Ferris State University ▪ Faculty Online Services Survey

In an effort to provide appropriate and adequate support to faculty who teach online or use technology to enhance learning, a survey was conducted in **March 2010** to gather information about the experiences and needs of the University's teaching staff. All University faculty were invited to participate with 117 (14.6%) of 799 responding. Following are the raw data results of that survey.

1.   **For which of the following colleges do you teach most?**

15 (12.8%)	Allied Health Sciences	6 (5.1%)	Kendall
39 (33.3%)	Arts and Sciences	2 (1.7%)	Optometry
19 (16.2%)	Business	7 (6.0%)	Pharmacy
9 (7.7%)	Education and Human Services	4 (3.4%)	Professional and Technological Studies
14 (12.0%)	Engineering Technology	2 (1.7%)	University College

2.   **What is your primary teaching location?**
   87 (74.4%)   Big Rapids
   6 (5.1%)   Kendall
   16 (13.7%)   Other sites/campus
   8 (6.8%)   Online

3.   **Which description best represents your role with Ferris State University?**
   79 (67.5%)   Full-time tenured and tenure-track faculty
   17 (14.5%)   Full-time temporary faculty
   17 (14.5%)   Adjunct faculty
   4 (3.4%)   Administration/Staff

4.   **How would you categorize your current involvement with online teaching? Check all that apply.**
   48 (28.4%)   Currently teach fully online courses
   31 (18.3%)   Currently teach blended courses
   70 (41.4%)   Currently teach web-enhanced courses
   20 (11.8%)   Currently do not use online technologies in teaching

5.   **What percent of your teaching during the standard academic year, meaning the FALL and SPRING semesters, is spread across the following delivery types.**
   Fully online courses   17.7% (average) (91 responses)
   Blended or mixed delivery courses   10.3% (average)
   Web-enhanced courses   43.5% (average)
   Face-to-face courses   28.5% (average)

6.   **What percent of your teaching during the SUMMER semester, is spread across the following delivery types. If you do not teach in the summer, leave blank.**
   Fully online courses   40.9% (average) (58 responses)
   Blended or mixed delivery courses   10.4% (average)
   Web-enhanced courses   28.4% (average)
   Face-to-face courses   20.2% (average)

7.   **When you teach online, which learning platform do you use? Check all that apply.**
   88 (83.0%)   FerrisConnect
   6 (5.7%)   MyFSU Course tab
   12 (11.3%)   Other, such as Yahoo or other services
   Please specify:
   - Would like to use Second Life
   - Twitter, Adobe Connect, Skype
   - Yahoo
   - Question. Isn't Web-enhanced a sub set of Face-to-Face?

- I teach a Digital Portfolio class, so I show many online services like Flickr, SquareSpace, WordPress
- Author related websites
- Vendor websites (lab equipment data sheets and software)
- books.quia.com
- podcast server, video server
- I use webassign for algebra classes. Ferris connect I use only to show grades and homework assignment
- Google Groups
- Moodle
- I have been told that FerrisConnect is the only told I can use. Nice to know about choices
- GoogleDocs
- Embedded web link to public sites
- Also publisher's websites for HW delivery and possibly other assessments
- YouTube, web resources

8. **Please indicate which of the following technology tools you use, those which you would like to use, and those that you would like additional instruction on.**

		Currently use	Would like to use	9. Would like additional instruction
Highest training desire	Recording technology such as Tegrity	20	31	24
Highest would like to use	Web conferencing such as Adobe Connect or Skype	13	28	20
	Podcasting	8	17	18
	Social networking such as Twitter, Facebook, or YouTube	30	7	8
Highest Use	Document cameras	36	14	7
	Clickers as a student response system to engage students in classroom participation or for testing	10	20	15
	Plagiarism prevention products such as SafeAssign	17	18	16
	Course packs from Book Suppliers	16	11	10
	Respondus which is a tool for creating and managing exams that can be printed or published	20	15	15
	StudyMate Class Server where teachers and students create study material and self assessments	10	10	17
	Respondus Lockdown Browser to lock down the testing environment and prevent cheating on online tests	4	22	19
	Wikis	9	13	15
	None	4	5	4

10. **Why do you not use any instructional technologies? Which of the following statements bests describes the reason.**

3 (75.0%)	Not useful for my course
0 (0.0%)	Do not know what it can do
1 (25.0%)	Do not see the benefit
0 (0.0%)	Do not know how to use
0 (0.0%)	Do not have capability
0 (0.0%)	Do not believe it enhances learning
0 (0.0%)	Not comfortable using the tools
0 (0.0%)	Do not believe there is enough support
0 (0.0%)	Do not have adequate tools

11. **Have you conducted any analysis of course success rates comparing online to face-to-face sections?**

    28 (58.3%)   No
    5 (10.4%)   Yes, online students perform less well than face-to-face students
    14 (29.2%)   Yes, online students perform about the same as face-to-face students
    1 (2.1%)   Yes, online students perform better than face-to-face students

12. **Please describe the process used to analyze course success rates?**

    - One way is to compare the performance of the same student when they take a class from me face-to-face, versus their performance online. Some do much better, some do much worse...on the average, they do about the same.
    - Comparisons of similar assignments used in both f2f and on-line classes
    - The evidence is primarily anecdotal, where general on-line activity is monitored - and overall student grades and 'relative' participation is compared between the two courses. I have found that in most cases - for face-to-face courses, there are about 10% of the students that 'check out' and do not participate compared to what is expected. In on-line courses of the same topic, this number climbs to nearly 25%... In short - the 'good' students remain good students; the 'fair' students are mostly the same - but those who do not participate fully for whatever reason increases substantially in the on-line course environment.
    - qualitative comparison of performance on assessments and assignments
    - pre/post testing, interviews, student performance in course and in subsequent courses
    - I have the same assignments in both f2f and online courses. For our course assessments, both are reported and are similar.
    - Percentage of successful completion
    - Performance on assessments, projects, assignments, and participation.
    - Compared performances on key common instruments such as rubrics for paper assessment, quizzes, or projects.
    - This is a hard question. The research design is a non-equivalent control group design that has many threats to validity. The question is not which is better but what are the characteristics and advances of each.
    - global averages of class participants
    - compared grades and assignment scores
    - You are comparing apples with oranges; my on-line students generally are upper class and more willing and capable of doing INDEPENDENT academic work. My on-line courses rely solely on 3 five-page papers per course and not exams. I use extensively the Discussion Tool and there is a grade for that.
    - Test, papers, and postings. I compare the grades among the courses.
    - questions asked, grades,
    - Dialogue with students and survey.
    - An informal look at their grades - no formal statistical analysis.
    - Test item analysis on same test
    - course completion rates, course grades
    - Qualitative analysis

