

Muskegon Community College

Teaching with Technology Needs Assessment Report

The Teaching with Technology Needs Assessment (TTNA) is a survey of all faculty at Fayetteville State University. The assessment is used to describe and understand the technology faculty currently use and how this technology is integrated into their teaching activities.

Data gathered with the Fayetteville State University Teaching with Technology Needs Assessment is used to 1) provide baseline measures of faculty educational technology use, 2) evaluate innovative initiatives involving academic technology, 3) assess and develop instructor support efforts, and 4) establish a short-term faculty development and training programs.

Methodology

Data were collected through an online survey administered between September 14, 2006 and September 22, 2006 to 237 faculty members (95 Full-time and 141 Adjunct). The initial invitation was sent by email on Thursday, September 14, 2006, and the reminders were sent to those who had not yet responded on Tuesday, September 19, and Thursday, September 21, 2006. Overall 94 faculty members responded resulting in a 40% response rate. However, 70 full time faculty members responded resulting in very successful response rate of 76% compared to only a 16% response rate among adjunct faculty members (n=23).

Findings

Findings presented in this report are simple descriptive univariate distribution tables. The analysis tables are presented in the order the items appeared in the survey and are organized into six sections:

Section 1: Background Information

Section 2: Experience with Technology

Section 3: Teaching Online

Section 4: Assessing Student Learning

Section 5: Motivational Factors

Section 6: Faculty Development

Section 1: Background Information

At home, do you have access to a computer?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	91	96.8%						
No	3	3.2%						

At home, what type of computer/platform do you use? (check all that apply)

Response	Frequency	Percent	0	20	40	60	80	100
PC - Desktop	77	85.6%						
PC - Laptop	42	46.7%						
Mac - Desktop	5	5.6%						
Mac - Laptop	5	5.6%						

At home, what is your primary type of Internet connection?

Response	Frequency	Percent	0	20	40	60	80	100
Telephone	18	20.0%						
Cable	41	45.6%						
DSL	24	26.7%						
Other	2	2.2%						
Unsure	1	1.1%						
No connection from home	4	4.4%						

At work, do you have access to a computer?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	93	98.9%						
No	1	1.1%						

At work, what type of computer/platform do you use? (check all that apply)

Response	Frequency	Percent	0	20	40	60	80	100
PC - Desktop	86	92.5%						
PC - Laptop	14	15.1%						
Mac - Desktop	2	2.2%						
Mac - Laptop	4	4.3%						

At work, what other type of equipment do you use? (check all that apply)

Response	Frequency	Percent	0	20	40	60	80	100
Printer	93	100.0%						
Scanner	43	46.2%						
Jump/Flash Drive	67	72.0%						
Digital Camera	30	32.3%						
CD/DVD Burner	44	47.3%						
Digital Video Camera	12	12.9%						
Other	9	9.7%						

--> If you indicated "Other" above, please specify:

- video and Laser disk
- internal DVR Video Server USB Hard Drives USB PDA Dedicated private gigabit network
- Ceiling Mounted Projection
- Use Disk to connect to Power Point Machines in classrooms.
- fax
- PDA
- microscope magnifier and projection
- Electronic Whiteboard
- When you say use I have checked all that I would like to use, not all that I have access too. For example I have a CD/DVD burnere at home but not on Campus. I do not have digital Video Camera but could use one and at times would like to have a technician record specific class demonstrations. I also have unmet software needs
- digital editing systems

At work, are you connected to the Internet?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	92	100.0%						
No	0	0.0%						

Section 2: Experience with Technology

Please indicate how frequently you use each technology:

Questions	Scale	Count	Mean	Mean as a percent of possible score	Many times a day	At least once a day	At least once a week	At least once a month	Less than once a month	Not at all
E-Mail	1	92	5.71		77.2%	17.4%	4.3%	1.1%	0.0%	0.0%
WWW Browsing/Searching	1	89	5.27		55.1%	27.0%	13.5%	1.1%	1.1%	2.2%
Webpage Design/Development	1	91	2.03		2.2%	7.7%	7.7%	6.6%	25.3%	50.5%
Online Chat/Discussions	1	92	1.92		2.2%	9.8%	3.3%	7.6%	17.4%	59.8%
Digital Audio/Video	1	91	2.29		4.4%	5.5%	11.0%	15.4%	20.9%	42.9%
Point-to-point Video or Web-conferencing	1	91	1.19		0.0%	0.0%	1.1%	2.2%	11.0%	85.7%
Campus Wireless Networks	1	90	1.96		4.4%	2.2%	14.4%	6.7%	7.8%	64.4%
E-Portfolios	1	86	1.08		0.0%	0.0%	0.0%	1.2%	5.8%	93.0%

Please indicate your level of expertise with each technology:

Questions	Scale	Count	Mean	Mean as a percent of possible score	Never Used	Beginner	Fairly Knowledgeable	Skilled	Expert
E-Mail	2	90	3.72		0.0%	3.3%	38.9%	40.0%	17.8%
WWW Browsing/Searching	2	87	3.53		3.4%	9.2%	35.6%	34.5%	17.2%
Webpage Design/Development	2	88	1.91		40.9%	38.6%	12.5%	4.5%	3.4%
Online Chat/Discussions	2	89	2.08		42.7%	22.5%	21.3%	11.2%	2.2%
Digital Audio/Video	2	88	1.95		40.9%	31.8%	20.5%	4.5%	2.3%
Point-to-point Video or Web-conferencing	2	89	1.29		78.7%	15.7%	4.5%	0.0%	1.1%
Campus Wireless Networks	2	87	2.07		48.3%	17.2%	17.2%	13.8%	3.4%
E-Portfolios	2	82	1.13		89.0%	9.8%	0.0%	1.2%	0.0%

Please indicate your interest in learning more about each technology:

Questions	Scale	Count	Mean	Mean as a percent of possible score	Very interested	Interested	Somewhat interested	Not very interested	Not at all interested
E-Mail	3	86	2.99		10.5%	26.7%	29.1%	18.6%	15.1%
WWW Browsing/Searching	3	83	3.07		10.8%	30.1%	26.5%	20.5%	12.0%
Webpage Design/Development	3	86	3.62		30.2%	29.1%	22.1%	9.3%	9.3%
Online Chat/Discussions	3	86	2.45		5.8%	18.6%	17.4%	31.4%	26.7%
Digital Audio/Video	3	86	3.55		31.4%	24.4%	20.9%	14.0%	9.3%
Point-to-point Video or Web-conferencing	3	85	2.94		18.8%	18.8%	17.6%	27.1%	17.6%
Campus Wireless Networks	3	84	3.08		17.9%	27.4%	15.5%	23.8%	15.5%
E-Portfolios	3	80	2.83		7.5%	22.5%	33.8%	17.5%	18.8%

