sessions in a computer lab or classroom w computer equipment	18%	43%	25%
Presentation software (e.g., PowerPoint)	17%	31%	14%
Computer lab assignment	16%	44%	28%
Interactive, web-based assignments	14%	23%	9%
Computer simulations or courseware	13%	21%	7%
Interactive, web-based quizzes	13%	19%	6%
Course web page	12%	34%	22%
Self-paced tutorials software	10%	19%	9%
Developing and teaching a course online	10%	20%	11%
Three Areas of Decrease			
Teaching a telecourse	(-1%)	2%	3%
Overhead projector	(-5%)	37%	41%
Materials I found using the CCSF Library's database(s)/website	(-5%)	24%	28%

³Increases in usage do not appear to result from the shift to an online survey. Controlling for 2001-02 respondents who used e-mail daily at that time (a potentially more “tech savvy” population), the increases remain, and in most cases are equally substantial. Two exceptions—e-mail to students increases by only 3 (versus 18) percentage points for credit faculty when controlling for prior e-mail use. Similarly, course web page use only increases 3 percentage points versus 12. Other increases differ only slightly—instead of 25 points the use of discussion boards, etc., increases only 23 points.

4. **Overall interest** in most existing instructional technologies appears to have reached a plateau. For most technologies, the composite figure of current use plus interest in future use has remained essentially the same since 2001-02. When current users of each technology are excluded, interest in exploring future use has decreased since 2001-02 for all fifteen technologies listed. To some extent this could be viewed positively since many faculty appear to have moved from interest to use—see above.

- o In all fifteen areas, the percentage of faculty who “Want to Use [a particular technology] But Have Not Yet” has decreased. In most cases, the decrease was relatively large—between 11% and 20%. Given the counterbalancing increases in use (between 10% and 25%), this could be viewed as an encouraging. It appears that more faculty are now using technologies in which they previously expressed interest.

GRAPH 4
Credit Faculty Interest in Future Use of Instructional Technologies
Five areas of Largest Interest
*Some descriptions shortened to fit graph**



- o The composite of current use plus future interest may provide a hint as to total future usage. In ten of the fifteen areas, the composite of use plus interest has essentially stayed the same or decreased.⁴ For example, Presentation Software (PowerPoint or similar) enjoys the largest area of future interest. However, the 2005 composite of current use (31%) plus interest in future use (14%) yields a total of 45%. This is essentially identical to the 2001 composite which was 14% use plus 31% interest. Again, while it is encouraging that use is up, these figures could be viewed as a general plateau in total faculty interest in using some of these instructional technologies. It is difficult to know, based on survey results, why this apparent plateau is occurring, or how long it will last. The level of future interest may vary in accordance with many other factors. Below are some barriers which at least are perceived as hindering use, and may also be hindering growth in interest.

⁴ The composite has increased only for those four areas of highest use (e-mail to students, internet materials, computer lab assignments, computer lab sessions) and the one area of largest use increase (discussion boards, group mailing list or other asynchronous communication tools). In other words, it is current use, not future interest, which is driving the composite increase in these five areas.

5. **The barriers to use that are** cited most often are “lack of time” followed by “don’t know how”. Many comments allude to the difficulty or inconvenience of accessing hardware not readily available in the classroom. In other words, faculty indicate that certain instructional technologies are too time-consuming and difficult to learn and/or use--which could affect not only the overall level of use of instructional technologies, but also the level of faculty interest in these technologies.

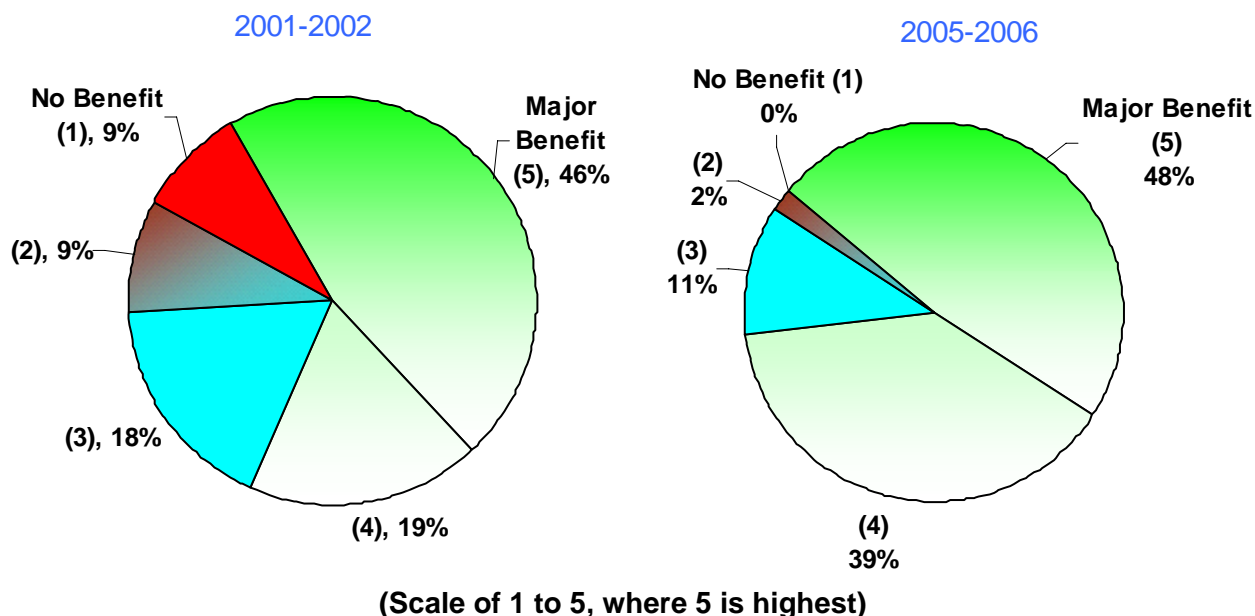
- o **Lack of time** or related concerns were cited by the largest percentage (41%) of credit faculty as the primary reason why they do not use technologies they might like to use (or have previously but no longer use). This includes concerns that sometimes “time is not necessarily worth the return” or “it’s too complicated / difficult”.
- o Some faculty would like **more training** or say they do not know how to use technology in the ways they would like. (26%)
- o The **lack of sufficient and functioning tools** is for some (14%) the major reason why they do not use the technologies listed on the survey. Specific reasons cited were sometimes problems internal to the college such as equipment failure, scarcity, or inconvenient access. Other times, barriers related to external considerations—for example, a number of faculty wrote the e-packs were not flexible or appropriate, thus not used.
- o A large proportion of **noncredit** faculty (and some credit faculty) simply indicated that the technologies listed were not appropriate for their instructional area and/or student population. In some cases, this was related to concerns that students may not have sufficient or equal access to computers. Better student access to computers would mean that instructors would not have to worry that disadvantaged students might be left behind.

