

Survey Results



A Virtual Campus of The Community & Technical Colleges

Faculty Survey Responses
Raw Data from the Surveys



Fall, 2003

Instructor Survey Responses

What have you found is the best way to get information on WAOL processes? (Check all that apply)

| Response | Response Count | Percentage |
|--------------------------------------|----------------|------------|
| My personal "MyWAOL" account portal | 50 | 50.51 % |
| WAOL Web Site | 42 | 42.42 % |
| Campus distance learning coordinator | 36 | 36.36 % |
| Call the WAOL instruction office | 32 | 32.32 % |
| Other instructors | 9 | 9.09 % |
| email WAOL | 2 | 2.02 % |
| email WAOL staff | 1 | 1.01 % |
| Jane McCarville is AWESOME! | 1 | 1.01 % |
| Mark Carbon and SCC DL Office | 1 | 1.01 % |
| Seattle Central Distance Learning | 1 | 1.01 % |
| Emails, Carbon/Others | 1 | 1.01 % |
| emails from WAOL | 1 | 1.01 % |
| The emails from Mark | 1 | 1.01 % |
| e-mail the WAOL office | 1 | 1.01 % |
| e-mail | 1 | 1.01 % |
| Totals | 99 | |

Do you get the information you need from WAOL in a timely manner?

| Response | Response Count | Percentage |
|----------|----------------|------------|
| Yes | 94 | 95.92 % |
| No | 2 | 2.04 % |
| Totals | 98 | |

If not, what information do you still need?

| Response | Response Count | Percentage |
|--|----------------|------------|
| text book changes | 1 | 1.02 % |
| I have consistently run statistics on my course to tally the hits I have as an instructor. Each time I submit statistics I ask for the entire course time to be tallied. Each time I receive different | 1 | 1.02 % |

| | | |
|---|----|--------|
| numbers that are low, sometimes lower than the times before. This is very confusing. I do not understand why the number of hits would go down over a weeks period of time when I am asking for the entire course number of hits. This has happened frequently and is very confusing. I would like an explanation and understanding of this process. | | |
| N/A | 1 | 1.02 % |
| I'd like to know how to duplicate material for multiple sections of the same course. Specifically, how I can post a quiz (VERY time consuming to create) to multiple classroom sections without recreating them. | 1 | 1.02 % |
| Some community-building efforts would be wonderful. Sometimes, one feels a little lonely and unconnected from other online instructors off campus. | 1 | 1.02 % |
| How to allow students to see suggested answers for essay questions once an exam is completed AND see the correct answers for multiple choice answers? | 1 | 1.02 % |
| I haven't been successful updating my credentials and phone number, as requested in my account. Mark will get back to me. | 1 | 1.02 % |
| The office always returns my call in a timely manner. | 1 | 1.02 % |
| How can I 'folderize' items in the dropbox or otherwise save them with the submission time information without just having 6 hundred items in the dropbox? | 1 | 1.02 % |
| Totals | 98 | |

What information is still missing from the WAOL web site?

| Response |
|--|
| I would like to be able to access updated lecture materials when the book edition is updated. |
| Clear information regarding adding and dropping classes that instructors can get to students since we do not have any way to do this it would be great to have a link that we could give to people on the phone or in emails that we receive. |
| Seldom ever use it |
| I have had very few questions or problems, so I am not aware of anything missing. The only class I teach consistently is a hybrid, so I do not use the full capacity of WAOL. |
| Instructions telling students after they log on to their classes, they should input their correct email addresses in Personal Information. Some students mistakenly believe that WAOL does that for them automatically, despite instructor's request that they do that themselves. |
| The only thing I really feel like I'm missing is a link to mywaol from the home page! |
| Don't know |
| I don't know if this is missing, but if there were a way to make a hyperlink to the institution sponsoring |