Please indicate how frequently you use the following software:

Questions	Scale	Count	Mean	Mean as a percent of possible score	Many times a day	At least once a day	At least once a week	At least once a month	Less than once a month	Not at all
Word Processing	1	93	5.55		72.0%	16.1%	7.5%	3.2%	1.1%	0.0%
PowerPoint Presentations	1	91	3.21		15.4%	12.1%	14.3%	17.6%	17.6%	23.1%
Excel	1	93	3.40		14.0%	16.1%	23.7%	8.6%	17.2%	20.4%
Access	1	92	1.46		1.1%	0.0%	3.3%	6.5%	17.4%	71.7%
Photoshop	1	93	1.92		3.2%	1.1%	6.5%	16.1%	20.4%	52.7%
FrontPage	1	92	1.41		0.0%	2.2%	5.4%	1.1%	14.1%	77.2%
Sitebuilder ToolKit	1	92	1.28		0.0%	1.1%	3.3%	4.3%	5.4%	85.9%
Impatica for PowerPoint	1	92	1.09		0.0%	0.0%	0.0%	0.0%	8.7%	91.3%

Questions	Scale	Count	Mean	Mean as a percent of possible score	Many times a day	At least once a day	At least once a week	At least once a month	Less than once a month	Not at all
Camtasia Studio Screen Recorder	1	91	1.24		1.1%	1.1%	1.1%	2.2%	6.6%	87.9%

Please indicate your level of expertise with the following software:

Questions	Scale	Count	Mean	Mean as a percent of possible score	Never Used	Beginner	Fairly Knowledgeable	Skilled	Expert
Word Processing	2	91	3.67		0.0%	5.5%	38.5%	39.6%	16.5%
PowerPoint Presentations	2	89	2.90		16.9%	23.6%	23.6%	24.7%	11.2%
Excel	2	91	2.64		17.6%	33.0%	25.3%	16.5%	7.7%
Access	2	89	1.57		66.3%	16.9%	11.2%	4.5%	1.1%
Photoshop	2	90	1.74		45.6%	40.0%	11.1%	1.1%	2.2%
FrontPage	2	89	1.51		69.7%	18.0%	5.6%	5.6%	1.1%
Sitebuilder ToolKit	2	89	1.25		82.0%	12.4%	4.5%	1.1%	0.0%
Impatica for PowerPoint	2	89	1.13		92.1%	5.6%	0.0%	1.1%	1.1%
Camtasia Studio Screen Recorder	2	89	1.27		86.5%	6.7%	2.2%	2.2%	2.2%

Please indicate your interest in learning more about the following software:

Questions	Scale	Count	Mean	Mean as a percent of possible score	Very interested	Interested	Somewhat interested	Not very interested	Not at all interested
Word Processing	3	88	2.93		12.5%	23.9%	23.9%	23.9%	15.9%
PowerPoint Presentations	3	86	3.33		23.3%	31.4%	16.3%	12.8%	16.3%
Excel	3	88	3.23		20.5%	25.0%	22.7%	20.5%	11.4%
Access	3	86	2.77		8.1%	25.6%	20.9%	25.6%	19.8%
Photoshop	3	88	3.73		35.2%	23.9%	25.0%	10.2%	5.7%
FrontPage	3	86	2.73		14.0%	18.6%	18.6%	24.4%	24.4%
Sitebuilder ToolKit	3	86	2.83		12.8%	22.1%	23.3%	18.6%	23.3%
Impatica for PowerPoint	3	86	3.08		19.8%	24.4%	19.8%	16.3%	19.8%
Camtasia Studio Screen Recorder	3	86	3.01		17.4%	22.1%	25.6%	14.0%	20.9%

Have you taught in a computer-mediated classroom - a classroom with technology components?

Response	Frequency	Percent	
Yes	69	73.4%	
No	25	26.6%	

In the last 2 years, how many courses (scheduled for the complete term) have you taught in a computer-mediated classroom - a classroom with technology components? *

Response	Frequency	Percent	
0	6	11.5%	
1-2	14	26.9%	
3-5	9	17.3%	
6-10	8	15.4%	
More than 10	15	28.8%	

* Only asked of those respondents who indicated they had experience teaching in a computer-mediated classroom

Please indicate how frequently you use each of the following classroom technologies: *

Questions	Scale	Count	Mean	Mean as a percent of possible score	Every class session	More than half of the sessions	About half of the sessions	Less than half of the sessions	Not at all
Computer in connection with projection equipment	1	68	3.38		36.8%	16.2%	10.3%	22.1%	14.7%
NetOp Remote Control Software	1	67	1.70		10.4%	3.0%	1.5%	16.4%	68.7%
ELMO document camera	1	67	1.15		1.5%	0.0%	0.0%	9.0%	89.6%
Smartboard	1	68	1.43		4.4%	1.5%	2.9%	14.7%	76.5%
VCR/DVD	1	68	2.12		2.9%	7.4%	13.2%	51.5%	25.0%
Network printer	1	68	2.29		14.7%	11.8%	5.9%	23.5%	44.1%
Scanner	1	68	1.46		0.0%	4.4%	4.4%	23.5%	67.6%

* Only asked of those respondents who indicated they had experience teaching in a computer-mediated classroom

Please indicate your level of expertise with each of the following classroom technologies: *

Questions	Scale	Count	Mean	Mean as a percent of possible score 0 20 40 60 80 100	Never Used	Beginner	Fairly Knowledgeable	Skilled	Expert
Computer in connection with projection equipment	2	67	2.82		9.0%	28.4%	40.3%	16.4%	6.0%
NetOp Remote Control Software	2	66	1.65		65.2%	12.1%	15.2%	7.6%	0.0%
ELMO document camera	2	66	1.23		86.4%	9.1%	1.5%	1.5%	1.5%
Smartboard	2	65	1.54		66.2%	21.5%	4.6%	7.7%	0.0%
VCR/DVD	2	66	3.17		9.1%	10.6%	48.5%	18.2%	13.6%
Network printer	2	67	2.64		31.3%	10.4%	28.4%	22.4%	7.5%
Scanner	2	65	2.38		32.3%	23.1%	24.6%	13.8%	6.2%

* Only asked of those respondents who indicated they had experience teaching in a computer-mediated classroom

Please indicate your interest in learning more about each of the following classroom technologies: *

Questions	Scale	Count	Mean	Mean as a percent of possible score 0 20 40 60 80 100	Very interested	Interested	Somewhat interested	Not very interested	Not at all interested
Computer in connection with projection equipment	3	64	3.41		23.4%	28.1%	25.0%	12.5%	10.9%
NetOp Remote Control Software	3	62	3.16		17.7%	25.8%	27.4%	12.9%	16.1%
ELMO document camera	3	64	2.94		12.5%	25.0%	25.0%	18.8%	18.8%
Smartboard	3	65	3.29		23.1%	24.6%	23.1%	16.9%	12.3%
VCR/DVD	3	64	2.41		3.1%	14.1%	25.0%	35.9%	21.9%
Network printer	3	63	2.43		4.8%	12.7%	23.8%	38.1%	20.6%
Scanner	3	64	2.83		10.9%	15.6%	34.4%	23.4%	15.6%

* Only asked of those respondents who indicated they had experience teaching in a computer-mediated classroom

How would you describe your level of interest in learning more about teaching in a computer-mediated classroom - a classroom with technology components?