TABLE 3
Faculty Who Indicated Why
Instructional Technologies Are Not Currently Used

	Credit	Noncredit
Don't Have Time (or Too Difficult)	41%	22%
Don't Know How (or Need Training)	26%	30%
Tools Not Available	14%	11%
Department Not Supportive	6%	0%
Other	5%	7%
No Incentive	5%	11%
Not Applicable to my courses (added due to open-ended responses)	5%	19%

6. According to the survey results, **noncredit faculty** have also increased their use of instructional technology and find these technologies to be beneficial to their teaching. However, close review of the survey sample cautions against making definitive statements about noncredit in this area. The noncredit survey sample is most likely representative of so-called **early adopters**.
- o In fact, the sample size itself indicates that noncredit faculty may lag behind credit faculty regarding College e-mail access and/or use (see methods section of report).
 - o Moreover, the fact that credit and noncredit faculty indicated nearly identical usage rates for computer labs and assignments may be a good indication that the noncredit response group is not representative.
 - o However, for those noncredit faculty who responded, some substantial increases were observed. In particular, noncredit faculty showed an even greater increase in use of internet materials than credit faculty.
 - o Perhaps because the use of technology is relatively more novel in the noncredit classroom, noncredit faculty who use technology were more likely than credit faculty to cite technology as helping them improve "creativity in presenting material to students in new ways" or "access to new resources." The relatively lower benefits seen regarding "ability to help students experiencing problems" and "increased communication with students" may reflect a lesser degree of access to these tools by noncredit students, hence less benefit from using the tools. (Please refer to Table 1.)

GRAPH 5
Technology Improving Access to New Resources
Instructors of Noncredit Courses



7. Faculty who teach **both credit and noncredit** courses have also increased their use of instructional technologies and find these technologies to be beneficial to their teaching. Response rates are higher for faculty who identify as “both” as compared to those who identify as noncredit only; however, a similar degree of caution should be used when interpreting the results for this group.
- o In many cases, the figures for faculty who teach both credit and noncredit appear to fall somewhere in between figures for credit only or noncredit only. For example, 91% of credit faculty list e-mail on their syllabi, compared to 54% of noncredit faculty—faculty who teach both fall in the middle at 73%.
 - o In other cases, the figures for faculty who teach “both” may be misleading due to the small number of respondents in the category. For example, 36% indicate using presentation software; however, this 36% is actually only 20 faculty members.
 - o What can be said with some confidence is that for those faculty who teach both credit and noncredit and who responded to the survey, a large percentage--87%--believe that instructional technologies have had major benefits for their teaching. This figure appears to have increased by 13 percentage points since 2001. Both the percentage and the amount of increase are very similar to the trend seen among credit faculty, a trend which appears to be equally strong if not stronger among those noncredit faculty who responded.

TABLE 4
Information Technology Provides
Major Benefit to Teaching

Faculty Who Teach...		Major Benefit (5 or 4)	Major Benefit (5)
Credit Only	2005	86%	65%
	2001	73%	55%
	Increase	12%	10%
Noncredit Only	2005	91%	65%
	2001	63%	51%
	Increase	28%	14%
Both Credit and Noncredit	2005	87%	64%
	2001	74%	50%
	Increase	13%	14%

*Additional items listed, such as the Qualitative and Quantitative Data, Methods, and Survey Instrument are available online for your review.
 Go to www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm*

QUANTITATIVE DATA

	TEACHES CREDIT		TEACHES NONCREDIT		TEACHES BOTH CR&NC	
	2005-06	2001-02	2005-06	2001-02	2005-06	2001-02
Number of Respondents	221	254	54	100	55	78
1. Is your e-mail address on your syllabi?						
Yes	91%	65%	54%	28%	73%	50%
No	7%	30%	22%	32%	5%	25%
No Syllabi	2%	6%	24%	40%	22%	25%
2. Do you accept coursework submitted electronically?						
Yes	68%	n/a	33%	n/a	51%	n/a
Do Not Assign	3%		33%		22%	
No	29%		33%		27%	
3. Do you have a faculty or course webpage?						
Yes	51%	n/a	34%	n/a	30%	n/a
No	49%		66%		70%	
<i>If yes, indicate what it provides:</i>						
Contact information	94%	n/a	89%	n/a	100%	n/a
Course syllabi	81%		61%		81%	
Other course related materials*	78%		100%		75%	
Instructor bio (info about me)	57%		61%		50%	
* Most often cited "other" materials pertained to links (e.g., research, reference, professional orgs)						
5. If you would like to but have not or no longer use [see Question 4], please indicate why						
Number who gave a reason	109	n/a	27	n/a	27	n/a
Don't Have Time	41%		22%		37%	
Don't Know How	26%		30%		33%	
Tools Not Available	14%		11%		4%	
Dept Not Supportive	6%		0%		4%	
Not Applicable to my courses**	5%		19%		11%	
No Incentive	5%		11%		4%	
Other	5%		7%		7%	