13. The Technology Assistance Center, or TAC, provides support to both faculty and students in resolving technical issues. **How many times in the past year have you used this service?**
    19 (19.6%)   1 to 3 times
    40 (41.2%)   4 to 7 times
    35 (36.1%)   8 times or more
    3 (3.1%)   Never

14. **Thinking back on the last year, how would you rate TAC's service in supporting the FerrisConnect online learning environment?**
    44 (47.3%)   Excellent
    29 (31.2%)   Good
    17 (18.3%)   Fair
    3 (3.2%)   Poor

15. **Thinking about the services that TAC provides, how important do you believe TAC is to the success of online learning?**
    76 (81.7%)   Very important
    12 (12.9%)   Somewhat important
    5 (5.4%)   Not very important

16. **Offer any comments you wish to make on TAC.**
    - I have been disappointed by the level of service and detail orientation of TAC. I usually have to ask at least twice to get any attention regarding help for online quiz generation and the like. Some student workers lack the rudiments of spelling. I have also had entire quizzes messed up -- i.e. we had two quiz 4 and no quiz 5. While the student workers are generally very polite and seem caring, they lack the professionalism that I would like to see. They save me some time, but not as much as they could when I have to ride herd on them and check everything they do for spelling and accuracy.
    - Better understanding of programs and platforms to better assist students would be helpful. Also, a required online tutorial would be helpful to move students to understand the program prior to assignments being due.
    - Typically excellent response and resolution.
    - Most of my experience with TAC has NOT been FerrisConnect related.
    - This support is essential in addressing technical issues with FerrisConnect that I am not equipped to deal with (nor do I want to be :)
    - Respond in a timely fashion but knowledge of FerrisConnect is often lacking for troubleshooting
    - There has to be a formal way of finding out when servers are down, do simple problem-solving of computer hardware and software technical issues, and overall one place to be redirected to assistance.
    - TAC isn't 24x7 or weekends, so it is of limited utility
    - I am unsure where TAC and Academic Technology come together or are separated. This survey appears to be directed only towards online and not towards classroom technologies which may or may not be available to me.
    - They have always been very prompt and helpful for any problems I have had. They do an excellent job
    - Not very knowledgeable about online (or MyFSU) technology...
    - They are excellent in helping me resolve problems and if they do not know the answer they will contact the appropriate people and get back to me. They have never let me down!
    - Filled out their survey. My experience has been that they cannot solve on line teaching issues.
    - I think it would be great if TAC asked faculty what software we use to teach, then provided and supported it. Now, it seems like I adapt teaching to the technology selected by others - a bit like the tail wagging the dog.
    - I have comments for the University administration. There are significant deficiencies in both technology and design in order to create of good online experiences for students, faculty and staff. It's a real problem.
    - They seem to need more, not fewer, team members, especially in servicing off-campus students and those fully online-- beyond the on-campus days/times of traditional face-to-face meetings. This is a growing need and good service/technical support to our students and faculty--and others--is crucial.
    - I only contact TAC regarding problems in the classroom. When I have FC concerns I usually just speak with a

- colleague.
- My calls to TAC were not related to FerrisConnect issues.
- The TAC team is doing a fine job, and I appreciate their sincerity and diligence with solving computer-related issues.
- Have used TAC primarily for my local computer maintenance, authentication issues, and not for online learning platform issues.
- Keep up the great work. Your timely response is especially appreciated.
- This support group has been outstanding!!!!!
- Do they currently check equipment in classrooms for functionality on a weekly basis? If not, I think they need to. If they are, then perhaps they need to check twice a week.
- I think that the staff at TAC needs more training, especially on FerrisConnect. Many of the problems I have had, no one knows how to even go about dealing with them.
- Absolutely vital to the smooth running of the entire University, let alone online learning issues
- There are more problems with the technology than with the TAC personnel.
- WebCT has had too many outages and slowdowns this year. Almost, caused problem with a FerrisCONNECT test.
- The TAC is vital. The staff and director are professional, friendly, courteous, and most of all knowledgeable.
- I do think this is part of the responsibility of TAC to support FC
- They do not understand FC or what an instructor does. They do not understand that we have students with low technology and low speed
- TAC should have additional hours available to help users.
- Students constantly need assistance when their platform does not download.

17. The ITAP (Information Technology Assistance Program) employs student majoring in technology areas to assist University computer users with various software packages and databases including FerrisConnect, Lotus Notes, Respondus, StudyMate, several Adobe products, Microsoft Office products and Windows XP both in one-on-one and in group sessions. **How many times in the past year have you used this service?**
   27 (28.4%)   1 to 3 times
   9 (9.5%)   4 to 7 times
   1 (1.1%)   8 times or more
   58 (61.1%)   Never

18. **Thinking back on the last year, how would you rate ITAP's service in supporting the FerrisConnect online learning environment?**
   20 (57.1%)   Excellent
   9 (25.7%)   Good
   2 (5.7%)   Fair
   4 (11.4%)   Poor

19. **Thinking about the services that ITAP provides, how important do you believe ITAP is to the success of online learning?**
   24 (68.6%)   Very important
   9 (25.7%)   Somewhat important
   2 (5.7%)   Not very important

