

WebCT Faculty Survey

There were 14 responses from faculty members to the following survey. Percentages for each question are calculated based on the total number of respondents to that individual question, not the total number of respondents to the survey as a whole. Please note that some faculty comments were cut off due to space limitations.

1. For what purpose do you use WebCT? Please check all that apply.

Communication with students between class periods:

Number of Responses Percent

10	71%
----	-----

Archive of class documents (syllabus, lecture notes, handouts, etc.):

Number of Responses Percent

7	50%
---	-----

To offer web-based course resources to your students:

Number of Responses Percent

12	86%
----	-----

Tracking of student assignments:

Number of Responses Percent

4	29%
---	-----

Managing grades:

Number of Responses Percent

3	21%
---	-----

Online quizzes and grades:

Number of Responses Percent

5	36%
---	-----

Other:

Number of Responses Percent

2	14%
---	-----

Please explain briefly:

Discussion assignments, writing conferences via chat room.

Haven't completed my course content.

Online discussion assignments related to assigned readings.

Keep calendar of class events, communication between students.

WebCT Faculty Survey

2. What WebCT tools do you use?

Discussions, chat, basic tool for posting materials (whatever it's called), calendar.

Discussion board, email, group presentations, content pages.

Not at this time.

Discussion, e-mail, chat.

ALL

Syllabus, email, discussions, quizzes, on-line assignments, calendar.

Discussion boards, chat, class announcement lists, putting assignments and handouts online.

Syllabus, calendar, homepage, email, chat, posting and discussions.

Quizzes, syllabus.

Mail, chat, discussion, will use quiz function.

Please estimate what percentage of your course materials and assignments are delivered via WebCT:

A - Less than 20%	5	36%
B - 20%-35%	3	21%
C - 36%-50%	2	14%
D - More than 50%	4	29%

3. What did you think was most useful about having a WebCT content area?

Being able to post homework for each class period, the class calendar, being able to post hyperlinks to web materials.

I do it because my students need to learn how to use online tools for an introduction to information systems.

I liked the idea and just need more time to develop it so I can use it with the live course.

The ability to offer many different materials so that the students can practice on their own time at leisure. Use of lab activities from home.

It has been wonderful to post students' grades and communicate with them privately via email.

Students who have chaotic personal lives are able to stay on track because they have access to course materials. This doesn't mean that they somehow have license to miss class, but if they do it does not tank their grade. I think that this really promotes

Able to easily refer students to posted info.

I think that being able to post announcements, or pages that relevants to the group is great, without having to post notes and paper to the whole world. I like the privacy, because only the people in the group read, share and get feedback about their posti

Tracking students' progress and give online quizzes.

Delivery of quizzes, discussion board.

Promotes student's active engagement in the "course material" and with each other.

WebCT Faculty Survey

4. Did it help with classroom management?

Yes	6	55%
No	5	45%

Please elaborate:

Much easier for an evening class where students have minimal contact with me.
Students can prepare in advance.
Check students' work and get feedback through their quizzes instantly.
Attendance and assignment reminders, assignment logging.

5. Was communication with students improved?

Yes	10	83%
No	2	17%

Please elaborate:

Students already email me at ccsf.edu.
Students have frequently emailed me with specific questions when preparing for assignments or exams.
My students barely used the WebCT. They mostly emailed me to my ccsf inbox.
They can be informed if they miss class.
Write email to students and answer their questions.
Instructor to student but, even more so student to student(s).

6. Did using WebCT save you any time?

Yes	7	58%
No	5	42%

Please elaborate:

Takes time to teach them how to use the system, answer questions, etc.
A TON of time and energy. I used to assign journals and had to carry the damn things home!
The set-up time for WebCT is enormous.
It takes a lot of time to set it up and maintain it. It's not a time saver.
Some of the materials posted then didn't need to be photocopied... saved my time.
I don't need to copy handouts.
Small amount of time grading quizzes by hand (about 1 h/week).
Easy to get the messages out, post links to other pertinent material, respond to student questions at convenient time (for both of you).

7. Did you find it convenient to have a WebCT Course area?

Yes	10	91%
No	1	9%

Please elaborate:

It wasn't convenient--but it was valuable.
It reduces waste of paper, open only to participants.
And great for late breaking news.

WebCT Faculty Survey

8. Do you have the skills and knowledge to make your website accessible to persons with disabilities?

Yes	6	43%
No	4	29%
Don't Know	4	29%

9. Are you attempting to do this?

Yes	5	36%
No	9	64%

10. Would you like training for this?

Yes	9	64%
No	5	36%

11. How would you characterize your computer literacy?

A - Excellent	5	36%
B - Good	7	50%
C - Fair	2	14%

12. Did you find WebCT easy to use?

Yes	12	86%
No	2	14%

13. What if any problems have you experienced using WebCT?

My own time limit and interest.

File management, quiz creation.

Web CT is a terrible, terrible program. I can illustrate this best by comparing it to Blackboard, which I also use. With Blackboard, creating the interface for your class is really no different than if you were to create a file on your desktop computer and

I just didn't have enough time to learn how to use it completely.