****Category added based on open-ended responses.**

QUANTITATIVE DATA

Summary View - CURRENTLY USING	TEACHES CREDIT			TEACHES NONCREDIT			TEACHES BOTH CR&NC		
	2005-06	2001-02	Change	2005-06	2001-02	Change	2005-06	2001-02	Change
4. Please indicate your use of the following instructional resources and course activities:									
Standard textbooks	87%	84%	3%	78%	67%	11%	60%	67%	(-7%)
E-mail to students	81%	63%	18%	44%	34%	10%	71%	60%	11%
Materials I found via the Internet	74%	55%	19%	67%	40%	27%	67%	51%	16%
Computer lab assignment	44%	28%	16%	46%	32%	14%	36%	32%	4%
Class sessions in a computer lab or classroom with computer equipment	43%	25%	18%	57%	37%	20%	29%	41%	(-12%)
Overhead projector	37%	41%	(-5%)	72%	60%	12%	49%	58%	(-9%)
Discussion boards, group mailing list or other asynchronous communication tools	34%	9%	25%	9%	4%	5%	24%	3%	21%
Course web page	34%	22%	12%	20%	8%	12%	15%	14%	0%
Presentation software (e.g., PowerPoint)	31%	14%	17%	28%	15%	13%	36%	26%	11%
Materials I found using the CCSF Library's database(s)/website	24%	28%	(-5%)	9%	17%	(-8%)	25%	27%	(-1%)
Interactive, web-based assignments	23%	9%	14%	13%	7%	6%	16%	3%	14%
Computer simulations or courseware	21%	7%	13%	11%	14%	(-3%)	22%	6%	15%
Developing and teaching a course online	20%	11%	10%	2%	3%	(-1%)	5%	6%	(-1%)
Interactive, web-based quizzes	19%	6%	13%	7%	5%	2%	13%	1%	11%
Self-paced tutorials software	19%	9%	10%	30%	27%	3%	18%	15%	3%
Publisher-produced online workbooks (e.g., e-packs)	11%	n/a	n/a	6%	n/a	n/a	4%	n/a	n/a
Chat sessions with students (real time)	8%	n/a	n/a	0%	n/a	n/a	4%	n/a	n/a
Teaching a telecourse	2%	3%	(-1%)	0%	4%	(-4%)	0%	0%	0%

QUANTITATIVE DATA

Summary View - WANT TO USE BUT HAVE NOT YET	TEACHES CREDIT			TEACHES NONCREDIT			TEACHES BOTH CR&NC		
	2005-06	2001-02	Change	2005-06	2001-02	Change	2005-06	2001-02	Change
4. Please indicate your use of the following instructional resources and course activities:									
Presentation software (e.g., PowerPoint)	14%	31%	(-17%)	15%	22%	(-7%)	13%	38%	(-26%)
Interactive, web-based assignments	14%	29%	(-16%)	13%	25%	(-12%)	9%	38%	(-29%)
Course web page	11%	31%	(-20%)	6%	24%	(-18%)	7%	35%	(-27%)
Interactive, web-based quizzes	11%	26%	(-15%)	13%	27%	(-14%)	7%	33%	(-26%)
Developing and teaching a course online	11%	24%	(-13%)	9%	20%	(-11%)	15%	27%	(-12%)
Self-paced tutorials software	10%	25%	(-16%)	7%	18%	(-11%)	9%	38%	(-29%)
Discussion boards, group mailing list or other asynchronous communication tools	10%	22%	(-12%)	6%	12%	(-6%)	9%	28%	(-19%)
Computer simulations or courseware	9%	24%	(-15%)	6%	16%	(-10%)	13%	29%	(-17%)
Chat sessions with students (real time)	8%	n/a	n/a	4%	n/a	n/a	2%	n/a	n/a
Overhead projector	7%	14%	(-7%)	2%	10%	(-8%)	5%	8%	(-2%)
Computer lab assignment	6%	17%	(-11%)	6%	17%	(-11%)	5%	23%	(-18%)
Class sessions in a computer lab or classroom with computer equipment	6%	20%	(-15%)	11%	18%	(-7%)	5%	15%	(-10%)
Publisher-produced online workbooks (e.g., e-packs)	5%	n/a	n/a	7%	n/a	n/a	7%	n/a	n/a
Teaching a telecourse	5%	18%	(-13%)	7%	13%	(-6%)	9%	23%	(-14%)
E-mail to students	4%	7%	(-3%)	11%	14%	(-3%)	5%	9%	(-4%)
Materials I found using the CCSF Library's database(s)/website	3%	13%	(-9%)	4%	14%	(-10%)	7%	17%	(-9%)
Materials I found via the Internet	2%	8%	(-6%)	4%	15%	(-11%)	7%	15%	(-8%)
Standard textbooks	0%	2%	(-2%)	0%	5%	(-5%)	2%	3%	(-1%)

