



Program Review of the Center for Teaching and Learning
University of La Verne

June 10, 2010

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Executive Summary

The Center for Teaching and Learning fosters faculty instructional technology development in a rapidly changing teaching and learning environment. The Center supports student learning with technology through programs and services aimed at ensuring their academic success at La Verne. Paramount to the mission of the CTL is the imperative to advance teaching effectiveness and student success through promoting what works well and expanding upon possibilities in the areas of instructional technology infrastructure, research, and practice. The Center conducts an average of four annual formal surveys in order to measure the department's effectiveness and adjust accordingly to meet the needs of the academic community. These indicators are designed to capture both direct and indirect data. Service data is tracked regularly (daily, quarterly, and annually) to measure work-place demands and evaluate capacity to fulfill such.

Goals

- *To assist faculty to improve their technology skills in the classroom.*
- *To certify faculty in the pedagogy and practice of hybrid and online teaching.*
- *To develop programs and services to support student academic technology use.*
- *To support students in hybrid and online courses.*
- *To support University staff in the use of academic or instructional technologies.*

Key Areas of Success

- *Met or exceeded department goals set in 2008*
- *Increased interest and participation in CTL programs by more than 50% since 2007*
- *Met goal of smart classroom expansion from 60% to 97% complete*
- *Excellence in service to the academic community; high satisfaction rating by clientele*
- *Innovative, personalized, "high-touch" approach to faculty development*
- *Certified 44 faculty in the Teaching Online & Hybrid Course program; 53 in progress*
- *Pivotal role in the development, support, and success of technology initiatives in three University Title V grants*

Selected Action Recommendations

- *The CTL would benefit from one new position in professional staff with teaching expertise as well as one additional technical support staff to meet increased demand for teaching-focused services and increased outreach to adjunct faculty members.*
- *The CTL would benefit from a consistent and appropriate reporting structure.*
- *The CTL budget requires restructuring and augmentation to support growth in online teaching, student technology and important instructional technology pilot initiatives,*
- *The CTL could do more to proactively encourage and support our student's academic success and work-place readiness.*
- *The CTL should improve internal and seek shared assessment strategies to build upon the "culture of evidence" movement underway as a result of the University's WASC accreditation process.*

Despite any endemic institutional challenges, the CTL meets the needs of the learning community through creative approaches in reducing barriers to technology use among students and instructors, strong partnerships among faculty, academic support units, and administrative stakeholders.

I. Department Vision & Mission

Vision

The Center for Teaching and Learning serves as a focal point for teaching with contemporary instructional technology. New methods of instruction with technology play a valuable part in directing our department's services to align with the institution's goal to support excellence in teaching while providing options for active learning for all students.

Mission

The Center for Teaching and Learning (CTL) supports faculty development in a rapidly changing teaching and learning environment. The Center embraces the essential role all faculty members have in providing a high-quality, student-centered educational experience. In recognition of the faculty's desire to incorporate proven instructional methodologies, the CTL is committed to faculty-driven initiatives, based on sound pedagogical strategies with contemporary technologies, resulting in teaching innovation and student engagement.

II. Department Goals and Objectives

1. To assist faculty to improve their technology skills in the classroom.

- a. Assess instructional technology skills and expectations for teaching and learning among faculty and students in order to create programs to meet their needs.
- b. Offer a variety of workshops and presentations to promote effective teaching with technology.
- c. Foster learning communities through the development of virtual teaching and learning resources allowing for shared resources.
- d. Design, budget for, and upgrade classrooms and learning spaces throughout the main campus as well as provide consultation for off-campus learning spaces.

Alignment with ULV Strategic Goal #2, Strategic Objective #1: Provide resources and support to help both full-time and part-time faculty to achieve excellence in teaching, research, and service.

2. To certify faculty in the pedagogy and practice of hybrid and online teaching.

- a. Assist faculty in specialized online and hybrid course design, maximizing the technology available to transfer academic rigor from on-ground courses to the online environment.
- b. Provide academic colleges and departments with the tools necessary to evaluate the efficacy of teaching in online and hybrid modalities.

Alignment with ULV Strategic Goal #1, Strategic Objective #5: Expand the use of online and other emerging technologies to support teaching and enhance learning.

3. To develop programs and services to support student academic technology use.

- a. Support student access to, and resources for, academic technologies through collaborative efforts with the Library, Learning Enhancement Center and Office of Information Technology.
- b. Assess needs and design pro-active student readiness programs for technology in their academic lives.

Alignment with ULV Strategic Goal #4: Provide exemplary support services and programs to all student populations to assist them in achieving their academic and personal goals.

Strategic Objective #4: To develop a method of assessing student satisfaction that contributes to continuous improvement for academic, student services and co-curricular programming for all student populations.

4. To support students in hybrid and online courses.

- a. Maintain and expand the help desk support for the Blackboard course management system.
- b. Assess needs, design, and maintain contemporary support resources for online learning.
- c. Communicate regularly with academic stakeholders to inform data driven decision-making.

Alignment with ULV Strategic Goal #4: provide exemplary support services and programs to all student populations to assist them in achieving their academic and personal goals.

Strategic Objective #1: To develop programs and services that capitalize on our diversity to enrich student learning experiences and to improve the opportunities for success.

Strategic Objective #2: To provide the highest level of student services to all students that supports our commitment to close personal attention.

Strategic Objective #4: To develop a method of assessing student satisfaction that contributes to continuous improvement for academic, student services and co-curricular programming for all student populations.

5. To support University staff in the use of academic or instructional technologies.

- a. Provide media production assistance services to administrative units.
- b. Train pertinent support staff in the use of Blackboard.
- c. Collaborate with the Office of Information Technology in the support for productivity applications for staff.

Alignment with ULV Strategic Goal #9: The University of La Verne will be a competitive and fair employer; will support the success of its faculty, administrators, and staff; and will develop a culture of accountability. Strategic Objective #4: To develop employee-training programs and support services to enhance the ability of faculty and staff to address the needs of our students.

III. Description of Department Capacity

A. The Development of a Center for Teaching and Learning: A Brief History of Function, Facilities, and Personnel

The Center for Teaching and Learning (CTL) serves as an academic resource to students, faculty, and staff at the University of La Verne. In parallel with the rapidly changing landscape of technology in education, the newly formed Center quickly evolved from the Instructional Technology Center (ITC) in 2004 and has kept pace with the fluctuating needs of the academic colleges.

The ITC was mainly focused on instructional media production and audio-visual support. Located in Founders Hall, services were combined with the distance learning support staff upon the arrival of a new Director for the fledgling CTL in the fall of 2004. The Center was moved to the old La Verne post office on 3rd and E Street, formerly known as OIT Central. In 2005, one ITC staff position was transferred to OIT who matched it with 1 full time position to function as the Classroom and Lab Support unit.

The CTL hired a new Assistant Director (A.D.) in the spring of 2005 to implement new instructional design and assessment programs in support of RCA & ULV Online (formerly the School of Continuing Education - Distance Learning Center and the primarily online degree programs). The origin of this AD position was a joint effort of the RCA, FTC (Faculty Technology Committee) with the support of Senior Academic Affairs administration. The requisite qualifications for the position were experience in instructional technologies and online teaching. The immediate focus for the first year of this newly formed position was support for, and evaluation of, the CBPM online programs.

Physical Location and Description

The Center is currently located in the old Public Administration building on the Northeast corner of 3rd and E Streets (see Appendix A for map and Appendix B for floor plan). The department currently shares building space with the Activity Director for the Title V Graduate Success grant. Two additional offices are designated for the new Office of Sponsored Research. The December 2009 move to the new facility affected many desired outcomes: a more attractive, professional space in which to hold meetings, larger office space superior to cubicle offices where staff were interrupted by frequent traffic of office personnel from two different departments, and putting an end to what visitors often characterized as “the rat’s maze.”

The central CTL offices consist of a Director, Assistant Director, Instructional Administrator, Administrative Assistant, the Blackboard Help Desk, and three media production studios designed to provide space for a range of technical and creative needs; they are outfitted from basic to industry-standard hardware and software: Studios A, B, and C, respectively. The studios are small but adequate to provide individual, or hands-on instructional training spaces for collaboration between CTL staff and the University community on an appointment basis. These studios are designed for comfort and utility. The faculty and staff who have utilized the spaces to

date have expressed high praise and satisfaction with them in contrast to the former (cramped) common space that was the CTL media lab.

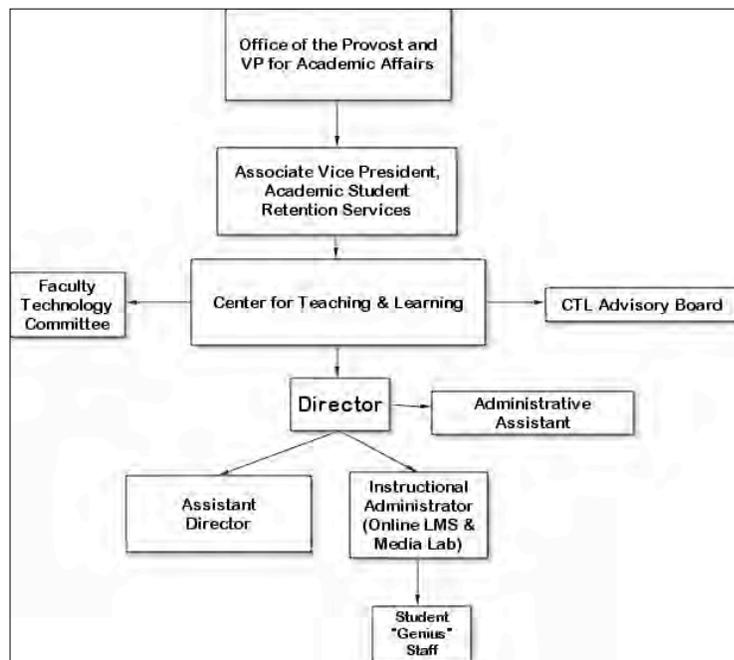
The current location is sufficient to the function of the department (see Appendix C for Basic Equipment Inventory and Appendix D for Software Inventory).

Additionally, the Instructional Technology Faculty lab is located on the first floor of the Wilson Library, room number 151, and serves as a satellite location for CTL technology instruction and small group meetings. Funded jointly by the CTL and CBPM Title V technology funds in 2007, the space was remodeled by the CTL to provide faculty with a state-of-the art training space in closer proximity to the majority of the faculty offices on the main campus. The room also provides a safe, central location for our student-staffed Blackboard Help Desk to expand service hours into the evenings but within the Library operating hours, whereas the OIT Central offices were not an evening option without staff supervision. This successful, one year project will be detailed further in the budget section of this report to expound upon the collaboration for and satisfaction with the new space.

B. Reporting Structure

The Center for Teaching and Learning reports directly to the Associate Vice President for Academic Student Retention Services; a unit under the Provost and Vice President of Academic Affairs.

Figure 1: Organizational Chart, CTL



While Senior Administration is in the beginning stages of weighing the options for the eventual relocation of the CTL in the late 2011, reporting structures will likely again be examined carefully to further the inertia that is taking place with the advent of new online programs and the

need for preparation and support necessary to sustain their growth. The argument for careful pre-planning of the actual move is discussed in the action recommendations section as it pertains to capacity to meet existing and future goals of the Center.

Personnel

Like many small departments where staff positions have remained stagnant, been transferred to other departments, or whose duties have been re-purposed, the personnel in the CTL must be “jacks of all trades” as well as place high expectations upon our student staff. To this end, a significant amount of cross-training occurs and, as the rapid developments occur in emerging technologies, the digital natives that make up our student staff often teach self-proclaimed “old dogs” new tricks; hence, their vital contributions to the quality and productivity of the CTL is evident in the data presented in this report.

Lisa Rodriguez, PhD: Director & Assistant Professor (2005)

Dr. Rodriguez is responsible for leading the Center, developing collaborative programs with campus constituents in support of academic technology initiatives, research, and University-wide technology investments.

Nori Murphy, MA Ed., Assistant Director & Assistant Professor of Education (2008)

Ms. Murphy works closely with faculty to raise awareness, understanding, comfort, and skill levels in instructional technology designing and teaching workshops on Blackboard and contemporary technology uses. She is the lead instructor for the Center’s Certification for Teaching Hybrid & Online Courses.

Bryan Best, Instructional Administrator, Online Learning & Media Lab (2003)

Mr. Best is responsible for the administrative function of the University’s learning management system – Blackboard. Bryan provides supervision for the Blackboard Help Desk, teaches workshops on Blackboard use and myriad instructional technologies.

Valerie Shafia, Administrative Assistant (2007)

Mrs. Shafia provides support for all department operations; acquisition of department assets, scheduling events, managing all external campus business relations, supervising our student staff, and general office administration.

The Student Staff

Six part-time, undergraduate students work in the Center. Students staff the Blackboard Help Desk and produce instructional media, assist with faculty consultations for use of the production studios, and provide special project support.

Reporting and Staffing Summary

Whereas trend data exists for reporting structure and staffing practices across Carnegie Classified Doctoral-Intensive private institutions, these data do not specifically correlate to the CTL for comparison purposes insofar as the staffing ratios are based on a reporting structure to an IT leader, such as a CIO, and are based on centralized Information Technology Divisions with functional units performing similar services to those the CTL (Instructional Technology Support,

Multimedia Services, Distance Education Help Desk, and Technology Research & Development). Amongst the peer-classified institutions in the 2008 Educause Core Data Services Summary, there seems to be a decreasing presence of Instructional Technology Centers and concurrently an increasing trend towards Faculty Teaching Centers, although the former is still more prevalent. (p. 35)

The staff support level is defined as the total headcount of employees plus students divided by the total Instructional Technology professional and student support staff.

Table 1: Staff Support Level

	2008/2009
Employee Headcount	734
Student Headcount	8,853
Total Headcount (Employees + Students)	9,587
CTL Professional Staff FTE	3.75
CTL Student Staff FTE	3
Staff Support Level	1,420

In 2007, a professional staff with the title of Assistant Director, was reduced by one FTE, replaced with an Administrative Assistant position at .75 FTE.

The table below indicates staffing comparisons among 18 of our comparison institutions, with the CTL most closely identified as an Instructional Technology, Multimedia Services, and Student Computing unit (without distance education).

Table 2: Comparison Institution Staff Level Averages

Comparison Institutions	Mean	Median	Min	Max
Staff	5.8	5.0	0	16
Student FTE	6.5	3.3	0	40

The CTL ranks far below comparison institutions for staff support level. Additionally, the department relies heavily on student staff. This is a notable trend among doctoral institutions where student technology assistance has risen more than 20% in the past four survey years. The implications of this trend will be discussed in sections five and six of this report.

C. Campus Constituents & Partnerships

The CTL maintains professional membership in Educause & ELI (Educational Learning Initiatives – a sub-division of Educause). Past memberships with The Teaching and Learning with Technology group, the Lily Conference, as well as others have been terminated due to budget constraints. However, the Center is still tapped in to our professional counterparts via email *List-Serves* and various community forums available on the web. Renewed and new memberships will be pursued when funding is available.

CIO & The Office of Information Technology

As previously outlined, the CTL interfaces with the CIO and OIT personnel (Help Desk, Network, Web Team, Enterprise Applications, Assets Management, and Classroom/Lab) on a frequent basis in many areas; primarily the technical support and maintenance of the Blackboard Snapshot Controller (an automated download of faculty, students, and enrollments into the Blackboard Learning Management System). The Classroom and Lab Support Unit maintains the classroom technology as well coordinates with the CTL Director on space design and purchase of new instructional equipment. Lastly, the Chief Information Officer is consulted regularly on campus-wide technology initiatives in an effort to provide seamless support to the University community. It is commonly understood in higher education that there areas of tangible overlap between information and instructional technologies. Vital to this relationship is a unified mission of service and support, as well as a commonality of “language” and reciprocity, necessary for the success of strategic joint efforts.

The Ad-Hoc Technology Fee Group

This group serves as a budget advisory and strategic planning group for the student technology fee initiatives. Its representatives are the CIO, the head Librarian, the CTL Director, and the Dean of Regional Campus Administration. The distribution and budget impact will be elaborated upon in the budget section of this capacity report. The significance of this group’s function will be outlined as it pertains to the foundation and strategic planning of the CTL’s budgets.

Online Strategic Planning & Academic Vision (2010)

In 2008 the Provost and Vice President for Academic Affairs assigned a working group to study current issues as they related to the 2006 “Policies for the Development and Delivery of Online and Hybrid Courses and Programs” document. Areas of revision included faculty compensation, intellectual property, and other post-implementation concerns as they related to the CTL’s certification and web/course management support as well as the needs of the Undergraduate Programs. The work group consisted of the CTL Director and members of the Provost’s Council. The revised document went before the Faculty Technology Committee, Faculty Senate, and passed in Faculty Assembly in the spring of 2009.

In the spring of 2010, the Academic Affairs leadership re-visited the strategic planning process with attention to articulating a clear vision for hybrid and online program growth. The Provost and Vice-Provost, Academic Deans, Dean of RCA, the CTL Director, and Marketing and Recruitment will meet to continue the work of creating a comprehensive and institutional plan for advancement of our academic mission.

Data from the CTL study on Online & Hybrid Growth will be presented in the findings section of this report. Action recommendations pertaining to online planning and the role of the CTL will be presented in section six of this report.

The Faculty Technology Committee (2004)

Formed to provide faculty governance for University-wide technology initiatives in concert with administrative units responsible for strategic planning and implementation. The committee consists of one to two Faculty representatives, elected for three-year terms, from each of the Colleges, the CIO, the Dean of RCA, the University Librarian, and the Director of the CTL. Especially pertinent at the time of its formation were high-stakes decisions for the direction of information and instructional technologies including the adoption of contemporary technologies and their commensurate support and institutional policy implications. The FTC meets on a monthly basis during the year to review technology issues and make technology and policy recommendations. A recent example was the FTC's push for ubiquitous wireless access on campus, which resulted in funding during the 2008/2009 fiscal years.

D. Programs and Services

The CTL actively supports the ULV academic community through myriad programs and services. Presentations and workshop details are described in the following narrative and fall under the various dimensions of support: On-Request, Intensive, Seminars, and Experience Sharing. The department support level is commensurate with trends in faculty and student computing where doctoral institutions stand out significantly as offering support more often than other Carnegie classification institutions.

From the summer semester 2006 to spring 2010 the CTL has offered approximately 136 workshop sessions to faculty, students, and staff with an aggregate attendance of roughly 1,397. Demographic data such as role (Faculty – full and part time, Staff, Student), affiliation (by College), and program attended is tracked each semester. Demographic data are occasionally omitted depending upon how the attendee is identified – whether by a self-sign-in sheet or a check-off list managed by a CTL staff member.

The CTL presentations take place frequently throughout the academic year: on the main campus, at the Regional Campuses, and via Internet in “Webinars.” Many workshops are regular events such as *Blackboard Week* and the *Teaching with Technology Faculty Panels*. Other workshops are offered and advertised on the CTL Event Calendar and via. The CTL “went paperless” in 2008 in accordance with our campus green initiatives.

Additionally, the CTL sponsors University-wide attendance at *TechEd*, an annual conference on best practices in technology enhanced teaching and learning. CTL staff often present, or co-present, with ULV faculty and students at off campus conferences and events.

Summarized workshop and event data will be presented in section five of this report. Full effectiveness measures will be presented in the Appendix E.

Teaching with Technology Faculty Panel Presentations

The CTL prides itself on creating many opportunities for discussions in teaching with technology. In these symposia offered in the spring and fall semesters, faculty present on a variety of topics (listed below). These sessions are successful in creating a community of practice with instructional technology based on feedback of relevance to the attendee's own teaching; nearly all evaluations are positive. Two panelists are chosen from different sectors of the teaching community and have 30 minutes each to present with time left for question and answers or further demonstration.

Over the four years that the CTL Director has been organizing these events, it has proven useful to take note of audience questions and follow up with the group via email providing relevant research or resources for further study in order to allow attendees to fully engage rather than ask for details such as repeated website addresses and the like which slow or interrupt the presentation. An electronic evaluation link is also provided soliciting feedback that is later shared anonymously with the presenters.

These workshops have been a continuing challenge to schedule: room availability, selection of day and time, etc. are like threading a needle when referencing the complicated daily, weekly, and monthly University master event schedule. Invariably, every invitation to *all* teaching faculty results in one or two response emails reminding the CTL that the RCA adjuncts are out of range to receive this training. In order to provide inclusive services to all faculty members, workshops are offered virtually or at the Regional Campus sites. Workshop attendance and services to adjuncts will be examined in more depth in section five of this report.

Although a staple in higher education faculty development initiatives, attendance tends to be low unless lunch is provided. This hypothesis has not been verified and is anecdotal. Budget cuts have presented a challenge to this caveat, however, efforts to augment other budget line items through Title V monies has given continued latitude in providing this service.

The audience is invariably faculty, however, staff members who either use Blackboard, and/or, support technology services regularly attend and are demarcated in the specific attendance data presentation.

The topics are usually chosen in a few ways; invitation by the CTL based upon faculty interest, experience, or expertise, completion of our certification program, "hot off the press" higher education community attention to and study of emerging teaching technologies, or at the request of an academic department.

Sampling of presentation topics to date:

** Designing Effective PowerPoint*

Presentations

** Avoiding the Potholes in the Road to*

Technology Integration

** Teaching Methods with Learner Response*

Systems: Clickers, Smart Phones, and Web-

Polling

** From Paper to e-Portfolios for Students*

** Academic Honesty & Plagiarism in the*

Digital Age

** Virtual Gaming in Education*

** Keeping Your Classroom Active: Change-*

Ups, Multi-Media, and Multiple Intelligences

** Designing Virtual Teams & Groups: Using*

Wikis and Online Collaborative Tools

**Enticing and Intuitive Design In Blackboard*

Transforming Courses for Hybrid and Online

Delivery

**Mobile Learning*

General Workshops

Blackboard Week, a department staple workshop, takes place in late summer and prior to the spring semester. Food is provided and sessions are differentiated by level of skill: primer, intermediate, and extreme. In addition to the “basics” Blackboard workshops, others are offered frequently throughout the semester and are targeted to teaching solutions such as, but not limited to: *Making the Most of Discussions and Reflections, Keeping Students on Track, Communicating with Students, Peer-Assessment, Using Groups to Promote Engagement, Collaboration Tools, and Creating Assignments & Assessments.*

Other Presentations:

Various small workshops entitled “*Just 1 Thing*” (a single topic is presented in a brief, usually hands-on fashion with each participant using a laptop) and the 21st Century Researcher Series (a joint presentation with a Librarian) are offered each semester. A popular preference of workshop attendees is the use of laptops and instructional technology equipment such as microphones and webcams for podcast production and video capture instruction.

These sessions are held throughout the semester. Occasionally the CTL presents topics in department and college faculty gatherings as well as annual college events as needed.

Topics have included:

Audience Response Systems: Clickers and Smart Phones

The Dynamic Syllabus; Creating an HTML-Based Syllabi and Schedule of Activities

Website Creation for Faculty

Lecture Capture Options

Podcasting Basics

Social Bookmarking

What’s the Difference Between a Blog and a Wiki Anyway?

Google & Microsoft Applications

Introduction to upgraded Blackboard versions

TechEd

CTL presentations have included: *Easing Technophobia in Adult Learners; Hybrid Done Right: Defining the Challenges and Rewards; Active Teaching and Learning with Technology and Media; Building Diversity Communities with Blackboard: First Steps in Connecting Students, Faculty, and Staff for Realized Transformation.*

Instructional Design and Certification for Hybrid and Online Teaching Programs

Launched in 2005, the new program was divided into two courses – tools for teaching in Blackboard and theory and practice for teaching in the virtual environment. Some resistance to the notion of conforming to a “template” structure was expressed by members of the FTC and resulted in a re-examination of the program to better meet faculty needs.

In 2008, the CTL Director and Assistant Director went back to the proverbial drawing board to determine what was useful from the original courses in order to pilot a new model. The Director and Assistant Director serve as the primary instructors, both of whom are credentialed, and experienced online educators.

The initial pilot in 2008, Octopus (*Online Certification Teaching Pilot Seminar*), has undergone several significant modifications and is firmly out of the pilot mode.

The current certification model stems from a dedicated approach to employ effective principles of technology infusion in an appropriate manner to address a diversity of student learning styles. This is done in a virtual environment in Blackboard, in small group meetings, and in-person consultations with the CTL instructors.