20. **Offer any comments you wish to make on ITAP.**
- Please see previous comments. What I said probably applies more to ITAP than to TAC, but I didn't know this separate section was coming.
- Again, a higher level of understanding of various programs and platforms would be nice.
- Once again, my experience with ITAP has never been related to FerrisConnect.
- Unable to comment because I used ITAP for non FerrisConnect issues
- Dealing with some staff has left me feeling demeaned or belittled . . . so my lesson is to avoid them as much as possible. I try to ask a faculty colleague for help instead, which often works pretty well.
- They got me through a lot of situations--and made me look good!
- Not used in online environment
- they did not answer the questions and they don't know how to show you how to do something

21.   The Faculty Center for Teaching and Learning, working with the FerrisConnect Advisory Board, facilitates workshops and one-on-one assistance for faculty. Workshops related to online learning include FerrisConnect training, Respondus, Study Mate, Adobe Connect, and Twitter to name a few. **How often have you participated in one of the Faculty Center's group workshops during the past 18 months?**
49 (50.5%)   1 to 3 times
17 (17.5%)   4 to 7 times
13 (13.4%)   8 times or more
18 (18.6%)   Never

22.   **How would you rate the group workshops offered through the Faculty Center?**
41 (51.9%)   Excellent
30 (38.0%)   Good
8 (10.1%)   Fair
0 (0.0%)   Poor

23.   **How important are these workshops to you?**
53 (67.1%)   Very important
23 (29.1%)   Somewhat important
3 (3.8%)   Not at all important

24.   **Offer any comments you wish to make on the group workshops offered through the Faculty Center.**
- Offer PDI
- Great coverage of multiple topics; flexible delivery (online when possible) is critical.
- Just wish I had more time to attend more sessions.
- The FCTL provides the detailed instruction on specific areas of FerrisConnect and other programs that enable me to increase my areas of comfort in online instruction, helping me to stay current with other media as well.
- These workshops allow me to progress and reinforce aspects of using computer hardware and software tools to support my delivery of course content or its reinforcement.
- Come to department meetings to give more specific information to a discipline... Much more beneficial than mixing Nursing practices, Accounting and Languages into one presentation.
- I do not use FerrisConnect (except for a couple of odd, non-course related, situations BECAUSE FSU REQUIRED ME TO WASTE HOURS OF TIME LEARNING THE DAMN CMS SYSTEM WHEN I HAD ALREADY SPENT HOURS LEARNING WEBCT. I set up my own moodle course, which pleases me, and as a result, I have no intention on wasting my time learning FSU's system.
- Every one of the people working in the FCL has been helpful. They have even come to my office to help me get some things straightened out on my office computer.
- Takes a lot of time to accomplish very little - if I were a new graduate or first time professor needing a lot of support and hand holding, this is a good place to go.
- The workshops I took years ago on learning to use FC were good; more recent ones on specific issues weren't terribly enlightening.
- Effort seems to be directed toward 'cool' new options rather than the basics that so many faculty need. We don't need sessions on Twitter - we need fully prepped shells that enable us to drop content and teaching into. Faculty should not have to re-invent or learn about modules and links for student orientation, FLITE, Disability Services, TAC contacts etc. When interest does exist - time slots are difficult to meet faculty needs. More video/webinar products should be provided rather than the handouts or PowerPoints. This is online - make it so.
- My issue is scheduling the workshops into my schedule. I would like access to online workshops that I can go through at home.
- I like the frequent and repeated offerings of the walk-in topics, and the option of accessing them via web-conference from the office or home.
- I am off-campus, Flint, and would like more distance learning in-services on these topics. Six hours round trip is difficult.
- Offer at more times. The ones I would like to attend are always during a class time. Could they have some early morning times such as at 7 am or 8 am or some after 4:30?
- Wish the training offers were varied - sometimes there are sessions given that I cannot attend because I am teaching a class then. Example 11:30 - 1 Pm, I teach 12 - 1.
- Frequently the workshop is scheduled when I cannot attend, or can only attend part.
- The FCTL is the most vital service provided. Their knowledge is vital to mastering the online service of FSU. They

are professional, knowledgeable, friendly, courteous, Innovative, and nurturing. FCTL is vital and needed.
- This is an excellent faculty support venue.

25. The Faculty Center for Teaching and Learning also offers one-on-one assistance with an instructional technologist, primarily with Bill Knapp and Meegan Lillis, who are occasionally complemented by FerrisConnect trainers. **How many times in the past year have you sought help from one of the Center's instructional technology personnel?**
    44 (45.8%)   1 to 3 times
    11 (11.5%)   4 to 7 times
    16 (16.7%)   8 times or more
    25 (26.0%)   Never

26. **How would you rate the one-on-one instructional technology assistance of the Faculty Center?**
    55 (77.5%)   Excellent
    12 (16.9%)   Good
    3 (4.2%)   Fair
    1 (1.4%)   Poor

27. **How important is having one-on-one assistance from the Faculty Center in utilization of technology for teaching and learning?**
    64 (90.1%) Very important
    7 (9.9%)   Somewhat important
    0 (0.0%)   Not at all important

28. **What comments do you have to offer about the instructional technology assistance available through the Faculty Center?**
    - Bill has been a consistent lifesaver!!! He has my great respect and appreciation!
    - My experience has been that my needs do not seem to be a priority of the Faculty Center. The Center offers tons of programs that I don't have time to take part in...but when I do need help, I would like to be treated as an important customer.
    - Great to have an expert when needed.
    - Most of my experience has involved phone calls when a specific problem was encountered. Responses and the solutions they provided were vital.
    - When one gets to a point that one on one to tweak and design issues for a course product becomes important. Also the need to work around some software system security issue. I.e. special access granted outside the normal parameters of the Ferris Connect software system.
    - Bill and Megan do a great job. Clone them.
    - I call Meegan my best friend. Both she and Bill have saved me lots of time and energy.
    - Depends on who is helping you
    - Bill Knapp rocks! He's uber knowledgeable and always delighted to help. He goes above & beyond to help, respecting our current knowledge base.
    - Excellent resource person!!!!
    - Both Meegan and Bill have been very instrumental in my having success on several student projects.
    - Meegan is excellent and helping to solve problems. She is also very accessible.
    - I am amazed at how patient Meegan and Bill are - when I must sound like an idiot asking the question I am asking!
    - Bill Knapp and Meegan Lillis are the cornerstones of the online program at FSU. Their knowledge, ability to teach, and their welcoming attitude are the most important supports to creating and solving any problems or questions concerning online learning at FSU. Their availability is also a plus. I've always felt supported and got the answers that I need. You should deeply appreciate the contribution of Bill and Meegan to FSU's online programs.
    - availability by phone
    - Bravo!