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| the course for ease of contact, that would be nice. |
| None that I can think of. |
| It's wonderful to see how the site has been improving. I haven't noticed "missing" information--except maybe more of a sense of the personalities behind the names. :) |
| Link to MyWAOL or page where it can be accessed. |
| Students need easy access to Proquest. We need our own WAOL virtual library that they can connect with their colleges...at least an announcement that using their own libraries online is also possible. |
| Students still have trouble with their week beginning on Thursday. Both instructors and WAOL needs to make that clear. |
| More flexibility on what the left-hand side buttons are named. I need one that is titled: "Lessons" |
| Emails for students during beginning week. Please do not use none@none.com. |
| How can a student get a four year degree online and stay within the public sector, i.e., cheaper tuition? What programs are out there. Just provide the link and the student can follow up on it. WAOL needn't give lots of detail. |
| None that I have noticed. |
| A direct link to MyWAOL account. |

How helpful is the WAOL instruction office?

| Response | Response Count | Percentage |
|------------------|----------------|------------|
| Very helpful | 74 | 75.51 % |
| No Opinion | 13 | 13.27 % |
| Somewhat helpful | 10 | 10.20 % |
| Totals | 98 | |

Suggestions for improvement

| Response |
|--|
| 24-7 assistance - NO I AM Kidding. Everyone at WAOL are fantastic and extremely responsive/helpful all the time. I continue to have a wonderful time teaching and I know it is because of the crew that I get assistance from at my campus and WAOL. |
| Mark Carbon is especially great at helping instructors. |
| I especially appreciate being able to connect to a "live" human on the other end. THNAK YOU |
| Most information came from Mark Carbon, or helpdesk |
| Response time could be a bit faster. Sometimes it is hard to get any information/assistance on weekends. |
| The staff there are fantastic. :) |

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| Perhaps more flexibility in the timing of copying courses from one quarter to the next. |
| I have none. |
| More time to familiarize ourselves with the updated software when we change software. We change software and the quarter begins there is no familiarity time. |
| My campus "expert" is not an instructor and there are many gaps in his knowledge. Every time I ask him a question he says, "That's a good question for Mark". Then I have to wait for the middle man action. When I contacted Mark and asked if I could talk to him directly he said "No, ask your campus rep." This slows down the information process for me. However, if I call and talk to someone in the office like Barbara, she is super helpful and willing to spend time answering all of my questions. |
| Need to be more proactive, not just respond to questions. |
| The my WAOL site could have better links to the quarterly process for application. |
| I don't know if this is possible, but I would love to take a WAOL instructor's course devoted entirely to the needs of English instructors. I was part of a panel of online instructors at a retreat for English faculty of OC last weekend, and we all felt that online teaching of writing courses was unexpectedly time-coming. Maybe there are smarter ways of doing things. Perhaps other disciplines feel the same--I mean about wanting a course, maybe after the very good original introductory course that addressed their specific problems. |

What is the best way for WAOL to communicate with you? (Please rank order 1 through 5, with 1 being the best way and 5 being the least effective way)

| Category | Response | Response Count | Percentage |
|---------------------|----------|----------------|------------|
| Email | 1 | 88 | 89.80 % |
| | 2 | 5 | 5.10 % |
| | 3 | 1 | 1.02 % |
| | 4 | 1 | 1.02 % |
| | 5 | 2 | 2.04 % |
| Listserv | 1 | 1 | 1.02 % |
| | 2 | 8 | 8.16 % |
| | 3 | 13 | 13.27 % |
| | 4 | 13 | 13.27 % |
| | 5 | 43 | 43.87 % |
| Telephone | 1 | 3 | 3.06 % |
| | 2 | 46 | 46.94 % |
| | 3 | 17 | 17.35 % |
| | 4 | 13 | 13.27 % |
| | 5 | 10 | 10.20 % |
| Threaded Discussion | 1 | 3 | 3.06 % |

| | | | |
|--|---|----|---------|
| | 2 | 1 | 1.02 % |
| | 3 | 6 | 6.12 % |
| | 4 | 14 | 14.29 % |
| | 5 | 48 | 48.91 % |
| Through the Distance Learning Coordinators | 1 | 2 | 2.04 % |
| | 2 | 22 | 22.45 % |
| | 3 | 35 | 35.71 % |
| | 4 | 15 | 15.31 % |
| | 5 | 18 | 18.37 % |
| Web Site | 1 | 2 | 2.04 % |
| | 2 | 14 | 14.29 % |
| | 3 | 24 | 24.49 % |
| | 4 | 38 | 38.78 % |
| | 5 | 12 | 12.24 % |