Response	Frequency	Percent	0 20 40 60 80 100
Very interested	30	32.3%	
Interested	30	32.3%	
Somewhat interested	17	18.3%	
Not very interested	12	12.9%	
Not at all interested	4	4.3%	

Do you use any other technologies for teaching and learning?



Response	Frequency	Percent	0 20 40 60 80 100
Yes	35	38.5%	
No	56	61.5%	

--> If "Yes", please describe:

- I coordinate academic support services for special populations students. I am somewhat familiar with Kurzweil Reader, Jaws, and Zoomtext. But I would like to learn more about what is available for blind, hearing impaired, and learning disabled students.
- Blackboard, ThomsonNOW, Laptop
- Laser Disk, computer aided physics labs
- Meds Pub electronic software for student tutorial and remediation
- Slide projector and BlackBoard are regularly used.
- Post notes and practice tests on-line - used to do via Front Page and transferred to Blackboard and no time at present to move to Toolkit software. Also use overheads - I prefer these to powerpoints - but have done presentations with powerpoints as well. I moved to Blackboard for student privacy concerns with posting grades on-line.
- Compressed audio and video, EVERY CLASS!
- Blackboard and other online sites for my English and communication classes
- interactive A/V
- Audio CD's
- N/A- I do not teach
- graphing calculators
- Power P0int presentations in classroom Overhead machines

- Online quizzing, Blackboard for updates....review.
- Blackboard discussion forums to prepare for live class discussions
- Digital audio recorder, basic cgi/perl scripts
- many subject specific applications/software
- self-made videos and audios in various formats on our PCs self-coded apps running on old Macs in MCC library
- video playback - theatrical equipment
- Microscope Camera, Blackboard
- Postings to Blackboard of images (jpg's) from lab, web sites, powerpoint's etc.
- Medical technologies to measurer student physical improvements.
- Power Point slide presentations. DVD peresentations. Audio presentations.
- Web site based information not in blackboard.
- web connection for German class
- Blackboard.
- I use BlackBoard extensively in all my campus based classes. I use the course content available in course cartridges and other electronic media availalbe from publishers. I am very interested in learning how to create my own materials that might someday be published. I also use turn it in dot com. I have students submit papers both as hard copy and word processing files.
- Used to use overhead projector.
- I have some lectures on Powerpoint. My students are trained at the library in searching journals.
- I use the Blackboard system to disseminate course documents, post grades, and communicate with my students nearly everyday.
- Video audio
- powerpoint, transparencies, videos
- I like to make my PowerPoint presentations multi-media presentations, using sound and video. I frequently use web sites within my PowerPoints to provide extra information to students during the lecture.
- Audio Mixing boards, Microphones, speakers, Mic (XLR) Cables.....andthng audio related.
- I am currently teaching an online class.
- Graphing Calculator

Do your students ever ask you to include technology into your course/curriculum?

Scale 1			
Response	Frequency	Percent	
Yes	18	19.4%	
No	75	80.6%	

Do your students ever ask you to include technology into your course/curriculum?

- I don't teach but I need to know about technology that would help learning for special populations.
- we are all bit on overload, students and faculty
- More often I get complaints about requiring BlackBoard for assignments in my on campus classes.
- Email and power point slides.
- They like links to more information about our class topics.
- N/A- I do not teach
- Only under very special conditions do I accept emailed or faxed papers -- due to format and personal efficiency conditions. If and when I teach an online or hybrid course my policy would of course be different.
- more up-to-date theatrical equipment
- I frequently use technology in my classroom.
- Can't get enough images to help review for lab
- excess the software from home
- My students would like to see more power point presentation.
- My students want technology incorporated into the learning environment.
- Always want to know if I use Blackboard (which I don't)
- I ask students to submit material they have located on the web.
- They do not ask. It is implied that it will be in my instruction. I am a reference librarian.
- I teach computer related classes.
- They would like everything on Blackboard.
- Power point, SmartBoard, DVD's

Section 3: Teaching Online

Which of the following best describes your experience with teaching completely online courses, hybrid courses (50% online), or blended courses (traditional on-campus courses using web tools)?

Response	Frequency	Percent	0	20	40	60	80	100
No experience or training	31	33.0%						
Some experience or training, but haven't developed or taught a	17	18.1%						
Have taught and/or developed a course	46	48.9%						

How many online, hybrid, or blended courses have you developed? *

Scale 1 - Online								
Response	Frequency	Percent	0	20	40	60	80	100
0	9	23.7%						
1-2	20	52.6%						
3-5	7	18.4%						
6-10	2	5.3%						
More than 10	0	0.0%						

Scale 2 - Hybrid								
Response	Frequency	Percent	0	20	40	60	80	100
0	18	45.0%						
1-2	22	55.0%						
3-5	0	0.0%						
6-10	0	0.0%						
More than 10	0	0.0%						

Scale 3 - Blended								
Response	Frequency	Percent	0	20	40	60	80	100
0	9	26.5%						
1-2	17	50.0%						
3-5	4	11.8%						
6-10	1	2.9%						
More than 10	3	8.8%						

* Only asked of those respondents who indicated they had experience developing or teaching online, hybrid, or blended courses

How many online, hybrid, or blended courses have you taught? *

Scale 1 - Online								
Response	Frequency	Percent	0	20	40	60	80	100
0	9	23.7%						
1-2	14	36.8%						
3-5	9	23.7%						
6-10	3	7.9%						
More than 10	3	7.9%						

Scale 2 - Hybrid								
Response	Frequency	Percent	0	20	40	60	80	100
0	16	41.0%						
1-2	19	48.7%						
3-5	3	7.7%						
6-10	0	0.0%						
More than 10	1	2.6%						

Scale 3 - Blended								
Response	Frequency	Percent	0	20	40	60	80	100
0	7	21.2%						
1-2	15	45.5%						
3-5	5	15.2%						
6-10	1	3.0%						
More than 10	5	15.2%						

* Only asked of those respondents who indicated they had experience developing or teaching online, hybrid, or blended courses

Which of the following tools have you used to teach your online, hybrid, or blended course(s)? (select all that apply) *