QUANTITATIVE DATA

Summary View - COMPOSITE OF CURRENTLY USING + WANT TO USE	TEACHES CREDIT			TEACHES NONCREDIT			TEACHES BOTH CR&NC		
	2005-06	2001-02	Change	2005-06	2001-02	Change	2005-06	2001-02	Change
4. Please indicate your use of the following instructional resources and course activities:									
E-mail to students	86%	71%	15%	56%	48%	8%	76%	69%	7%
Materials I found via the Internet	76%	62%	14%	70%	55%	15%	75%	67%	8%
Discussion boards, group mailing list or other asynchronous communication tools	43%	31%	13%	15%	16%	(-1%)	33%	31%	2%
Computer lab assignment	51%	45%	5%	52%	49%	3%	42%	55%	(-13%)
Class sessions in a computer lab or classroom with computer equipment	48%	45%	3%	69%	55%	14%	35%	56%	(-22%)
Standard textbooks	87%	87%	1%	78%	72%	6%	62%	69%	(-7%)
Presentation software (e.g., PowerPoint)	45%	45%	(-1%)	43%	37%	6%	49%	64%	(-15%)
Interactive, web-based assignments	37%	38%	(-1%)	26%	32%	(-6%)	25%	41%	(-16%)
Computer simulations or courseware	29%	31%	(-2%)	17%	30%	(-13%)	35%	36%	(-1%)
Interactive, web-based quizzes	30%	32%	(-2%)	20%	32%	(-12%)	20%	35%	(-15%)
Developing and teaching a course online	31%	34%	(-3%)	11%	23%	(-12%)	20%	33%	(-13%)
Self-paced tutorials software	28%	34%	(-6%)	37%	45%	(-8%)	27%	54%	(-27%)
Course web page	45%	53%	(-8%)	26%	32%	(-6%)	22%	49%	(-27%)
Overhead projector	43%	55%	(-12%)	74%	70%	4%	55%	65%	(-11%)
Teaching a telecourse	7%	21%	(-14%)	7%	17%	(-10%)	9%	23%	(-14%)
Materials I found using the CCSF Library's database(s)/website	27%	41%	(-14%)	13%	31%	(-18%)	33%	44%	(-11%)
Publisher-produced online workbooks (e.g., e-packs)	16%	n/a	n/a	13%	n/a	n/a	11%	n/a	n/a
Chat sessions with students (real time)	15%	n/a	n/a	4%	n/a	n/a	5%	n/a	n/a

QUANTITATIVE DATA

Summary View - MAJOR BENEFIT	TEACHES CREDIT			TEACHES NONCREDIT			TEACHES BOTH CR&NC		
	2005-06	2001-02	Change	2005-06	2001-02	Change	2005-06	2001-02	Change
6. What is your best judgment about the way computers and information technology resources have benefited your teaching:									
Major Benefit 5 or 4*	86%	73%	12%	91%	63%	28%	87%	74%	13%
Access to new resources for my teaching	74%	63%	12%	87%	65%	22%	88%	72%	17%
Increased communication with students	71%	58%	12%	46%	50%	(-4%)	72%	55%	17%
Creativity in presenting material to students in new ways	60%	49%	11%	72%	61%	11%	67%	63%	4%
Enjoyment of my teaching	55%	31%	23%	59%	54%	5%	59%	53%	7%
Overall quality of my teaching	53%	46%	7%	58%	55%	4%	51%	56%	(-5%)
Student response to the content of my course(s)	53%	40%	13%	54%	53%	1%	49%	55%	(-6%)
Ability to help students experiencing problems with course materials	52%	43%	9%	35%	37%	(-2%)	56%	52%	4%
Increased student retention	37%	49%	(-12%)	39%	57%	(-18%)	40%	65%	(-25%)
Major Benefit 5*	65%	55%	10%	65%	51%	14%	64%	50%	14%
Access to new resources for my teaching	49%	43%	6%	48%	46%	2%	52%	45%	7%
Increased communication with students	42%	39%	4%	30%	30%	0%	50%	33%	17%
Creativity in presenting material to students in new ways	36%	31%	5%	47%	40%	7%	52%	35%	17%
Ability to help students experiencing problems with course materials	29%	24%	5%	25%	18%	8%	30%	28%	2%
Student response to the content of my course(s)	28%	23%	4%	35%	30%	4%	33%	31%	2%
Enjoyment of my teaching	27%	18%	8%	33%	31%	2%	31%	27%	3%
Overall quality of my teaching	25%	23%	2%	30%	27%	3%	35%	24%	11%
Increased student retention	12%	29%	(-17%)	20%	36%	(-16%)	15%	32%	(-17%)