Throughout the process, faculty persons become well versed in transforming what works well in their classroom to the virtual environment. The certification learning materials are presented in modules that address both generic tools for teaching and a best practices approach to the meaningful application of such.

The faculty candidate completes six weekly learning modules consisting of a variety of learning materials in multiple formats, including assessments in order to experience the course from a student’s perspective, with the intention to model an actual online course. In addition to participating in reflective exercises, faculty members apply what they have learned in a sandbox environment where they design a course. The sandbox is available to faculty in perpetuity in order to “test-drive” a new tool without affecting a current or former course. Certification culminates in a meeting between the candidate and instructor wherein the candidate showcases their new course elements, presents two to three fully designed class sessions, and sets goals for future learning. Additionally, candidates have the option of completing advanced training, such as synchronous teaching using web-conference tools and the use of other advanced software (not native to Blackboard), but provided and supported by the CTL.

Unique to the program is the practice of mentoring and peer review. Faculty mentors with online teaching experience, as identified by the CTL or candidate’s academic department, grant access to previous courses taught online for review.

Finally, the CTL provides a stipend and certificate to those who complete the certification process and demonstrate mastery of certification skills. Lastly, completion verification is forwarded to the Registrar and commensurate Dean or Department and Program Chairs.

All direct and indirect data related to the effectiveness indicators for the certification program are listed in Appendix F.

Blackboard Help Desk

Support is provided to all faculty, students, and staff using the Blackboard Course Management System for teaching and learning or participation in non-course related organizations. The CTL maintains statistics on help calls and emails received for support. Since July 2008, the Blackboard support email (bbhelp@laverne.edu) has received 4,566 email messages. Junk and list-related emails were removed prior to the final count. Presently, statistics are not kept on the type of help requested via email.

Phone log data is available since November 2009 and reflect 313 calls received as of March 30th, 2010. Basic demographics for caller type (faculty by rank/college, staff, student) and nature of the help call are captured on paper logs. In the near future, the Unified Service Desk will be implemented through the Office of Information Technology. At that time, all calls will be routed through one central phone number and referred to the supporting department. Time of day will be tracked which will eventually verify our hypothesis that early evening and weekends might be high volume times for needed support as might predictably busy semester periods (mid-term, final exams, etc). Data will be reviewed to inform budget decisions to perhaps re-allocate funds back to student wages in order to expand hours and/or days of support services.

However, continuous Blackboard Help support is an annual expense of approximately \$30,000 year, and is no the norm among our Carnegie class peers, with only about 20% of institutions providing “24-7” or around the clock technology, online, or help desk support, according to a review of the Educause Core Data Service 2008 Summary Report.

Blackboard (Bb) Use

Blackboard is available to all active members of the University of La Verne including alumni. While statistics are readily available on the automated creation of course sections from the Banner registration, the CTL does not keep record of active courses or the type of use. Data is available on the types of courses – Hybrid or Online (Distance Learning: Varied Media); however, augmented courses have not been tracked. Therefore, we do not currently have data on the number of ULV community members using the system in total. ASR reporting will provide more in-depth data on the use of Blackboard and is in process.

The current number of Blackboard organizations is roughly 60. These are created manually by the CTL Staff and later maintained by leaders of the organization.

The organizations serve different purposes such as institutional committee work, administrative groups, alumni networking, academic communities, etc.

Media Production

All services are available as self-service or with Student Worker assistance:

- CD Duplication
- Video Duplication & Conversion
- Scanning Slide Transfer
- Poster Printing

- Web and print graphic design
- Video and audio for the web (vod-casting and podcasting)

Bb Geniuses (Student Workers)

Student support staff offer assistance technology assistance in the following methods:

- Walk-in visits
- Face to face appointments
- Bb Helpdesk (phone, email, or virtual web-conference)
- After-hours help (in Wilson Library)

E. Budget

Table 3: Annual Operating Budget

Fiscal Year	CTL Budget
2005-2006	\$430,170
2006-2007	\$445,351
2007-2008	\$442,036
2008-2009	\$400,229
2009-2010	\$349,669

The table above illustrates fluctuations resulting in a 20% total budget decrease over the past five fiscal years due to enrollment fluctuations, re-allocations to address the Learning Management System (Blackboard) cost increases, and support for technology needs for the (Ad Hoc) Tech Fee Group. The CIO informs the Tech Fee Group annually of budget projections and adjustments; if enrollment projections are met, any surplus in the budgeted amount is returned to the CTL’s Fund 2 Restricted Account at the end of the fiscal year.

From 2007-2010, budget reductions and re-allocations totaled \$80,500, with the largest reductions in the areas of student wages, contracted services, travel, and The current budget does not reflect accurately the compensation totals in that a ¾ time classified position is paid from the Regional Campus Administration. Of that position, \$22,000 was re-allocated back to the general fund when the position was re-purposed from an Assistant Director to an Administrative Assistant position. Budget improvements will be discussed in the action recommendations section of this report.

Support for Tech Fee Group Initiatives & Special Projects

In fiscal year 2006-2007 the CTL supported major initiatives outside of the department to address technology needs either unexpected or un-funded for the current fiscal year. Projects such as these are often difficult to predict a year or two in advance but necessitate support as part of the larger technology infrastructure of the University. Monies from the Restricted Fund,

intended for one-time expenses and ear-marked for smart classroom installations specifically, were allocated in the amount of \$91,000 as follows: \$46,000 to OIT campus Luminis Portal, \$33,600 to RCA for the Kern County Campus Lab/Smart Classroom Installation costs, \$12,000 to Wilson Library for the Lexis-Nexis database subscription.

Although there is no one place technology funding resides, the CTL plays a significant role in assuring that instructional technology is funded and future purchases are piloted in an effort to meet teaching and learning needs.

Over the past five years, the CTL has absorbed some other “orphaned” or immediately necessary technology costs in support of the academic mission. Such was the case in fiscal year 2007-2008. Approximately \$57,000 was expended to support the University subscription to “Turn-it-In,” the anti-plagiarism subscription formerly funded through the Excellence in Writing Committee (now replaced by SafeAssign through Blackboard), the Blackboard Community System, enhancements to Blackboard, Adobe web-conferencing liscence for academic (CTL, Library, LEC) and administrative use.

There is an ebb and flow to technology funding, and where the CTL once funded a project and cannot sustain it in the long-term, OIT, Title V, or other academic resources have been identified to bridge the potential loss of needed technology expenditures. As noted in the OIT Program Review, grant-funded technologies bring with them both significant benefits and hidden challenges. These will be discussed further in section six of this report.

Smart Classrooms

By legacy, the CTL has funded the equipment purchase and installation costs of the smart classrooms. This function originates from the former Instructional Technology Center’s role in the design, construction, and regular support for classroom audio-visual technologies. In 2004, this function became the Classroom Lab Support under OIT, now responsible for the regular service level support for the smart classrooms and multimedia spaces on campus. Additionally, life-cycle replacements funds generate from the OIT budget. However, the CTL remains closely involved in an advisory capacity in classroom and multimedia space considerations.

The cumulative expenditures for smart classroom technology and multimedia space enhancements between Summer 2006 and Spring 2010 have totalled approximately \$550,000. A portion of the costs (approximately 20%) was jointly supported by the Office of Information Technology. Of the funds expended by the CTL in pursuit of the joint goal to outfit all teaching spaces with up to date presentation technologies, the majority of funds were drawn from the Restricted Fund.

Although the main campus is at 97% completion, funding is still needed for retrofits on existing equipment to bring it up to date, meet ADA standards, or to align with the campus standards. The Office of Information Technology is responsible for the replacement of existing classroom technologies, while the CTL funds new purchases.

Table 4: Special Projects & Emerging Technology Pilot Purchases

Fiscal Year	CTL Expenditure	Project	Contribution from Title V Grants
2008-2009	\$36,800	Wilson Library Upgrade: State of the art training facility (Room 151) and upgrades to smart classroom space (Room 172); purchase 10 document cameras for check-out through OIT's Classroom & Lab Support unit.	\$63,000 (CBPM)
2009-2010	\$32,000	Total includes: Upgrade to multimedia production labs in the CTL; interactive white boards and projectors for Barkeley building classrooms and the Literacy Center, a Staging Server for Blackboard 9 upgrade, audience response systems, Kindle wireless reading device, iPad pilot project (CTL equipment purchase).	Title V CEOL & CBPM hardware support for iPad project financial support not included in totals; all equipment has not been purchased.

Pending projects include new lecture capture equipment for the Morgan Auditorium. This will augment the renovation project providing instructional and institutional production of media for the web and access via mobile learning options such as iTunes U, YouTube, iPads, etc. However, at press-date of this report, additional funds otherwise earmarked for these newer instructional enhancements, stand on hold for the larger budgeted items in need of priority funding, but for which there is insufficient budget in the renovation project estimate. Such is the state of technology in higher education where the literature points to a trend in reduced technology funding from the Institution's general fund.

Budget for Faculty Development & Innovation

Provision of monetary and professional incentives for faculty adoption of new technologies is a common concern among faculty development centers.

While two current Title V grants at the University address monetary incentives through technology implementation stipends for faculty in the CEOL and CBPM, the CTL Director lobbied to include an amendment to 2006 University Policy for the Development and Teaching of Online and Hybrid Courses, to provide for a stipend in the amount of \$500 for completion of the certification for online teaching program through the CTL. This stipend is separate from the course development stipends paid by the respective colleges for which they teach.

Since the inception of the certification program, the CTL has expended \$15,000 to 30 faculty members. Although more have completed the program, not all were funded through the CTL budget; persons waived or paid from Title V monies are not included in the total. The CTL operating budget is not sufficient to support scalability of this program. This will be discussed further in the action recommendations section of this report.

In addition to the financial support for certification, the CTL has hosted the University-wide attendance at the California Community College's *TechEd* conference for the past four years in the total amount of \$9,000. Some 300 faculty, students, staff, board members, and alumni have attended this annual technology event. Recently, the Director solicited support from the CBPM Title V grant, and garnered funding for the 2010 conference fee.

Strategic planning for a budget tasked with faculty development for, and campus implementation of, existing and emerging technologies requires careful consideration for faculty needs, research support, campus infrastructure, addressing current gaps in support, student expectations for technology mediated learning, and work-force expectations for college graduates.

Rapidly changing technologies pose both possibilities and challenges; College-based technology initiatives, and frequently re-purposed teaching spaces in need of renovation or new installation capital outlay. It is with these planning factors in mind that the CTL will continue to work closely with OIT and other campus stake-holders to propose a three year budget plan to set the priorities through 2013. The action recommendations for the direction of the CTL budget will be discussed in section six as they pertain to the outcome of recent data on faculty instructional technology interest and expectations.

Summary on Capacity

Staffing levels in the CTL as it currently stands, are not adequate to support the University strategic plans for the growth of hybrid and/or online courses and programs. The budget is not sufficient to support the increase in instructional or smart classroom technologies across campus, especially at the College of Law campus.

As the use of Blackboard proliferates, more faculty members are referred to the Center for online teaching certification, and newer technology initiatives are unfolding and demand upon the staff member's time increases, (iTunes U, lecture capture, clickers, interactive white boards, FaceBook and social media applications in learning, etc.), the challenge to meet campus expectations for expedient assistance, or extended consultation time with full-time staff, may be jeopardized.

The CTL facilities located off the main campus, are sufficient to conduct CTL business and meet constituent's expectations for comfort, privacy, and state-of-the-art media production services. Additionally, the satellite training room located in the Wilson Library, is adequate to provide services as well as support extended Blackboard and technology Help Desk drop-in and phone support.

IV. Effectiveness Indicators

Strategic Planning for Programs and Services

Our Goals Inform Our Assessments

1. *Assist faculty to improve their technology skills in the classroom.*
2. *Certify faculty in the pedagogy and practice of hybrid and online teaching.*
3. *Develop programs and services to support student academic technology use.*
4. *Support students in hybrid and online courses.*
5. *Support University staff in the use of academic or instructional technologies.*

The Faculty Instruction, Development, and Technology Survey, 2005-2006 (CTL Goals 1 & 2)

The intent of the survey was to gauge faculty attitudes, needs, and experiences with instructional technologies, classroom equipment, professional development services, and the course management system, Blackboard. The 15-question survey addressed general computing, instructional practices, and satisfaction with campus technology. It was distributed via email to full-time faculty in the Fall semester of 2005 and to the part-time faculty in the Spring semester of 2006. The results were reported to the Office of Academic Affairs, Institutional Research, Faculty Technology Committee, and the attendees at Faculty Research Day in the fall of 2007.

The Faculty and Staff Instructional Technology Assessment and CTL Satisfaction Survey, 2010 (same as above) (see Appendix E)

This survey was disseminated to approximately 815 regular faculty, adjunct instructors, and staff at La Verne via email with a hotlink to the online survey. The response rate was low, 135 respondents, however, the data yielded rich information for the purpose of this report.

The respondents identified as full-time (48.3%), part-time (37.3%), and staff who teach (14.4%) respectively. The majority of teaching takes place on the main campus (70%), with the remainder identifying as Librarians who teach at various regional campuses, College of Law, and RCA, or both main campus and RCA. College affiliation was evenly distributed with the College of Education & Organizational Leadership with the majority of responses at 37.2%, followed by the College of Business & Public Management 34.5%*, Arts & Sciences (24.8%), and College of Law (3.5%) respectively. Open-ended feedback points to a need to separately identify Librarians rather than ask them to identify with an academic area as faculty who teach courses.

(*35 CBPM faculty members participated in the same survey earlier in the semester as part of the CBPM Title V grant, and as such, were asked to by-pass the technology questions if previously answered and respond to CTL department & services satisfaction information only.)

This 20-question survey differed from the 2005-2006 survey in a few key areas; staff members who teach as adjuncts are captured whereas the former survey was only disseminated to those whose primary Banner identifier was by faculty ranking; exploration into teaching methods with contemporary or 21st Century instructional tools such as audience response systems (*Clickers*), mobile learning devices, instructional use of social networking, and the like.

The most meaningful change is the addition of satisfaction questions targeted to the quality of our resources, services, and staff. The last department satisfaction survey was conducted in the spring of 2005 as part of a ULV student team project for the Ed.D program.

The Technology Assessment survey data is housed in Survey Monkey online and is SSL encrypted. Student satisfaction with the CBPM technology initiatives will be measured before the grant ends in 2011.

Student Technology Measurements (CTL Goals 3 & 4)

National: In the Spring of 2009 the CIO & CTL Director were invited to participate in the annual Study of Undergraduate Students and Information Technology administered through ECAR (*Educause* Center for Applied Research). This year, ULV is participating with 338 Freshman and Seniors surveyed via email invitation. Results will be available until mid-summer.

In addition to external research efforts, the CTL draws upon internal data from Institutional Research conducts the NSSE survey of which, 3 questions directly pertain to technology in students' academic lives (state the questions here, discuss in the finding section last year's results).

On Campus: In 2007 the CTL Director presented to all First Year Experience classes and gathered valuable data to gauge the impact of informing students of liability for illegal downloading of media, instruction on the use of the learning management system (Blackboard), and the accessibility of campus technology resources.

The Faculty Certification for Hybrid and Online Teaching Surveys (CTL Goal 2) (see Appendix G and H)

Two self-report surveys are administered during the certification program. The entrance survey gauges faculty comfort and proficiency levels of instructional applications of technology. The nine questions are multiple choice and open-ended. The 28-question exit survey is used as meta-cognitive tool for learning reflection and setting new learning goals. Faculty candidates rank their course design on a scale ranging from elemental to effective to exemplary in the areas of course setup (navigation, syllabus design, policies, learning objectives), student support (academic, technical, and time commitment), course interactivity, learning activities, instructional delivery style, assessment, and grading.

Post-Certification Annual Progress & Needs Assessment (CTL Goal 2) (see Appendix I)

The 13 question self-report survey was e-mailed to 26 full and part-time faculty members or staff who teach, all of whom completed certification with the CTL between the Fall 2006 and Winter

2010 semesters. The main purpose of the survey is to get a sense of how faculty have incorporated what they learned during their certification program into their newly transformed courses,

The CTL Workshop & Presentation Evaluation (CTL Goals 1, 2, and 5)

From Spring 2006 to Fall 2008 the survey was administered in paper format at the conclusion of presentations. In Fall 2008, the survey was transferred to electronic format using *Goolge Forms*, a simple online data collection tool that can be sent via email or accessed via a website. The survey consists of eight questions designed to gauge the attendee's experience and provide planning direction for the Center in the following areas: Applicability of content to teaching; quality of materials and presentation; areas for improvement; and suggestions for future presentation topics.

The evaluation tool is used for all Blackboard, technology topics, and teaching panel presentations. Specialized feedback forms are used for Title V or special projects with different sets of objectives.

Online and Hybrid Growth at ULV Survey (CTL Goals 1, 2, 3, and 4)

In Spring 2007, the CTL Director designed a survey to address key issues of strategic planning for online and hybrid growth at the University. CTL faculty and student support, program and staff development, and budget capacity, in particular, were integral to the formation of the 15 questions posed to the academic leadership. At that time, there was no identifiable plan on campus and the University Strategic Plan was yet to be finalized.

Of 33 academic leaders (Deans, Department and Program Chairs, and Academic Affairs staff), 3 answered. In Spring 2008, the survey was re-deployed with a written directive from the Provost to engage in strategic planning efforts with the CTL Director, Academic Affairs, and the Academic Deans (three of four of whom were new to their positions). The second survey received 13 responses of 30 leaders who received it.

Overhead Projector Use by ULV Faculty Survey (Goal 1) (see Appendix J)

In Spring 2009, the CTL Director and Chief Information Officer were asked to remove excess overhead projectors from classrooms in preparation for a fire marshal inspection of campus facilities. Just as tables and chairs cannot always be returned to their proper locations, the audiovisual equipment posed a hazard in some rooms. A survey was designed and distributed via email to all full and part-time faculty to ascertain the need for the equipment and gain feedback on newer equipment and service options.

Based on the responses the projectors were removed and placed on check-out through the OIT Classroom & Lab Support office. Document cameras were purchased by the CTL and placed in specific classrooms and on check-out basis.

Self-Report, Evaluative Statements

From time to time we receive written follow-up from faculty or staff in the form of an email or longer statements in on letterhead about the effect or impact of our services and programs. These are often addressed to the author's Dean or Department Chairperson of their respective College. Given that the CTL has not conducted a formal satisfaction survey in four years, these are particularly valuable in that they communicate impact on the learning community at La Verne.

Notable examples are included in the narrative as evidence of department mission and/or goal achievement.

Direct measures such workshop attendance and evaluative data, frequency and volume of Center program offerings, Blackboard Help Desk statistics, and others will be addressed in the next section.

V. Findings

The February 2010 Capacity and Preparatory Review report from the WASC visiting team speaks to the achievements of the University's theme of building on quality in campus climate for faculty.

“The university has expanded faculty development resources by creating a Center for Teaching and Learning (CTL). (CFR 3.4) In interviews with full-time and part-time faculty, the CTL was cited by faculty as playing an important role in improving teaching effectiveness. Faculty noted that the CTL routinely conducts a variety of workshops on campus. The CTL staff members attend various campus-wide and college-based meetings to provide information about faculty development opportunities and to participate in campus discussions related to faculty development needs.”¹

The most recent articulation of the CTL's goals and objectives are formed from five years of research on, and careful response to, the instructional technology development needs of faculty, students, and staff. As evidenced in the excerpt from the WASC report, our department has made progress towards fulfilling our mission to supports faculty development and student support in a rapidly changing learning environment. Integrating technology meaningfully into face-to-face or online environments requires an understanding of teaching methods, and support for such requires interpersonal skills such as patience and empathy.

Both indirect and direct measures show that we have successfully met or exceeded internal benchmarks developed in 2007, have continued to meet the needs of the University academic community, and yet have some specific areas of development, as well as notable capacity challenges to sustain the growth trend in demand for department services.

Fulfilling the CTL Mission

Occasionally the CTL receives statements of support. This quotation is taken from one such letter received in the summer of 2009. The author, with 23 years at ULV, a “baby-boomer” and the top attendee at CTL events in the past three years, summarized the department thusly:

“Through their continuous program of offering staff development, through the astonishingly service oriented, investigative and facilitative philosophy of their staff, through the continually recharged and up-dated on-campus and on-line resources they provide – who could ask for more? “We exist to serve, enhance, and educate...” is not a hollow political statement with CTL. The staff proactively reach out to faculty and give one the feeling that if you were to ask for the moon, they would do everything they could to get it for you, at the same time unobtrusively providing several suggestions for something that might be even better. These attitudes, plus the resources provided, are a continuously evolving feature that has characterized the CTL since its inception. I believe the Center for Teaching and Learning is one of the most highly thought of faculty support and professional development units in the University of La Verne system.”

The most recent formal survey by the CTL, *The 2010 Faculty and Staff Instructional Technology Assessment and CTL Satisfaction Survey*, indicates that the majority of the 135 respondents are *satisfied or very satisfied* with our services and programs as shown in the figures below.

The respondent's demographic data is as follows:

- Rank (n=118, skipped question 17) % Full-time faculty = 48.3 Part-time faculty = 37.3, Staff who teach = 14.4%
- Location of primary teaching responsibility: % Main campus = 69.6, Regional Campuses = 30.4 (“other” responses implied a flaw in the question as restricted to one or the other: “both, Law School, Online, Burbank, RCA, and Library/research for all locations/programs). Future questions will provide more specific instructions capturing this data.

Figure 2: College Affiliation
(Respondents; 103 faculty, 10 “other,” 22 skipped question):

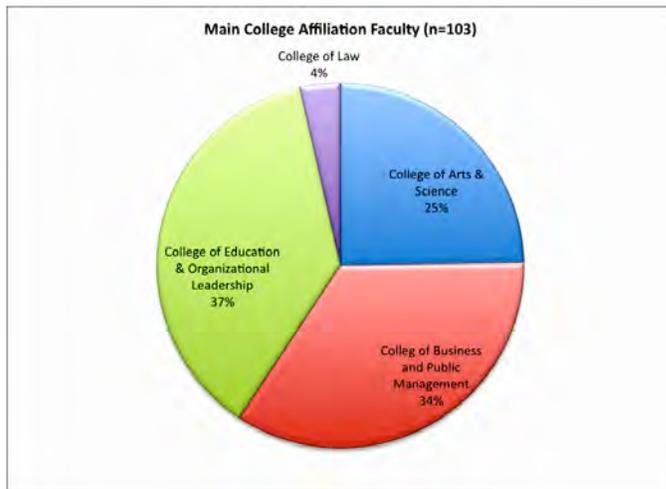


Figure 3: Question 7: “Thinking of your recent experience with the Center, how much do you agree with the following statements?” (Answered question = 90, skipped question = 45)

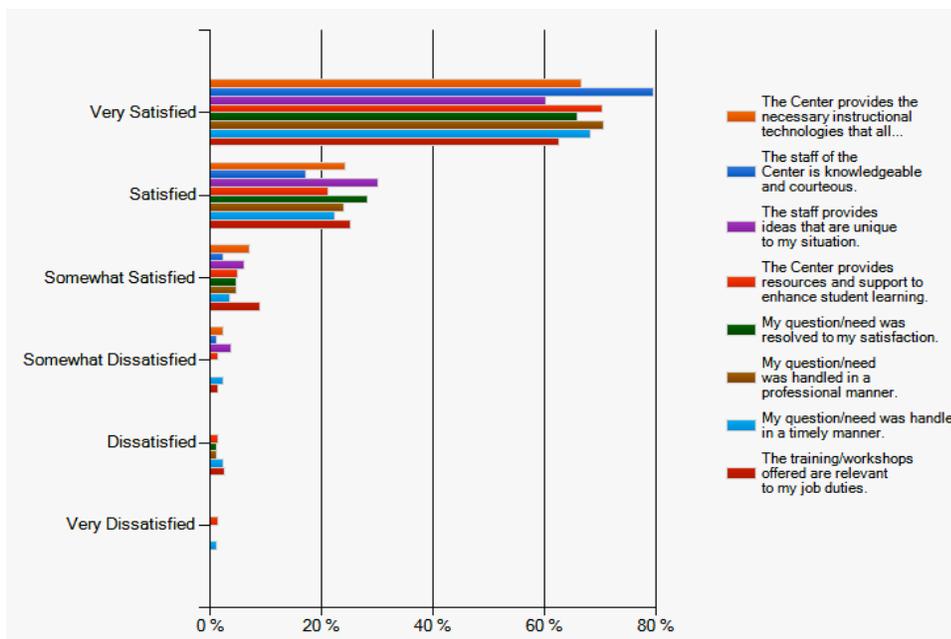
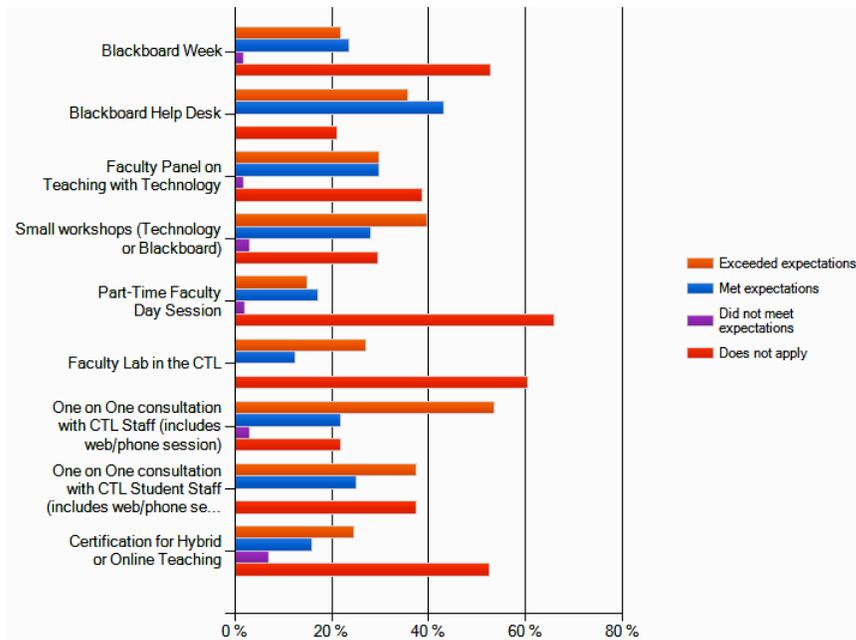


Figure 4: Question 6. Of the services you have accessed, please rate your overall satisfaction level with each. (Answered question = 99, skipped question = 11)



Of the faculty who responded to the 2010 Full-Time Faculty Climate Survey, distributed by Institutional Research and Assessment, 77% agreed, or strongly agreed, that “the level of technological (e.g. Blackboard) support” is acceptable, while 33% either disagreed or strongly disagreed.