29. The Faculty Center for Teaching and Learning has an instructional designer who works with faculty to develop and frame measurable course outcomes, develop appropriate instructional strategies and assessments in order for students to be able to achieve those outcomes. **Have you worked with the instructional design services through the Faculty Center?**

    27 (28.0%) 1 to 3 times
    4 (4.2%)   4 to 7 times
    2 (2.1%)   8 times or more
    63 (65.6%) Never

30. **How important is instructional design assistance?**

    22 (66.7%) Very important
    8 (24.2%)   Somewhat important
    3 (9.1%)   Not important

31. **What comments do you have about having instructional design services available at Ferris?**
    - For many faculty entering their first time blended or fully online the need for the designer to assist with setting up a course becomes helpful as another pair of eyes or to assist with clarifying how the course will be received or viewed by the students at the other side. The designer has moved in the academic world from one who received chunks of information and than creates the shell for its distribution, than the instructor of the course just using it. More and more faculty due to graduate work experience as a student and use of technology will have new faculty more knowledgeable about the look and feel of the final course content product, however the greatest need of the designer will be those instructors who have not gone through a learning process or degree that has provided them with the insight to how a course will look.
    - I have been designing my own courses, this may be a double-edged sword. Since I design them, I know them well. But I may benefit from another pair of eyes to offer suggestions. I just don't seem to have the time to get over there to sit with someone to go over my courses.
    - CRITICAL!!! This should be required before any course is developed as well as required to vet any course before it's offered. We have no quality control - yet!
    - I have a new project that I need help with, and I am going to approach one of them this coming week to see how they can help me make this happen.
    - Bea was very helpful in guiding me to redesign my course to make it more 'student-friendly' and attractive.
    - Excellent!

32. The E-Learning Administrative Services, provided most often by Mary Holmes and Scott Randle, provide assistance with crosslisting classes, troubleshooting the system, class management, and power links. **Have you worked with the E-Learning Administrative services?**

    37 (38.5%) 1 to 3 times
    16 (16.7%) 4 to 7 times
    8 (8.3%)   8 times or more
    35 (36.5%) Never

33. **Please rate the assistance provided.**

    43 (71.7%) Excellent
    12 (20.0%) Good
    4 (6.7%)   Fair
    1 (1.7%)   Poor

34. **How important is E-Learning Administrative Services assistance?**

    46 (78.0%) Very important
    11 (18.6%) Somewhat important
    2 (3.4%)   Not important

35. **What comments do you have on the E-Learning Administrative Services available at Ferris?**
    - Limited use (was to merge sections on Ferris Connect), but happy with the assistance requested.
    - All of my interaction has been through e-mail cross-listing requests. These are always responded to promptly, often before I even need them.
    - Without the server being monitored and the software being monitored faculty courses would be dead on arrival

due to the multitude of users accessing the system with a variety of hardware and software.

- I had MASSIVE problems entering my office hours through MyFSU this past fall...NO ONE seemed to be capable of solving my problem...not TAC and NOT Mary Holmes....I finally worked out the problem on my own...worthless technical support.
- Mary helped me to retrieve lost data on a test I gave and accidentally deleted! Thank the Lord! One evening I was having access problems and the TAC people called Scott. It was his first week at Ferris and he went to school and called me back to help me. Both Mary and Scott are excellent resources.
- Mary has ALWAYS been very responsive in a timely manner and extremely helpful in solving my problem. She is invaluable!
- I have difficult course combinations - they always have done a super job.
- If we are to get more online and more technology savvy for our students, we need to make this work better for everyone involved. The staff has done a great job moving in that direction.
- When I get into a knot, Mary has helped me out.
- Mary Holmes and Scott Randle are vital to the FSU online programs. Both are knowledgeable and available. They have always resolved any problems in a timely and professional manner. They are vital and deeply appreciated.
- I can always count on Mary to respond and help. Thank you
- Super response and support!

36. **Rate the following areas in priority order, 1 being the highest and 6 the lowest, as to how you believe resources need to be allocated to support online education at Ferris?**

	1	*2*	*3*	*4*	*5*	*6*	
Instructional Technology that supports using the technology to support teaching and learning.	44 (45.4%)	26 (26.8%)	7 (7.2%)	6 (6.2%)	4 (4.1%)	10 (10.3%)	**Priority 1** *weighed total: 221*
Instructional Design to provide assistance with designing instructional, clarifying outcomes, planning instructional strategies, and developing assessment.	9 (9.3%)	19 (19.6%)	20 (20.6%)	25 (25.8%)	15 (15.5%)	9 (9.3%)	**Priority 3** *weighed total: 336*
Technical Support as individuals who provide assistance with the technology, either through services like TAC or iTAP or in other venues	26 (26.8%)	29 (29.9%)	23 (23.7%)	9 (9.3%)	5 (5.2%)	5 (5.2%)	**Priority 2** *weighed total: 244*
Course Building Assistance/Help in creating courses in FerrisConnect, such as posting documents and creating quizzes.	6 (6.2%)	8 (8.2%)	30 (30.9%)	21 (21.6%)	26 (26.8%)	6 (6.2%)	**Priority 4** *weighed total: 362*
Investment in Course Development such as release time or compensation.	13 (13.4%)	12 (12.4%)	11 (11.3%)	19 (19.6%)	26 (26.8%)	16 (16.5%)	**Priority 5** *weighed total: 372*
Learning Modules that can be shared across courses and curriculum and adapted to varied course contexts.	4 (4.1%)	2 (2.1%)	8 (8.2%)	14 (14.4%)	20 (20.6%)	49 (50.5%)	**Priority 6** *weighed total: 482*