Response	Frequency	Percent	0	20	40	60	80	100
Course management systems or learning management systems (i.e. Faculty web site	49	87.5%						
Online discussion tool	14	25.0%						
Textbook publisher online resources	21	37.5%						
Other	31	55.4%						
	8	14.3%						

* Only asked of those respondents who indicated they had experience developing or teaching online, hybrid, or blended courses

--> If "Other", please describe:

- Info. from workshop/Meeuwenberg
- Fully supported website from developers of the original course. The course taught is coordinated with over 200 institutions across the nation.
- none
- I haven't actually taught any of these courses.
- my own person web space
- Snag-In, Camtasia, Impatica,
- non-MCC maintained web site
- Have students research and find websites and complete the activities at that website
- I incorporate video clips which I get from TV broadcasts, or rip from DVDS etc. I have software needs here as well as better access to hardware on campus. For example, I must rip and burn dvds at home since my computer on campus does not have the capab
- Quizzes, Test, Grading

Which of the following best describes your level of expertise with Blackboard? *

Response	Frequency	Percent	0	20	40	60	80	100
Expert	3	4.8%						
Skilled	18	28.6%						
Fairly knowledgeable	21	33.3%						
Beginner	15	23.8%						
Never used	6	9.5%						

* Only asked of those respondents who indicated they had experience developing or teaching online, hybrid, or blended courses

For the following features of Blackboard, please indicate your level of expertise *

Questions	Scale	Count	Mean	Mean as a percent of possible score	Never Used	Beginner	Fairly Knowledgeable	Skilled	Expert
				0 20 40 60 80 100					
Creating Content	1	54	3.13		3.7%	25.9%	33.3%	27.8%	9.3%
Using the Communication Tools	1	54	2.83		11.1%	24.1%	38.9%	22.2%	3.7%
Using the Assessment Tools	1	53	2.53		17.0%	35.8%	26.4%	18.9%	1.9%
Managing the Course	1	53	3.02		7.5%	20.8%	35.8%	34.0%	1.9%

* Only asked of those respondents who indicated they had experience with Blackboard

For the following features of Blackboard, please indicate your interest in learning more *

Questions	Scale	Count	Mean	Mean as a percent of possible score	Very interested	Interested	Somewhat interested	Not very interested	Not at all interested
				0 20 40 60 80 100					
Creating Content	2	54	3.67		27.8%	29.6%	27.8%	11.1%	3.7%
Using the Communication Tools	2	53	3.66		28.3%	28.3%	26.4%	15.1%	1.9%
Using the Assessment Tools	2	53	3.70		26.4%	32.1%	30.2%	7.5%	3.8%
Managing the Course	2	53	3.51		22.6%	30.2%	28.3%	13.2%	5.7%

* Only asked of those respondents who indicated they had experience with Blackboard

How would you describe your interest in learning more about Blackboard?

Response	Frequency	Percent	0	20	40	60	80	100
Very interested	29	31.9%						
Interested	32	35.2%						
Somewhat interested	17	18.7%						
Not very interested	8	8.8%						
Not at all interested	5	5.5%						

How would you describe your interest in learning more about how to develop and teach a blended course - a traditional course enhanced with online components (online content, online communication, and/or online assessments)?

Response	Frequency	Percent	0	20	40	60	80	100
Very interested	24	26.4%						
Interested	24	26.4%						
Somewhat interested	21	23.1%						
Not very interested	10	11.0%						
Not at all interested	12	13.2%						

How would you describe your interest in learning more about how to develop and teach a hybrid course - a course with 50% of instruction online?

Response	Frequency	Percent	0	20	40	60	80	100
Very interested	22	24.4%						
Interested	28	31.1%						
Somewhat interested	17	18.9%						
Not very interested	13	14.4%						
Not at all interested	10	11.1%						

How would you describe your interest in learning more about how to develop and teach a completely online course?

Response	Frequency	Percent	0	20	40	60	80	100
Very interested	20	21.5%						
Interested	26	28.0%						
Somewhat interested	13	14.0%						
Not very interested	16	17.2%						
Not at all interested	18	19.4%						

In the future, what role will you play in the development of your web-enhanced and/or online courses?

Response	Frequency	Percent	0	20	40	60	80	100
I will be the primary developer of materials and content	64	78.0%						
Someone else will develop most or all of the materials and content	18	22.0%						

--> If "Other", please specify:

- N/A- I do not teach
- not likely to be developed in my field
- I do not teach courses. However, I have and could design a library orientation class period.
- I don't know. Have not been approached about teaching online, but would like to try.
- Department

Please describe any concerns or reservations you have about teaching blended, hybrid, and/or completely online courses.

- Since I learn as I go, I goof as I go but usually have understanding students, many of whom do have expertise, and are willing to 'help'.
- Not a lot of our community college students are good at self-disciplining themselves to work on their own.
- None; my students just seem to thrive on interpersonal interaction, and I enjoy that too. I don't enjoy spending hours in front of a computer screen; it really bothers my eyes.
- That we spend alot of time learning a platform and then it is changed.
- time it takes to develop..I like face to face with students Definitely would not like totally on line.
- Due to experience in teaching in these various venues I know that there is a huge consumption of time. Teaching online is very time consuming.
- Though I will put it the course together I will draw from resources the publisher provides. My concern regarding distance learning is that for many of our students (with developmental needs, first generation college etc.) personal connection and face-to-face instruction is very important for student engagement and persistence.
- Support using compressed audio and video, and transitioning to another system, if possible. We have been promised a lot of support, and seen very little in the past year.
- I struggle with transferring all material to fully online. I love Blackboard and hybrid, but don't know how well I can move lectures, etc. to fully online.
- Oral interaction is essential which I find difficult in an online class. Also, immediate feedback is limited.
- I am not interested in doing an online course. Classroom is much better for me
- Concern: I feel for the courses I teach, and audio component is necessary. I need help in this area.
- none
- I do not believe in the efficacy of the completely online classroom; I did not go into teaching to teach through a computer screen. While I appreciate the desires of today's students, I remain unconvinced that the fact that they WANT such courses is proof that these courses teach content as well as or better than traditional classroom courses, and to this date there is NO convincing research to prove otherwise. I would be unsatisfied, both personally and professionally, with a completely online classroom environment.
- How does one complete a biology lab online?
- I think that on line courses are, in general, inferior to on-campus courses. This is not a fault of the current technology, rather it is due to a love of technology that has gone too far. Only real-time interaction between students, all the students, can help facilitate learning in a discussion. This can only be done if every student is required to be on-line at a specific time which is counter to the entire reason that the course is offered on-line.
- the technology and equipment performance/reliability will get in the way of direct person-to-person communication.
- Live theater is based on live interaction, teaching via technology removes its very essence and thus the greatest teaching tool - however for technical theater options may well be developed
- Even the most sophisticated, well-presented online classroom lacks the personal interaction that simply cannot be simulated. 'Teaching moments' where one student's problem and subsequent solution is readily shared and discussed with the class are extremely hard, if not impossible, to duplicate.
- Received my MSN completely online.
- Blended works well, lab needs to be hands-on (dissection, microscope skills). Lab and lecture are highly integrated, yet not always at same point. Often need to cover lab in lecture, lecture in lab. Find many students need to be shown (with BB or web in classroom), not just told how do do/find something.
- Remedial reading cannot be taught this way.
- No concerns other than simply time to learn the process and then develop the materials.
- Does not fit well with physical education.
- Not enough face to face contact with the student.
- Face to Face class time will always be a better learning environment but used properly and with informed students, online courses can fulfill a necessary roll at the college.
- my lack of expertise
- Online courses are the scam of the 21st century. If a person needs surgery would they consult an online doctor? Would an individual hire an attorney who earned there degree at an online law school? Not likely
- I do not feel that biology laboratories can be on-line.
- Thus far, they have not been shown to a better form of instruction than the face to face method. In many ways they are worse. Moreover, they open many new means for student cheating.
- I am not interested in teaching those types of classes.
- I have found BlackBoard an excellent tool for engaging students in course materials. I have taken my students to the library the fist week of class to orient them to BlackBoard. It saves much time early in the course and gets new students up and running quickly. I would like the flexibility to vary the teaching format for selected classes (hybrid). I would like to have access to software that would allow me to create my own tutorials. The hardware in my classroom is greatly improved but I still have needs such as 'roving control' of power point, and hardware that is more tamper proof.
- Student interaction is more limited than it would be face to face.
- I would love to be able to do this if there is a constant technical advisor to assist with the program.
- I develop most of the materials I use in my on-line and blended courses myself. For exampl[e, lecture notes and assignments. However, I have addapted for my student's use other course materials. Much of this type of material has been adapted from materials used by my instructors, gleaned from my notes from graduaute school.