The CTL survey response to this same question showed some disparity: of the 43 full-time faculty who rated their satisfaction with the CTL’s Blackboard Help Desk, responses were unanimously positive as follows:

35.8% (exceeded expectations), 43.2% (met expectations), 0.0% (did not meet expectations), and 21.0% chose (does not apply), respectively. The disparity in the different survey results might be due to different respondents completing the survey or the questions in the survey combining general technology without differentiating between service departments.

Of those who were dissatisfied or very dissatisfied with department-provided technology, Blackboard un-reliability was the main complaint. Areas suggested for improvement were: smart classroom improvements and communicating CTL services more frequently. Some respondents confused the CTL with OIT in open-ended comments, not surprisingly as technology services are overlapping in some areas of both departments.

Most notable of the subjective feedback from this survey was this reflection from a faculty member who did not identify their rank as full or part-time, but teaches for the College of Education and Organizational Leadership:

“The Center provides resources and support to enhance student learning, however, needs financial support to assist faculty, staff, and more importantly, students in learning how to use software programs and the newest technologies. More money needs to be invested in CTL, if ULV wants to compete with other universities that are far ahead in the technology area.” (Anonymous)

In response to the question, “*what improvements could be made to the Center’s services to enhance your teaching or your students learning?*” open-ended feedback varied and lacked a common theme. A sample of suggestions, the implications of which will be elaborated upon in the action recommendations section of this report, are as follows:

“Provide assistance in a timely manner....have the Director more involved...add more wonderful resource people just the ones already there...more individual assistance to get me through the hybrid training which I want to master.”

The CTL has not systematically tracked individual consultations between clients and full-time department staff since 2006, nor tracked CTL student consultations, prior to this semester. One reason for this is the time spent noting walk-in or “on the fly” consultations such as those spontaneously held while in academic or administrative departments. Further, logging phone consultations would be laborious as well. However, a sampling of one-to-one tracking was conducted for the purposes of this report. Aggregated calendared appointments with the full-time staff were reviewed for 2009-2010 and a rough number can be posited in the range of 200-223 visits with an average of four per week, per staff member. However, larger University-wide technology consulting such as team meetings for Title V planning and implementation, among others, were excluded from the count as well. This will be discussed further in the Action Recommendations section of the report.

Findings by Goals

Workshops & Presentations

Table 5: Total Workshops Offered 2006-2010

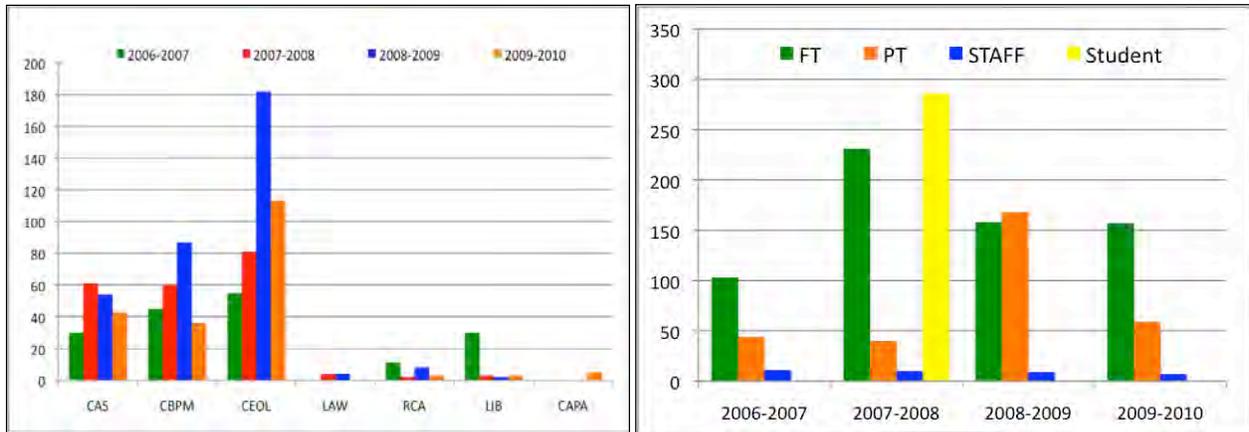
Academic Cycle	Count
2006-2007	23
2007-2008	33
2008-2009	51
2009-2010	29

For the purpose of this report, the academic cycle used for this direct measure is June 1st of current year through May 31st of the following calendar year. In addition to the regular topical presentations and hosted teaching events, the totals include Regional Campus presentations and department in-service support. However, they do not include some jointly-hosted events with Library, open house events, or other special events for which there were attendees (Board of Trustees, New Faculty Orientations, etc.), off site presentations such as technology conferences,

local high school workshops for teacher training, and the large number of attendees at Part-Time Faculty Day, unless offered as a hands-on lab, break-out session by the CTL.

At first glance the above table indicates a decline in workshop offerings. This can be explained by the Fall 2007 OIT-CTL & Copyright Committee imperative to inform students, who as a group are not a regular audience for our events.

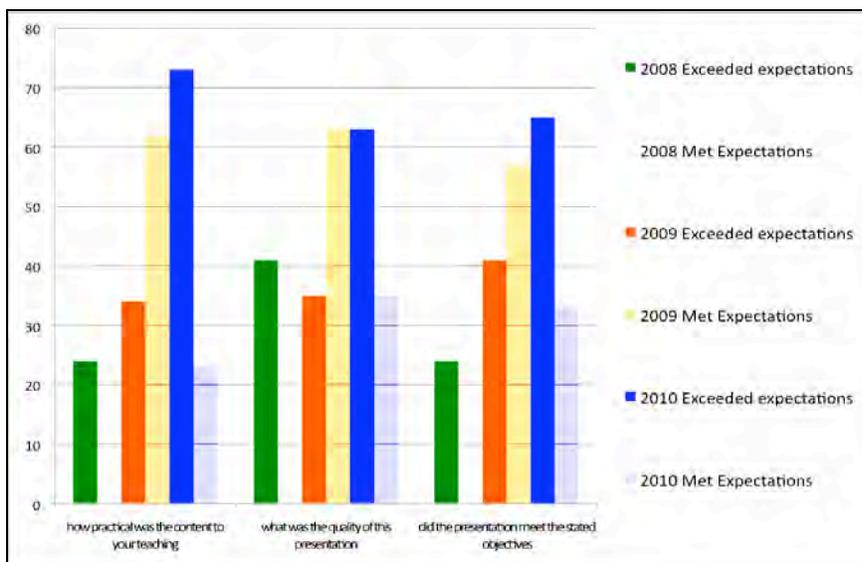
Figures 5 & 6: Total Workshop Attendance by Year & Attendee Type



The total counted attendance for all CTL workshops and presentations over a four-year span was 1,397. The types of presentations varied over the years based on factor such as requests from individual academic departments or Colleges, the emergence of a new instructional teaching tool and accompanying teaching methods, new collaborations between academic support departments, etc. The two mainstay presentations, however differing in content, have not been deviated from in four years: Blackboard instruction and Teaching with Technology Panels (faculty best practices presentations).

Of the total attendance, 114 attendees were unidentified and could not be categorized in the demographic data. This suggests a need for a standardized sign in sheet for check-off categories to be used at all events.

Figure 7: Satisfaction Levels for CTL Workshops & Teaching Panels (2008-2010)
(N= 130; Vertical axis indicates percentage)



Between 2007-2010, 218 electronic and paper evaluations were collected, however, 85 paper-based evaluations were omitted from the above graph because the evaluation instrument differed from the present version, revised in 2008. The vast majority of the 2007 workshops offered by the CTL were Blackboard presentation prior to the expansion of newer workshop types in 2008. Of those 85 evaluations, the two closest matching categories on quality and practical application of content, showed that more than 95% *met or exceeded* participant expectations.

The figure above details the positive evaluations of the workshops offered over the span of two years. Two questions on quality of the materials (if provided), and the benefit of laptop use (if a hands-on workshop), were omitted for clarity of the chart. The responses were largely commensurate with the percentages presented above and there was no significant trend towards dissatisfaction in those areas. The qualitative themes shown in the table below, reflect the best features of the presentations, and areas for improvement (from both those evaluations that either stated the workshops did not meet expectations, or were merely offered as constructive criticism, from those who rated some or all, aspects of the presentation positively. Data from feedback on workshop topics suggested for future CTL events are not included below, but will be addressed in the Action Recommendations section of this report.

Table 6: Main Themes from Qualitative Evaluation Data: Workshop Presentations & Teaching Panels 2008-2010

Best Feature of Workshop/Presentation	Suggestions for Improvement
<ul style="list-style-type: none"> • Small Groups • Enthusiasm of presenters • Hands on experience • One to one experience • Ability to answer questions efficiently and accurately 	<ul style="list-style-type: none"> • Pacing the presentation appropriately so that participants are comprehending all aspects • Having Laptops working • Provide More examples • Have learning activities • Provide more in-depth information of Wiki's and Blog's

These themes provide us with clear constructive direction for presentation improvements. Although faculty and staff who attend our workshops leave with a sense of time well spent, we have and will continue to be attentive to these suggestions in future presentations.

CTL Presentations to Students:

From time to time the Center staff has made main-campus classroom visits at the request of a faculty member in order to teach the navigation and instructional features of Blackboard. However, data was never tracked for that service and it eventually faded as a common practice. This hypothesis is made from impromptu feedback from faculty and the decline in requests is likely a result of a combination of increased faculty workshop attendance, better instructional resources provided by the CTL to faculty and students, and (rising) student proficiency with the Blackboard system.

The Fall of 2007 was the first, and only, semester we implemented a new project jointly with the Office of Information Technology in response to a higher education mandate that the University inform all students of their personal responsibility and the ramifications of illegal download of media from the Internet. The workshop content was developed in consultation with OIT and the Library's Copyright Committee. The CTL Director visited every First Year Experience course as noted in the attendance data. The CTL Director visited each section of the First Year Experience courses to present a video, demonstrate Blackboard use, and distribute a CD created by CTL including all academic technology resources. The project did not continue in 2008 as the FYE program was discontinued as an academic requirement for students. Satisfaction data is included in the section on goals pertaining to support for technology.

Goals 1 & 2: Assess and Support Teaching Methods with Technology

Faculty Instruction, Development, and Technology Survey, 2006

Key findings:

- 40% of full time and 19% of part time faculty used Blackboard frequently (a few times per week, once per day, or more than once per day). At the time, course type was not delineated (web-enhanced, hybrid, or online) therefore statistics might be elevated for frequency based on the instructor who answered and their current teaching environment.

- The majority of faculty members, both full and part time, expressed interest in and intent to seek training and continue using instructional technologies in teaching despite personal or institutional barriers of level of expertise, time, funding, prestige, or credit towards tenure and promotion.
- Adjunct faculty were enthusiastic about Blackboard training offered at the regional campuses.
- Needs identified were: Faculty have expressed interest in, and might benefit from, further professional development and best practices for producing and incorporating web-page development, online discussion forums, research with technology, and multimedia in their curricula; The CTL is challenged with offering workshops for professional development which meet both the time and level of instructional need for faculty; Encouragement from academic departments to incorporate technology into teaching & time to develop new methods; A move away from PowerPoint replacing lecture, e.g. more meaningful use of the software. Individualized training is needed, namely for discipline specific academic technologies with varying expertise levels offered by the CTL.

Data from 2010 *The Faculty and Staff Instructional Technology Assessment and CTL Satisfaction Survey* indicates that the CTL has met or exceeded our goals to support teaching with technology, has positively impacted options for technology in teaching, and effectively served the needs of adjunct instructors. A separate section of this report, presented with campus-wide data, addresses the adjunct population more in-depth.

Key findings (all respondents, N=135):

- When asked to rank most frequent interaction with the CTL, the primary programs and services accessed by respondents in the past year in descending order were: the Blackboard Help Desk (67%), One-on-One staff or student consultations (59%), workshops (technology or Blackboard), with the least identified reasons being use of the department's media production & faculty computer labs (18%), and Part-Time Faculty Day (workshops given during break-out sessions) at (17%).
- 27 respondents requested more or expanded services to include: teaching without technology sessions (effective classroom discussions), webinars, embedding YouTube video in Blackboard, and technology for staff/administrative departments.
- Of the 81 responses to modality of teaching, 93% identified on-ground/face-to-face teaching, with roughly 30% teaching hybrid or online courses in addition to tradition classes.
- Peer use of technology seems to drive the trend to adopt new methods of teaching: 46% usually use new technologies when most people they know do (so), while 45% like or love new technologies.

Goal 1c. Foster learning communities through the development of virtual teaching and learning resources allowing for shared professional development support.

In 2008 the CTL added more direct resource links to Blackboard: A Library Tab, a CTL Tab for most frequently needed, just-in-time tool demonstrations, and is adding an LEC (Learning Enhancement Center) tab in the near future.

2) CTL Website re-design; (migrating to WordPress)

- Certification for Online & Hybrid Teaching Program
- ULV Faculty “Best Practices” Blog for Teaching with Technology
- iPad pilot blog,
- Service request form
- Embedded calendar of events
- Links to academic resources (Wilson Library Faculty Commons, grant opportunities, etc.)
- YouTube teaching resources, ULV’s iTunes University site and CTL, external repositories for teaching ideas and free web-based applications, course transformation and design resources for hybrid and online courses, archived video and podcast items on CTL hosted presentations on Blackboard and past faculty teaching with technology panels

C. Design, budget for, and upgrade smart classrooms and learning spaces throughout the main campus, as well as provide consultation for off-campus learning spaces.

In the 2006 Faculty Instruction and Technology survey, a question regarding factors inhibiting the inclusion of technology into teaching included a choice about smart classrooms; 31% of all faculty felt that a lack of technology in classrooms was a discouraging factor. The results of the 2010 survey with regard to the availability of smart classroom technology are zero % in the dissatisfied category, for both full and part-time faculty as the main campus facilities have reached nearly 97% completion status.

In 2009 the CTL and CIO launched a survey in response to a query about overhead transparency use in classrooms. The survey sought to gauge the percent of full and part-time faculty who used the equipment on the main campus and gather ideas for replacement. The respondents were equally representative of full time (55.1%) and adjunct (44.9%) of the 125 total responses. Frequency of overhead projector use was never (63.9%), occasionally (21.3%), and frequently (14.8%). The majority, 73%, supported the removal of the projectors from classrooms in favor of placing them on a “check-out” basis in the Classroom & Lab Support office. Lastly, the majority of respondents, 70%, expressed approval for the addition of document cameras (3-D object projectors with enhanced features such as photo capture, image overlay, freeze-frame, etc.).

Supporting Adjunct Faculty as a Distinct Population

This section of the report encapsulates Adjunct Faculty effectiveness data, direct measure data, and subjects pertinent the fulfillment of the CTL’s goal to provide commensurate services to part-time faculty.

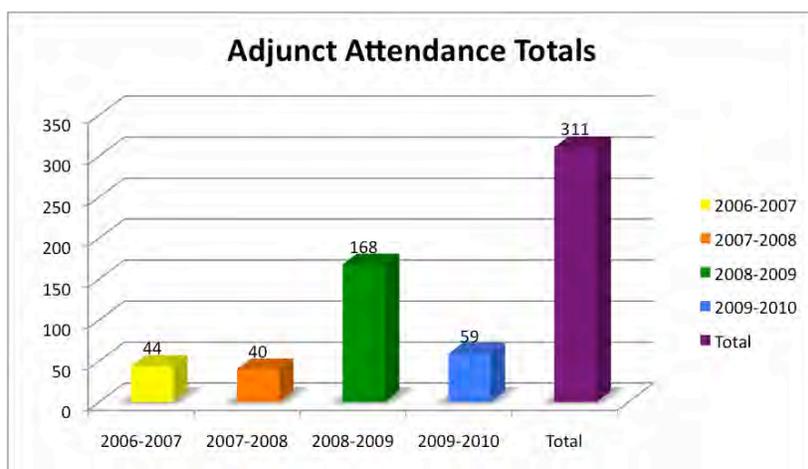
Support for adjunct faculty has historically posed some challenges for the CTL. Regional Campus visits are staff and time intensive, as well as a financial consideration. Working with the

Dean of RCA and Campus Directors, the CTL has developed a service plan to maximize the benefit and has leveraged web-conferencing to widen the scope of reach to adjuncts across barriers of distance. In past surveys and email feedback to main campus events, have routinely expressed frustration or surprise about CTL programs or services; main themes were lack of awareness of CTL services, time incompatibility, and proximity as core reasons for not accessing service.

Accessing Services

At the time of the 2006 CTL Faculty Instructional Technology survey, 83% of adjuncts had not attended a workshop or CTL event (N=164). To date, cumulative attendance for adjuncts is 311, or 22% of all workshop attendees (students, faculty, and staff combined). A larger number could be projected given the fact that nearly 10%, or 114 attendees, have not stated teaching or administrative rank at the University.

Figure 8: Adjunct Faculty Attendance Trends and Totals



The CTL has made progress in communicating our availability provide commensurate RCA and CAPA specific support services.

Presentations at the Part-Time Faculty Day, on-demand Regional Campus Trainings and department hosted events, electronic invitations to all CTL events, and inclusion of current adjuncts in faculty panel presentations, has produced positive outcomes.

Self-report feedback from regional campus trainings, as well as comments from Campus Center Directors, show an overall satisfaction with our presentations and their relevance to educating them on the available resources and support through the CTL.

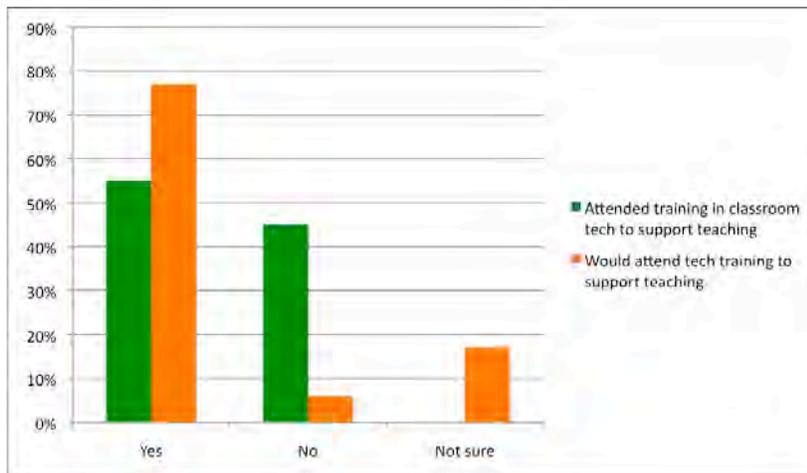
Additionally, unsolicited feedback in email communications from the adjuncts, and occasionally, the campus Center Directors points to high levels of satisfaction pertaining to general perceptions of inclusiveness in CTL programs and services.

In the Fall of 2009, the Office of Institutional Research and Assessment conducted a survey containing questions on information *and* instructional technology support from OIT (Office of

Information Technology) & CTL combined. When asked if the level of general technology support is acceptable, 83% of respondents agreed or strongly agreed.

With respect to questions on training for technology in teaching and interest therein, more than 50% of the 255 respondents attended training from the CTL (a sharp increase from the 2006 survey), and the majority of faculty surveyed indicated interest in more training as shown in figure 9.

Figure 9: Received Instructional Technology Training and Interest in Training



Satisfaction with The CTL Department & Services

Of the 44 adjuncts who responded to the 2010 survey, location of teaching was split evenly between main campus (54.5%) and region campus locations (45.5%). Representation of the Colleges was as follows: Business (45.2%), Education (31%), and Arts/Sciences (23.8%).

Adjuncts accessed department programs or services in the following order of frequency: Blackboard Help Desk (76%), One to One Consultation with CTL regular staff (59%), Certification for Online & Hybrid Teaching (41%), and One to One Consultation with Student Staff (35%).

Of those most frequently accessed program or services, their cumulative satisfaction rating of “met expectations” and “exceeded expectations” for each was:

Blackboard Help Desk (85%), One to One Consultation with CTL regular staff (74%), Certification for Online & Hybrid Teaching (58%), and One to One Consultation with Student Staff (74%).

Suggestions for improvements or future Center services are paraphrased below:

- *Full-time employees assist with Blackboard questions; more timely response to requests*
- *New technologies such as tablets, smart boards, and document cameras would improve teaching*
- *Go back to previous version of Blackboard*

- *Open house with tour of services*
- *A chat-line similar to what the Library has*
- *More evening workshops; programs geared to part-time faculty*
- *Using (faculty) websites*
- *Podcasting*
- *Subsidies for purchase of portable tech tools like laptops, Digimemo, etc.*
- *Working with Blackboard GradeBook*

Figure 10: Satisfaction with CTL Customer Service (N=96)

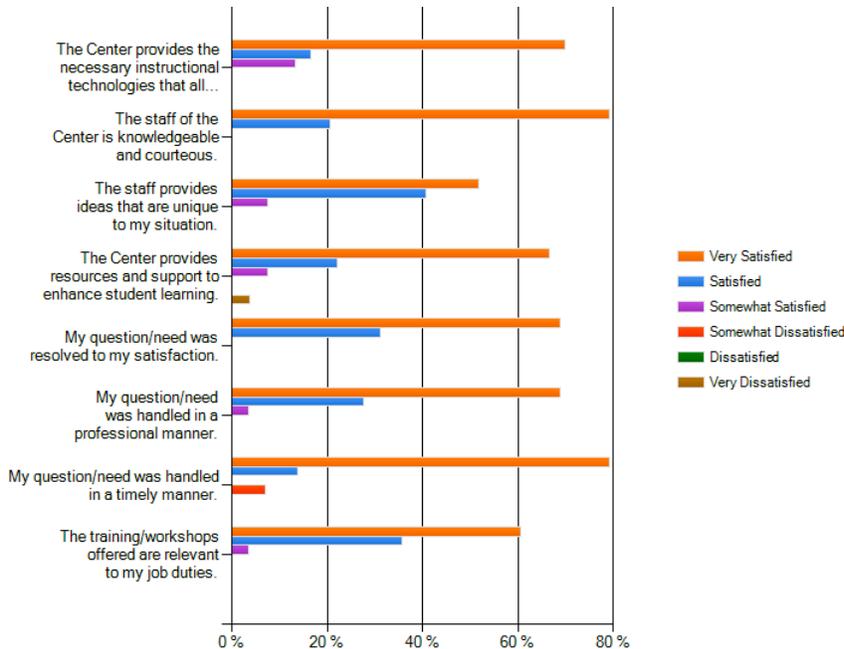


Figure 10 indicates that adjuncts rated timeliness of assistance and knowledgeable, courteous staff in the highest percentile of service satisfaction.