37. **As an instructor who uses the FerrisConnect system to teach your course, what improvement would be most beneficial to you?**

- FC is operationally very awkward. It truly needs to be streamlined.
- A professional-level individual who takes my calls and e-mails promptly and decides who can help me get the assistance I need, then stays plugged in to make sure that whatever staffer or student is assigned to do the work actually does it.
- Cannot say at this time.
- Provide chat room log for students same as available to instructor
- Fewer clicks from the Ferris home page to the course page. Currently, students have too many page clicks to get to the course page.
- It doesn't seem to be so user friendly for building. It would be nice if it was more intuitive. For example, the ways of altering columns in the grade book should all be in one place, under one drop-down menu instead of in reorder columns, create columns and grade-book options

- More reliability.
- Use Angel, as this system is more intuitive and user friendly. This version of blackboard is cumbersome and forces the students to go to several areas for the same type of information, or could be 100% different from one course to the next.
- The interface (especially flow across functions) doesn't match how I use it. For example, I'd like to see all messages in a single window, I'd like to not have to jump between Teach and Build tabs to do things that ought to be in the same place, I'd like to set defaults like keeping extensions on filename, I think assignment attachments ought to show up in File Manager (for use in another class), etc.
- Would like to be able to add images more and have students upload more information.
- Having a more comprehensive 'tutorial' to assist students in knowing what to expect in on-line courses.
- Continued availability of the one-on-one support, small group instruction focusing on a segment of the platform (i.e. using tegrity, learning modules, etc.)
- Gradebook is cumbersome and could be improved for ease of use. Interface with Lotus Notes email calendar is so important.
- Make FSU a laptop university so we can require students to use this technology. We are doing our students a disservice by putting them into the workplace without this technology firmly in their education. Last year I read that NMU has had laptops for 10 years and was implementing WiMax to make the entire county wireless. Why is FSU so far behind?
- I only use it to post grades and for email for interns. Being able to enter grades easier. Assignments are not on FerrisConnect.
- Speed, I have wasted literally hours between ferrisconnect logging off, disruptions and time outs on a long project.
- The instruction improvements will be to some extent academic program course content delivery needs. The continuous review of the new software, hardware trends and adaptation of technology will be trend orientated. To help faculty with fully on-line to enhanced technology teaching tools will require support for groups of faculty, designers, technology support staff to sit down and look at the next thing coming down the track.
- Quality standards
- A more stable, efficient and responsive system that supports things like podcasting and other technologies.
- I just need more interaction with the system to become more functional with its use.
- consistency of operation within the product
- Sometimes it seems a little quirky but once you get used to the quirks it works pretty good for me.
- If the latest announcement appeared at the top of the list instead of the bottom, it would save me significant time.
- Better direct technical support and troubleshooting for student problems -- less downtime, maintenance outages, and crashes.
- I would LOVE to be able to have live asynchronous communication ability with students (web conferencing). So I could hold class online and the students could participate. I would love to be a tester of this if you decide to do it! (Michelle Teschendorf - Nursing)
- Resolve the technical issues with Blackboard or move to a Moodle, etc..
- More flexibility in FC. For example, rather than click on each individual grade to release it to the student, be able to click on release all. I may have 20 grades in the course and have to click on each one to allow the student to see it and then also click on what statistics I want released to students.
- Ability to migrate grades from the gradebook to MyFSU directly
- Well, this involves a bit of research. I know my sister uses blackboard at another university and she often mentions functions available to her that are not available here.
- Better technology, updated for modern browsers. Design and development by experienced professionals on campus.
- Less down time (Thursday nights!) Continued FC Refreshers at the beginning of each term and summer sessions. Tech support needs to continue.
- A standard way to set it up so students would see the same set up for each class.
- Less crashing of the system and keeping low caps in the courses. If the caps go up I believe we will truly compromise the quality of online education.
- A platform that doesn't get in the way of teaching. Blackboard is 'ok' but lacks flexibility.
- Having release time to develop courses to be effective.
- Higher dependability, fewer-NO system bog downs.
- Better training for students on the system before they are allowed to enroll in a FerrisConnect course.