Please rate the quality of your communication with the WAOL instruction office in Spokane:

| Category | Response | Response Count | Percentage |
|-----------------|-------------------------|----------------|------------|
| accurate | always high quality | 60 | 61.22 % |
| | frequently high quality | 32 | 32.65 % |
| | no opinion | 3 | 3.06 % |
| helpful | always high quality | 56 | 57.14 % |
| | frequently high quality | 32 | 32.65 % |
| | no opinion | 4 | 4.08 % |
| | seldom high quality | 1 | 1.02 % |
| timely response | always high quality | 55 | 56.12 % |
| | frequently high quality | 33 | 33.67 % |
| | no opinion | 5 | 5.10 % |
| Totals | | 98 | |

**If WAOL accommodated flexible start/stop dates, which approach would you use?
(Select all that apply)**

| Response | Response Count | Percentage |
|-------------------------------|----------------|------------|
| None of the above | 39 | 39.80 % |
| Longer quarters on either end | 26 | 26.53 % |
| Short courses | 20 | 20.41 % |
| Continuous enrollment | 15 | 15.31 % |
| Open entry, open exit | 15 | 15.31 % |
| Totals | 98 | |

Are there support services for distance learning students that WAOL can develop or help your college develop? (Please select all that apply)

| Response | Response Count | Percentage |
|--|----------------|------------|
| More technology training for students | 57 | 58.16 % |
| Online tutoring | 47 | 47.96 % |
| Online orientation | 47 | 47.96 % |
| Library services | 27 | 27.55 % |
| Academic advising | 22 | 22.45 % |
| More instructor training | 22 | 22.45 % |
| Financial aid | 11 | 11.22 % |
| Career counseling | 9 | 9.18 % |
| More obvious Tech Support Phone # Placement | 1 | 1.02 % |
| mentor like person to help them adjust to online | 1 | 1.02 % |
| advice about suitability of online learning | 1 | 1.02 % |
| Help desk for students | 1 | 1.02 % |
| unsure as a first time instructor that is awaiting the start of Winter 2004. | 1 | 1.02 % |
| e-mentoring | 1 | 1.02 % |
| Totals | 98 | |

To what extent do you agree with the following about WAOL?

| Category | Response | Response Count | Percentage |
|---|----------------|----------------|------------|
| Improves the student experience | Strongly agree | 26 | 26.53 % |
| | Agree | 50 | 51.02 % |
| | No opinion | 14 | 14.29 % |
| | Disagree | 5 | 5.10 % |
| Provides quality support | Strongly agree | 34 | 34.69 % |
| | Agree | 50 | 51.02 % |
| | No opinion | 9 | 9.18 % |
| | Disagree | 2 | 2.04 % |
| Raises the institution's image with the community | Strongly agree | 23 | 23.47 % |
| | Agree | 43 | 43.88 % |
| | No opinion | 26 | 26.53 % |
| | Disagree | 2 | 2.04 % |
| Saves the institution money | Strongly agree | 21 | 21.43 % |
| | Agree | 21 | 21.43 % |
| | No opinion | 47 | 47.96 % |
| | Disagree | 7 | 7.14 % |

What else can WAOL do to better serve instructors? (Please be as specific as possible)

| Response |
|--|
| Precise information through all delivery vehicles, not just one |
| I am not sure what information students receive when they register. If they get a letter, is it the same letter from every school? I would like to know what students are told when they register. |
| 1. statistics information - how to use accurately 2. updated lectures - to be able to access |
| Somehow provide a way to update classes with payment attached. The colleges do not provide any further financial incentive to teach the courses and the amount of time spent teaching these classes is a great deal more than the f2f classes. I know that this is one of the reasons we are unable to recruit more people to teach these classes. |
| I am currently satisfied. |
| I think you do a great job. |
| offer more online training for new concepts |
| Emphasize, to the students, that they should take the online tutorial. |