* Percent indicating at least on area of benefit at the respective level

QUANTITATIVE DATA

	TEACHES CREDIT			TEACHES NONCREDIT			TEACHES BOTH CR&NC		
	05-06	01-02	Change	05-06	01-02	Change	05-06	01-02	Change
4. Please indicate your use of the following instructional resources and course activities:									
<i>Detail View</i>									
Standard textbooks									
Currently using	87%	84%	3%	78%	67%	11%	60%	67%	(-7%)
Want to use but have not yet	0%	2%	(-2%)	0%	5%	(-5%)	2%	3%	(-1%)
No longer using	1%	n/a	n/a	4%	n/a	n/a	2%	n/a	n/a
Not using	11%	13%	(-2%)	19%	28%	(-9%)	36%	31%	6%
Overhead projector									
Currently using	37%	41%	(-5%)	72%	60%	12%	49%	58%	(-9%)
Want to use but have not yet	7%	14%	(-7%)	2%	10%	(-8%)	5%	8%	(-2%)
No longer using	8%	n/a	n/a	2%	n/a	n/a	2%	n/a	n/a
Not using	49%	45%	4%	24%	30%	(-6%)	44%	35%	9%
Presentation software (e.g., PowerPoint)									
Currently using	31%	14%	17%	28%	15%	13%	36%	26%	11%
Want to use but have not yet	14%	31%	(-17%)	15%	22%	(-7%)	13%	38%	(-26%)
No longer using	2%	n/a	n/a	4%	n/a	n/a	4%	n/a	n/a
Not using	53%	55%	(-2%)	54%	63%	(-9%)	47%	36%	11%
Computer lab assignment									
Currently using	44%	28%	16%	46%	32%	14%	36%	32%	4%
Want to use but have not yet	6%	17%	(-11%)	6%	17%	(-11%)	5%	23%	(-18%)
No longer using	2%	n/a	n/a	0%	n/a	n/a	0%	n/a	n/a
Not using	47%	55%	(-7%)	48%	51%	(-3%)	58%	45%	13%
Self-paced tutorials software									
Currently using	19%	9%	10%	30%	27%	3%	18%	15%	3%
Want to use but have not yet	10%	25%	(-16%)	7%	18%	(-11%)	9%	38%	(-29%)
No longer using	3%	n/a	n/a	2%	n/a	n/a	0%	n/a	n/a
Not using	69%	66%	3%	61%	55%	6%	73%	46%	27%
Computer simulations or courseware									
Currently using	21%	7%	13%	11%	14%	(-3%)	22%	6%	15%
Want to use but have not yet	9%	24%	(-15%)	6%	16%	(-10%)	13%	29%	(-17%)
No longer using	3%	n/a	n/a	0%	n/a	n/a	2%	n/a	n/a
Not using	68%	69%	(-1%)	83%	70%	13%	64%	64%	(-0%)
Class sessions in a computer lab or classroom with computer equipment									
Currently using	43%	25%	18%	57%	37%	20%	29%	41%	(-12%)
Want to use but have not yet	6%	20%	(-15%)	11%	18%	(-7%)	5%	15%	(-10%)
No longer using	3%	n/a	n/a	2%	n/a	n/a	4%	n/a	n/a
Not using	49%	55%	(-6%)	30%	45%	(-15%)	62%	44%	18%
E-mail to students									
Currently using	81%	63%	18%	44%	34%	10%	71%	60%	11%
Want to use but have not yet	4%	7%	(-3%)	11%	14%	(-3%)	5%	9%	(-4%)
No longer using	1%	n/a	n/a	2%	n/a	n/a	2%	n/a	n/a
Not using	14%	29%	(-16%)	43%	52%	(-9%)	22%	31%	(-9%)

QUANTITATIVE DATA

	TEACHES CREDIT			TEACHES NONCREDIT			TEACHES BOTH CR&NC		
	05-06	01-02	Change	05-06	01-02	Change	05-06	01-02	Change
<i>continued</i>									
4. Please indicate your use of the following instructional resources and course activities:									
Discussion boards, group mailing list or other asynchronous communication tools									
Currently using	34%	9%	25%	9%	4%	5%	24%	3%	21%
Want to use but have not yet	10%	22%	(-12%)	6%	12%	(-6%)	9%	28%	(-19%)
No longer using	0%	n/a	n/a	4%	n/a	n/a	0%	n/a	n/a
Not using	57%	69%	(-13%)	81%	84%	(-3%)	67%	69%	(-2%)
Interactive, web-based assignments									
Currently using	23%	9%	14%	13%	7%	6%	16%	3%	14%
Want to use but have not yet	14%	29%	(-16%)	13%	25%	(-12%)	9%	38%	(-29%)
No longer using	2%	n/a	n/a	2%	n/a	n/a	2%	n/a	n/a
Not using	62%	62%	(-0%)	72%	68%	4%	73%	59%	14%
Interactive, web-based quizzes									
Currently using	19%	6%	13%	7%	5%	2%	13%	1%	11%
Want to use but have not yet	11%	26%	(-15%)	13%	27%	(-14%)	7%	33%	(-26%)
No longer using	2%	n/a	n/a	2%	n/a	n/a	0%	n/a	n/a
Not using	68%	68%	0%	78%	68%	10%	80%	65%	15%
Course web page									
Currently using	34%	22%	12%	20%	8%	12%	15%	14%	0%
Want to use but have not yet	11%	31%	(-20%)	6%	24%	(-18%)	7%	35%	(-27%)
No longer using	3%	n/a	n/a	2%	n/a	n/a	5%	n/a	n/a
Not using	52%	47%	5%	72%	68%	4%	73%	51%	21%
Chat sessions with students (real time)									
Currently using	8%	n/a	n/a	0%	n/a	n/a	4%	n/a	n/a
Want to use but have not yet	8%			4%			2%		
No longer using	2%			0%			2%		
Not using	82%			96%			93%		
Publisher-produced online workbooks (e.g., e-packs)									
Currently using	11%	n/a	n/a	6%	n/a	n/a	4%	n/a	n/a
Want to use but have not yet	5%			7%			7%		
No longer using	2%			0%			4%		
Not using	82%			87%			85%		
Developing and teaching a course online									
Currently using	20%	11%	10%	2%	3%	(-1%)	5%	6%	(-1%)
Want to use but have not yet	11%	24%	(-13%)	9%	20%	(-11%)	15%	27%	(-12%)
No longer using	2%	n/a	n/a	0%	n/a	n/a	0%	n/a	n/a
Not using	67%	66%	1%	89%	77%	12%	80%	67%	13%
Teaching a telecourse									
Currently using	2%	3%	(-1%)	0%	4%	(-4%)	0%	0%	0%
Want to use but have not yet	5%	18%	(-13%)	7%	13%	(-6%)	9%	23%	(-14%)
No longer using	3%	n/a	n/a	0%	n/a	n/a	0%	n/a	n/a
Not using	90%	79%	11%	93%	83%	10%	91%	77%	14%