- Student's need to have easy access to PCs...many students do not now; and/or are unskilled in PCs
- I like the face to face interaction with students, the 'human' component of teaching. Since I teach primarily entry level computer courses I worry about students being allowed to take a completely online course. If they have few or no computer skills they may be setting themselves up for failure because they will not be able to manage the class.
- none
- I haven't yet seen a good program for the teaching of mathematics online. Most of the technology is fine for words, but to enter equations, formulas, or anything else involving mathematics is a major pain.

Section 4: Assessing Student Learning

For the following items about assessing student learning, please indicate how important each is to you:

Questions	Scale	Count	Mean	Mean as a percent of possible score 0 20 40 60 80 100	Very important	Important	Somewhat important	Not very important	Not at all important
Linking your assessment activities to course goals	1	92	4.32		55.4%	28.3%	10.9%	3.3%	2.2%
Linking your assessment activities to larger program and/or college goals	1	90	3.91		28.9%	44.4%	18.9%	4.4%	3.3%
Actively including students in a self-assessment process	1	92	3.93		33.7%	33.7%	26.1%	5.4%	1.1%
Gathering evidence to demonstrate student mastery of course objectives	1	91	4.38		51.6%	38.5%	7.7%	1.1%	1.1%

For the following items about assessing student learning, please indicate your interest in learning more:

Questions	Scale	Count	Mean	Mean as a percent of possible score 0 20 40 60 80 100	Very interested	Interested	Somewhat interested	Not very interested	Not at all interested
Linking your assessment activities to course goals	2	90	3.84		30.0%	34.4%	27.8%	5.6%	2.2%
Linking your assessment activities to larger program and/or college goals	2	88	3.72		20.5%	40.9%	30.7%	5.7%	2.3%
Actively including students in a self-assessment process	2	91	3.82		28.6%	31.9%	34.1%	4.4%	1.1%
Gathering evidence to demonstrate student mastery of course objectives	2	90	4.03		34.4%	38.9%	24.4%	0.0%	2.2%

Section 5: Motivational Factors

Please indicate whether you currently have or receive each factor:

Questions	Scale	Count	Mean	Mean as a percent of possible score 0 20 40 60 80 100	Yes	Not Sure	No		
Support/encouragement from VP, chair or other administrators	1	93	2.51		64.5%	21.5%	14.0%		
Support/encouragement from departmental colleagues	1	92	2.66		76.1%	14.1%	9.8%		
Campus-wide training/support provided	1	92	2.61		68.5%	23.9%	7.6%		
Professional prestige or status	1	90	2.00		30.0%	40.0%	30.0%		
Credit toward promotion and tenure	1	91	1.53		11.0%	30.8%	58.2%		
Release time	1	92	1.67		22.8%	21.7%	55.4%		
Stipend/financial compensation	1	91	1.97		38.5%	19.8%	41.8%		

Please indicate how much each factor encourages or discourages you to use academic technologies:

Questions	Scale	Count	Mean	Mean as a percent of possible score	Very Encouraging	Encouraging	Neither	Discouraging	Very Discouraging
Support/encouragement from VP, chair or other administrators	2	92	3.90		29.3%	38.0%	28.3%	2.2%	2.2%
Support/encouragement from departmental colleagues	2	91	4.00		34.1%	37.4%	24.2%	3.3%	1.1%
Campus-wide training/support provided	2	90	3.90		16.7%	58.9%	22.2%	2.2%	0.0%
Professional prestige or status	2	88	3.27		9.1%	21.6%	60.2%	5.7%	3.4%
Credit toward promotion and tenure	2	89	3.06		5.6%	7.9%	77.5%	4.5%	4.5%
Release time	2	87	3.08		8.0%	14.9%	62.1%	6.9%	8.0%
Stipend/financial compensation	2	88	3.20		12.5%	19.3%	52.3%	8.0%	8.0%

Are there any other factors that currently are encouraging you to integrate technology into your instruction? If you list and describe more than one, please put them in order of importance, most important being first.