Gauging Adjunct Technology Use, Needs, and Interests (N=44)

Correlations between skill and frequency of use between the 2006 (N=189), and the 2010 survey results is difficult due to factors such as significant differences in question content, attrition over a four year time period, new hires who did not take the previous survey, and the low response rate to the 2010 survey. Ideas for garnering a higher response rate to next year’s survey will be addressed in the action recommendations section of this report.

That said, some key findings of the current survey were (response count in parenthesis):

- Self-description regarding new technology adoption mirrored that of their full-time counter-parts; 45% stated they use new technologies when most of their peers do, 42% like new technologies and use them before most people they know, while only 7% “love new technologies.” (31 answered question, 13 skipped question).
- 87.2% rated themselves as skilled to expert in Blackboard (31).

- 97% rated themselves as skilled to expert in using the World Wide Web for teaching (response count = 29), and 100% for using the web for research (31).
- 97% of respondents use the classroom projector and computer often or very often (29).
- 62% use the discussion forum in Blackboard often or very often (29).

Select responses for impetus for including instructional technology in teaching:

- To enliven content and provide deepened, interactive learning experiences
- Facilitate group work
- Keep student’s attention
- Helps with ESL students and shy students. Improves access. Adds tools that can be used when not in class
- Ease and consistency from class to class
- To prepare students for the workforce

Adjunct faculty are interested in developing and teaching hybrid or online courses. The evidence in support of this will be presented below in the certification data for the CTL.

CTL Goal # 2: To certify faculty in the pedagogy and practice of hybrid and online teaching.

a. Assist faculty in specialized online and hybrid course design, maximizing the technology available to transfer academic rigor from on-ground courses to the online environment

Table 7: Completion of Certification By Teaching Rank:

Rank	Count
Full-time Faculty	21
Adjunct Faculty	19
Audited/Waived	4

Note on count: Audited/waived are faculty and staff who participated in parts of the program but did not receive the stipend. The adjunct faculty count includes staff persons who teach courses at the University.

Four Department or Program Chairpersons have completed the certification to date and have concurrently evaluated the program in order to guide their faculty and inform their Deans of the process, and participate in specific departmental planning, for hybrid or online courses.

Figure 11: Certification Completion by College Fall 2006-Spring 2010

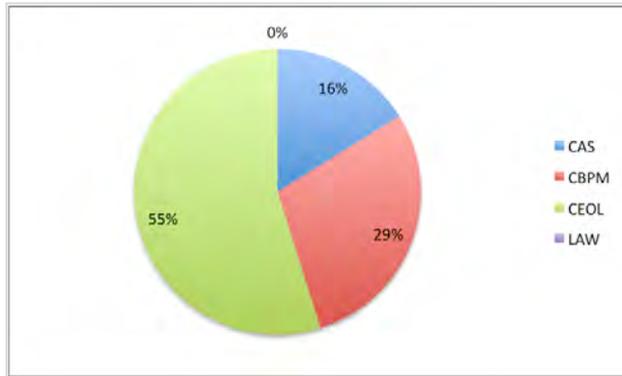


Figure 11 indicates that the College of Education and Organizational Leadership constitutes the majority of faculty who have completed certification with the CTL. This is due to the development of a new Online Child Development Program by the college.

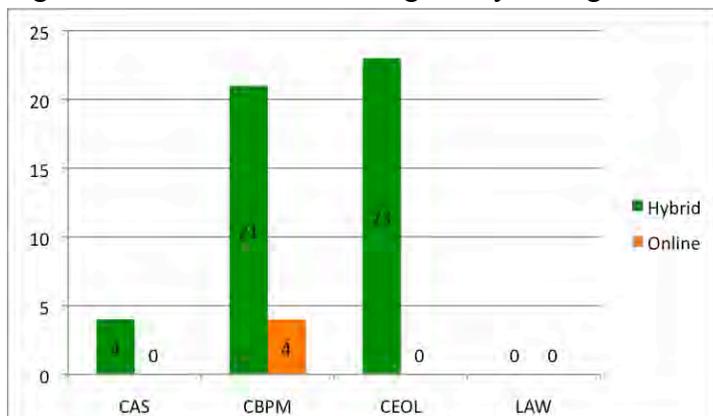
As a matter of process, the CTL does not accept self-referrals for our certification program for two reasons; primarily because completion of the program constitutes a financial agreement on the part of the CTL and the academic College for which the faculty teaches, and secondly, to facilitate quality instruction with a possibly increased probability to complete the program.

Previous online teaching experience for ULV automatically waives certification completion with the CTL (per the University’s Policies on the Development and Delivery of Online & Hybrid Courses at ULV), however, in an informal study of all faculty who have taught online over the past three years, more faculty are grandfathered into teaching online than have been certified by a ratio of nearly 2:1. However, as faculty complete certification and share experiences with newer technologies or methods of delivery, we see more online instructor attendance at workshops or interface with the CTL.

Roughly 53 faculty persons are in progress, to varying completion degrees, having been referred by a Dean or Department or Program Chairperson. The College of Business and Public Management have the majority, 50%, faculty members in progress or on hold. This large number is due to the CBPM’s initiative to convert all off-campus courses to hybrid within the next year.

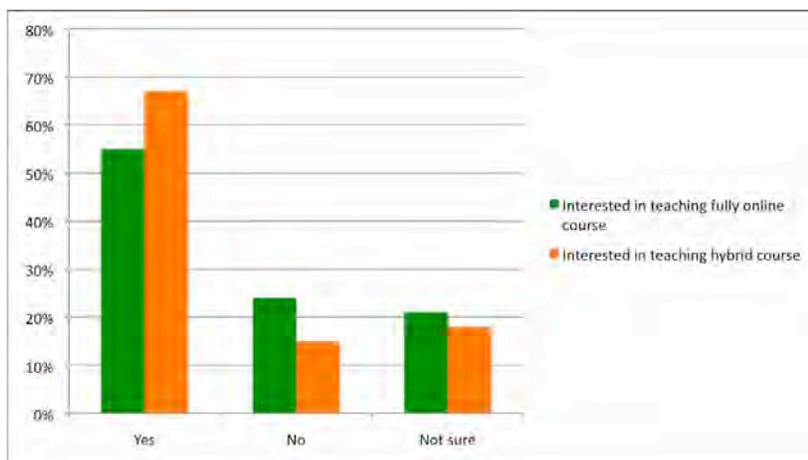
The three active colleges with certification referrals to the CTL, have varying expectations, approaches to, and impetus for hybrid and online course development. This will be elaborated upon in the section on hybrid and online growth findings.

Figure 12: Certifications in Progress by College and Course Type



As referenced in the adjunct faculty section of this report, the Office of Institutional Research and Assessment posed a question on interest for teaching hybrid or online courses at ULV.

Figure 13: Adjunct Faculty Interest in Teaching Hybrid or Online Courses (N=255)



As the figure illustrates, the interest in the hybrid course platform is slightly higher than that of fully online, however, the interest level is substantial. Again, the individual Colleges have differing policies on the appropriateness of adjunct assignment to online or hybrid courses.

Findings and Implications of the Post-Certification Annual Progress & Needs Assessment Survey, Spring, 2010 (N 23)

The certification program has been modified consistently over the past 2 years in response to faculty feedback. Newer materials faculty have found useful in course preparation have been included such as a template for planning conversion of on-ground classroom activities to the virtual environment, a chart depicting options for Blackboard and web applications in teaching listed by learning activity type, and a clear end-product handout of all necessary assignments or activities to successfully complete the certification program (a sneak-peak at the final exam, if you will). Materials have been used or modified with permission from distance learning experts in the field of online education.

In the first survey distributed since the inception of the Certification program (see Appendix I for full results), faculty members were asked to rank the most useful or satisfying part of their certification process. The ranking was as follows: The private “sandbox” provided for course material development and practice, followed by the stipend incentive, certificate for promotion/tenure file, or satisfaction of achieving the goal to feel prepared to transform/create a quality course. The remainder of ranking in order of importance cited the variety of content and options for learning that tied with the self-paced nature of the course. The structure of support provided by the certification instructors (CTL) was also highly ranked. Of the qualitative responses to this question, constructive criticism included the value of synchronous or live opportunities to connect with fellow faculty candidates in a meaningful way. Where asked if they felt the program would benefit others regardless of intent to teach online, 3 agreed strongly that it would, 5 felt it would be somewhat beneficial, and none stated it would have no value.

Most respondents did not feel that the methods of online teaching had a significant effect on how they teach their face-to-face courses; some already augmented courses with Blackboard or other web tools, however, one faculty member affirmed that the program has “helped me see connections between learning activities that I do with a face to face class and learning activities done online.” Another, an Assistant Professor of Public Administration, asserted:

“We as professors want to mirror what occurs in the workplace through our teaching in order to help our students compete as well as to help our students use relevant skills once employed. Already this semester, I can see where my efforts to create a synergy between in-class and online teaching has accomplished much more than what could be done in a lecture on the subject alone. With a focus on teaching and student learning outcomes, the certification process through the CTL is providing me with a valuable opportunity to design rich, student-centered courses.”

When asked to speak about their experience with peer mentoring (an integral part of the certification process whereby mentors in similar disciplines, are sought out by the CTL to provide access to courses taught online or hybrid by formerly certified faculty), two had no experience after certification, one felt they wished they had utilized the relationship more, two felt that they received excellent peer mentoring, while another became a mentor:

“After certification, I began mentoring other instructors who either wanted to know more about online teaching, or who were trying to move their campus-bound courses to an online format. It's been a fulfilling new step in my career development.”

Other post-certification feedback often comes in the form of a short narrative.

The following quote is from a female, in her mid-60's, who is an adjunct professor of Organizational Leadership for the past 16 years, and whom, after 2 years of consistent and gradual development with both the CTL and a CTL commissioned peer instructor, is realizing the tangible fruits of her labor and the possibilities of incorporating alternative modes of conducting class discussions and projects. Reflecting on her most recent hybrid course She states:

“Once again I am having a ball teaching a hybrid class. The reason it is so much fun is attributed to the support and training received from the CTL staff and the student techs. On April 8th, my students and I held our first Skype conference. We were in conference 2 hours allowing me an opportunity to expand upon concepts imbedded in the online assignments and allowing the students an opportunity to experience the teaching and learning process through another form of technology. The students have requested keeping this structure for the remainder of the course

In response to the most significant challenges or satisfaction with their post-certification teaching experience, most cited time constraints, technology over-load, and student barriers to technology use.

Research instruments with the purpose of measuring CTL impact on teaching and student learning, such as those courses that have undergone major transformation as a result of certification and continuing education, might be useful to determine student engagement or retention in courses as compared to the same course on ground. The recent publication by Dr.'s

Seta Whitby and Yehia Mortagy extrapolate on student satisfaction in online learning (see notes at the end of report for more information). CTL efforts to cull data has resulted in recent collaboration with the Institutional Research and Assessment department, as well as other research queries, to be discussed in section six.

b. Provide academic colleges and departments with the tools necessary to evaluate the efficacy of teaching in online and hybrid modalities.

Online and Hybrid Growth at ULV Survey (CTL Goals 1, 2, 3, and 4)

In the Spring of 2007 and again in 2008, the CTL Director distributed to the Provost's Council, a nationally recognized peer-review model for preparation and teaching of online programs, Quality Matters, for consideration for University subscription. Subsequently, a survey to assess expectations of academic leadership for online teaching and student learning outcomes, was distributed to 33 academic leaders with 13 surveys returned. With the advent of four new Deans in three years, these topics have been revisited on an individual basis. Most recently, the CTL Director met with the Dean of the College of Arts and Sciences prompted by questions about policy for certification, definitions and specific options for hybrid course delivery, options for quality assurance within the College, and needs assessment for specific courses or programs.

Key findings included:

- Potential programs identified for hybrid or online development: Environmental Education, BA in Business Administration, a hybrid undergraduate degree (3 years in face to face courses, final year fully online), Art History, Nursing (RN to BSN Completion), all the social sciences, Communications.
- 58% would support an online readiness program for students, whereas 42% were not sure (depends on what it entails).
- When able to select all choices that applied, respondents equally identified responsibility for student readiness and retention in online courses between the academic department (50%), the student (50%), the CTL (50%), the faculty member (42%), and RCA (33%).
- When asked about their awareness of policies for the delivery of online courses, the disparity of answers made it clear that the question didn't adequately delineate between University-wide versus College or Department policy. For example, in 2005, the CTL Director evaluated instructional design in all online MBA courses at the behest of the Associate Dean. Findings were measured against the CBPM rubric for online teaching provided to all instructors prior to teaching online. Beyond that, four respondents were unaware of a policy, 4 answered in the affirmative, 1 stated intent to develop such, and the others didn't understand the question. One stated, "There is a policy as to expectations, but each faculty tend to do their own thing."
- 12 of the 13 respondents indicated that there was no formal teaching assessment plan for online or hybrid instruction. One stated each faculty does their own, and one indicated nothing other than the current teaching evaluations.

- When queried about interest in a peer-evaluation rubric for online instruction, there was no consensus. Responses varied from “We don't provide subscription-based rubrics for on the ground teaching and there is not reason to do so for online except perhaps as a voluntary training tools for faculty teaching for the first time online or hybrid,” to “I am in favor of peers collaborating to improve instruction,” and “Yes. This would be helpful in evaluation of promotion and tenure, as well as course development for the faculty member and department.”

In analyzing the results of the survey, especially the qualitative feedback, it is clear that the survey instrument was poorly designed to gather useful information in some questions where definition of terms would have been useful. The open-ended feedback, however, is useful to guide current efforts in Academic Affairs to begin a more thorough study of academic and institutional capacity to grow online and hybrid programs.

3. To develop programs and services to support student academic technology use.

a. Support student access to, and resources for, academic technologies through collaborative efforts with the Library, Learning Enhancement Center and Office of Information Technology.

Although the CTL academic technology resources and student responsibility presentations to the First Year Experience students in the Fall of 2008 were not formally evaluated, about half of the 18 faculty and staff who taught those courses, solicited student feedback on the Director's presentation. For the most part, students showed an appreciation for the seriousness and relevance of the content to their academic lives. Reviews varied widely but yielded valuable information, especially in light of the lack of comprehensive ULV data (low response rate) collection in the area of academic technology and student success. This is discussed in the subsequent goal of student technology support. For example, students wrote:

“I learned that a lot of people have gotten busted for downloading illegally. If you get caught you could face jail time and possible explosion from your school. I didn't know how to log on to blackboard until she showed us how to use it. The site is actually pretty cool since you and other classmates can discuss what might be on a test and how to study for it. Everybody can meet and discuss a test together without actually meeting in the same place which can be a hard sometimes with everybody's schedules.”

“I thought it was very informative. But, as far as student survival, I think there should be a section that talks about what to do if you're undecided on your major, like I currently am.”

“I thought that the presentation was very useful. I received information that I do need to know. The CD was also useful because now instead of asking around I can just look it up on the CD.”

No sooner than the resource CD entitled “MyTech” (a fusion of MySpace and MyULV), the student email system changed and the CD was out of date. With the advent of the newly re-designed University website, the CTL, OIT, and other academic support departments have ensured that students have a portal to up to date and relevant technology resources.

The CTL recently queried faculty and students via Blackboard, about interest levels in lecture capture as a means of providing access to and mobile options for academic lectures.

Students were asked: *“how valuable would it be for you to review lectures on your iPod, in your Blackboard course, or through streaming video at a later date?”*

Of the 863 who responded, 66% indicated it would be very valuable, 24% indicated valuable, 9% indicated it would not be very valuable, while 1% chose “none of the above.”

Faculty members were asked the same question from an instructor’s view. Of the 52 responses, 29% indicated very valuable, 39%, valuable, 27% not very valuable, and 5% answered none of the above.

The CTL media production labs provide for podcasting and video lecture capture options, however, it is not a campus-wide resource at this time. The CTL is working with the Office of Facility and Technology Services to identify budget resources to advance this initiative.

b. Assess needs and design pro-active student readiness programs for technology in their academic lives.

The CTL is interested in data pertaining to student use of, and satisfaction with, information technology as it pertains to academic success. In order to make data-driven decisions for technology investments, we compare and review all available data from the NSSE (National Survey of Student Engagement) distributed by the Office of Institutional containing ULV student data. The second survey is the Students and Information Technology in Higher Education (SITHE).

In 2008 a statistically insignificant percentage of ULV students participated (N=27,000 distributed to 90+ higher education institutions). The survey is thorough and contains 49 questions. Approximately 25 ULV Freshman and Seniors participated in the survey, however, results will not be available until Fall 2010. In the meantime, we can ascertain some useful information from last year’s data as well as from the NSSE questions pertaining to information and instructional technology.

As the main support for instructional technology use at the University, the CTL can serve to inform faculty of students’ desires in the areas of their learning environments. The CTL provides Blackboard support to all students in technology-enhanced, hybrid, and online learning environments. The Blackboard Help Desk often also assists students in trouble-shooting computer issues in accessing and using the Blackboard system.

ULV Results of the NSSE (2008 National Survey of Student Engagement)

- *29% of First-Year and 41% of Senior ULV students feel La Verne has provided an enriching educational experience in the areas of providing complementary learning opportunities to enhance their academic program and technology use to facilitate collaboration between peers and instructors.*
- *76% of First Year and 81% of Seniors use computing and information technology. (Statistics for “quite a bit and very much” responses combined per student class level for the purpose of this report.)*

- *51% of First Year and 63% of Seniors used an electronic medium (list serve, chat group, Internet, instant messaging, etc.) to complete an assignment. (Statistics for “often and very often” responses combined per student class level for the purpose of this report.)*

Key findings and the implications for ULV/CTL/OIT

Interestingly, NSSE and SITHE do not align questions about student computing using a Course Management System for assignments. SITH asks specifically about frequency, skill-level, and overall experience with using Course Management Systems.

45% of students nationally have a skill level of very skilled to expert (First Year & Senior combined) with a CMS. 57% of the students use a CMS several times/week to daily. 69% of students have a positive to very positive experience with a CMS.

These findings might assist the CTL in working with faculty to prepare student use of and support for using Blackboard. Mixed attitudes about using a CMS to enhance on ground courses exist among faculty and academic leadership. The SITHE data does not delineate frequency of CMS usage between class types (web-enhanced, hybrid, or online) so that might be an area we can garner better data from ULV students. Data gathered might also serve to dispel the commonly held belief that online materials provided to students causes them to skip class: only 19% of First Year and 19% of Seniors agree or strongly agree with this behavior (from the SITHE study).

4. To support students in hybrid and online courses.

a. Maintain and expand the help desk support for the Blackboard course management system.

The CTL estimates that student usage of Blackboard has increased. Accurate data is difficult to obtain without data mining software (currently under evaluation by the CTL Instructional Administrator), however, we based the following rough data on courses made “available” by faculty (showing intent to use) and a low-ball average of 15 students per course section. Measurements could be more made of fully online enrollments, however, Blackboard is used in hybrid and web-enhanced courses. The count is factored for duplicate enrollments as students might be in more than one course for which Blackboard is utilized.

Table 8: Estimated Number of Students Using Blackboard (web-enhanced, hybrid, or fully online; student count duplicated for multiple section enrollment).

Academic Year	Student Count
2007	3030
2008	5050
2009	4575

Expanding student (and faculty) support to meet the department goal could mean hiring more students for Friday night and weekend hours. If we collect data on time of day and day of the week for BB help calls and emails we can ascertain if we are meeting the needs of students and

faculty with our existing help desk. With a shortage of work-study students at times, students are hired off the CTL budget posing potential threats to this initiative with recent reductions in fiscal years 2008-2009 in that line item totaling \$16,000 (discussed in the capacity section of this report).

b. Assess needs, design, and maintain contemporary support resources for online learning.

The CTL is actively involved in the purchase, design, and support of mobile learning initiatives including iPads and smart phone support.

With the recent upgrade to Blackboard version 9, the CTL prepared easy-to-access video instruction for both students and faculty in order to orient them to the new look and navigation of the online environment. To date, the CTL YouTube channel has had 169 views in less than 3 weeks.

The newly re-designed CTL website will serve provide students with multiple avenues for academic success through technology.

c. Communicate regularly with academic stakeholders to inform data driven decision-making.

The CTL Director attends Provost Council, meets individually with Deans as does the Assistant Director, attends small Department or Program meetings, gives a monthly report to the FTC, and provides research to various committees on technology and faculty development progress and policy.

5. To support University staff in the use of academic or instructional technologies.

a. Provide media production assistance services to administrative units.

2010 CTL Survey: the survey was not designed properly to capture non-teaching staff data in order to identify administrative satisfaction with programs or services. Open-ended responses gathered from staff that teach, reflect an appreciation for CTL resource and staff availability.

Major projects in support of the ULV community have included:

WASC video production 2009-2010:

1. [Invitation to Engage in the WASC Process](#)
2. [Introduction to the WASC Review Cycle](#)
3. [WASC CPR and EER Collaborative Process](#)
4. [Theme 1: Improving Student Achievement through Assessment](#)
5. [Theme 2: Building on Quality in Campus Climate](#)
6. [Theme 3: Building on Excellence through Planning and Implementation](#)

Other major projects included but were not limited to: the 2008 Student Affairs club video promotions and various doctoral candidate video projects, etc.

b. Train pertinent support staff in the use of Blackboard.

Academic and administrative staff often access CTL instruction for the use of Blackboard. The two most common requests are training to assist in the use of the Organizations in Blackboard for committee work or other reasons, for documents storage for departments or programs, or college communities.

c. Collaborate with the Office of Information Technology in the support for productivity applications for staff.

In the past, the CTL offered on-demand Microsoft applications training, specifically at the time of the classroom computer upgrades from Office '04 to '07. The faculty and students experienced some issues with regard to file types, plug-ins, and basic use of the common programs such as Word, Excel, and PowerPoint. Currently, the CTL refers requests for training to OIT if we don't have a workshop planned, and communicate the availability of the Makau, web-based training applications provided by OIT. However, the CTL student staff continues to provide PowerPoint instruction, higher-level applications production for administrative purposes when there is a time constraint that prohibits self-paced training.

Summary of Findings

The key areas of success are:

- *Met or exceeded department goals set in 2008*
- *Increased interest and participation in CTL programs by more than 50% since 2007*
- *Met goal of smart classroom expansion from 60% to 97% complete (joint project with OIT department).*
- *Excellence in service to the academic community; high satisfaction rating by clientele*
- *Innovative, personalized, "high-touch" approach to faculty development; indirect measures and informal feedback from faculty participants, Deans, and academic leaders indicate high satisfaction levels with training and consultation services*
- *Certified 44 faculty in the Teaching Online & Hybrid Course program; 53 in progress*
- *Pivotal role in the development, support, and success of technology initiatives in three University Title V grants*

The key challenges are:

- *Academic leadership changes; also an opportunity to align academic technology direction*
- *Access and joint utilization between CTL and curricular support units is challenged by previous lack of relevant data. Consistent and unified assessment of academic technology across the University results in disjointed portrait of instructional technology strategic planning efforts*
- *Staffing levels below peer comparison institutions*
- *Budget fluctuations and constraints*
- *Lack of University strategic plan for instructional technology that delineates a shared vision for collaboration with academic support units*
- *Effectiveness of bringing research to bear upon technology adoption and direction*

VI. Action Recommendations In Order of Priority:

The CTL would benefit from one new position in professional staff with teaching expertise as well as one additional technical support staff to meet increased demand for teaching-focused services and increased outreach to adjunct faculty members.

The current staffing level is insufficient to support the increased demand for instructional technology services across all ULV academic sectors.

Successful faculty development for transforming teaching methods through instructional technology requires confidence in the experience of the staff to possess instructional design expertise – an effective means of establishing credibility. The CTL should continue to seek funding for to replace vacancy of an Instructional Technology Specialist.

The CTL currently leverages Title V grant monies to augment purchases and maintain necessary resources. New funding sources could support graduate student internships in the CTL to provide learning technology services in specialized areas of instructional design.

The CTL would benefit from a consistent and appropriate reporting structure.