- The survey assessment type within the Assessment Tool is a step backward from what it was in the previous WebCT product. That is really the only tool I have a significant issue with right now. It forces you to indicate a correct answer for a question you are authoring for use in a survey; else you are unable to save your question! And the survey report indicates the percentage Correct for each item - just clunky. The survey tool function was better in the previous product.
- The system to be simpler and more reliable. Particularly to be able to copy content from one section of a course to another, at any time, not just at initial setup or as a learning module. The senseless repetition of keystrokes almost keeps me from using the system.
- Being able to allow students to access Word or PDF documents without being kicked out initially and needing to re-enter. I would love it if it were easier to edit the grade function so I could add in each new assignment and adjust the total to give students a changing percentage of their grade in the course.
- Easier grade book.
- This version of blackboard is fine.
- Having a program that is more user friendly. Posting grades is incredibly time consuming because of all the different clicks that are needed. Some students don't show on the submitted file, thus, requiring me to go to grade book. All of this takes quite a bit of time. Also, the grade calculation is tedious and doesn't convert my points into percents the way the online grade book I used to use did automatically. It is time consuming to constantly have to reorder columns as new assignments are posted. They do not show up in chronological order on the grade book.
- The Grade Book. Once I go thru the effort of arranging the order, and then save it, it should remain that way. If I add an assignment column to be graded, it changes the complete layout all over again and I have to go back in and re-arrange the layout. It happens every time I add something new. Isn't there a way to lock the preferred order down?
- Very satisfied with FerrisConnect.
- The folder issue. You can rename folders and they still appear as the old name on the screen. When you go into the properties you can see the folder is named correctly but it doesn't show up that way. The grade book also needs some work. You can rearrange the order of the columns but they sometimes move on you which can create confusion for the students. It seems like if you do anything to the gradebook it will move the columns around on you. I constantly have to rearrange the columns even when I don't move any of them around. The last thing would be the need to only use Java 6 update 5. This creates significant problems when you need to use programs that require a higher Java update. The survey option changed as well. It used to be that you could run a survey and it ran the statistics on the survey. Now you have to create it as a quiz with a correct answer so the statistics that are run are useless because you can't do a course survey. Basically you have to run the statistics on your own after you download and reconfigure the data.
- None
- moving to MS Office 2007, consistent with our office machines, and capable of reading down to students' older software
- Having FerrisCONNECT completely reliable. Going to FerrisCONNECT test sessions wondering if it was going to go down is very disconcerting. I need near complete confidence that FerrisCONNECT is reliable and fixes will be done extremely quickly.
- Meetings on Fridays when off-campus adjunct and full-time temporary faculty can take advantage of the training. This is especially important with Blackboard transforms WebCT (Ferris Connect) to the new format.
- Communication between all groups to make it work.
- Higher resolution in the video that Tegrity records.
- I teach the same courses every year. It would be nice if new sections of these courses were created automatically, with new students enrolled and old note and materials transferred.
- More flexible way of creating formulas for totaling course work Wish I could Multiselect student assignments to open at once, instead of having to click on each link.
- Better speed for students and off campus usage. Too much uploading before FC answers
- I find the gradebook very cumbersome. It requires multimple clicks and saves to get something entered and posted.
- Find the way to fix the problems with the system! My students cannot submit assignments because of problems that continue to remain unresolved.
- I would like to be able to download groups of assignments to folders on my pc like the WebCt product used to do. Collecting individual files is very time consuming.
- I like using Ferris Connect. I think students need to take an orientation to Ferris Connect before they take an on-line class. I spend too much time telling students how to submit something or how to access assignments/quizzes

rather than teaching the class. I do not mind clarifying something or reminding students how to use the technology, but I should not have to teach it. I would rather spend time taching my subject.

- I had training about 2 years ago, and I see new features that I've had to learn by trying. Would like a new features training video/podcast/wiki.
- Stop screwing around with it during the semester! I need it to remain stable
- Gradebook more like Excel - i.e. more functionality.
- the grade book is difficult to use as information is entered. You can't use the enter key to move to next box.
- A server that doesn't go down so much!
- Not sure.

38. **If you are having problems using the technology, what are those problems? Is it a problem at a particular time of the semester or consistently? What suggestions do you have for remedies?**
    - Technology is not my problem. Getting cordial, prompt, effective human support is my need.
    - New user. Mostly newbie problems associated with figuring things out.
    - Chat room not user friendly for students as they prefer other sites such as Google for team projects. Chat room occasionally blocks students from entering. Does not have record of student chat for future reference (Chat view log).
    - Server down times, users being kicked out, slow loading of My Blackboard page.
    - Mandatory online orientation for students to become familiar with the online format and requirements
    - Tech is OK other than interface issues.
    - Cannot think of anything immediately.
    - Crashes of the system are too frequent over the past year +
    - I am having problems using Firefox with FerrisConnect, I can't edit in HTML creator. I do not like using Internet Explorer and would the ease of use to be the same in both browsers. It would also be nice to enter straight into FerrisConnect from classroom computers instead of going through MyFSU. If for some reason I forget to logout of MyFSU that would mean student's private information is available to anyone who had access to the computer.
    - Is down a lot and often links randomly don't work for students and then start to work again. Particularly CPS sign up for a particular course.
    - There should be docking stations (port replicator) in the classrooms for our laptops. Some classrooms do not even provide a method of connecting to the projector.
    - n/a
    - The slow down and disconnection issues seemed to have increased from last fall to this point.
    - Technology problems are more my learning to use the new hardware or software and its quirks. High use times problems may be reduced with additional nodes or other hardware to support the system.
    - FerrisConnect is not as reliable as I would like. It locks up a great deal.
    - file size limitations, too many screens to navigate, stability - system unavailable or kicks you out, students having trouble uploading assignments
    - Understanding the application and interconnection of the areas within the system.
    - different things need to done depending upon the nature of the activity
    - I really like some aspects of the testing tools and some things about it I don't like - that is not really a technology issue. For example, my students took a test last week and I had a question keyed wrong. I had to go through every test to see who had received that question and hand correct it. Two more things that would be nice would be a spell checker in the test tool and being able to easily see questions (not just preview them one at a time).
    - Having updated media readers for internets audio/visual downloads, awareness of CPS version changes,
    - Since opting out of FerrisConnect, I have had a few problems. However, I hear that FerrisConnect has many problems than my Moodle website. I am content with my current technology.
    - I am a digital immigrant. I tell students I know a lot about computers and I know nothing. Sometimes it is basic things I don't know and can't use them until I accidentally run across them. I am not sure there is a solution for this. One problem I have with Ferris Connect is the length of time it takes to open the discussion tab towards the end of the semester. When I have 2000+ postings in the discussion area it takes forever to open up.
    - Blackboard is consistently an issue, switch to a new course management system
    - I see Bill or Meegan and get problems corrected right away. They are both great helpers!
    - The technology only uses a very outdated JAVA program which then affects how other programs function on your computer. Make it compatible with the current JAVA programs. Also, I work on FC from three different computers and all then have quirks. Fix the quirks!
    - Software on classroom computers, shortcuts and bookmarks are removed when machines are upgraded. Do a

user questionnaire - i.e. ask the faculty that use a given classroom computer what they need, then provide it.