- 1. Up to date training that doesn't conflict with assigned classes. 2. More remuneration/release credit for developing and/or assessing classes.
- The possibility that it might actually be a better course as a hybrid than as a traditional course. That some students might actually learn better.
- Better instruction for students Gives me more time to have discussions
- No
- Encouragements are the faculty and staff that are readily willing to help me learn something when I am ready to learn and there is tremendous growth in my discipline in the area of technology. An entire degree program could be developed in my area focused on technological applications.
- Regarding the stipend: once I did receive a stipend, but I have developed many courses and NOT received any financial support or otherwise. The result of much of my previous effort at this college is a total lack of support and further to be productive / successful is viewed as disruptive and trouble-making. (?) I do not mind if you contact me (sherri chandler) - I can give you specific examples, names, and dates.
- To engage students. To stay competitive.
- The fact that every class we teach ALREADY depends on it! We want to move forward with technology, not go backwards and see it erode away (equipment breaking, no improvements in classroom, lack of support) for what we are already doing!
- Students need for alternative scheduling. Anything online first.
- Students enjoy technology in the classroom
- Student interest
- I have a general feeling that the administration definitely wants this in response to a perceived desire or need in our student body. Again, some technology can enhance classroom teaching, but I feel that replacing the classroom environment, which encourages socialization and personal interaction, with the online classroom is detrimental to education - if my child WANTED 5 desserts after dinner, I wouldn't give to him because I don't think it would be good for him. Similarly, if our students WANT all computerized classrooms, I don't think that is a good enough reason to give them to them.
- Online English 101 courses fill quickly and there is always pressure to add extra students or open up new sections. Since I am one of the only English instructors who will teach 101 online -- others teach hybrid 101 or 200-level courses online -- I feel pressure to take on perhaps too many online classes/students. Although I prefer a healthy mix of online and on-campus classes, I think I would feel guilty saying 'no' to online classes because I know how much we (MCC) need to increase enrollment/credit hours.
- CTL
- efficiency regarding student learning
- Use of technical in the work place - professional world.
- The discipline that I teach
- Technology, particularly Blackboard helps my increase my communication with students. They appreciate the instant feedback of posted grades and accessibility to assignments, documents, and online assessments.
- Helpfulness to students: saving driving time to review, ease of contacting me and each other, grade improvement (not sure it is there-but hopeful!). Satisfaction that I have tried to provide a variety of learning modes for students. Justification for the large amount of money spent on computers over the years....
- Other colleges and programs utilize. I want to ensure our program offers it keep a competitive edge.
- A desire to improve my instruction
- Most encouragement comes from Don Bogema, Marc Porcaro and Sue Muenberg. They are very responsive to expressed need. The IT department is also supportive and responsive. Faculty are also willing to share their ideas and experience. I have also attended off campus seminars which are extremely beneficial. Seeing how other campuses and disciplines employ technology is very helpful.
- 1. As reference librarians we need to be on top of technology. Professionalism and pride. 2. Desire to learn.
- I have kept grades on blackboard and love the system for this purpose.
- All of the major textbook publishers have undertaken to develop and make useful new technologies, however, I have been reluctant to pursue this avenue.
- I teach technology classes,

- 1. Student participation in class. They seem to relate better to what I am teaching if I can bring the technology into class and provide audio and visual reinforcement. 2. Students tell me that my classes are more interesting than most other instructors because I stay on top of developments in our field, as evidenced by additional content used in class 3. I would get very bored lecturing for 3-4 hours (as we do in nursing) without the technological aspect--and know that the students would zone out after about an hour.
- Yes, the possibility of becoming a full time faculty member. I find technology to be a great teaching and learning tool, in addition to being a fun, and challenging way to explore mathematics.
- My own perception of competence and skill.
- Using Blackboard in my class allows me to let the students view their own grades privately.
- No

Are there any other factors that currently are discouraging you from integrating technology into your instruction? If you list and describe more than one, please put them in order of importance, most important being first.

- 1. Lack of fluctuation in times for release re. training/assessing/developing. 2. Miniscule % of remuneration.
- Students have a lot of start-up problems with the technology components - I spend a lot of time the first week of school troubleshooting problems.
- Trying to get the technology in the class room It is very difficult to get software and equipment We should be asked what software we need and have it available not fight to be able to teach a course
- To some extent the pressure when I have about a hundred or more papers a week of writing to correct from my students. I need to spend a lot of time on those and then think globally about each student's work and suggest how each can customize my course for his or her needs.
- overload. being sure that students and faculty can handle all the new things being implemented
- The classroom I teach in is much too small to integrate much technology, there are only two electrical outlets in the classroom (technology needs electricity), electrical outlet locations make it impossible to plug anything in and not create a potential tripping hazard, and it seems a constant struggle to get technology equipment.
- I would like to offer at least two more upper level courses in psychology. (MCC lacks depth in this discipline. I would like these courses to be offered in class and on-line. Currently our students take these courses elsewhere, because we do not offer them. Presently, Bob Ferrentino says there will be no psychology courses developed, because those who teach psychology 'don't get along.' (??? I don't get it either.)
- Lack of time.
- Lack of support for the technology we already use. Point to point internet broadcasting is cutting edge and seems very exciting, but what we are using every day needs support and improvements also! We are on line every day with this system, and our distance learning students depend on us, and the hospitals of northern Michigan are not ready for the cutting edge stuff.
- The challenge of doing it really well.
- The time it takes to develop materials. Learning curve on new softwares.
- class room set-up hardware
- My own belief that I don't need technology in the classroom to be an effective teacher. I am quite capable of keeping my students' attention on my own without bells and whistles, and virtually anything that can be done on a several-thousand-dollar Smart Board can be done with my dry erase marker.
- 1. I prefer the spontaneity of the marker board over the pre-planned Smartboard Ppt presentations. Often there's pressure to use the Smartboard just because it's there, but I feel limited by its clunky 'markers.' 2. Sometimes the lab techs in our lab classroom are a little menacing. I know they're trying to be helpful, but sometimes it's easier just to avoid technology to avoid their interjections.
- PC software usually lags behind Mac software. Markets in which the Mac has historically had some success is in areas where the users are (more or less) independent contractors, like college teachers. If someone else is paying you, who cares, use a PC or make your living teaching others how to use a PC. But if you work for yourself, use a Mac. I realize the world has made its choice. It is tiresome to hear anti-Mac stuff so often and to hear PC folks bragging about what their PCs can now do, usually things Mac users have been doing for years. For instance: Using the Mac's voice synthesizer (available on Macs for 15+ years) will (in a few more years) be realized by some PS users to be almost as valuable as spell checkers. Wow!
- keeping up with technological changes and incorporating new developments into classes
- life is too hectic and time/personal motivation too limited
- Outdated technology in traditional lecture-style rooms
- Problems with the technology not functioning can be frustrating for both instructors and students.
- Finite time....explaining any technology to students (BB menus, details of 'how to') takes away from an already full Anatomy Physiology lecture.
- Time...I am currently the primary graphic design instructor. Technological support in current environment is 'stretched' so would be concerned exactly how much help you can offer
- I don't receive release time or financial compensation because my class is a blended class.
- Time to become familiar with the technology.
- Time to develop and learn
- The slowness of the campus computers. I am able to get more work done at home due to connection. My office hours are highly inefficient due to slow network.
- Lack of knowledge of various technologies Lack of time to learn and implement
- 1. I have the knowledge, ability and experiences to evaluate tests that I use to improve them (item analyses etc.. Our hardware (Scantron and _____) on campus is old. It took me less than an hour to identify that we are eligible to receive new and improved scantron equipment. I submitted this simple form to the vice president for academics and the recommended faculty committee. Nothing has happened in well over a year. It seems like a no brainer to me!!! 2. I have learning, hardware and software needs and media needs. I am assuming that most are budgetary problems that I am willing to be patient about. But number 1.... it is frustrating and discouraging.
- 1. No set time to learn, little professional development. 2. Compensation for time learning skills needed for job. 3. No formal classes offered yet in various tech areas. I appreciate this survey which will produce such classes.
- As adjunct staff, I am here only 1/2 day a week and would like to get more time to work the computerized programs but cannot afford to put more time into it. It would be great to develop online classes and get paid to do it.