Academic Affairs and the University leadership have an opportunity to align curricular support units both physically and functionally. Strategic planning for this objective should be based upon successful models among our comparison institution's current reporting relationships with respect to Library services, Academic Technology, Information Technology, e-Learning, Multimedia Services, and Faculty Development departments. Cal Poly Pomona is a good example of aligned academic support services.

According to the 2009 Campus Computing Report, some 40% of academic computing units report reorganizing in the past two years, while another 25% anticipate reorganizing within the next two years.

Most instructional technology units reside under a Chief Information Officer with a division for academic technologies (77% of private Universities according to 2008 Educause Core Data Services & echoed in the Campus Computing Report). Where under a Provost or Library, CTL's are often referred to as Centers for Teaching Excellence whose Directors foster teaching support and organize or collaborate with Library, instructional media specialists, and IT for faculty development; That is to say, teaching effectiveness is the mission, technology is a method.

The CTL budget requires restructuring and augmentation for adequate support for growth in online teaching, student technology and pilot initiatives, currently underfunded.

The CTL, given the challenges of budget and staffing shortfall, is effective in supporting large numbers of academic technology users, however, improvements could be made. Classroom and online teaching resources such as specialized software and pilot projects for emerging technologies, require significant investments to support scalability. Document cameras, new ADA compliant and user friendly hardware such as needed improvements in large lecture spaces

and classrooms is not currently funded; external grant opportunities should be explored more widely. Additional, faculty monetary incentives could be better funded through teaching innovation awards outside of the CTL budget.

Title V technology monies from the CBPM's five year grant will soon expire and others with technology initiatives such as the STEM grant are too specialized in purpose to support general CTL, mission-critical initiatives. The identification of future funding opportunities, commonly seen in higher education as research grants for educational technology or corporate partnerships, would be appropriate as a joint effort with the Office of Sponsored Research and discretionary funding available in Academic Affairs. Finally, funding for student wages could be re-established to 2008-2009 funding levels (a \$1 increased to cover the cost of graduate student assistants and the expansion of the Blackboard Help Desk to weekend hours).

The CTL could do more to proactively encourage and support our student's academic success and work-place readiness.

Continue to frame instructional technology use through the lens of student learning and access. Present such research to academic leadership where appropriate. The 2009 ECAR student information technology survey indicates: students perceive that more instructors need to use technology effectively in their courses; students want a balance between classroom interaction and online activities. Students desire multiple opportunities for learning through the use of technology to provide variety and creativity (Internet research, games and simulations, text-based conversations in email, IM, text messaging, contributing to blogs, wiki's, creating and listening to audio content (podcasts, webcasts, course lectures, and online video).

- Increase focus on and investment in, proven student-centered academic technologies such as mobile learning.
- Measure student use of and satisfaction with the Blackboard system, and CTL support in ULV courses.
- Assist students to succeed in the challenging process of online learning. Continue development of a student readiness for online learning program (to be completed by spring 2011).
- Assess technology needs for the graduate student population via the Title V Graduate Success survey (currently under development).
- Continue to provide high-level marketable job skills through contemporary technology proficiencies for CTL student workers for success in careers after graduation.

The CTL can improve its programs and services.

- Design and offer more productivity-based technology workshops for administrative support staff (in response to requests in satisfaction survey).
- Offer teaching-themed workshops with technology as secondary focus
- Invite staff to regular workshops

- Design and pilot a “Certification for Teaching in a Smart Classroom” program

The CTL can increase communication to our clients and constituents.

- Inform the ULV community regularly of upcoming events and the academic community in particular, of upcoming events at beginning of each semester or term. Follow-up with newly hired faculty to encourage support and inform them of CTL services mid-year.
- Publish monthly department newsletter.
- Place news items in the Campus Times or University Website. Consider RSS feed for CTL Website and create a Face Book entity (or other) options for community to “follow” CTL online.

The CTL should leverage assessment strategies to build upon the “culture of evidence” movement underway as a result of the University’s WASC accreditation process.

- Improve tracking for Blackboard and technology assistance; include email requests received in the CTL email account in future services and productivity analysis.
- Achieve more accurate analysis of Blackboard utilization and depth of use to complement indirect measures such as the annual technology survey. Obtain richer data from Blackboard on hit counts for aggregate access count. Such data might be useful to inform both academic (Provost, Faculty Technology Committee) and technology infrastructure (CIO) decisions with regard to new course management system adoption in the future, budgeting, scalability, administrative uses for the system (a potential benefit to students such as the incorporation of student services and academic organization and department support).
- Disseminate “point-in-time” feedback for each media production project via web link to evaluation form
- Conduct a bi-annual department satisfaction surveys; separate it from annual technology use survey rather than only annually. Choose a non *semester-critical* time to launch surveys (avoid beginning or end of semester) to improve response rate and avoid survey fatigue.
- Reduce the number of technology and Blackboard variables in the annual faculty technology survey; the survey is too long as currently designed.
- Begin discussion with Institutional Research and Assessment (IR&A), OIT, and Faculty Technology Committee to synchronize technology surveying of ULV students and faculty. Four surveys were distributed from four different departments, each containing technology support or utilization questions.
- Continue to work with IR&A to measure any significant effect of the CTL’s certification program for online course transformation by comparing courses taught without CTL assistance, and those courses designed as part of certification using the methodology of the current study suggested by the CTL Director earlier this year: “The Two Worlds of

MBA Education: Online and Face-to Face Delivery,” by Dr. Cao through the Office of Institutional Research.

The CTL will provide vision, leadership, and scholarship for academic technology best practices at the institution through the following:

- In early 2009, the CTL Director proposed a faculty Distance Learning Committee to support policy, practice, and assessment for online and hybrid teaching. Dr.’s Barbara Nicoll and Donna Redman from the College of Education and Organizational Leadership, have been invited, and have agreed, to take this proposal to Faculty Senate and Assembly for discussion.
- Suggest that Certification for Teaching Online completion be an explicit part of tenure and promotion (faculty development research and literature points to a valid incentive for faculty adoption of technology-enhanced and innovative teaching practices).
- Provide syllabus templates and specialized technology-enhanced course guides for faculty, Department Chairs and Deans as resources for course reviews.
- Continue to participate in the future of Online Teaching and Learning initiatives. Provide research to stakeholders to inform decision-making. (*In-process*)
- Co-lead with the CIO and Faculty Technology Committee, the study and discussion with on the feasibility of future migration from Blackboard to an open-source learning management system (2013);
- Collaborate on pertinent instructional technology publications with faculty and administration to represent the University’s commitment to teaching innovation in both the National and International higher education community.

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Appendices

Appendix A: Map

Appendix B: Floor Plan

Appendix C: Basic Equipment Inventory

Appendix D: Software Inventory

Appendix E: 2010 Faculty & Staff Instructional Technology Assessment and CTL Satisfaction Survey

Appendix F: Spring 2010 Certification Survey Results: Octopus Exit Survey (N=27)

Appendix G: Octopus Entrance: Faculty Technical Skills Survey (Blank Instrument)

Appendix H: Octopus Exit: Faculty Technical Skills Survey (Blank Instrument)

Appendix I: Post-Certification Annual Progress & Needs Assessment

Appendix J: Overhead Projector Use by ULV Faculty Survey

Appendix K: List of Hybrid and Online Certification Tasks

Appendix L: Tech Fee Allocations

Appendix M: Sample of CTL Student Genius Work

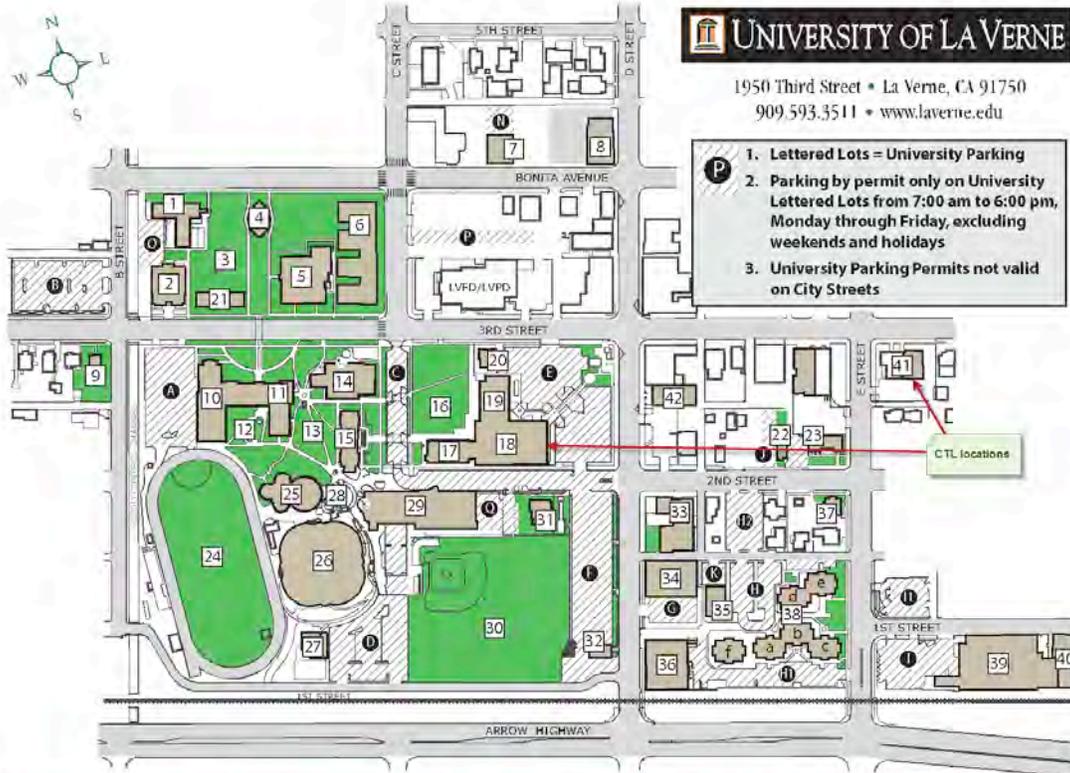
Appendix N: CTL YouTube Channel

Appendix O: CTL Strategic Planning Map – Online & Hybrid Growth at ULV

Appendix P: 2008 Survey of Online & Hybrid Growth at ULV

Appendix A

Map



UNIVERSITY OF LA VERNE MAP LEGEND

Arts & Communication 36	Central Services - east 40	Founders Hall 11	Leo Hall 33	Sports Science & Athletics Pavilion 26
Art	Off East	Academic Affairs	College of Education & Organizational Leadership	Athletic Training
Communications	Purchasing	Computer Science	Leadership	Campus Safety
LVTN & LEOM Studios	ILM Graphics	Executive Vice President's Office	Deans' Office	Fourth Athletic Center
Kill Wall Space		History & Political Science	Graduate Admission	Housekeeping
Barkley 34	Central Services - west 39	Majoran Auditorium	Public Health & Administration	Intercollegiate Athletics
Education	Capital Planning	Music	23	Movement & Sports Science
Barkley Annex 35	Enrollment Management	President's Office	Literacy Center 42	
RCA Teacher Education	Facilities & Technology Services	Provost's Office	Lordsburg Building 42	Stu-Han Residence Hall 6
Ben Hines Field 30	Mail Services	Speech Communication	Liberal Studies	University Advancement 7
Marketing & Recruiting	RC Administration	Graduate Academic Services 22	Mainiero Hall 10	Public Relations
Unified Service Desk	Unified Service Desk	Hanawalt Fitness Center 27	Biology	University Bookstore 8
Chapel 4	Chapel 4	Football Program	Chemistry	Off North
Campus Ministry	Campus Ministry	Hanawalt House 31	La Feta Lecture Hall	University Quad 13
College of Business & Public Management 19	College of Business & Public Management 19	Alumni Relations	Mathematics	University Mall 3
Business Management & Leadership	Business Management & Leadership	Health Services 37	Physics	Wilson Library 18
Dean's Office	Dean's Office	Hoover 5	Miller Hall 15	Student Accounts
Public & Health Administration	Public & Health Administration	College of Arts & Sciences	Carlson Gallery of Photography	Treasury, Management & Budget
Dailey Theatre 25	Dailey Theatre 25	Dean's Office	English	
Theatre Arts	Theatre Arts	Psychology	Institutional Research	
Davenport Dining 14	Davenport Dining 14	CAPA (RCA)	Legal Studies	
Presidents Dining Room	Presidents Dining Room	Sociology/Anthropology	Modern Languages	
West Dining Room	West Dining Room	University Counseling Center	Philosophy & Religion	
ELS House 9	ELS House 9	Human Resources 21	Photography	
Fasnacht Court 12	Fasnacht Court 12	Johnson Family Plaza 28	Music Annex 20	
		Landis Academic Center 17	The Oaks Residence Hall 38	
		Allied Business Sciences & Economics	Student Housing & Residential Education	
		Business Management & Leadership	Organizational Leadership 32	
		Harris Art Gallery	Ortmayer Athletics Complex 24	
		Howell Board Room	Sneaky Park 16	

Appendix B

Floor Plan



Appendix C

Basic Equipment Inventory

Type	Number	Adequate? Yes/No	Need? Yes/No
Telephones	7	Y	
Fax machines	1	Y	
Scanner	6	Y	
Shredder	1	Y	
T.V. monitor	4	Y	
CD player	1	Y	
Computer projector	2	Y	
Lab top computer	4	Y	
Desk top computer	9	Y	
Specialized software (non-standard)	20	Y	
Printer-B & W	1	Y	
Printer-Color	4	Y	
Copier	2	Y	
Laminating machine	1	Y	
Speaker	8	Y	
Microphones	14	Y	
Loud Speakers	0		N
Walky-talky	0		N
Electric carts	0		N
Gasoline Vehicles	0		N
File cabinets	2	Y	
Shelf space	6	Y	
Specialized Tools (name)		Y	

CD/DVD Duplicator	1	Y	
VCR/DVD	3	Y	
DV Converter	1	Y	
Multi Card Reader	1	Y	
Audio Mixer	3	Y	
Mini DV Camera	4	Y	
Pro Lighting Set	2	Y	
Camera Backdrop	2	Y	
Tripod	5	Y	
Digital Camera	3	Y	
Web Cam	5	Y	
Flip Video Camera	5	Y	
Large Format Printer	1	Y	
Digital Audio Reader	5	Y	
VHS Duplicator Rack	1	Y	

Appendix D
Software Inventory

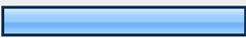
Software Application	Number of Licenses	Standard/Specialized
Adobe CS3 – Mac	1	Specialized
CrazyTalk 4 – PC	1	Specialized
Macromedia Studio MX -PC	1	Specialized
Adobe Photoshop Elements – Mac	1	Specialized
Adobe Photoshop Elements – PC	2	Specialized
CD Architect 5 -PC	1	Specialized
Sound Forge 8 -PC	1	Specialized
Final Cut Studio 7 - Mac	1	Specialized
Ultra Studio 2 -PC	1	Specialized
Adobe Acrobat 9 – Mac	1	Specialized
Toast Titanium 10 – Mac	1	Specialized
Bento 3 – Mac	1	Specialized
VM Ware Fusion 3 – Mac	3	Specialized
Adobe CS4 – Mac	1	Specialized
iWork '09 – Mac	1	Specialized
Adobe CS3 – PC	1	Specialized
Mac Speech Dictate	1	Specialized
Camtasia Studio – Mac	15	Specialized
Camtasia Studio – PC	10	Specialized
SnagIt -PC	10	Specialized
SoftChalk	25	Specialized

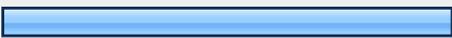
Appendix E

2010 Faculty & Staff Instructional Technology Assessment and CTL Satisfaction Survey

2010 Faculty & Staff Instructional Technology Assessment & CTL Satisfaction Survey

1. Name (optional, will remain confidential)		
		Response Count
		58
<i>answered question</i>		58
<i>skipped question</i>		77

2. Are you currently a full-time or part-time instructor?			Response Percent	Response Count
Full-time			48.3%	57
Part-time			37.3%	44
Staff who teach courses			14.4%	17
<i>answered question</i>				118
<i>skipped question</i>				17

3. Where is your primary teaching responsibility?			Response Percent	Response Count
Main campus			69.6%	78
Regional campus locations			30.4%	34
Other (please specify)				16
<i>answered question</i>				112
<i>skipped question</i>				23

4. Main College Affiliation			
		Response Percent	Response Count
College of Arts and Sciences		24.8%	28
College of Business & Public Management		34.5%	39
College of Education & Organizational Leadership		37.2%	42
College of Law		3.5%	4
		Other (please specify)	10
		<i>answered question</i>	113
		<i>skipped question</i>	22

5. Which CTL programs or services have you accessed in the past teaching year? (Please check all that apply)

		Response Percent	Response Count
Blackboard Week		27.8%	25
Blackboard Help Desk		66.7%	60
Faculty Panel on Teaching with Technology		32.2%	29
Small workshops (Technology or Blackboard)		52.2%	47
Part-Time Faculty Day Session		16.7%	15
Faculty Lab in the CTL		17.8%	16
One on One consultation with CTL Staff (includes web/phone session)		58.9%	53
One on One consultation with CTL Student Staff (includes web/phone session)		31.1%	28
Certification for Hybrid or Online Teaching		25.6%	23
Other (please specify)		4.4%	4
		<i>answered question</i>	90
		<i>skipped question</i>	45

6. Of the services you have accessed, please rate your overall satisfaction level with each.

	Exceeded expectations	Met expectations	Did not meet expectations	Does not apply	Response Count
Blackboard Week	21.8% (12)	23.6% (13)	1.8% (1)	52.7% (29)	55
Blackboard Help Desk	35.8% (29)	43.2% (35)	0.0% (0)	21.0% (17)	81
Faculty Panel on Teaching with Technology	29.8% (17)	29.8% (17)	1.8% (1)	38.6% (22)	57
Small workshops (Technology or Blackboard)	39.7% (27)	27.9% (19)	2.9% (2)	29.4% (20)	68
Part-Time Faculty Day Session	14.9% (7)	17.0% (8)	2.1% (1)	66.0% (31)	47
Faculty Lab in the CTL	27.1% (13)	12.5% (6)	0.0% (0)	60.4% (29)	48
One on One consultation with CTL Staff (includes web/phone session)	53.6% (37)	21.7% (15)	2.9% (2)	21.7% (15)	69
One on One consultation with CTL Student Staff (includes web/phone session)	37.5% (21)	25.0% (14)	0.0% (0)	37.5% (21)	56
Certification for Hybrid or Online Teaching	24.6% (14)	15.8% (9)	7.0% (4)	52.6% (30)	57
	<i>answered question</i>				99
	<i>skipped question</i>				36

7. Thinking of your recent experience with the Center, how much do you agree with the following statements?

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	R
The Center provides the necessary instructional technologies that allow me to perform my job effectively.	66.7% (58)	24.1% (21)	6.9% (6)	2.3% (2)	0.0% (0)	0.0% (0)	
The staff of the Center is knowledgeable and courteous.	79.5% (70)	17.0% (15)	2.3% (2)	1.1% (1)	0.0% (0)	0.0% (0)	
The staff provides ideas that are unique to my situation.	60.2% (50)	30.1% (25)	6.0% (5)	3.6% (3)	0.0% (0)	0.0% (0)	
The Center provides resources and support to enhance student learning.	70.4% (57)	21.0% (17)	4.9% (4)	1.2% (1)	1.2% (1)	1.2% (1)	
My question/need was resolved to my satisfaction.	65.9% (56)	28.2% (24)	4.7% (4)	0.0% (0)	1.2% (1)	0.0% (0)	
My question/need was handled in a professional manner.	70.5% (62)	23.9% (21)	4.5% (4)	0.0% (0)	1.1% (1)	0.0% (0)	
My question/need was handled in a timely manner.	68.2% (58)	22.4% (19)	3.5% (3)	2.4% (2)	2.4% (2)	1.2% (1)	
The training/workshops offered are relevant to my job duties.	62.5% (50)	25.0% (20)	8.8% (7)	1.3% (1)	2.5% (2)	0.0% (0)	
						Other (please specify)	
						answered question	
						skipped question	

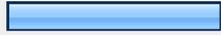
8. Please rate your satisfaction level with the following:							
	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	R
Blackboard (please list separately in "other" student feedback you wish to relate)	32.3% (30)	53.8% (50)	7.5% (7)	6.5% (6)	0.0% (0)	0.0% (0)	
Classroom Technology Availability (please list in "other" specific comments. Support is an OIT/CLS function)	31.0% (27)	48.3% (42)	14.9% (13)	5.7% (5)	0.0% (0)	0.0% (0)	
Availability of emerging technologies	27.7% (23)	45.8% (38)	15.7% (13)	9.6% (8)	1.2% (1)	0.0% (0)	
Pro-activity of assistance with integrating technology into your teaching	40.7% (33)	39.5% (32)	13.6% (11)	4.9% (4)	1.2% (1)	0.0% (0)	
Availability of information for incorporating technology in your teaching	34.1% (28)	51.2% (42)	9.8% (8)	3.7% (3)	1.2% (1)	0.0% (0)	
Poster services	25.9% (15)	44.8% (26)	20.7% (12)	6.9% (4)	0.0% (0)	1.7% (1)	
Media production services (slide transfer, scanning, video production, audio production)	24.2% (15)	48.4% (30)	19.4% (12)	3.2% (2)	0.0% (0)	4.8% (3)	
						Other (please specify)	
						answered question	
						skipped question	

9. What programs or services would you like the Center to offer in the future?	
	Response Count
	27
	answered question 27
	skipped question 108

10. What improvements can be made to the Center's services to enhance your teaching or your students' learning?		
		Response Count
		27
<i>answered question</i>		27
<i>skipped question</i>		108

11. In which modalities do you teach (select all that apply)			
		Response Percent	Response Count
Face to Face with Web-enhancement and/or smart classroom technology		92.6%	75
Hybrid (at least 50% of your course is online)		28.4%	23
Fully Online		28.4%	23
<i>answered question</i>			81
<i>skipped question</i>			54

12. Which of the following best describes you?

		Response Percent	Response Count
I am skeptical of new technologies and use them only when I have to.		1.1%	1
I am usually one of the last people I know to use new technologies.		7.9%	7
I usually use new technologies when most people I know do.		46.1%	41
I like new technologies and use them before most people I know.		32.6%	29
I love new technologies and am among the first to experiment with and use them.		12.4%	11
		<i>answered question</i>	89
		<i>skipped question</i>	46

13. What is your skill level as an instructor with the following:

	Not at all skilled	Moderately skilled	Skilled	Very skilled	Expert	Response Count
Email	0.0% (0)	1.2% (1)	14.5% (12)	45.8% (38)	38.6% (32)	83
WWW for research	0.0% (0)	3.5% (3)	22.1% (19)	46.5% (40)	27.9% (24)	86
WWW for teaching	2.6% (2)	7.7% (6)	29.5% (23)	42.3% (33)	17.9% (14)	78
Word Processing	0.0% (0)	2.4% (2)	16.7% (14)	47.6% (40)	33.3% (28)	84
Spreadsheets (Excel, etc.)	10.7% (9)	19.0% (16)	27.4% (23)	27.4% (23)	15.5% (13)	84
Statistical Software (SAS, SPSS, Excel Data Analysis, etc.)	37.3% (31)	19.3% (16)	24.1% (20)	15.7% (13)	3.6% (3)	83
Webpages, Blogs, Wikis (UGC's)	27.4% (23)	27.4% (23)	25.0% (21)	15.5% (13)	4.8% (4)	84
Blackboard	7.2% (6)	16.9% (14)	33.7% (28)	32.5% (27)	9.6% (8)	83
Creating multimedia for teaching (audio narration, video)	37.5% (30)	26.3% (21)	13.8% (11)	17.5% (14)	5.0% (4)	80
Using multimedia in teaching online	35.4% (28)	22.8% (18)	20.3% (16)	16.5% (13)	5.1% (4)	79
Smart classroom (data projector, etc.)	3.7% (3)	21.0% (17)	29.6% (24)	24.7% (20)	21.0% (17)	81
Audience response systems (clickers)	53.2% (42)	16.5% (13)	13.9% (11)	8.9% (7)	7.6% (6)	79
Instant Messaging (IM)in or out of Blackboard	35.0% (28)	22.5% (18)	22.5% (18)	12.5% (10)	7.5% (6)	80
Text Messaging & Smart Phone	16.9% (14)	21.7% (18)	26.5% (22)	15.7% (13)	19.3% (16)	83
Access Internet from Cell phone or PDA	26.5% (22)	19.3% (16)	20.5% (17)	18.1% (15)	15.7% (13)	83
Presentation software (PPT, Keynote, Google Docs, etc.)	14.6% (12)	20.7% (17)	22.0% (18)	23.2% (19)	19.5% (16)	82
Graphic software (Photoshop, Publisher, Pages, etc.)	24.4% (20)	29.3% (24)	28.0% (23)	14.6% (12)	3.7% (3)	82
Audio creation software (GarageBand, Audible, etc.)	64.6% (53)	18.3% (15)	3.7% (3)	9.8% (8)	3.7% (3)	82
Video creation software (iMovie, Director, Camtasia)	64.2% (52)	14.8% (12)	7.4% (6)	9.9% (8)	3.7% (3)	81