- Better technology, updated for modern browsers. Design and development by experienced professionals on campus.
- This term has been pretty good!
- Forget how to use certain things that I do once a year.
- The system goes down too often - our students are justifiably irked.
- When the system is down and this is frustrating to both students and faculty.
- More nodes/server space...whatever it takes to eliminate system slowdowns.
- I think the email system within FerrisConnect is poor. I have encountered many emails not getting sent by the system and then I have to re-create and re-send (especially when composed via the HTML editor, but I have encountered the same problems some times without the HTML editor as well). The non-HTML editor tool seems to work better, but it has no enhanced features (like bolding, underlining, etc) which makes it less effective in trying to communicate key points. Quite frankly, I have not been impressed with the email feature of FerrisConnect and I think it is weak at best.
- I believe I have been only occasionally affected by the persistent users issue. I have experienced occasional slow response, but very rarely have I have been kicked off or experienced non-availability.
- Sometimes I have trouble getting specific technologies or tools to work effectively. It usually takes place earlier in the semester; although I have had a few things inexplicably crash at the end of the semester. Students report problems that do not make any sense and which I can't always help them with.
- No comments at this time.
- The flags on the course page do not work correctly, some of the grade items on duplicated courses do not copy correctly,
- Students can't post assignments because of their computer/software limitations thus creating difficulties. See above. Choose a different software than Blackboard!!
- Many of my assignments are due by midnight on a certain date, taking Ferris Connect down at 10pm causes a problem, is there not a way to take it down at midnight instead overnight instead of starting at 10pm almost every other week? Could there be a PLANNED maintenance night so that we know it will always be on a certain day of the month?
- Minor suggestion, periodically, system is not available due to upgrades. Recommend avoiding the 10pm -12 midnight timeframe. Non-traditional students typically work during day, take care of family needs early evening, and log on between 10-12.
- The Java update issue is a significant problem. Only being able to use version 6 update 5 causes problems.
- None
- usually I'm trying something new, or adding something to my existing courses - often at the beginning of a semester. Provide 'overtime' for staff to be available to help?
- See above
- No Problems until Blackboard revises WebCT
- Things are running well at this point.
- Only in problems that students have viewing lectures on Tegrity - I can't very well help them, and at time TAC hasn't been able to completely assist them either.
- software in classroom is removed during updates so I have to contact TAC to re-install what they deleted; also software on office computer does not match classroom computer so instructional materials developed in office don't work in class; ASK me what software I use to teach my classes and provide it.
- Only one problem, sometimes when the students are taking an online course the test seems to time-out
- More band width. Kicking people out
- Students cannot upload attachments, as the window continues to say loading and never finishes. One of my students can upload assignments in every class but mine, and was told by whomever she called for help that the problem was on my side and that was the only help she received. Clearly, no one knows why she can't upload homework for me but can for her other FerrisConnect classes.
- My most frequent complaint is that I either cannot upload files to Ferris Connect or that Ferris Connect is unavailable.
- Times out frequently when teaching a 3 hour course.
- Buy more servers
- The system seems to go down much more than before. Another server? More frequent back up?
- Blackboard too often throws me out of my course room.

39. **In what ways has your use of technology changed over the past two years? More or less? Impact on your face-to-face teaching?**

- I'm becoming more comfortable incorporating the technology in a manner resembling a personal classroom context.
- I was an early adopter who has been teaching online for 12 years and who has a web site for every single class I teach. I evolve my classes constantly.
- Not aware of changes.
- Significantly more use of internet for communications.
- I have started using tegrity, the CPS clickers, and making adobe flash animations in the last two years. Overall the effect has been positive for students and me, but if one student has difficulty connecting to the CPS responder or is unfamiliar with the using FerrisConnect it becomes a barrier for them.
- I have had more contact with my students by using multiple technologies.
- Online is vital
- Increasing, definite positive impact on my face-to-face teaching.
- I use FerrisConnect with all my classes and all assignments are due through this. I also add many articles and supplemental material through FerrisConnect that helps my face to face classes.
- There are more and more portfolio/website building services available online now. So, in addition to teaching Flash as required by the Digital Portfolio class description, I also introduce students to these various online portfolio/website services.
- I do not witness much change that affects me in either delivery method.
- Increased - trying to be mindful of how to present an equivalent of the f2f online.
- More with no impact on face to face teaching, only more work on my end
- I have one arm tied behind my back because of the lack of technology.
- I use Google to access images and videos for class.
- Really has not changed.
- Addition of tools that I use in the face to face helped to practice, transition and fine tune my application to teaching to be more effective when teaching fully on-line.
- Less- because of a book we adopted. I liked the web-enhanced book we were using before.
- Increased
- I was utilizing WebEx heavily. Connect Pro just doesn't cut it and I've backed off on online conferencing as a result. Unfortunate as WebEx had great student response.
- I am using the system but not at all up to the potential that I would like to. Students which have used the system with other faculty that use the system to a higher potential I think have a higher expectation from me.
- The only change in the last two years is using webassign for homework.
- I'm much more organized than I have been in the past
- I make far less paper copies and use FerrisConnect far more to load class materials. I can do out of class assignments on FerrisConnect. I even have a video loaded for one class so a day I know I will be out of town the students can watch it outside of class.
- I am using more to increase student involvement in the classroom, more video clips, clickers--ways to keep them focused on the materials we are discussing.
- I have been gradually using less technology, even though Moodle offers me MANY more tools than FerrisConnect. I have learned that less (not none) technology is better pedagogy.
- Recent upgrade of Kendall classrooms has encouraged me to take advantage of video resources on the web as enhancements to the curriculum
- It has increased steadily; it enhances face-to-face teaching.
- My assignment the semester is more fully online and it is far more time consuming than delivering a class f2f. This summer I will be back in the classroom and will be using the smart classrooms. I appreciate all the technology and do use it. I even take my students to the library computer classrooms for testing. I am using the simulation manikins in the nursing lab more in the f2f setting.
- More, I am teaching more on line and using more on-line technologies to support face to face classes
- I use more technology and hope to continually get better.
- It has provided me the opportunity to kill less trees, offer students a mechanism for making up classes, and provides me an easier mechanism for making sure that 5 sections of the same course are all getting the same information in a consistent manner. The newest FC software is more powerful than the old version of WebCT.
- I never count on it and always have a back-up plan to teach when the server is down, the projector bulb burns out, the sound cable is unplugged, the software I used last semester is not on the machine anymore, etc.