- Every semester I have a small handful of students who are not facile with technology, and therefore are at a disadvantage when it comes to some aspects of the course. We require math and reading tests prior to admission. Perhaps we should also require students prove their facility with basic technology also? I am amazed every term when I get folks signing up for online classes who do not have a clue as to how to turn on their computer. In my blended courses I have an opportunity to address these issues, but it is a shame that in the on-line classes I do not have this opportunity.
- I am not paid to do so; time nor money.
- Lack of high speed internet at home (not available) Inconvenient to access a computer on campus (I am adjunct)
- I don't know that there are any, except the lack of computer audio components in the classrooms where we teach--an easily fixed problem.
- No one really seems to care.
- I am an adjunct instructor. We are not invited to the faculty professional development, we get exceptionally low pay, and are offered no additional compensation for extra effort. When full time openings do occur, they hire someone fresh out of graduate school who can be placed at the lowest level on the salary scale. I would not be teaching at all if I could find a job that paid well and was full time.

Section 6: Faculty Development

Please indicate how likely you would attend the following faculty development seminars if offered:

Questions	Count	Mean	Mean as a percent of possible score	Definitely	Very likely	Maybe	Unlikely	Definitely not
			0 20 40 60 80 100					
Developing and using multi-media to enhance instruction	91	3.79		27.5%	33.0%	33.0%	4.4%	2.2%
Focused strategies for blended instruction (traditional courses enhanced with online components)	93	3.47		24.7%	25.8%	28.0%	15.1%	6.5%
Focused strategies for hybrid instruction (50% online)	91	3.47		25.3%	24.2%	28.6%	16.5%	5.5%
Focused strategies for completely online instruction	93	3.35		25.8%	26.9%	18.3%	15.1%	14.0%
Using Internet research to enhance instruction	92	3.52		23.9%	23.9%	35.9%	13.0%	3.3%
Improving student communication and collaboration outside the classroom	91	3.65		29.7%	24.2%	33.0%	7.7%	5.5%
Using technology to improve student assessment	93	3.92		30.1%	43.0%	18.3%	6.5%	2.2%
Developing e-portfolios for project presentation and assessment	92	3.43		18.5%	29.3%	32.6%	16.3%	3.3%

What other technology-related faculty training sessions would you like to see offered?

- Special features of standard software that would help faculty - Ex: Is there an easy way to reorder a multiple choice test in Word? How to drop the lowest grade from an array of grades in Excel or Blackboard. Software is continually upgraded for the 'great new features' only none of us have the time to keep up with what features those are (the applicable ones).
- Seminars from distributors of the newest technology available
- the datatel purchase order system is not at all user friendly. HELP! I have attended two training sessions and it takes forever to submit plus you cannot track your orders.
- Integrating internet skills (movies, presentations) in power point.
- By 'focused strategies' do you mean subject-specific? I would find idea-sharing between instructors in similar fields to be very helpful. All-purpose instruction on technology is nice, but I usually walk away from seminars being able to (and wanting to) use maybe 5% of what I learned because much of the technology demonstrated simply wouldn't lend itself well to instruction in my field.
- Programming with flash or other software so that I can develop logical processes of assessment. Prefer this be for people with some technology aptitude so that we can move quickly.
- How to keep on-line courses, especially in the social sciences and humanities, from fostering brain-washing in 'efficient' classes having mass enrollment and total machine grading. The upper classes will find mass courses a cheap way to advance their short term interests.
- more Blackboard
- How we can use web development and deployment tools of our own choosing, such as Dreamweaver and FTP, to effectively manage our faculty sites. For those of us that are already familiar with these tools, which have capabilities far surpassing the SBT, being forced to use SBT is very cumbersome and an unproductive use of our time.
- ?
- I would like to learn how to create my own tutorials and interactive media materials.
- If offered, I may not be able to attend due to the hours I work. If the classes are needed for my job performance, I should be paid while I learn.
- Paid training

- Designing webpages
- More blackboard training
- How to use equation editors more efficiently - never have had any formal instruction - learned what I know by experimenting. Instruction on the use of graphing calculators and Excel for student records.
- Don't know
- It wouldn't matter. Adjunct faculty are not invited to the professional development activities.

What day(s) and time(s) would you like to see academic technology training offered? (select all that apply)

Scale 1			0	20	40	60	80	100
Response	Frequency	Percent						
Monday	34	38.6%						
Tuesday	40	45.5%						
Wednesday	36	40.9%						
Thursday	45	51.1%						
Friday	31	35.2%						

Scale 2			0	20	40	60	80	100
Response	Frequency	Percent						
8am to 11am	29	34.9%						
11am to 2pm	30	36.1%						
2pm to 5pm	46	55.4%						
5pm to 8pm	13	15.7%						

How important do you think it is to integrate technology into the teaching process?

Response	Frequency	Percent						
Very important	51	57.3%						
Important	14	15.7%						
Somewhat important	18	20.2%						
Not very important	3	3.4%						
Not at all important	3	3.4%						

How does the goal of integrating technology into instruction compare to your other teaching goals?