Social networking websites (FaceBook, LinkedIn, etc.)	35.4% (29)	22.0% (18)	19.5% (16)	12.2% (10)	11.0% (9)	82
Online virtual worlds (SecondLife, etc.)	76.3% (61)	10.0% (8)	10.0% (8)	3.8% (3)	0.0% (0)	80
Podcasting	65.0% (52)	20.0% (16)	6.3% (5)	7.5% (6)	1.3% (1)	80
Social bookmarking (Delicious, etc.)	73.4% (58)	12.7% (10)	8.9% (7)	2.5% (2)	2.5% (2)	79
Webcasting (live Internet meetings)	58.8% (47)	18.8% (15)	13.8% (11)	5.0% (4)	3.8% (3)	80
Virtual Gaming and Simulations	72.8% (59)	17.3% (14)	4.9% (4)	4.9% (4)	0.0% (0)	81
Web Conference Software (AdobeConnect/etc.)	52.5% (42)	21.3% (17)	12.5% (10)	7.5% (6)	6.3% (5)	80
Other (please specify)						4
<i>answered question</i>						86
<i>skipped question</i>						49

14. What is your skill level as an instructor with the following Blackboard features:

	Not at all skilled	Moderately skilled	Skilled	Very skilled	Expert	Response Count
Content Area (upload syllabus, course documents, files)	6.3% (5)	20.0% (16)	18.8% (15)	35.0% (28)	20.0% (16)	80
Announcements	6.3% (5)	18.8% (15)	17.5% (14)	38.8% (31)	18.8% (15)	80
Course Calendar	15.4% (12)	26.9% (21)	19.2% (15)	25.6% (20)	12.8% (10)	78
Faculty Information (profile)	7.6% (6)	24.1% (19)	19.0% (15)	32.9% (26)	16.5% (13)	79
Email	8.8% (7)	13.8% (11)	16.3% (13)	41.3% (33)	20.0% (16)	80
Messages (internal mail, not email)	19.0% (15)	25.3% (20)	21.5% (17)	21.5% (17)	12.7% (10)	79
Discussion Board	13.9% (11)	17.7% (14)	22.8% (18)	26.6% (21)	19.0% (15)	79
Collaboration (chat, virtual classroom)	33.3% (26)	23.1% (18)	17.9% (14)	16.7% (13)	9.0% (7)	78
Digital Dropbox	24.1% (19)	21.5% (17)	21.5% (17)	20.3% (16)	12.7% (10)	79
Assignment Feature (individual digital drop-box)	30.4% (24)	20.3% (16)	20.3% (16)	16.5% (13)	12.7% (10)	79
Course Calendar	26.9% (21)	21.8% (17)	16.7% (13)	19.2% (15)	15.4% (12)	78
SafeAssign (formerly Turnitin)	45.6% (36)	20.3% (16)	17.7% (14)	10.1% (8)	6.3% (5)	79
Discussion Grader	54.5% (42)	19.5% (15)	13.0% (10)	6.5% (5)	6.5% (5)	77
Podcast Tool	70.1% (54)	16.9% (13)	9.1% (7)	2.6% (2)	1.3% (1)	77
Group Wiki	51.9% (40)	22.1% (17)	15.6% (12)	5.2% (4)	5.2% (4)	77
Individual Wiki	53.2% (41)	19.5% (15)	16.9% (13)	5.2% (4)	5.2% (4)	77
Group Blog	47.4% (36)	18.4% (14)	14.5% (11)	11.8% (9)	7.9% (6)	76
Individual Blog	48.1% (37)	16.9% (13)	13.0% (10)	11.7% (9)	10.4% (8)	77
Groups	39.5% (30)	17.1% (13)	18.4% (14)	17.1% (13)	7.9% (6)	76
Archive course	37.2% (29)	21.8% (17)	14.1% (11)	15.4% (12)	11.5% (9)	78
Export/Import Course	32.5% (25)	20.8% (16)	15.6% (12)	19.5% (15)	11.7% (9)	77
Course Copy	33.8% (26)	16.9% (13)	20.8% (16)	18.2% (14)	10.4% (8)	77

Course Cartridges (Textbook vendor)	63.6% (49)	15.6% (12)	14.3% (11)	3.9% (3)	2.6% (2)	77
Performance Dashboard	50.0% (38)	21.1% (16)	17.1% (13)	6.6% (5)	5.3% (4)	76
Course Statistics	35.5% (27)	25.0% (19)	18.4% (14)	14.5% (11)	6.6% (5)	76
Assessments	36.8% (28)	21.1% (16)	21.1% (16)	14.5% (11)	6.6% (5)	76
Customized Menu Buttons	36.4% (28)	14.3% (11)	20.8% (16)	13.0% (10)	15.6% (12)	77
Student Homepage	61.3% (46)	16.0% (12)	10.7% (8)	8.0% (6)	4.0% (3)	75
Embedded video (such as YouTube or self-produced)	46.8% (36)	20.8% (16)	13.0% (10)	7.8% (6)	11.7% (9)	77
Inclusion of Library Resources inside Blackboard	52.6% (40)	19.7% (15)	15.8% (12)	5.3% (4)	6.6% (5)	76
	<i>answered question</i>					81
	<i>skipped question</i>					54

15. How often have you used the following Blackboard features in your courses (face to face, hybrid, online).

	Very Often	Often	Sometimes	Seldom	Never	Not Applicable	Response Count
Announcements	48.7% (38)	21.8% (17)	9.0% (7)	5.1% (4)	11.5% (9)	3.8% (3)	78
Discussion Board	34.6% (27)	17.9% (14)	11.5% (9)	9.0% (7)	20.5% (16)	6.4% (5)	78
Course Calendar	19.5% (15)	10.4% (8)	15.6% (12)	20.8% (16)	28.6% (22)	5.2% (4)	77
Messages (internal mail, not email)	33.8% (26)	10.4% (8)	9.1% (7)	10.4% (8)	32.5% (25)	3.9% (3)	77
Collaboration (chat, virtual classroom)	11.7% (9)	5.2% (4)	18.2% (14)	18.2% (14)	39.0% (30)	7.8% (6)	77
Digital Dropbox	19.5% (15)	11.7% (9)	20.8% (16)	11.7% (9)	28.6% (22)	7.8% (6)	77
Assignment Feature (individual digital drop-box)	22.1% (17)	10.4% (8)	15.6% (12)	9.1% (7)	37.7% (29)	5.2% (4)	77
SafeAssign (formerly Turnitin)	11.7% (9)	7.8% (6)	11.7% (9)	13.0% (10)	44.2% (34)	11.7% (9)	77
Discussion Grader	10.5% (8)	2.6% (2)	13.2% (10)	13.2% (10)	52.6% (40)	7.9% (6)	76
Archive course	17.1% (13)	17.1% (13)	11.8% (9)	13.2% (10)	32.9% (25)	7.9% (6)	76
Export/Import Course	20.0% (15)	14.7% (11)	13.3% (10)	16.0% (12)	29.3% (22)	6.7% (5)	75
Course Copy	21.3% (16)	17.3% (13)	13.3% (10)	10.7% (8)	30.7% (23)	6.7% (5)	75
Course Cartridges (Textbook material)	5.3% (4)	2.7% (2)	12.0% (9)	13.3% (10)	53.3% (40)	13.3% (10)	75
Performance Dashboard	5.3% (4)	1.3% (1)	20.0% (15)	14.7% (11)	52.0% (39)	6.7% (5)	75
Course Statistics	10.5% (8)	7.9% (6)	25.0% (19)	15.8% (12)	34.2% (26)	6.6% (5)	76
Gradebook	40.3% (31)	10.4% (8)	18.2% (14)	2.6% (2)	23.4% (18)	5.2% (4)	77

Online Assessments (Tests)	15.8% (12)	7.9% (6)	15.8% (12)	13.2% (10)	40.8% (31)	6.6% (5)	76
Performance Dashboard	4.0% (3)	4.0% (3)	21.3% (16)	13.3% (10)	52.0% (39)	5.3% (4)	75
Customized Menu Buttons	24.7% (18)	12.3% (9)	17.8% (13)	5.5% (4)	32.9% (24)	6.8% (5)	73
Content Area (syllabus, course documents, image files)	56.4% (44)	12.8% (10)	11.5% (9)	1.3% (1)	14.1% (11)	3.8% (3)	78
Email	63.6% (49)	9.1% (7)	7.8% (6)	3.9% (3)	10.4% (8)	5.2% (4)	77
Messages (internal mail, not email)	29.3% (22)	9.3% (7)	17.3% (13)	6.7% (5)	30.7% (23)	6.7% (5)	75
Discussion Board	30.3% (23)	13.2% (10)	19.7% (15)	9.2% (7)	22.4% (17)	5.3% (4)	76
Blackboard Collaboration (chat, virtual classroom)	10.7% (8)	4.0% (3)	21.3% (16)	13.3% (10)	42.7% (32)	8.0% (6)	75
Wimba chat	0.0% (0)	2.7% (2)	9.5% (7)	10.8% (8)	62.2% (46)	14.9% (11)	74
Adobe Connect	4.1% (3)	5.5% (4)	8.2% (6)	9.6% (7)	58.9% (43)	13.7% (10)	73
Use Digital Dropbox	18.7% (14)	14.7% (11)	16.0% (12)	8.0% (6)	33.3% (25)	9.3% (7)	75
Assignment Feature (individual digital drop-box)	17.3% (13)	12.0% (9)	8.0% (6)	5.3% (4)	48.0% (36)	9.3% (7)	75
SafeAssign (formerly Turnitin)	12.0% (9)	12.0% (9)	8.0% (6)	8.0% (6)	48.0% (36)	12.0% (9)	75
Podcast	1.3% (1)	5.3% (4)	7.9% (6)	13.2% (10)	56.6% (43)	15.8% (12)	76
Course Wiki	5.3% (4)	7.9% (6)	10.5% (8)	9.2% (7)	55.3% (42)	11.8% (9)	76
Group Wiki	5.3% (4)	9.2% (7)	7.9% (6)	11.8% (9)	53.9% (41)	11.8% (9)	76
Individual Wiki	5.3% (4)	10.7% (8)	8.0% (6)	9.3% (7)	54.7% (41)	12.0% (9)	75

Course Blog	6.7% (5)	9.3% (7)	8.0% (6)	9.3% (7)	56.0% (42)	10.7% (8)	75
Group Blog	8.0% (6)	9.3% (7)	9.3% (7)	8.0% (6)	56.0% (42)	9.3% (7)	75
Individual Blog	10.8% (8)	9.5% (7)	9.5% (7)	9.5% (7)	50.0% (37)	10.8% (8)	74
Groups	13.2% (10)	14.5% (11)	13.2% (10)	5.3% (4)	44.7% (34)	9.2% (7)	76
Online tests	14.7% (11)	9.3% (7)	8.0% (6)	10.7% (8)	46.7% (35)	10.7% (8)	75
Learning Unit feature	9.2% (7)	5.3% (4)	10.5% (8)	7.9% (6)	52.6% (40)	14.5% (11)	76
Blackboard Scholar (bookmark	0.0% (0)	3.9% (3)	9.2% (7)	10.5% (8)	60.5% (46)	15.8% (12)	76
Student Homepage	6.7% (5)	5.3% (4)	8.0% (6)	6.7% (5)	60.0% (45)	13.3% (10)	75
Course Objectives feature	13.0% (10)	6.5% (5)	9.1% (7)	7.8% (6)	51.9% (40)	11.7% (9)	77
Early Warning System feature	6.6% (5)	3.9% (3)	3.9% (3)	9.2% (7)	59.2% (45)	17.1% (13)	76
Review Status	5.3% (4)	6.7% (5)	6.7% (5)	6.7% (5)	58.7% (44)	16.0% (12)	75
Adaptive Release	6.7% (5)	6.7% (5)	9.3% (7)	6.7% (5)	52.0% (39)	18.7% (14)	75
RefWorks Bridge or other Library content	5.6% (4)	11.1% (8)	4.2% (3)	12.5% (9)	54.2% (39)	12.5% (9)	72
	<i>answered question</i>						78
	<i>skipped question</i>						57

16. How often do you use any of the following instructional technologies in your teaching?

	Very Often	Often	Sometimes	Seldom	Never	Not Applicable	Response Count
Classroom computer & Projector	70.9% (56)	19.0% (15)	3.8% (3)	1.3% (1)	2.5% (2)	2.5% (2)	79
Laptop (personal)	40.3% (31)	14.3% (11)	15.6% (12)	3.9% (3)	23.4% (18)	2.6% (2)	77
Printer (specify for what in other)	31.2% (24)	6.5% (5)	10.4% (8)	10.4% (8)	37.7% (29)	3.9% (3)	77
Wireless remote (for computer PPTs, etc.)	27.3% (21)	16.9% (13)	14.3% (11)	10.4% (8)	28.6% (22)	2.6% (2)	77
Video (VHS)	26.3% (20)	11.8% (9)	23.7% (18)	13.2% (10)	22.4% (17)	2.6% (2)	76
DVD	36.4% (28)	20.8% (16)	22.1% (17)	11.7% (9)	6.5% (5)	2.6% (2)	77
Audio (Digital audio recorder, CD's, Podcast episodes, etc.)	15.8% (12)	10.5% (8)	25.0% (19)	17.1% (13)	28.9% (22)	2.6% (2)	76
Audience Response System (Clickers)	1.3% (1)	2.7% (2)	9.3% (7)	13.3% (10)	69.3% (52)	4.0% (3)	75
Webcam	3.9% (3)	2.6% (2)	10.5% (8)	13.2% (10)	65.8% (50)	3.9% (3)	76
Wireless connectivity	29.9% (23)	16.9% (13)	11.7% (9)	1.3% (1)	35.1% (27)	5.2% (4)	77
Document Camera	8.0% (6)	10.7% (8)	10.7% (8)	9.3% (7)	57.3% (43)	4.0% (3)	75
Smart Board (electronic white board)	5.3% (4)	6.6% (5)	6.6% (5)	7.9% (6)	67.1% (51)	6.6% (5)	76
Note capture (Wacom, Mimio, DigiMemo, etc.)	2.6% (2)	5.3% (4)	2.6% (2)	6.6% (5)	75.0% (57)	7.9% (6)	76
Digital Camera	7.9% (6)	10.5% (8)	15.8% (12)	9.2% (7)	50.0% (38)	6.6% (5)	76
Web Conference Software (AdobeConnect/etc.)	5.3% (4)	5.3% (4)	8.0% (6)	6.7% (5)	68.0% (51)	6.7% (5)	75
Smart phone/iPod or other mobile learning technologies	6.7% (5)	5.3% (4)	13.3% (10)	5.3% (4)	64.0% (49)	5.3% (4)	75

Lecture capture tools (please elaborate in comment field)	2.7% (2)	5.3% (4)	2.7% (2)	2.7% (2)	76.0% (57)	10.7% (8)	75
Other (please specify)							9
answered question							79
skipped question							56

17. On average, how often have you required students to use the following technology in any of your courses whether it be face to face, hybrid, or online courses? For any software or hardware uses not mentioned below, use "other" and please specify and include the frequency.

	Very Often	Often	Sometimes	Seldom	Never	Not Applicable	Response Count
Email	79.2% (61)	13.0% (10)	5.2% (4)	0.0% (0)	1.3% (1)	1.3% (1)	77
WWW for research and/or classroom assignments	59.2% (45)	23.7% (18)	10.5% (8)	1.3% (1)	3.9% (3)	1.3% (1)	76
Spreadsheets (Excel, etc.)	12.2% (9)	10.8% (8)	13.5% (10)	18.9% (14)	36.5% (27)	8.1% (6)	74
Statistical Software (SAS, SPSS, Excel Data Analysis, etc.)	8.1% (6)	4.1% (3)	12.2% (9)	13.5% (10)	51.4% (38)	10.8% (8)	74
Application software related to course (ERP, etc.)	6.8% (5)	9.5% (7)	8.1% (6)	12.2% (9)	54.1% (40)	9.5% (7)	74
Web Conference Software (AdobeConnect/etc.)	5.4% (4)	2.7% (2)	6.8% (5)	9.5% (7)	66.2% (49)	9.5% (7)	74
Webpages, Blogs, Wikis (UGC's)	13.5% (10)	10.8% (8)	13.5% (10)	6.8% (5)	48.6% (36)	6.8% (5)	74
Creating multimedia for(audio narration, video)	9.6% (7)	9.6% (7)	13.7% (10)	15.1% (11)	45.2% (33)	6.8% (5)	73
Using multimedia for presentations	24.3% (18)	16.2% (12)	21.6% (16)	6.8% (5)	25.7% (19)	5.4% (4)	74
Smart classroom (data projector, etc.)	37.8% (28)	18.9% (14)	16.2% (12)	4.1% (3)	20.3% (15)	2.7% (2)	74
Audience response systems (clickers)	4.1% (3)	4.1% (3)	8.1% (6)	9.5% (7)	67.6% (50)	6.8% (5)	74

Instant Messaging (IM)in or out of Blackboard	2.7% (2)	5.4% (4)	2.7% (2)	9.5% (7)	73.0% (54)	6.8% (5)	74
Text Messaging & Smart Phone	6.8% (5)	8.1% (6)	6.8% (5)	14.9% (11)	58.1% (43)	5.4% (4)	74
Access Internet from Cell phone or PDA	6.8% (5)	5.4% (4)	9.5% (7)	8.1% (6)	63.5% (47)	6.8% (5)	74
University Library Resources using Blackboard	16.4% (12)	17.8% (13)	16.4% (12)	9.6% (7)	35.6% (26)	4.1% (3)	73
Presentation software (PPT, Keynote, Google Docs, etc.)	37.8% (28)	20.3% (15)	9.5% (7)	6.8% (5)	21.6% (16)	4.1% (3)	74
Graphic software (Photoshop, Publisher, Pages, etc.)	12.2% (9)	5.4% (4)	12.2% (9)	13.5% (10)	55.4% (41)	1.4% (1)	74
Audio creation software (GarageBand, Audible, etc.)	5.4% (4)	5.4% (4)	5.4% (4)	6.8% (5)	68.9% (51)	8.1% (6)	74
Video creation software (iMovie, Director, Camtasia)	8.2% (6)	5.5% (4)	2.7% (2)	9.6% (7)	65.8% (48)	8.2% (6)	73
Social networking websites (FaceBook, LinkedIn, etc.)	4.1% (3)	8.2% (6)	4.1% (3)	9.6% (7)	68.5% (50)	5.5% (4)	73
Online virtual worlds (SecondLife, etc.)	0.0% (0)	1.4% (1)	4.1% (3)	8.1% (6)	78.4% (58)	8.1% (6)	74
Podcasting/iTunes U or Blackboard content	5.5% (4)	4.1% (3)	5.5% (4)	6.8% (5)	68.5% (50)	9.6% (7)	73
Social bookmarking (Delicious, etc.)	1.4% (1)	2.7% (2)	2.7% (2)	6.8% (5)	77.0% (57)	9.5% (7)	74
Webcasting (live Internet meetings)	4.2% (3)	1.4% (1)	4.2% (3)	5.6% (4)	76.4% (55)	8.3% (6)	72
Virtual Gaming and Simulations	1.4% (1)	2.8% (2)	5.6% (4)	4.2% (3)	71.8% (51)	14.1% (10)	71
					Other (please specify)		1
					answered question		77
					skipped question		58

18. Have your students ever expressed desire for inclusion or expanded inclusion of technology in your courses?

		Response Percent	Response Count
Yes		33.8%	25
No		66.2%	49
Other (please specify)			8
		answered question	74
		skipped question	61

19. Please tell us if there is any specific software that you may have used, have seen demonstrated, or are willing to use which would improve your student's learning experience.

		Response Count
		22
		answered question
		22
		skipped question
		113

20. Please identify the main purpose of your inclusion of instructional technology in your teaching (for example: to liven the student activities, to facilitate group work, to deliver content, meet 21st Century/digital native's learning expectations, prepare students for the workforce).

		Response Count
		54
		answered question
		54
		skipped question
		81

Appendix F

Spring 2010 Certification Survey Results: Octopus Exit Survey (N=27)

Spring 2010 Certification Survey Results: Octopus Exit Survey (N= 27)

Table 1

Item	%
I. College	
• College of Education & Organizational Leadership	70
• College of Business & Public Management	26
• College of Arts and Science	4
• College of Law	0
II. Navigational Design I	
• Course is customized to be attractive and intuitive in design	58
• Course design has been customized	42
• Course uses the default settings and colors	0
III. Navigational Design II	
• Course menu (sidebar) has been customized to include only areas used in class and the instructor has added a customized content area, tool, or link	74
• Course menu has been reorganized or modified	21
• Course menu includes all 9 default areas	5
IV. Course Policies I	
• Course policies are explicit and include hybrid % definition or online time expectations. A clear communication policy outlining response time, etiquette, and modes is included	53
• Course policies address time expectations and communication etiquette	21
• General course policy is outlines	26
• Course policy is not included	0
V. Course Policies II	
• Minimal technical requirements needed for course include download links to software, plug-in's, and resources needed	32
• Technical requirements for the course are outlines clearly	37
• Minimal technical requirements are addressed	26
• Technical requirements are not addressed	5
VI. Course Policies III	
• Prerequisite content knowledge and technical skills are clearly defined and aligned to support material	26
• Prerequisite skills are defined and include additional resources	11
• Prerequisite skills are addressed	16
• Prerequisite skills are not addressed	47

VI. Syllabus	
• Syllabus used multimedia and creative formatting to give a course overview, explain learning objectives, address student time expectations, and explain means of student support	33
• Syllabus is created as a content area and includes course overview, learning objectives, student time expectations, and student support are addressed.	33
• Syllabus is available as a download. Course overview, learning objectives, student time expectations, and student support are addressed.	22
• No syllabus is included in the course management system	11
VII. Learning Objectives I	
• Learning objectives are clearly stated in measurable terms from a student perspective.	56
• Learning objectives are outlined and have a measurable element.	28
• General course objective is stated	11
• No objectives are stated in the course management system	6
VIII. Student Time Expectations	
• Clear expectations for online/offline time, are broken out by task and posted for students	23
• Student expectations for time are addressed as estimations and may or may not be broken out by task	18
• Student time expectations are addressed	47
• No student time expectations are addressed	12
IX. Student Technical Support	
• Clear and varied technical support links and/or phone numbers are posted and tailored to the type of problem a student might encounter in the course	22
• Several technical support options are posted	44
• Several technical support options is addressed	17
• No technical support is included or addressed	17
X. Student Academic Support	
• Links and contact information for student and academic services are posted; any tutorial resources and library services are posted	44
• Student services, academic services, tutorials, and library information are posted	11
• Student services, tutorials, and library resources are addressed	28
• No academic support services are included or addressed	17

XI. Instructor Contact Info

- Instructor contact information includes several of the following: email, VM, IM, or chat name, virtual office hours as well as expected response times to queries 50
- Instructor contact information includes at least email & voicemail. Response times are clear for each method of contact 39
- A voicemail and email address is listed for the instructor 6
- No instructor contact information is provided 6

XII. What best describes activities in your courses?

- Course uses a creative and purposeful balance of student to content, student to instructor, and student to student interactivity which engages the learner in the distance environment. 33
- Course has intentional student to content, student to instructor, and student to student interactivity each week of the course. 22
- At some time during the course the instructor provides student to content, student to instructor, and student to student interaction. 39
- All interaction is focused on content. 6

XIII. Scheduled Activities

- Course varies the delivery of lectures, discussions, and research making creative use of audio, visual, and text materials. 41
- Course delivery uses a variety of audio, visual, and text materials. 29
- Some variety of content delivery is present in the course. 29
- Content delivery does not vary in this course 0