There is no spell check or etiquette code.

Just finding the time to utilize WebCT..... there is so much more I want to do with it.

Some rather small things would make it easier to use like the possibility of having co-instructors or an instructor who is not a designer, cut and paste, not spell check.

WebCT Faculty Survey

14. Would you recommend WebCT to other faculty? Why or why not?

Yes. Because it's easy to use and it drastically improves students' sense of communication about the course.

Yes, and some people have asked me about it. It is a good way for students to communicate with each other.

Yes. I would like to do just a webpage instead of a whole course at this point. Originally, I tried to do the whole course and it was too much for me.

I'm not sure my colleagues have the patience to learn how to use it. Also, it requires a lot of practice for the process to go smoothly.

Yes, because offer many opportunities to add to the classroom experience with extra materials I would definately recommend it. The students' feedback has been very positive. My class is a tech-enhanced class. It allows for an additional method of communication which the students like. Also, I have students hand in assignments via the WebCT whi

For the value it gives to students, yes. But if they were not very good with computers, no--it would be too much of a headache.

Yes. Once I really learn it, I know it will enhance the classroom experience by allowing students to access info and each other.

Yes, It really facilitate communication. It is fast and convenient to past information to a specific audience.

Absolutely..... already do.

It took a lot of time to set up the program, but once it was installed, it was most helpful.

Yes

Yes, it think it can change the dynamic of instruction. The possibilities for student groups working on projects and communicating through WebCT is exciting. Also it is possible to remove the instructor from the " front of the room". Students and instru

15. If you stopped using WebCT, what would you say were the major factors?

Time or lack of it:

Number of Respons Percent

5	36%
---	-----

Other projects:

Number of Respons Percent

0	0%
---	----

Unforseen demands:

Number of Respons Percent

1	7%
---	----

Failure to see efficacy:

Number of Respons Percent

0	0%
---	----

Training issues:

Number of Respons Percent

2	14%
---	-----

I still plan to sue it, but I'm not ready yet:

Number of Respons Percent

3	21%
---	-----

Other:

Number of Respons Percent

0	0%
---	----

16. Where did you get help with the WebCT tools?

CVC Tutorial:

Number of Respons Percent

4	29%
---	-----

WebCT Help Menu:

Number of Respons Percent

7	50%
---	-----

TLC -- one-on-one or phone calls:

Number of Respons Percent

7	50%
---	-----

Colleagues who use WebCT:

Number of Respons Percent

6	43%
---	-----

Trial and error:

Number of Respons Percent

11	79%
----	-----

Other:

Number of Respons Percent

2	14%
---	-----

Please explain briefly:

I already have online classes!
Took the course on line; also attended Carol's workshop.
Jose and Violet and Patricia.
The entire staff, Carol, Jose, Patricia, Jan, have been very helpful.

WebCT Faculty Survey

17. What kind of additional training would you like to see at CCSF for WebCT users?

Flex day or early semester help on setting up Web page again.
Tutorial.

On going work shops.... and one on one.... this has been very helpful.
Like to see the fact that you offer training periodically offer training on various tools. Hope you keep doing it because as one masters a tool then one is ready for more.

18. Was the TLC responsive to your needs?

Yes	12	100%
-----	----	------

19. Do you think you will continue to use WebCT?

Yes	12	100%
-----	----	------

If yes, what plans do you have to continue to use and/or expand your WebCT course? If no, why not?

Not sure yet.

Once tenure is over I plan to devote some attention to using Web CT and getting web site up and running.

It's fine as it is.

Will try next year again.

I've toyed with the idea of creating a completely online course, but after taking 3 online courses, I've decided I like neither learning nor teaching online. Using WebCT in a hybrid course is excellent.

Creating more multimedia materials.

I will continue to use it. I will continue to use the quizzes, assignments, grades and communication.

I won't be expanding anything; I will use it for the same purposes. Hopefully as Blackboard takes over WebCT, they will revamp the format and make it much more user friendly.

I plan to use it, again, in the coming semester. It seems that the long summer contributed to my forgetting this tool. I would like to learn how to do quizzes, and I certainly need to review the basics.

We are planning to post more information to the students, and have them to submit materials after they reviewed them, quizzes and exams.

I want to make my syllabus and Reader available on Web CT.... I would like to incorporate and learning module using pictures and sound.... I'm not sure how to do this on WebCT... more tests and quizzes.....

Yes will expand use, see 3 above.

20. Have you shared your work with other faculty in your department or area?

Yes	13	93%
No	1	7%

WebCT Faculty Survey

21. What was their reaction?

A - Positive	9	69%
B - Negative	2	15%
C - Other	2	15%

Please elaborate:

But they all say, "Too much work!"

The majority response has been positive. There are some that have shown absolutely no interest.

Older faculty who are less tech friendly have actually been hostile. Younger faculty have been more supportive.

Most of the faculty in my department have low computer literacy.

Some teacher have no time to learn how to use computer or have limited knowledge.

Some might start using it if they have the time to start the program.