QUANTITATIVE DATA

	TEACHES CREDIT			TEACHES NONCREDIT			TEACHES BOTH CR&NC		
	05-06	01-02	Change	05-06	01-02	Change	05-06	01-02	Change
<i>continued</i>									
4. Please indicate your use of the following instructional resources and course activities:									
Materials I found via the Internet									
Currently using	74%	55%	19%	67%	40%	27%	67%	51%	16%
Want to use but have not yet	2%	8%	(-6%)	4%	15%	(-11%)	7%	15%	(-8%)
No longer using	0%	n/a	n/a	4%	n/a	n/a	2%	n/a	n/a
Not using	24%	38%	(-14%)	26%	45%	(-19%)	24%	33%	(-10%)
Materials I found using the CCSF Library's database(s)/website									
Currently using	24%	28%	(-5%)	9%	17%	(-8%)	25%	27%	(-1%)
Want to use but have not yet	3%	13%	(-9%)	4%	14%	(-10%)	7%	17%	(-9%)
No longer using	1%	n/a	n/a	2%	n/a	n/a	0%	n/a	n/a
Not using	72%	59%	13%	85%	69%	16%	67%	56%	11%
6. What is your best judgment about the way computers and information technology resources have benefited your teaching:									
Detail View									
Access to new resources for my teaching									
5-MAJOR BENEFIT	49%	43%	6%	48%	46%	2%	52%	45%	7%
4	26%	20%	6%	39%	19%	20%	37%	27%	10%
3	13%	16%	(-3%)	11%	18%	(-6%)	10%	18%	(-8%)
2	8%	10%	(-2%)	2%	9%	(-7%)	2%	10%	(-9%)
1-NO BENEFIT	5%	12%	(-7%)	0%	9%	(-9%)	0%	0%	0%
Creativity in presenting material to students in new ways									
5-MAJOR BENEFIT	36%	31%	5%	47%	40%	7%	52%	35%	17%
4	23%	17%	6%	25%	21%	4%	15%	28%	(-12%)
3	22%	17%	6%	19%	19%	(-1%)	15%	18%	(-3%)
2	7%	15%	(-8%)	9%	9%	0%	10%	12%	(-3%)
1-NO BENEFIT	11%	19%	(-8%)	0%	10%	(-10%)	8%	6%	2%
Student response to the content of my course(s)									
5-MAJOR BENEFIT	28%	23%	4%	35%	30%	4%	33%	31%	2%
4	25%	17%	8%	19%	23%	(-4%)	16%	24%	(-8%)
3	24%	24%	(-1%)	23%	17%	6%	22%	24%	(-2%)
2	10%	12%	(-2%)	15%	6%	9%	16%	9%	8%
1-NO BENEFIT	13%	23%	(-10%)	8%	24%	(-17%)	12%	12%	0%
Increased communication with students									
5-MAJOR BENEFIT	42%	39%	4%	30%	30%	0%	50%	33%	17%
4	28%	20%	9%	16%	20%	(-4%)	22%	22%	(-0%)
3	18%	17%	1%	20%	17%	3%	18%	31%	(-13%)
2	5%	10%	(-5%)	12%	10%	2%	2%	10%	(-8%)
1-NO BENEFIT	6%	14%	(-8%)	22%	23%	(-1%)	8%	3%	5%

QUANTITATIVE DATA

	TEACHES CREDIT			TEACHES NONCREDIT			TEACHES BOTH CR&NC		
	05-06	01-02	Change	05-06	01-02	Change	05-06	01-02	Change
<i>continued</i>									
6. What is your best judgment about the way computers and information technology resources have benefited your teaching:									
Ability to help students experiencing problems with course materials									
5-MAJOR BENEFIT	29%	24%	5%	25%	18%	8%	30%	28%	2%
4	24%	19%	4%	10%	19%	(-10%)	26%	24%	2%
3	22%	20%	2%	20%	19%	0%	12%	24%	(-12%)
2	12%	14%	(-2%)	18%	10%	7%	12%	9%	3%
1-NO BENEFIT	14%	23%	(-9%)	27%	33%	(-5%)	20%	16%	4%
Overall quality of my teaching									
5-MAJOR BENEFIT	25%	23%	2%	30%	27%	3%	35%	24%	11%
4	28%	23%	5%	28%	27%	1%	16%	32%	(-15%)
3	27%	28%	(-1%)	28%	19%	9%	37%	33%	3%
2	9%	16%	(-7%)	13%	12%	1%	4%	5%	(-1%)
1-NO BENEFIT	11%	10%	1%	0%	14%	(-14%)	8%	6%	2%
Enjoyment of my teaching									
5-MAJOR BENEFIT	27%	18%	8%	33%	31%	2%	31%	27%	3%
4	28%	13%	15%	26%	23%	3%	29%	25%	3%
3	25%	26%	(-1%)	19%	14%	4%	27%	20%	6%
2	10%	12%	(-2%)	19%	9%	10%	8%	12%	(-4%)
1-NO BENEFIT	11%	31%	(-20%)	4%	23%	(-19%)	6%	15%	(-9%)
Increased student retention									
5-MAJOR BENEFIT	12%	29%	(-17%)	20%	36%	(-16%)	15%	32%	(-17%)
4	25%	20%	5%	20%	21%	(-2%)	26%	33%	(-8%)
3	27%	23%	5%	29%	20%	9%	26%	23%	2%
2	13%	12%	1%	14%	13%	0%	17%	3%	14%
1-NO BENEFIT	22%	16%	6%	18%	9%	8%	17%	8%	9%
Respondent Demographics									
Hours of Employment									
Full Time	64%	56%	8%	50%	46%	4%	69%	62%	7%
Part Time	36%	44%	(-8%)	50%	54%	(-4%)	31%	38%	(-7%)
Years Employed									
3 years or less	15%	18%	(-3%)	11%	8%	3%	11%	20%	(-9%)
4 to 8 years	23%	19%	4%	20%	16%	4%	30%	24%	6%
9 to 14 years	23%	18%	5%	15%	18%	(-3%)	13%	16%	(-3%)
15 or more years	39%	45%	(-6%)	54%	58%	(-4%)	46%	41%	6%
Campus Affiliation									
Ocean	94%	87%	7%	2%	2%	(-0%)	49%	49%	(-0%)
Other	6%	13%	(-7%)	98%	98%	0%	51%	51%	0%