XIV. Content Format

- Instruction is consistently organized in either folders of material, sequenced learning units, or units built using SoftChalk. 56
- Materials are consistently organized in an intuitive location 22
- Some course materials can be found in the assignments are of another content area 22
- Materials are found in several different places in the course management system 0

XV. Lecture and Presentations

- Presentations include live or recorded video, whiteboard space, synchronous text chat, polls & surveys and screen sharing. Interactivity is built into presentation through collaborative tools or paced quizzes. 12
- Lecture and presentation files include audio and multimedia. Elements of interactivity are embedded in the content. 47
- Lecture and presentation files includes slides, notes, and audio intended for viewing as in a webcast with limited participation. 18

• No lectures or presentations are included in this course.	23
XVI. Class discussions and dialogue	
• Class discussion use synchronous web based meeting space as well as other web based collaborative tools	18
• Wiki, blog, and blog responses are used in this course	65
• Discussion board with clear posting and responding criteria	18
• No discussion or dialogue are included in this course	0
XVII. Film, Music, Interviews, Guest lectures include the following:	
• Synchronous webinar	25
• Podcast	33
• Vodcast	42
• Streamed media	83
XVIII. Research	
• University library database and a variety of research database options are embedded or linked clearly in the course.	29
• Hyperlinked research material is included as content	23
• Course syllabus addresses research options	23
• No reference to online research options is made in this course	24
XIX. Assigned Course Readings	
• Course readings are aggregated or organized in an RSS feed. Course readings are hyperlinked from on online database or research tool	6
• Assigned readings are uploaded or hyperlinked	47
• Assigned textbook readings are listed	47
• No assigned readings are included in the course content	0
XX. Non Graded Surveys	
• Course includes non graded surveys to introduce content or assess prerequisite knowledge, elicit opinion, or promote content dialogue. Results are shared and used to give students non graded insight on their progress or understanding.	18
• Course included non graded surveys to introduce content, elicit opinion, or assess prerequisite knowledge	23
• Surveys are used in course	18
• Surveys are not used in this course	41
XXI. Tests I	
• Tests are created and implemented in a variety of content specific assessments. Instructor uses varied question types to scaffold assessment. Tests may be used for adaptive release to differentiate course content	29
• Tests are implemented for content assessment.	41

Instructor uses a variety of test question types to scaffold assessment.	
• Tests are deployed in the course	12
• Tests are not created within the course management system	18
XXII. Tests II	
• Tests options are used including timed test, multiple attempts, randomized question order to create a varied online test environment	33
• Test options are used to vary testing environment and provide students with insight to their learning	53
• Tests are deployed using the default options	13
XXIII. Tests III	
• Instructor includes question feedback for immediate response in testing environment. Individualized instructor feedback is timely and consistent for higher level test questions requiring grading	40
• Instructor includes feedback for tests using the question feedback, general test feedback, and in the GradeCenter.	33
• Instructor includes feedback for tests using the question feedback, general test feedback, and in the GradeCenter	27
XXIV. Question Pools	
• Textbook question pools and instructor created pools are included and used to build tests unique to each semester or each class	20
• Question pools are created and used by instructor to organize assessment materials for a variety of uses	33
• Question pools are used to create tests	47
XXV. Early Warning System	
• Early warning system is used regularly to contact students based on a grade rule, a due date rule, or a last access date rule in order to encourage and inform students of their course involvement	12
• Early warning system is used to contact students meeting grade, due date, or access criteria	19
• Early warning system is used to contact students	12
• Early warning system is not used in the course	56
XXVI. Gradecenter	
• Gradecenter is used to maintain and inform students of their progress in the course. Due dates and comments are consistently used	44
• Gradecenter is used to calculate student grades during the course	38
• Gradecenter has some of the assignment grades	19
• Instructor does not use the gradecenter	0

Appendix G

Octopus Entrance: Faculty Technical Skills Survey (Blank Instrument)

Octopus Entrance: Faculty Technical Skills Survey (CTL)

1. Introduction

This survey is designed to align the CTL services with your teaching and technology needs as a faculty member seeking to transform your teaching methods through the infusion of instructional technologies. We thank you for your input!

Lisa Rodriguez & Nori Murphy

Octopus Entrance: Faculty Technical Skills Survey (CTL)

2. Default Section

*** 1. Name**

*** 2. Email Address**

3. Courses you typically teach

4. Which of the following best describes you?

- I am skeptical of new technologies and use them only when I have to.
- I am usually one of the last people I know to use new technologies.
- I usually use new technologies when most people I know do.
- I like new technologies and use them before most people I know.
- I love new technologies and am among the first to experiment with and use them.

Octopus Entrance: Faculty Technical Skills Survey (CTL)

5. What is your skill level for the following:

	Never Used	Not at all skilled	Somewhat skilled	Skilled	Very skilled	Expert
Email	<input type="radio"/>					
WWW for research	<input type="radio"/>					
WWW for teaching	<input type="radio"/>					
Word Processing	<input type="radio"/>					
Spreadsheets (Excel, etc.)	<input type="radio"/>					
Statistical Software (SAS, SPSS, Excel Data Analysis, etc.)	<input type="radio"/>					
Webpages, Blogs, Wikis (UGC's)	<input type="radio"/>					
Blackboard	<input type="radio"/>					
Creating multimedia for teaching (audio narration, video)	<input type="radio"/>					
Using multimedia in teaching online	<input type="radio"/>					
Smart classroom (data projector, etc.)	<input type="radio"/>					
Audience response systems (clickers)	<input type="radio"/>					
Instant Messaging (IM) in or out of Blackboard	<input type="radio"/>					
Text Messaging & Smart Phone	<input type="radio"/>					
Access Internet from Cell phone or PDA	<input type="radio"/>					
Presentation software (PPT, Keynote, Google Docs, etc.)	<input type="radio"/>					
Graphic software (Photoshop, Publisher, Pages, etc.)	<input type="radio"/>					
Audio creation software (GarageBand, Audible, etc.)	<input type="radio"/>					
Video creation software (iMovie, Director, Camtasia)	<input type="radio"/>					
Social networking websites (FaceBook, LinkedIn, etc.)	<input type="radio"/>					
Online virtual worlds (SecondLife, etc.)	<input type="radio"/>					
Podcasting	<input type="radio"/>					
Social bookmarking (Delicious, etc.)	<input type="radio"/>					
Webcasting (live Internet meetings)	<input type="radio"/>					
Virtual Gaming and Simulations	<input type="radio"/>					

Other (please specify)

Octopus Entrance: Faculty Technical Skills Survey (CTL)

7. What type of computer do you use?

PC

Mac

Both

8. Please tell us if there is any specific tools for your discipline that you may have used, have seen demonstrated, or are willing to use which would improve your student's learning experience.

9. I really want to know more about.....

Appendix H

Octopus Exit: Faculty Technical Skills Survey (Blank Instrument)

OCToPuS~ Exit Survey

1. Online Certification of Teaching~ Pedagogy & Skills

This survey is intended to provide instructors with three valuable things:

1. Insight on their current use of course management tools (Blackboard)
2. Goal setting for future use of course management system in the hybrid and online teaching
3. Exit survey upon certification

OCToPuS~ Exit Survey

2. Instructor Information

1. Instructor First Name

* 2. Instructor Last Name

3. College

- College of Education & Organizational Leadership
- College of Business & Public Management
- College of Arts & Sciences
- College of Law

3. Course Set Up

This section focuses upon Blackboard's organizational tools

1. Navigational Design I

- The course is customized to be attractive and intuitive in design
- The course design has been customized
- The course uses the default settings and colors

Other (please specify)

2. Navigational Design II

- The course menu (sidebar) has been customized to include only areas used in class and the instructor has added a customized content area, tool or link
- The course menu has be reorganized or modified
- The course menu includes all 9 default areas

Other (please specify)

4. Course Overview

1. Course Policies I

- Course policies are explicit and include hybrid % definition or online time expectations. A clear communication policy outlining response time, etiquette, and modes is included
- Course policies address time expectations and communication etiquette
- A general course policy is outlined
- Course policy is not included

2. Course Policies II

- Minimal technical requirements needed for course include download links to software, plug-ins and resources needed
- Technical requirements for the course are outlined clearly
- Minimal technical requirements are addressed
- Technical requirements are not addressed

3. Course Policies III

- Prerequisite content knowledge and technical skills are clearly defined and aligned to support material
- Prerequisite skills are defined and include additional resources
- Prerequisite skills are addressed
- Prerequisite skills are not addressed

5. Syllabus & Learning Objectives

1. Syllabus

- Syllabus used multimedia and creative formatting to give a course overview, explain learning objectives, address student time expectations, and explain means of student support
- Syllabus is created as a Content Area and includes course overview, learning objectives, student time expectations, and student support are addressed
- Syllabus is available as a download. Course overview, learning objectives, student time expectations, and student support are addressed
- No syllabus is included in the course management system

2. Learning Objectives I

- Learning objectives are clearly stated in measurable terms from a student perspective
- Learning objectives are outlined and have a measurable element
- A general course objective is stated
- No objectives are stated in the course management system

6. Student Support

1. Student Time Expectations

- Clear expectations for online/offline time, are broken out by task (online time, group time, discussion board, etc) and posted for students
- Student expectations for time are addressed as estimations and may or may not be broken out by task
- Student time expectations are addressed
- No student time expectations are addresses

2. Student Technical Support

- Clear and varied technical support links and/or phone numbers are posted and tailored to the type of problem a student might encounter in the course
- Several technical support options are posted
- Several technical support options is addressed
- No technical support is included or addressed

3. Student Academic Support

- Links and contact information for student and academic services are posted; any tutorial resources and library services are posted
- Student services, academic services, tutorials, and library information are posted
- Student services, tutorials and library resources are addressed
- No academic support services are included or addressed

7. Instructor & Student Contact

1. Instructor Contact Info

- Instructor contact information includes several of the following: email, VM, IM or chat name, virtual office hours as well as expected response times to queries
- Instructor contact information includes at least email & voicemail. Response times are clear for each method of contact
- A voicemail and email address is listed for the instructor
- No instructor contact information is provided

8. Interactivity

1. What best describes activities in your courses

- The course uses a creative and purposeful balance of student to content, student to instructor, and student to student interactivity which engages the learner in the distance environment
- The course has intentional student to content, student to instructor, and student to student interactivity each week of the course
- At some time during the course the instructor provides student to content, student to instructor, and student to student interaction
- All interaction is focused on content

2. Scheduled Activities

- The course varies the delivery of lectures, discussions, and research making creative use of audio, visual, and text materials
- The course delivery uses a variety of audio, visual and text materials
- Some variety of content delivery is present in the course
- Content delivery does not vary in this course

3. Content format

- Instruction is consistently organized in either folders of material, sequenced Learning Units, or units built using SoftChalk
- Materials are consistently organized in an intuitive location
- Some course materials can be found in the Assignments area or another Content Area
- Materials are found in several different places in the Course Management System

9. Instructional Delivery

1. Lecture & Presentations

- Presentations include live or recorded video, whiteboard space, synchronous text chat, polls & surveys and screen sharing. Interactivity is built into presentation through collaborative tools or paced quizzes
- Lecture and presentation files include audio and multimedia. Elements of interactivity are embedded in the content
- Lecture and presentation files include slides, notes and audio intended for viewing as in a webcast with limited participation
- No lectures or presentations are included in this course

2. Class Discussions & Dialogue

- Class discussions use synchronous web based meeting space as well as other web based collaborative tools
- Wiki, Blog and blog responses are used in this course
- Discussion Board with clear posting and responding criteria
- No discussions or dialogues are included in this course

3. Film, Music, Interviews, Guest Lectures include the following:

- Synchronous Webinar
- Podcast (audio)
- Vodcast (video & audio)
- Streamed media (YouTube)

Other (please specify)

10. Research & Readings

1. Research

- The University library database and a variety of research database options are embedded or linked clearly in the course
- Hyperlinked research material is included as content
- Course syllabus addresses research options
- No reference to online research options is made in this course

2. Assigned Course Readings

- Course readings are aggregated or organized in an RSS feed. Course readings are hyperlinked from an online database or research tool.
- Assigned readings are uploaded or hyperlinked
- Assigned textbook readings are listed
- No assigned readings are included in the course content

OCToPuS~ Exit Survey

11. Assessment

1. Non Graded Surveys

- Course includes non graded surveys to introduce content or assess prerequisite knowledge, elicit opinion, or promote content dialogue. Results are shared and used to give students non graded insight on their progress or understanding
- Course includes non graded surveys to introduce content, elicit opinion, or assess prerequisite knowledge
- Surveys are used in course
- Surveys are not used in this course

2. Tests I

- Tests are created and implemented in a variety of content specific assessments. Instructor uses varied question types to scaffold assessment. Tests may be used for Adaptive Release to differentiate course content
- Tests are implemented for content assessment. Instructor uses a variety of test question types to scaffold assessment
- Tests are deployed in the course
- Tests are not created within the Course Management System

3. Tests II

- Tests options are used including timed test, multiple attempts, randomized question order to create a varied online test environment
- Test options are used to vary testing environment and provide students with insight to their learning
- Tests are deployed using the default options

4. Tests III

- Instructor includes question feedback for immediate response in testing environment. Individualized instructor feedback is timely and consistent for higher level test questions requiring grading
- Instructor includes feedback for tests using the question feedback, general test feedback, and in the GradeCenter
- Instructor includes feedback for tests using the question feedback, general test feedback, and in the GradeCenter

5. Question Pools

- Textbook Question pools and instructor created pools are included and used to build tests unique to each semester or each class
- Question Pools are created and used by instructor to organize assessment materials for a variety of uses
- Question Pools are used to create tests

12. Grading

1. Early Warning System

- The Early Warning System is used regularly to contact students based on a grade rule, a due date rule, or a last access date rule in order to encourage and inform students of their course involvement
- The Early Warning System is used to contact students meeting grade, due date, or access criteria
- The Early Warning System is used to contact students
- The Early Warning System is not used in the course

2. GradeCenter

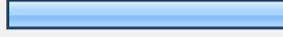
- The GradeCenter is used to maintain and inform students of their progress in the course. Due dates and comments are consistently used
- The GradeCenter is used to calculate student grades during the course
- The GradeCenter has some of the assignment grades
- The instructor does not use the GradeCenter

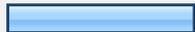
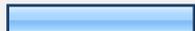
Appendix I
Post-Certification Annual Progress & Needs Assessment

Center for Teaching & Learning Faculty Certification Follow-Up

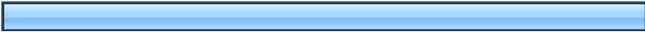
1. Name		Response Count
		8
<i>answered question</i>		8
<i>skipped question</i>		0

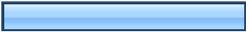
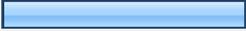
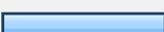
2. When did you finish the certification program?						
	2006	2007	2008	2009	2010	Response Count
Fall	0.0% (0)	0.0% (0)	75.0% (3)	25.0% (1)	0.0% (0)	4
Winter	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0
Spring	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (2)	0.0% (0)	2
Summer	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (2)	0.0% (0)	2
Other (please specify)						2
<i>answered question</i>						8
<i>skipped question</i>						0

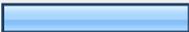
3. Main College Affiliation (select all that apply):			
		Response Percent	Response Count
CAS		28.6%	2
CBPM		28.6%	2
CEOL		42.9%	3
COL		0.0%	0
<i>answered question</i>			7
<i>skipped question</i>			1

4. Rank			Response Percent	Response Count
Tenured Professor			28.6%	2
Associate Professor			14.3%	1
Assistant Professor			28.6%	2
Senior Adjunct Instructor			0.0%	0
Adjunct			28.6%	2
Staff Member/Adjunct			0.0%	0
		Other (please specify)		0
		<i>answered question</i>		7
		<i>skipped question</i>		1

5. At which campus locations do you teach? Check all that apply.

		Response Percent	Response Count
Main Campus		100.0%	8
Bakersfield		0.0%	0
Burbank		12.5%	1
Irvine		0.0%	0
Oxnard		0.0%	0
Rancho Cucamonga		0.0%	0
San Luis Obispo		0.0%	0
Victorville		0.0%	0
Point Mugu NAS		0.0%	0
Vandenberg AFB		0.0%	0
Teaching, Counseling, Administration Centers		0.0%	0
Other Location		0.0%	0
Other (please specify)			1
		answered question	8
		skipped question	0

6. How did you hear about certification for online and hybrid teaching? Select all that apply.			
		Response Percent	Response Count
College Dean		37.5%	3
Department/Program Chair		37.5%	3
Regional Campus Director		0.0%	0
A Colleague		12.5%	1
From a CTL Workshop or Presentation		25.0%	2
Other (please specify)			1
		answered question	8
		skipped question	0

7. How do you typically divide your time in your online or hybrid course(s)?			
		Response Percent	Response Count
100% on ground supplemented by Blackboard/other web-enhancements		14.3%	1
90% F2F, 10% online		0.0%	0
80% F2F, 20% online		14.3%	1
70% F2F, 30% online		14.3%	1
up to 25% online		28.6%	2
up to 50% online		14.3%	1
100% online		14.3%	1
Other (please specify)			3
		answered question	7
		skipped question	1

8. How well prepared were your students for the online or technical part of your courses? (Check all that apply)

		Response Percent	Response Count
Most of the students were familiar with Blackboard		75.0%	6
Some expressed the need for further assistance with Blackboard		25.0%	2
Students in need received help from the CTL		0.0%	0
The support I provided in preparation or response to issues was sufficient to prepare and sustain their experience in the course.		25.0%	2
Other (please specify)			2
		answered question	8
		skipped question	0

9. How satisfied or engaged did you perceive your students to be with the overall virtual experience of your course?

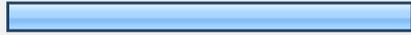
		Response Percent	Response Count
Very Satisfied		14.3%	1
Satisfied		71.4%	5
Somewhat satisfied		14.3%	1
Not very satisfied		0.0%	0
Unsatisfied or unhappy with experience		0.0%	0
Other (please specify)			3
		answered question	7
		skipped question	1

10. Please rank in order of importance, what you found most useful or satisfying in your certification experience?
(Please comment to provide further information)

	1 (Highest)	2	3	4	5	6 (Lowest or just plain last)	Rating Average	Response Count
1. The variety of content and options for learning (video demonstrations, printable guides, best practices research, etc.)	16.7% (1)	50.0% (3)	16.7% (1)	16.7% (1)	0.0% (0)	0.0% (0)	2.33	6
2. The dialogue between colleagues in the discussion forum or blogs/wikis	0.0% (0)	0.0% (0)	42.9% (3)	0.0% (0)	28.6% (2)	28.6% (2)	4.43	7
3. The structure of support by the CTL (web & phone conferences, in person 1-1 or small group sessions)	0.0% (0)	28.6% (2)	14.3% (1)	42.9% (3)	14.3% (1)	0.0% (0)	3.43	7
4. The self-paced nature of the course	25.0% (1)	50.0% (2)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	2.00	4
5. The private sandbox (practice, material development, etc.)	42.9% (3)	14.3% (1)	28.6% (2)	0.0% (0)	14.3% (1)	0.0% (0)	2.29	7
6. The stipend incentive, certificate for your promotion/tenure file, or satisfaction of achieving the goal to feel prepared to transform/create a quality course)	37.5% (3)	0.0% (0)	0.0% (0)	37.5% (3)	12.5% (1)	12.5% (1)	3.25	8
What are we missing if anything?								3
answered question								8
skipped question								0

11. Have you found that your certification has changed anything in your face-to-face teaching practice? (For example: personal productivity, organization of material, new approach to using teams and groups).		Response Count
		6
<i>answered question</i>		6
<i>skipped question</i>		2

12. After certification what has been your experience with peer mentoring, if any?		Response Count
		6
<i>answered question</i>		6
<i>skipped question</i>		2

13. Do you feel that a certification program would benefit a faculty person not intending to teach hybrid or online?		Response Percent	Response Count
Very strongly		12.5%	1
Strongly		25.0%	2
Somewhat beneficial		62.5%	5
Not at all		0.0%	0
Other (please specify)			2
<i>answered question</i>			8
<i>skipped question</i>			0

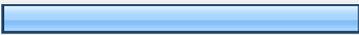
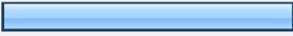
14. In your post-certification teaching, what were your biggest challenges and/or greatest satisfaction taken from the experience?

		Response Count
		5
	<i>answered question</i>	5
	<i>skipped question</i>	3

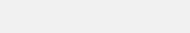
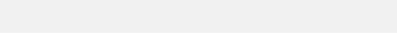
Appendix J
Overhead Projector Use by ULV Faculty Survey

Overhead Projector Use by ULV Faculty

1. Name and/or Email (Optional)		
		Response Count
		96
<i>answered question</i>		96
<i>skipped question</i>		29

2. Status			
		Response Percent	Response Count
Full Time Faculty - teaching on main campus		55.1%	65
Adjunct Faculty - teaching on main campus		44.9%	53
Other (please specify)			8
<i>answered question</i>			118
<i>skipped question</i>			7

3. How often do you use an overhead projector (transparencies) in your teaching?				
			Response Percent	Response Count
Never			63.9%	78
Infrequently (1-3 times/semester)			11.5%	14
Occasionally			9.8%	12
Frequently (more class sessions than not)			10.7%	13
Every class session			4.1%	5
			Other (please specify)	4
			answered question	122
			skipped question	3

4. How often do you use the smart podium technology				
			Response Percent	Response Count
Never			2.4%	3
Infrequently (1-3 times/semester)			2.4%	3
Occasionally			6.5%	8
Frequently (more class sessions than not)			28.2%	35
Every class session			60.5%	75
			Other (please specify)	2
			answered question	124
			skipped question	1

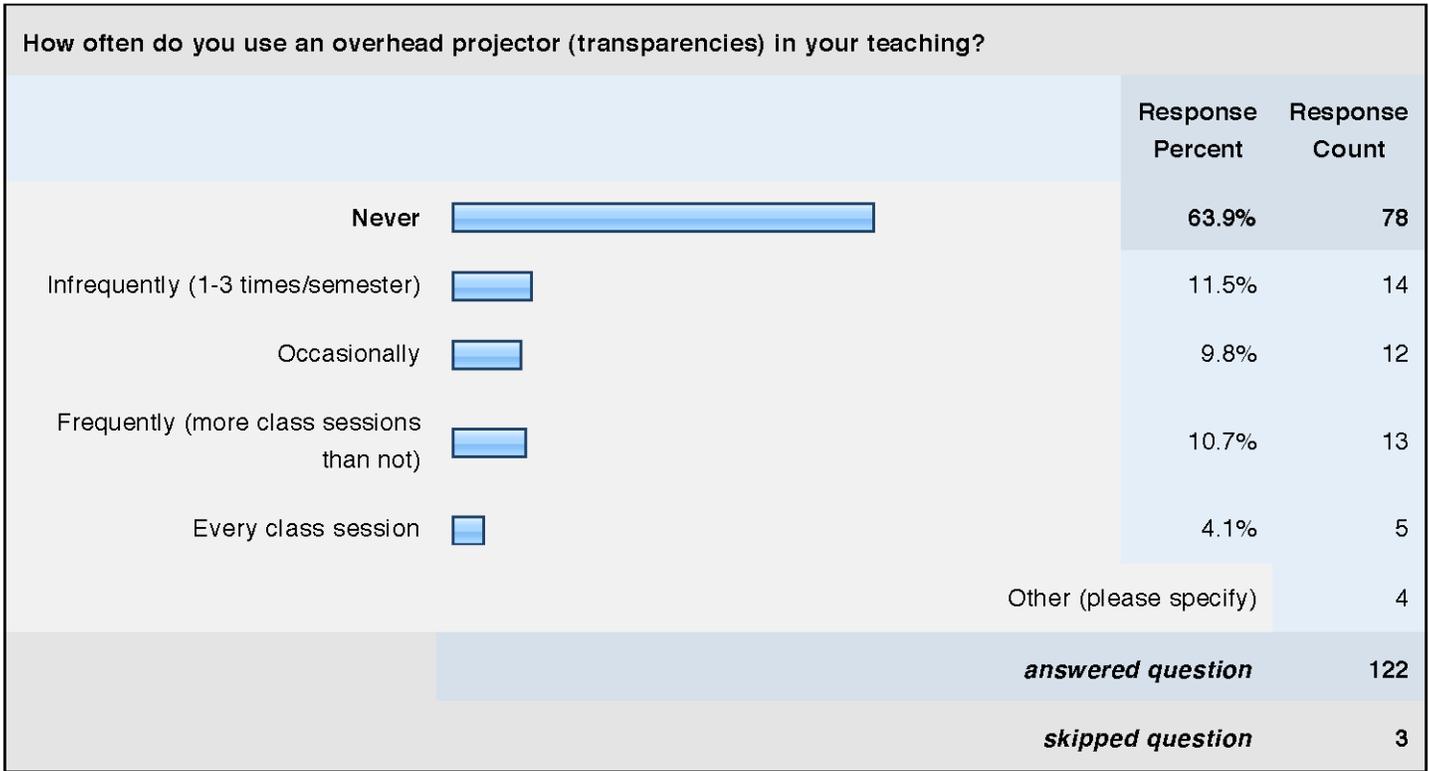
5. I would support the following model for using overhead projectors (for transparencies) on the main campus: One-time (per term/semester) request to Classroom & Lab Support (OIT Help Desk @ ext. 4130 or help@ulv.edu) for an overhead projector for your specific course and one will be placed in the appropriate classroom for the duration of the semester. A sign will be placed on the OH projector clearly stating the classroom it is assigned to.