Mixed most of us use it but one member is still reluctant, feels they are tech challenged.

22. Are you given recognition for the extra time spent setting up WebCT to use with your classes?

No	12	92%
Yes	1	8%

23. Do you think other faculty in your department might like to use WebCT?

Yes	9	82%
No	2	18%

If yes, do you have suggestions as to how we recruit faculty to use them? If no, why?

Flex day demo of the possibilities. And I already help faculty in my department, and try to respond to the listserv questions.

Only a few are interested. others value the "in-person" sharing; but I thought the sharing on WebCt valuable.

I think that it is going to expand in our department by word of mouth. Because the students' response has been so positive, some of the other faculty are beginning to develop WebCT for their courses.

Unfortunately, just the same suggestion--figure out a way to make WebCT more user friendly. I don't know that this is something you guys can control--it's just not a user-friendly program.

Offer to come to our faculty meeting at flex day and give a short overview (with demonstration).

It does take so much time to start. It TLC could help starting, it would be more attractive.

24. Would you be willing to help those faculty learn to use the tool?

Yes	10	77%
No	3	23%

WebCT Faculty Survey

25. Is there a particular use of WebCT that could be used across your department, or could at least benefit several instructors (e.g. lab requirement, quiz bank for review or self assessment, lecture note bank for a course with many sections, etc.)? Please describe, and how could we help you achieve this goal?

Perhaps an easy place to upload homework for grading.
 There are health requirements for nursing students, such as their TB status, etc. Those forms could be department wide and available on the WebCT.
 The communication tools could be a great alternative to traditional classroom discussion.
 I do not feel qualified to teach others as I learned mostly by trial and error or by luck. So I still do not quite understand how I got there!
 Hum, while I am on the academic side of the college, I wonder if there are student services possibilities for WebCT?

26. Where did your students get help using WebCT?

Online server web page (<http://online.ccsf.edu>)

Number of Respos		Percent
1		7%

Their instructor(s):

Number of Respos		Percent
10		71%

TMI staff (Jose Gil, Violet Hanada):

Number of Respos		Percent
1		7%

Other:

Number of Respos		Percent
3		21%

Please specify:

I give the training and help.
 Don't know, It seems the students pick it up very quickly, and I get very few questions. Most are regrading logging in first time.
 Our Classroom Aid.

27. Did you find that support for your students using WebCT was adequate?

Yes	8	73%
No	3	27%

WebCT Faculty Survey

28. Is using WebCT option or required for students?

Optional	2	18%
Required	9	82%

If optional, what percent of your students actually use it?

A - More than 75%	4	29%
B - 10%-25%	1	7%
C - None	9	64%

29. What reaction (if any) did you get from your students about using WebCT?

Very positive. They like the class calendar and the homework postings (so they never worry about writing the directions incorrectly).

Some are confused and have difficulty. I think we should have student orientations somewhere, maybe in the library.

Positive.

For a small group of students it is the first time that they have taken an online quiz or handed in assignments on-line. They are awkward with computers and don't like having to use the computers on campus. For the vast majority of students, they are com

Most love that they have another resource. A few expressed fear about using computers but I tried to frame it as something that could be a marketable skill in the job arena. Most expressed frustration with the login process. You'd be surprised how many s

Those who used it liked it.

They think is great, because there are a lot of materials that are relevant to them to use

They like it.... I may have more problems with students learning to use it as I make more quizzes, tests, and assignments available on WebCT.... for now it is set up very simply... and mostly for grades and the schedule.

30. Did you see any difference in the area of student success because of using the WebCT as a supplement to your course?

Yes	7	78%
No	2	22%

If yes, please describe the success. What features of WebCT contributed to this success in your opinion?

I can definitely say that the level of interaction and debate over discussion questions has improved both their writing and critical thinking skills. They write more, and are more careful about making judgements and using support because they have the whol

Attention to details, larger amount of practice

I am currently collecting data on that right now.

The ability to get homework assignments online REALLY promotes student retention. The finance office should know this! ;o) Again, I don't encourage the use of WebCT as an alternative to coming to class. But it is inevitable that students will miss a clas

They are checking WebCT twice weekly, which help them to keep them in touch and updated with the rest of the group.

The quizzes help prepare them more efficiently.... quick access to how they are doing all along the way.

Greater participation which, for us, is success.

WebCT Faculty Survey

Other Comments:

You've helped me realize that it would be great to have face to face student orientations available. I think this would help my workload for my online classes and for this - I would tell students at the beginning of the semester that they had to take the

I looked at the way students could access it and it seemed very clear to me. But since I never started it, there were no students. I am wondering if there are others like me who got started and then were over whelmed.. Perhaps recommending just a web site.

In the first half of the semester before the students had learned each others' names, they said they didn't like communicating on WebCT with people whose identities they weren't sure of, so I made: <http://fog.ccsf.edu/~kmijatov/pix/table.html> and linked

Any way to get a feature that would scan textbook pages into the program for my DSPS students who have challenges with reading an actual text?

Great resource.... am hoping to have time to work on adding to the site over the summer.