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| Better explain the layout of the website. I have spent frustrating periods trying to locate different forms and information, and still don't have a good "feel" for the lay of the land, so don't utilize the website as much as I would like to. |
| Have a blackboard tech support number listed on the instructor's home page AND/OR a menu bar included with the classroom that links to Tech support e-mail and phone. |
| I've had a few needs this term and Mark has been very responsive. THANKS! |
| A placement service for potential instructors so they could be matched to hiring institutions who are interested in finding instructors for WAOL courses that they choose to offer. |
| You are currently doing very good work for me. Thank you. |
| allow instructor a student account in each section, so the instructor can check for what students would see. It's helpful in diagnosing "strange" problems that some students claim to be having. |
| I think that WAOL is fine. I would like to see improvements to the platform; Blackboard. It would be nice if we could suggest improvements that could be forwarded to Blackboard development. |
| I love the idea of library instruction! I also think online tutoring is a wonderful idea. These are services I offer as optional to my students currently, because some of my students don't attend the institution I teach from. While this may be a service for the students-- it also benefits ME! |
| I had some fellow instructors take the waol training course this fall and one thing that came up was the fact that this course is completely geared toward writing disciplines. The instructor wasn't knowledgeable about the equation editor and other functions that would be useful to a math/science instructor. Maybe offering two different tracks would be helpful? |
| Student Web server account will be very helpful. Unless student take a computer course on campus, they don't have access to student Web account provided by my college. If WAOL can create Web accounts for students, that will help the course a lot. |
| Share with instructors the base curriculum and have them assist with design. Instructors prepare for WAOL and most do not teach. There are not enough students to go around. WAOL needs to help market courses and share with faculty to diversify its' curriculum and allow instructors to teach; or act in another capacity. |
| Blackboard training: I'm sure that I don't get everything out of the classroom that I could use. It is faster if someone shows me the features or maybe if there were a 'tip of the week'? |
| This quarter I posted information on the announcement board, and it was deleted in one class. Please delete previous quarters so there is only the current quarter's classes posted. When quizzes are posted that do not require a start/stop date, load them and make them active. The location of the course information is not "intuitive" for the students. And I design websites, and I agree with the students. Allow us to reorder the lessons by "drop and drag". The digital drop boxes are not effective, in my opinion. Having students get their lesson results via email provides immediate feedback. Feel free to call me for more information. |
| I have always had excellent support from WAOL, especially since I teach a class that students frequently complain about. I don't know that there is anything to improve at the moment. Perhaps earlier notice about whether the class will go or not might help, but this has to do with enrollment, not with WAOL itself. |
| Have a consistent policy at all schools regarding when courses are cancelled. Some schools cancel a course by a certain date because of low enrollment and the course eventually gets filled going to the next instructor on the list. |
| I'd like to see some training sessions for instructors who did not start out with Blackboard, There are some classroom areas I have not used and I would like to find out more about how they work and how |

they appear to students. Also, since we will be switching shortly to a new version of Blackboard, I'd like to see a workshop (or online document) that thoroughly covers all of the changes.

I am new to WAOL this fall. I still am shaky on when I need to fill out the intent to teach form each quarter, and I do not keep the URLs for everything in my life. So, I would like a quarterly e-mail telling me to fill out the form with the link provided. (Perhaps you already do that...)

It would help to have some regular refreshers on the latest in DL. Help us feel like a part of something larger. :)

Create a much better HELP system. Collegis is terrible. If you do not have various codes and knowledge of terminology there is no point in even trying to ask a question.

Drawing upon the expertise of instructors who have taught a long time online could be useful for new instructors. Perhaps Jane and some of these instructors could work together to incorporate ideas from the "old-timers" into the training.

offer advanced training. The initial training was sufficient, but after teaching online for a year, I'd like to know more and improve both the content and resources in my courses.