Qualitative Data

Regarding Instructional Use of Technology, 31 respondents focused on the following items in the final comments section. These responses do not include comments focused on general or counseling use of technology, or Banner. Responses to these items will be covered separately.

Instructional hardware, classroom equipment, network:

Need more LCD projectors / laptops in classrooms	7
Need better access OHP / TV / VCR without a week's notice	4
Projector maintenance and screen maintenance insufficient	4
Need smart classroom	2
Need web access - IP address doesn't match data port	1
Network plugs for computers in classrooms not activated	1

WebCT comments:

Need a classroom management tool like Blackboard	2
Students love WebCT	1
WebCT login difficult for students	1
WebCT needs voiceboard feature/needs an all-faculty site with discussion boards and chat	1

General comments:

Need student e-mail accounts that can handle attachments	2
Want to put in-class lectures on Web	2
Using technology enhances teaching	1
Digital language lab needed	1
Feel our dept is well supported in instructional technology	1
Lack of student tech proficiency hinders instruction with computers	1

The majority of instructional technology comments made in the general comments section related to the hardware and hookups in the classroom that would make the use of technology feasible and hassle-free. A certain amount of frustration was expressed that teachers could not easily make a presentation on a screen because simple things like functioning internet access and working equipment (screen, LCD projector, laptop, OHP, VCR) were not available in certain classrooms and sometimes unavailable anywhere except by advance arrangement. Non-functioning and not-easily-accessed equipment were both cited as barriers to making more extensive use of instructional technology. WebCT received favorable mention, although it appeared that some of the faculty did not realize that WebCT was a classroom management tool (analogous to Blackboard) that was available at CCSF.

METHODS

The CCSF Information Technology Survey of Faculty and Staff has been distributed four times since 1997-98. The first three distributions were via hardcopy format, sent by campus mail to all employees. The most recent distribution occurred via the College's e-mail "bulletin" system (to both GroupWise and Fog e-mail accounts). The e-mail contained a link to the online survey. For reasons discussed below, it was felt that the timing was right to switch to an electronic format. In addition to this, multiple announcements were made in City Currents regarding the availability of hardcopy format for those who could not complete the survey online, for whatever reason(s). No employees opted for hardcopy.

In the time since the initial paper technology survey was distributed, CCSF employees' technology skill levels and degrees of access have changed dramatically. Regarding access, 24% of respondents (including 28% of instructional faculty) indicated that they did not have an e-mail account through CCSF or other provider in 1997-98. By 2001-02, that number had dropped to 3% (or 4% of instructional faculty). In other words, five years ago CCSF was already getting closer to universal e-mail access for its employees.¹ Regarding skill level, 28% of respondents classified themselves as beginners or non-computer users in 1997-98—while this number dropped to 16% in 2001-02. Of this 16%, only 2% classified themselves as non-computer-users. Moreover, in 2001-02, only 4% of respondents indicated that they did not have experience with "the Internet". The current survey was distributed four years after these impressive findings. Thus, it was felt that an electronic format would be acceptable to the vast majority of employees and would be in line with the College's goal of moving processes toward electronic formats where appropriate and more efficient. Many logistical reasons support the use of an electronic survey method. It allows for multiple strands (aka "branching") which permit the collection of a broader range of information. For example, this revised technology survey includes two new sections--a Banner section and a Counseling section--which were not present earlier since they pertain only to some rather than all employees. The online format also allows for more qualitative information to be transmitted and analyzed via the use of "memo fields". Finally, it is more efficient, saving considerable staff time and paper.

In addition to the change in format (formerly hardcopy, now online), and the addition of two new sections (Banner and Counseling), there were substantive changes made to the previous questions in the General Technology and Instructional Technology sections. Some questions were struck (e.g., the question regarding whether the respondent regards him or herself as a "beginning" computer user), while other questions were augmented (e.g., types of software used was asked in more detail).

A word about response rates. Overall, just under one-quarter of the College employees responded to the survey. The response rate was closer to one-fifth for instructional faculty and over half for administrators and department chairs. Most likely it is the comprehensive nature of this long survey, as well as its frequency, which lowers our

¹ Some exceptions to this probably still exist. Employees who do not operate from desks (e.g., buildings & grounds, custodial staff) are not likely to have regular computer access during their work day and may not use their college-provided e-mail.

response rate. While the survey was pushed from a biennial one to a four-year horizon or perhaps longer, it may be the case that for faculty and staff the horizon seems much shorter. Speaking with employees about the survey, the researcher heard comments such as “didn’t we just complete a technology survey?” As many as 100 people were apparently discouraged by the length of the survey upon beginning it, and did not make it to the second page. (These false starters are not included in these results since they did not respond to any substantive questions. Some may have returned to complete the survey at a later time. However, there is no way to determine how many did so.) Reassuringly, those who did make it past the demographics section to the second page did nearly all follow through to the completion of the full survey.