		Response Percent	Response Count
Yes		73.3%	88
No		9.2%	11
Maybe, but I would like more information on the process		5.0%	6
Other (please specify)		12.5%	15
<i>answered question</i>			120
<i>skipped question</i>			5

6. I would support the eventual replacement of overhead projectors with document cameras (document cameras attach to the instructor podium or other flat surface for displaying documents or 3-D objects, in a large, clear image through the digital data projector).

		Response Percent	Response Count
Yes		70.6%	84
No		6.7%	8
Maybe, but I'd like to know more about the document camera		22.7%	27
		Other (please specify)	16
<i>answered question</i>			119
<i>skipped question</i>			6

Overhead Projector Use by ULV Faculty



Other (please specify)		
1	I used to, but now use ppt - very occasionally I do use an overhead	Mar 4, 2009 12:47 AM
2	Only if smart lectern is down - as backup	Mar 4, 2009 5:27 PM
3	some of my adjuncts do	Mar 4, 2009 6:34 PM
4	It depends on the course! Some infreq., some daily.	Mar 4, 2009 9:56 PM

Overhead Projector Use by ULV Faculty

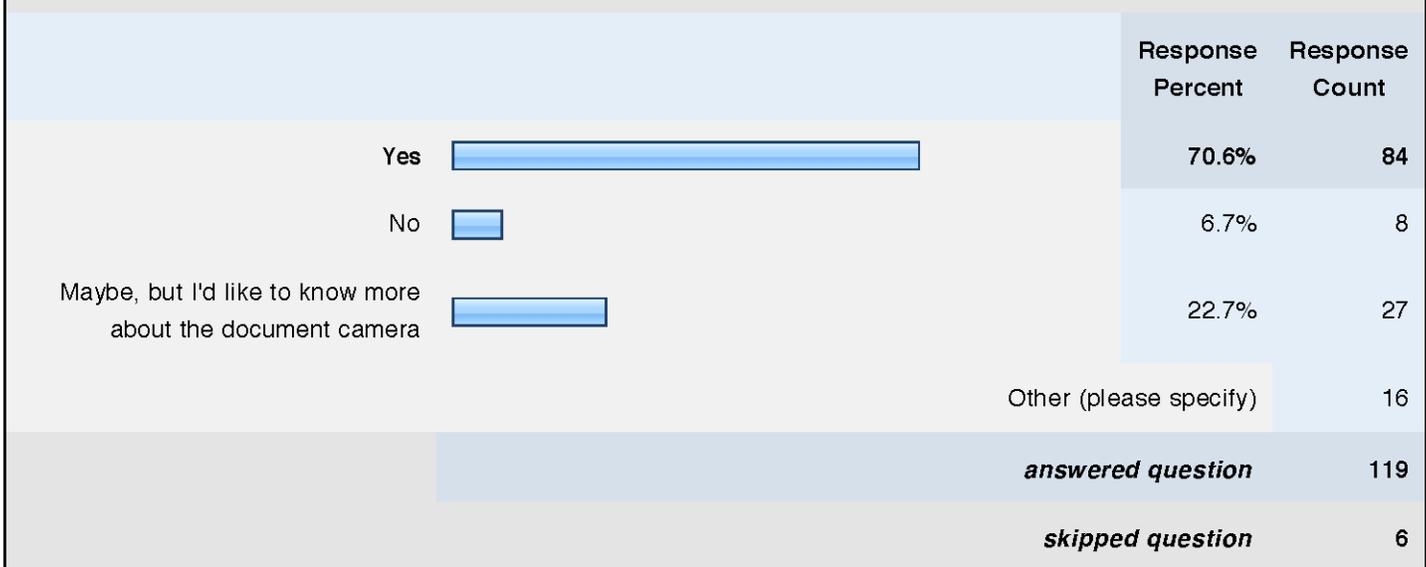
I would support the following model for using overhead projectors (for transparencies) on the main campus: One-time (per term/semester) request to Classroom & Lab Support (OIT Help Desk @ ext. 4130 or help@ulv.edu) for an overhead projector for your specific course and one will be placed in the appropriate classroom for the duration of the semester. A sign will be placed on the OH projector clearly stating the classroom it is assigned to.

	Response Percent	Response Count
Yes 	73.3%	88
No 	9.2%	11
Maybe, but I would like more information on the process 	5.0%	6
Other (please specify) 	12.5%	15
answered question		120
skipped question		5

Other (please specify)		
1	Yes!! - please accommodate all teachers, however they wish to work.	Mar 4, 2009 12:31 AM
2	I don't use Overheads	Mar 4, 2009 2:54 AM
3	I have my own	Mar 4, 2009 3:35 AM
4	Some rooms are used regularly by the same instructors that use the overheads - should not need to renew each semester. A number of instructors use the one in MA153 regularly.	Mar 4, 2009 6:20 AM
5	My classrooms already have overhead projectors in them	Mar 4, 2009 3:56 PM
6	This technology should have been put to sleep already	Mar 4, 2009 4:41 PM
7	Not an issue for me	Mar 4, 2009 4:59 PM
8	I do not understand why we can not have both. It is too much of a burden to have to arrange .	Mar 4, 2009 6:34 PM
9	I will never need this technology and would rather see document cameras used to lessen clutter and increase functionality.	Mar 4, 2009 7:10 PM
10	I have no idea what others who use this technology would prefer.	Mar 4, 2009 7:28 PM
11	I don't use overheads at all	Mar 4, 2009 10:08 PM
12	Request when needed or can request for whole semester	Mar 5, 2009 12:08 AM
13	I have never used an overhead projector	Mar 5, 2009 4:23 AM
14	Sounds good as long as projectors will be available for individuals who only need it once or twice at different times in the semester.	Mar 9, 2009 10:56 PM
15	It's not relevant for me.	Mar 12, 2009 2:47 AM

Overhead Projector Use by ULV Faculty

I would support the eventual replacement of overhead projectors with document cameras (document cameras attach to the instructor podium or other flat surface for displaying documents or 3-D objects, in a large, clear image through the digital data projector).



Other (please specify)		
1	I have used document cameras in other classes, but see as very limited use now when have smart classroom technology.	Mar 4, 2009 12:26 AM
2	Document Cameras are too expensive, all can be moved to Powerpoints	Mar 4, 2009 1:28 AM
3	Reason: I often use both the overhead and the digital projector at the same time.	Mar 4, 2009 1:37 AM
4	Please see my note to Dr. Rodriguez on this subject. Why is this as issue?	Mar 4, 2009 2:22 AM
5	I actually don't know if I would ever use this technology. I have seen a demonstration or two about a smart podium, but never has there been any meaningful training. I am totally unfamiliar with Vista; I still do XP Pro, so the whole system intimidates me.	Mar 4, 2009 2:29 AM
6	I don't use overheads	Mar 4, 2009 2:54 AM
7	Yes! As you know, Doc Cams are much more versatile than overhead projectors.	Mar 4, 2009 3:32 AM
8	YES YES YES!!! WE WANT DOCUMENT CAMERAS! TOSS THE OVERHEAD PROJECTORS OVERBOARD!!!!	Mar 4, 2009 5:45 AM
9	Non in these trying financial times.	Mar 4, 2009 6:20 AM
10	If we have a systematic checking system for the smart lectern & projector bulb strength.	Mar 4, 2009 5:27 PM
11	I find this technology the logical replacement for overheads and I am really comfortable using them with the smart classroom support	Mar 5, 2009 12:02 AM
12	I don't use either so not for me to say	Mar 5, 2009 12:08 AM
13	The wooden podiums are often in the way and maybe should be removed.	Mar 5, 2009 4:55 AM
14	The document camera has to be centered more in the room and have better focus for transparencies.	Mar 10, 2009 5:22 PM
15	Very limited application for me.	Mar 12, 2009 2:47 AM
16	Will this camera have power point capabilities?	Mar 17, 2009 3:15 AM

Appendix K

List of Hybrid and Online Certification Tasks

All tasks are the same for hybrid as online. For Hybrid instructors, the Gradebook and Wiki's/ Blog tools are preferable but optional.

Tasks

*In certification course - all other assignments to be completed in your sandbox course
Skills Assessment Baseline Survey: Link is in the training course "Begin Here"
or copy/paste URL:

Modules One Activities:

1. Reflection Blog * (only your colleagues and instructor will see your reflections)
2. Create a staff information page with a picture
3. Add a syllabus to your content area syllabus
4. Create a folder in a content area such as course documents and add an item to it such as a word document.
5. Create an assignment tool in a content area such as Assignments. Describe it and give it a grade book point value.

Modules Two Activities:

1. Reflection Discussion Board post *
2. Create a welcome announcement for your course.
3. Create a mock group in your course. Practice the steps by naming the group, adding members, and entering the group once created.
 - o Post to the first group's discussion forum - a mock instructional message.
1. Create one forum tied to an assignment.
Describe the learning outcome, your posting criteria, and any link to external websites or videos you might want the student to draw upon for the discussion.
2. Create one social discussion forum whereby students can give information about themselves. You might use prompts such as:

Reason for taking course, current employment, hobbies, etc.
Class wikis are great ways to create student home pages for bios (see Module 3).

Module Three Activities:

1. Reflection Wiki/Practice * (Click on the wiki link and choose edit in the upper right hand corner).
Add a photograph, a hyperlink to a website, and edit some pre-existing text.
Save your work afterward. Only one person can author at a time so if you get an error message, try back later as someone else might be editing the wiki.)
2. Blog Assignment:
 - a. Create a course blog.
Post one informational page there.
 - b. Create an assignment blog in a content area such as in the assignments content area and post something there as a mock assignment for your students.
3. Wiki Assignment:
Create a course wiki; add two pages and name them.
Create an assignment wiki tied to a content area folder such as assignments.
Create one or two pages there.

Module Four Activities:

1. Create a test pool with varied question types
2. Create a test canvas and use questions from the pool
3. Deploy the test in a content area
4. Find the test in your Grade Center

Module Five Activities:

1. Create a few grade categories and weight them or give raw point values if you are using that option for student grades.
2. Practice entering grades for mock students (CTL Student) and setting display options between percentage, letter grade, or raw score.

Module Six Activities:

1. Make your sandbox available
2. Change the menu from buttons to text
3. move one of your items in a content area into a folder using the copy feature, then remove the original item out of that content area after verifying it is in the folder.

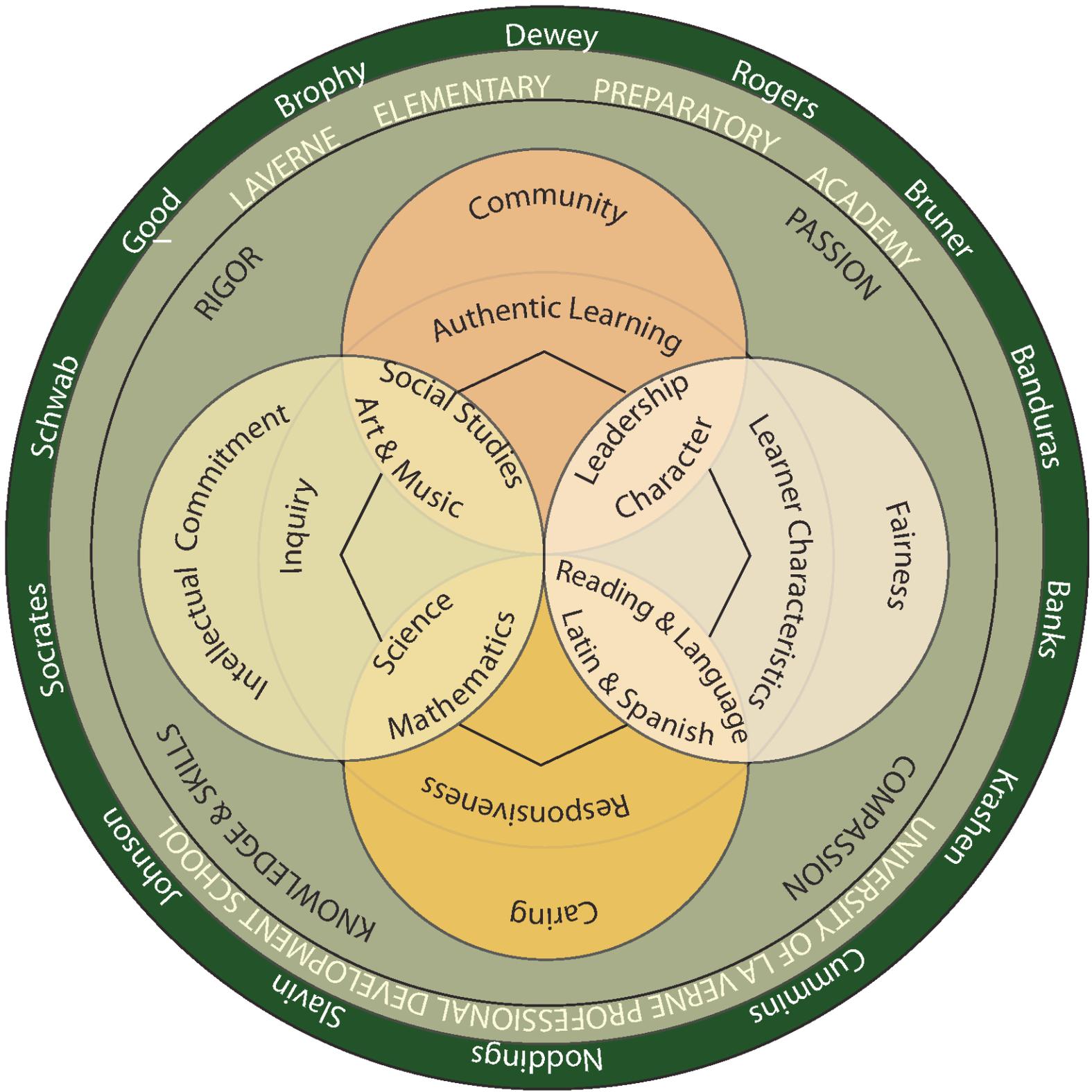
Certification Completion

1. Complete one teaching theme/module/unit/week for review; this should be in your course sandbox after completing the assignments (per the Dean of your college)
2. Take Exit Survey: external web link available in the certification course shell or copy/paste URL below:
<http://tinyurl.com/certexitsurvey>
3. Set a meeting with Lisa @ lrodriguez@laverne.edu
4. Review the course planning templates and methods for teaching w/Blackboard

This will be discussed at your certification meeting.

Appendix L
Tech Fee Allocations

Appendix M
Sample of CTL Student Genius Work



Appendix N
CTL YouTube Channel

YouTube

 **Center for Teaching & Learning**
ctlulv's Channel Play

Course Availa
Control Panel

Bb 9: Course Availability
From: ctlulv | June 04, 2010 | 60 views
This video shows how to make your course available to students

[View comments, related videos, and more](#)

 **ctlulv**
[Edit subscription](#)
[Add as Friend](#) | [Block User](#) | [Send Message](#)

Profile

Channel Views:	167
Total Upload Views:	169

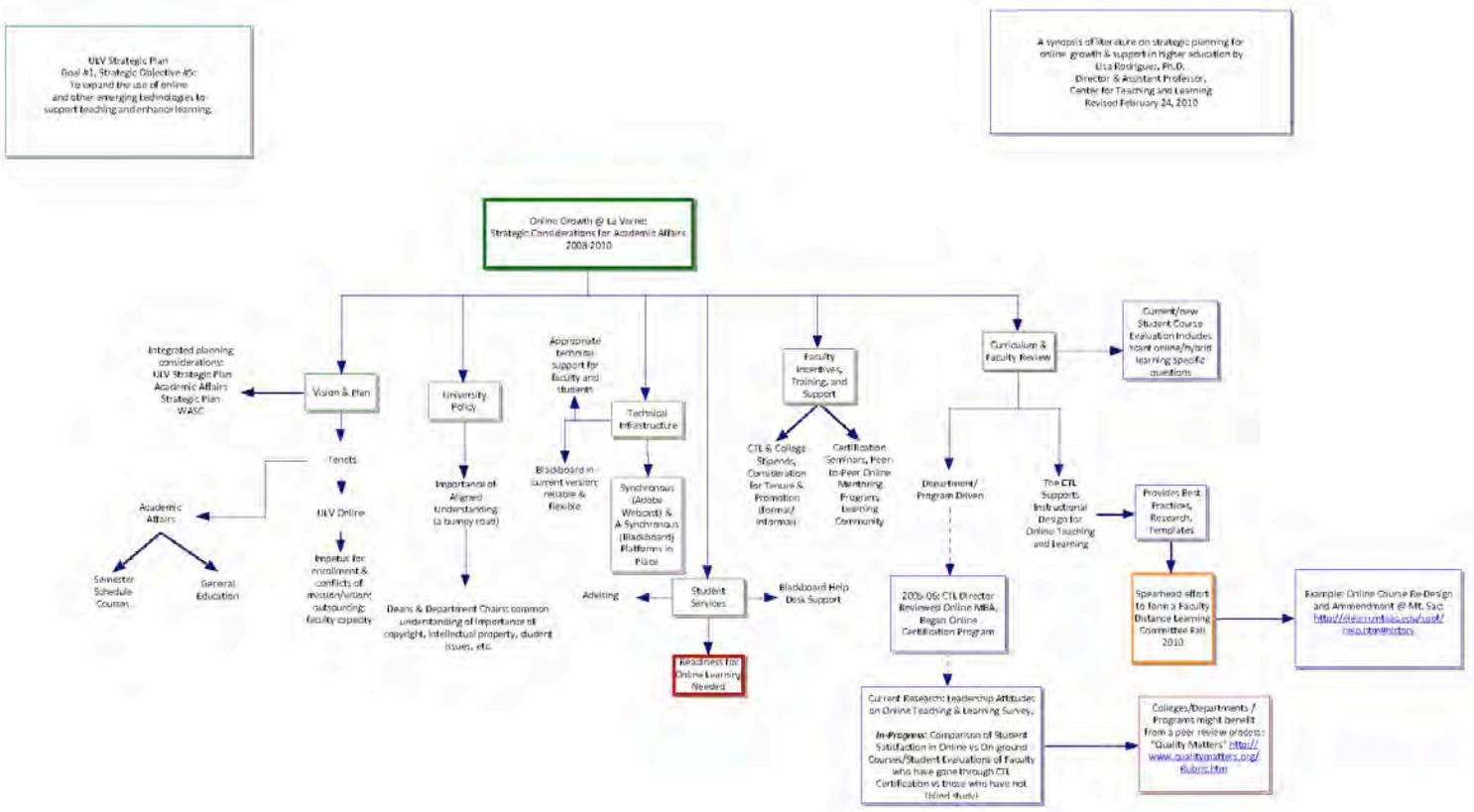
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Add

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Appendix O

CTL Strategic Planning Map – Online & Hybrid Growth at ULV



Appendix P

2008 Survey of Online & Hybrid Growth at ULV

Online and Hybrid Growth at ULV

1. Name		Response Count
		13
<i>answered question</i>		13
<i>skipped question</i>		0

2. College		Response Percent	Response Count
Arts/Sciences		69.2%	9
Business and Public Management		23.1%	3
Education and Organizational Leadership		7.7%	1
Law		0.0%	0
Other (please specify)			0
<i>answered question</i>			13
<i>skipped question</i>			0

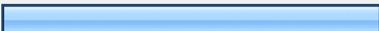
3. Which degree program would you like to see online or hybrid that your college does not already offer? (not General Education)		Response Count
		12
<i>answered question</i>		12
<i>skipped question</i>		1

4. Are any of the courses outside of degree programs (General Ed, Org. Mgmt, Public Admin, BSOM, Criminology, and MBA) currently offered as hybrids?		Response Count
		13
	<i>answered question</i>	13
	<i>skipped question</i>	0

5. In what ways are online/hybrid course development plans and processes communicated to faculty (i.e., approach individual faculty, guide them to the CTL or RCA, give them a copy of the ULV Online policy, discuss at department or college meetings)? Other?		Response Count
		12
	<i>answered question</i>	12
	<i>skipped question</i>	1

6. What is your preferred division of hybrid seat time release (i.e. 60% seat time, 40% online time)?		Response Count
		12
	<i>answered question</i>	12
	<i>skipped question</i>	1

7. Would you promote an online/hybrid readiness assessment provided electronically at the time of registration by which students can get information for campus/web support for online study success?

		Response Percent	Response Count
Yes		58.3%	7
No		0.0%	0
Not Sure - depends on what that entails		41.7%	5
Other (please specify)			1
		answered question	12
		skipped question	1

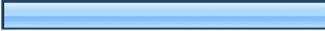
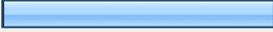
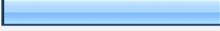
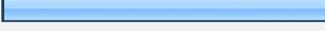
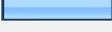
8. Are you concerned with preparation and retention in online/hybrid courses? How so?

		Response Count
		12
		answered question
		skipped question
		12
		1

9. Are you concerned with preparation and retention in online/hybrid courses? How so?

		Response Count
		7
		answered question
		skipped question
		7
		6

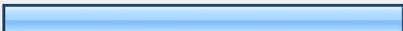
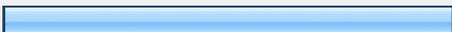
10. Who should be responsible for student readiness and retention in online/hybrid courses? (Check all that apply)

		Response Percent	Response Count
Academic department		50.0%	6
Faculty member		41.7%	5
RCA		33.3%	4
CTL		50.0%	6
The student		50.0%	6
Other (please explain)		16.7%	2
		<i>answered question</i>	12
		<i>skipped question</i>	1

11. Is there a policy of any kind on the delivery of those courses or is it an agreement with each faculty member?

		Response Count
		12
		<i>answered question</i>
		12
		<i>skipped question</i>
		1

12. What are your college's/departments needs from the CTL with regard to online/hybrid teaching: (check all that apply)

		Response Percent	Response Count
Certification		61.5%	8
Technical skills only		23.1%	3
Technical skills and online instructional design (navigation, materials format, learning units, assessments, etc.) Other:		92.3%	12
Disciplinary/cross-disciplinary faculty mentor connections		0.0%	0
Increased communication from the CTL at department meetings?		15.4%	2
Workshops for teaching online/hybrid courses (e.g.: Blackboard Week, hybrid teaching panels, online skills "webinars")		69.2%	9
Sample rubrics/templates/guides for teaching (online) specific topics to be distributed by department chairs (e.g. grading practices for online discussions, converting classroom activities to online environment equivalencies, etc.)		53.8%	7
Policies for online/hybrid instruction		38.5%	5
	Other (please specify)		0
	answered question		13
	skipped question		0

13. Do you currently have a formal teaching assessment plan for online/hybrid instruction? Please describe (The current evaluation tool for students is under revision).

	Response Count
	12
<i>answered question</i>	12
<i>skipped question</i>	1

14. Is your college taking specific steps to assess your students' learning outcomes in online or hybrid courses? By what means are you doing this?

	Response Count
	13
<i>answered question</i>	13
<i>skipped question</i>	0

15. Would you support a faculty-peer online instruction evaluation program (subscription-based rubric) for faculty self and department assessment? Why or why not?

	Response Count
	11
<i>answered question</i>	11
<i>skipped question</i>	2