I would like a way to chat with other instructors - especially those in our field or who are teaching the same class. Also - we had one online conference meeting in Seattle a few years ago. I would like another one.

What happened to those tips that Mark was sending out? They were good.

I'm hoping the Blackboard upgrade will make access to the instructor Control Panel faster, because it is currently sooooo sloooow!

I am one of those instructors who loves to teach but am a "not-so-computer-literate" person. So much of what I needed to know was not in any manual. I asked questions from Ed at Pierce and Jane in Spokane in order to learn how to do so many things in BB. I am keeping my own "How to" manual that I can refer to now. Not sure if you can address every single need of every beginning Instructor like myself (not-so-computer-literate) in one manual. I really appreciate having Jane and Ed available to answer my questions and walk me through the steps (like the 14 steps it takes to get a test from the "Pool" to the "Assessment" area). There are still things I do not understand and am afraid that one wrong click can erase my work. But I'm getting there, thanks to Jane especially.

I have been very pleased with WAOL's service to distance learning instructors. Their responses to issues has always been prompt and courteous! I feel that WAOL is always trying to improve on its system, both for the instructor and student.

Would like to see additional training, either face-to-face or online.

Lead instructors need to revise the course after five or six years. It would be great for leads to met and discuss revisions with the others and that should be planned for in the budget.

When a format changes get the updated software to us sooner.

Be willing to talk to instructors directly if necessary. Please realize that each institution is developing their on-line classes at a different rate. Some colleges have a full-time support person while others, like mine, has almost no support what-so-ever.

Make sure the book store has the accurate books. American Literature has been dicey because there are two books that are called AMERICAN VISIONS, and sometimes they send the wrong book.

Increase wages for teaching WAOL classes because they require 2-3x the hours per day/week that a face-2-face class requires. Make the pay proportionate to the actual work involved.

When classes are full, new students should not be added to sections within 5 business days of the start date. Students whose names appear on the roster after that time have extreme difficulty preparing

themselves and ordering/receiving textbooks in a timely manner. This practice sets students up for failure, not success. WAOL staff should closely monitor information posted by the online bookstore. Over the past year, the information has been incorrect or the bookstore hasn't ordered/shipped the book request listed by the instructor. Students are then frustrated with the instructor, WAOL and the bookstore. After book orders are posted by instructors, someone at WAOL should cross-check everything listed by the bookstore in order to eliminate these types of errors. Communication from WAOL involving procedures that instructors need to follow should be easy to follow and the procedures should actually work. I've encountered situations over the past year and a half where a new procedure has been implemented and have wasted time attempting to follow the instructions posted only to find that the procedure doesn't work. Test things thoroughly before posting the steps, and make sure that the message sent to instructors is worded clearly. In specific situations, staff at WAOL have not been supportive in assisting me with requests that I've felt were reasonable, doable and in the best interest of students. In such situations, it seems that the attitude conveyed has not been one of "I'm here to assist and support," but rather "I'm too busy and overworked to accommodate your request." On my local campus, such requests seem to be treated as a high priority for the staff, and the attitude conveyed seems to be more appropriate.

Notification of textbook changes.

This is asking a lot, but I would love it if someone there could change my word/excel/math documents into web documents. It would save me tons of time and hassle.

I am generally pleased with the way things work now.

Problems that occur (misunderstandings about textbooks, how and when the class starts...) are typically the fault of the individual campus. Does WAOL have any "pat phrases" or instructions that the colleges could/should post in their own web sites to ease some of these problems?

I don't know if WAOL can help, but one of my biggest problems is still students' lack of computer skills. I wonder if the student orientation could be sold harder by the WAOL website. I know this is really our counselors' job, but they are overworked and also trying to help desperate students who can't get the courses they want any other way. The student tells them their computer skills are great, even though they've never done anything but play computer games and surf, and they really aren't in a position to judge whether or not a student is up to speed for an online course.

If other on-line instructor ed opportunities available--would like to know about them.

Assistance in developing new courses.

Totals 93 responses