- As a part or portion, technology is important....it does not, however, supercede instruction per se.
- Technology should only be used if it enhances the learning of students. If it is only being introduced for the sake of introducing technology, then we shouldn't pursue it.
- Technology gives me extra time for other teaching tools
- less important
- Technology is only a tool, not an end unto itself.
- Due to the learning curve of new technologies often a traditional teaching methods prevail over the new stuff. Although it is recognized that there is much to learn and build into teaching and learning and I do not want to get left technologically behind.
- Because our students are more and more likely to prefer these methods, it is very important for me to learn to use the technology to motivate and support their learning with these tools.
- Very Important! We are doing distance education every day, and our students depend on it!
- It's important.
- Integrating technology is secondary to primary teaching goals
- This is very important to my area.
- N/A
- Technology must enhance and support my other teaching goals.
- My goal is to convey the subject matter effectively - if I think a given piece of technology will do that, than I would not be averse to using it. But do I think technology MUST be incorporated in this day and age to effectively teach? No.
- Of course my focus is on teaching well. Sometimes technology can help me do that job better. (For example, online discussions are an excellent way to warm students up for a face-to-face discussion in that they get rid of any nervousness or lack of input, and being able to use the Smartboard to view and 'draw on' a sample essay is a great way to teach editing and essay structure.) On the other hand, sometimes I'm frustrated by the pressure to use the technology just because it's there. I hate PowerPoint, but I feel guilty whipping out my markers or a favorite old overhead transparency because they're low-tech. I also find that adding technological bells and whistles to my Bb classrooms adds clutter and confusion for my students, many of whom are nervous enough about taking an online course. I think the way I teach online (pretty basic) has proven to be successful, so although I am open to adding technology that will best serve various learning styles (voice-over lecture notes, for example), I do not want my Bb main page to look like the Vegas strip.
- With my course, it fits well. In this age, it is almost impossible not to integrate some form of technology into our academic goals.
- I do not have that goal
- High.
- equal to other goals

- Emphasizing that technology is a tool and not the end all/be all. Tools can useless to those without the skills, knowledge, or motivation/creativity to use them.
- Compatible
- I realize that without technology, we fail to engage the students in our particular area of study. While many instructors use PowerPoint as an outline of the lecture for the students, I like to use them in an interactive way with the students, with links to the internet, links to study questions, etc. However, I am very new at this and am willing to learn more.
- Intergration of technology facilitates other teaching goals, such as: utilizing a wide variety of media (audio, viusal, animations, ppt, webresources, video) increased communication with students, student access to materials, and student access to feedback via checking grades online.
- It is not the highest priority.
- Fits well.
- Compatible..Maintaining a student centered environment involves teaching and accessing with tools they will need to use in the workplace.
- Other teaching goals are more important in the classes I teach.
- Gaining in importance.
- Technology is a tool to enhance my teaching goals. However, technology is way over rated. There is very little if any research to show what things actually improve student learning. A lot of it is just technology for the sake of technology which is geared to making some company money.
- It should be helpful to teaching my objectives but not the objective its self. Technology should be a tool.
- It's so very secondary. I teach literature, poetry, Shakespeare. These disciplines use timeless words written on the timeless page and, for centuries before us, the language does its own work, is propelled on its own power. I'm interested in technology ONLY in if it helps to add depth or interest, but I cannot count the number of times I've been bored NUMB by a thoughtless ^(%\$#! powerpoint presentation. Please! Pretty packaging doesn't make the gift more valuable!
- I see technology as another avenue to teach the students.
- technology is not as high a concern
- Most of my classes are on-line so it is very important. I think students need to be able to get around and function on-line.
- It is less important to me than other things, such as teacher student interaction and class participation.
- Technology is very important, not the primary goal but it supports other teaching goals. Specifically it allows students to do interactive tutorials instead of laboratory experiments which are unavailalbe on this campus.
- If technology makes learning more effective and efficient, it coexists with my top goal which are 1) to give students the best possible tools for research, etc. and 2) to get them the best information or resources to accomplish their goals.
- I give credit for those who use computer generated presentations.
- I think that the goal of intergrating technology into the classroom is a good one, if it is approached with the mind set that these new tools are to adjunct and expand the classroom experince, not repalce it. Nothing on God's green earth can replace the mentoring role of a dedicated teacher and a receptive student. But if we can keep this vital role and do it with color, that is a good thing.
- currently it does not.
- They are one and the same.
- I consider it very important!
- It is a priority and I have been attending some computer courses (ie Power Point and Excel) on my own.
- It is one of my personal goals
- For what I teach it is very crucial that technology is incorporated into classroom / virtual classroom, so we can 1. stay ahead of the students in their abilities to learn. 2. it keeps the faculty up to date on the latest technology that is being used.
- It improves the delivery of instruction.
- Since there is hardly any good technology for the teaching of mathematics, it doesn't affect them at all.

Are there innovative uses of technology at other campuses that you would like to see implemented at Muskegon Community College? If you list and describe more than one, please put them in order of importance, most important being first.

- We need more classrooms with a computer at every desk.
- don't know
- Portal
- I'm not aware of them.
- Student access to software at home. USB hard drives for student use during a semester. College-owned notebook PCs for student use in the library and elsewhere. More Internet bandwidth. Television distribution to PCs (Vbrick).
- Geographic Information Systems is thriving and growing at many campuses. GIS should be developed at MCC.
- Longer library and computer lab hours for students and the community to access.
- This survey is a pain in the ass. Moreover, (and ironically) I could have completed it more quickly with a paper hard copy and a pencil.
- We need projectors mounted in every classroom!
- Voice streaming
- Each classroom furnished with hardware to support technology Laptops for instructors
- Smartboards
- online capabilities, data projectors, and computer units in every classroom

- 1. Turning Point - each student has a 'remote control' and uses it during class to select answers to multiple choice questions presented in a PowerPoint presentation. The instructor instantly obtains a display of the results on the PPT. This greatly increases student participation. Many textbook companies include questions for this software with their media management package. 2. United streaming video - online library of educational movies and videos - more likely used at k-12 level
- I'm not sure how innovative this is, but at the last Trends Conference there was a presentation on student assessment utilizing an individual computerized test at the beginning and at the end of each class period. They were monitored by the instructor, individually taken and gave the prof the ability to see how much of what was demonstrated, lectured or practiced that session was retained.
- Don't know.
- Hmm. I'd have to think about this more.
- ?
- I have seen demonstrations of web based real time learning environments which have potential use at MCC. I am sorry, but I do not have the software name available at the moment but might be able to locate it later.
- For security measures, computers users log in with student number which is traceable to site, date, time. Similarly, guests could log on with a library card number that is their password. Therefore, it is traceable to their name, address, phone number as well as computer use site, date, time. (This is just an idea. I do not know how feasible it would be.)
- I recently participated in a collaborative seminar as a student (University of Michigan Law) in which we worked with students and faculty from the University of Bologna (Italy), Friberg am Main (Germany), and the University of Rio de Janeiro. This was a fascinating use of technology and an intellectually stimulating course that looked at constitutional development around the globe since World War II. It was conducted almost entirely on-line (the faculty of each school did get to fly to each of the four schools during the semester and lecture). While this was a very costly endeavor, and hardly realistic for a small school to do, why can we not employ the model--to perhaps combine with other small schools to try out new and innovative uses of the technology now at-hand? Just a thought.
- I am used to working with MIT Labs...and internal IBM Confidential Labs...I came from a VERY high tech environment...to 'nothing'.
- I came from a college with limited technological resources and have been very impressed with the level of technology at Muskegon Community College.
- Don't know
- Use of SAM, Skill Assessment Manager, website that allow all faculty teaching CIS100, for example, to give the same standardized quizzes and tests.