Regarding representativeness, clearly there is some concern that the responses are more weighted toward those who are comfortable with technology. On the one hand, there is some justification for believing that the vast majority of faculty and staff has at least minimal levels of comfort with basic technology such as the internet. However, a relatively lesser degree of access (as opposed to comfort) may have inadvertently served to underrepresent potential responses of certain sectors, in particular part-timers, noncredit and “the campuses.” Selected percentages from the population have been drawn to test for the degree of skew.

- **Part time.** Among classified staff, 80% of respondents are part time compared to 70% of the classified population. Responses of instructional faculty show an even stronger skew toward full time: approximately 57% in the sample versus 37% in the population.
- **Campus.** Responses of instructional faculty in particular skew more toward Ocean than previous responses—72% in the sample versus 54% in the population.
- **Noncredit.** While there is some skew toward credit instructional faculty—71% in the sample versus 63% in the population--the Ocean skew is larger and appears to subsume any credit / noncredit skew.

Note, throughout the report **Department Chairs** are combined with **Administrators**. This is due to two essential facts. Both groups are relatively small and therefore percentages shift very easily. One person’s responses can change the percentage dramatically. Combining the groups makes the numbers more stable and reliable. Moreover, previous results, as well as these, indicate that the two groups have similar familiarity with and concerns around technology. However, in specific instances where there are large differences between the groups, the groups have been disaggregated.

TABLE 2
Respondent Demographics

	Admin and Dept Chairs*	Classified Staff	Faculty - Instruct'l	Faculty - Other**	Total 2005-06	Total 2001-02
Total Respondents	56	207	292	115	670	770
Total Population	111	878	1,586	306	2,881	
Response Rate	50%	24%	18%	38%	23%	
* Consists of 57% Administrators and 43% Department Chairs						
** 63% Counseling faculty, 10% Library faculty, 26% Other faculty						
2. Do you work full- or part-time?						
Part Time	7%	20%	42%	44%	32%	36%
Full Time	93%	80%	58%	56%	68%	64%
Total Population Full Time		70%	37%			
3. Are you affiliated with Credit or Non-Credit courses?						
Affiliated With Both	30%	31%	11%	33%	22%	15%
Credit Only	38%	23%	71%	45%	49%	50%
Noncredit Only	7%	8%	17%	6%	12%	19%
Not Applicable	25%	38%	1%	17%	17%	17%
Total Population Affiliated With Both***			11%			
Total Population Credit Only			63%			
Total Population Noncredit Only			26%			
4. How many years have you been employed at CCSF?						
3 years or less	7%	15%	15%	26%	16%	20%
4 to 8 years	25%	34%	22%	26%	27%	21%
9 to 14 years	15%	20%	21%	14%	19%	18%
15 or more years	53%	31%	42%	34%	38%	41%
5. What Department are you affiliated with? Detail not presented here.						
6. What is your primary Campus affiliation?						
Ocean	64%	67%	72%	75%	70%	63%
John Adams	5%	6%	7%	6%	6%	
Downtown	2%	3%	7%	3%	4%	
Gough	5%	11%	1%	1%	4%	
Chinatown	0%	4%	5%	3%	4%	
Evans	7%	3%	2%	3%	3%	
Mission	4%	1%	3%	3%	3%	
None / No Response	5%	3%	1%	3%	2%	
Aleman / Fort Mason	2%	0%	2%	1%	1%	
Other	5%	0%	0%	2%	1%	27%
Southeast	0%	1%	0%	1%	0%	
Castro	0%	0%	1%	0%	0%	
Total Population Ocean****			54%			

*** Taught Credit and Noncredit within the last five years.

**** Percentage with Any Classes at Ocean in Fall 2005.

CCSF Information Technology Survey of Faculty and Staff INSTRUCTIONAL RESOURCES AND COURSE ACTIVITIES

1. Is your e-mail address on your syllabi?	----- Please Select -----					
2. Do you accept coursework submitted electronically?	----- Please Select -----					
3. Do you have a faculty or course webpage?	----- Please Select -----					
If yes, indicate what it provides:						
	<input type="checkbox"/> Contact information					
	<input type="checkbox"/> Instructor bio (info about me)					
	<input type="checkbox"/> Course syllabi					
	<input type="checkbox"/> Other course related materials					
	<input type="checkbox"/> Other <input style="width: 200px;" type="text"/>					
4. Please indicate your use of the following instructional resources and course activities:						
	Standard textbooks	Not Using				
	Overhead projector	Not Using				
	Presentation software (e.g., powerpoint)	Not Using				
	Computer lab assignment	Not Using				
	Self-paced tutorials software	Not Using				
	Computer simulations or courseware	Not Using				
	Class sessions in a computer lab or classroom with computer equipment	Not Using				
	E-mail to students	Not Using				
	Discussion boards, group mailing list or other asynchronous communication tools	Not Using				
	Interactive, web-based assignments	Not Using				
	Interactive, web-based quizzes	Not Using				
	Course web page	Not Using				
	Chat sessions with students (real time)	Not Using				
	Publisher-produced online workbooks (e.g., epacks)	Not Using				
	Developing and teaching a course online	Not Using				
	Teaching a telecourse	Not Using				
	Materials I found via the Internet	Not Using				
	Materials I found using the CCSF Library's database(s)/website	Not Using				
5. If you would like to but have not or no longer use any of the above, please indicate why:						
	----- Please Select -----					
	If other <input style="width: 200px;" type="text"/>					
6. What is your best judgment about the way computers and information technology resources have benefited your teaching:						
		No Benefit			Major Benefit	
		(1)	(2)	(3)	(4)	(5)
	Access to new resources for my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Creativity in presenting material to students in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Student response to the content of my course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Increased communication with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ability to help students experiencing problems with course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Overall quality of my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Enjoyment of my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Increased student retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>