- Always more
- MUCH more technology and multimedia in my face to face classrooms, much greater use of computer labs, classroom tech equipment--docucam, touchscreen computer, etc, and increasing use of FC to enhance my courses and resources that support teaching.
- Made communication to students a lot easier.
- Because of teaching fully online I have no incorporated much more FC use into F2F courses.
- FC has become part of every course over the past two years. One course was piloted as a blended course - with great outcomes. Others are fully on-line. I have found the deepest learning to occur in blended courses. The f2f is critical.
- improved, more options
- I regularly use FerrisConnect to enhance my courses for sharing documents, samples, and activities (calendar). It is an easy tool for communication (mass email to students) rather than using LotusNotes. GoogleDocs is fabulous for collaborative research and writing projects. Students like this because they can access GoogleDocs with minimal technical issues.
- More....and it has enhanced f2f delivery.
- It definitely increases more and more with time........and it seems like it is needed in order to keep the attention of our Game Boy/X-Box/Wii - oriented students these days.
- More; have added classroom capture (recording)in all my face-to-face/web-enhanced classes, and encouraged others to do so as well. I encourage the students to utilize it and offer tips on the options they have for accessing recordings via PC or mobile device, and what the different recording formats offer.
- Obviously I use technology more and primarily as tools to meet very specific needs. My face to face is very enhanced with YouTube clips, document cams, external postings to the FerrisConnect site for before and after class, in class discussions continued using the discussion function, some class confusions later explained by e-mail. I do not really see them as discrete but an integrated way of helping students learn.
- More technology. Face-to-face teaching has improved.
- More useful and understandable
- I provide more and varied resources to my students. I now use Tegrity for short video tutorials on how to solve specific types of problems. I also currently use quizzes and surveys for both test preparation and as graded assessments. I post assignments and have students turn them in via FC. I post notes, PowerPoint, homework solutions, solved sample problems, web links, written tutorials, pictures, and humorous items related to the subject matter. Most of the materials are meant to supplement rather than replace my face-to-face teaching time.
- I use it more. I believe it enhances my face to face teaching--less paper, more visual.
- Let me tell you about a project I worked on - I had to film an instructional aid to post on Ferris Connect so that students could go back and review the lecture to make sure they understood how to do it. Filming was the easy part, getting it into a structure that could be used for a student to download from Ferris Connect was the real challenge, it took much more time doing that then it did to film it.
- Even in Face to Face courses, utilize FerrisConnect for posting course information, assignments, articles, videos, etc.... Decreases costs to students, saves faculty time, improves communication, and is a tremendous learning tool.
- I have increased my use of technology in the classroom over the past two years. It has not changed my face-to-face time since I run an optional blended section to my course. Only 30 students out of 150 are allowed into the online course.
- way more - I use Tegrity for my on-campus classes as well as (especially) for may online courses I use a web-base HW delivery system in every course I teach
- It has stayed about the same. I have incorporated postings for my face to face classes.
- I've entered the world of fully online instruction, which has prompted improvements in my web-enhanced courses. I have to be careful not to assume the students are as tech-savvy as I am.
- I has changed the way I assess my student's work and can give them almost immediate feedback on how they are learning the materials.
- I try to keep the learning activities, assessments and reports of f-2-f and online consistent and of equal demand.
- I am teaching 7 credits fully online and all course I teach are supported either blended or web enhanced. Students are expecting this to be!
- More - the use of Tegrity is now allowing us to reach off-campus students more easily at more locations, eliminating the need to use the ITV setup in FLITE 415, which only connects to Traverse City.
- more machines, phones, document scanners, etc. on instructor podium reduces/eliminates space for instructor

materials like books, papers, etc. More reliance on technology seems to reduce students' efforts to read/learn material.

- Students can submit work anytime, they do not have to wait until class. They can ask questions anytime.
- FC version is getting better, still has problems. All assignments handed in FC and grade book is excellent.
- More with a bit less face to face.
- I have been teaching fully online since 2003. I have used tools lecture tools ad course management software during the entire time. The main change is which tools are available.
- I am strictly on-line at FSU
- Much more technology integration. This has provided more time for face-to-face interactions in the classroom.
- More
- More, I now use tegrity to record my presentations which the students like knowing that its there for review.
- It has enhanced my relationship with my students. It is wonderful when it works. It is AWFUL when it doesn't. It has created a Me-centered universe, not a learner-centered universe.
- Using it more to communicate with students and now depend on it to manage the increased number of students in course.

40. **Why do you not currently use online technologies in teaching?**
- They don't fit into my teaching structure. I believe that one-on-one or classroom instruction work best. I have used blogs in the past, but didn't find them overly useful in what I would consider instruction. They quickly became a location for objects that students find in their daily Internet surfs.
- My part-time classes are supervision of internships.
- Do not think students can learn technical material on-line. They need hands-on.
- NOT ENOUGH TIME TO SET UP & SUBJECT MATTER IS ABOUT LIVE EXERIENCE, NOT INTERACTION ON A COMPUTER
- I would have to do this from my home computer, which is shared by five family members and the area in which I live, internet is not always in working order. I do not have a computer dedicated to my teaching.
- I'm not currently teaching; however, I do encourage and support the faculty in my division in online teaching.
- Have not had the to set up an on line class
- I prefer the traditional classroom environment where I can interact and react to me students directly, in person. I like to see my students' faces and hear the tone of their voices when interacting with me and with each other. My own opinion, for whatever it's worth, is that e-learning is a fraud when perpetrated on students who are otherwise on campus anyway by faculty who are otherwise on campus anyway. E-learning should not be used as a tool for lazy faculty to avoid keeping a regular class schedule on campus. Don't misunderstand me: I thing e-learning technology is great in any circumstance where faculty and students can't easily and cost-effectively be brought together; but not just as a convenience.
- Most teaching is experiential rotations and lab courses. I have about 12-15 total hours in a traditional lecture opportunity.
- Not applicable to several subjects that I teach - visualization, plan reading.
- My classes are scheduled for on campus. I also think while they are great for many things students do loose out on the interaction of what a class setting can offer.
- I am learning how to do it
- I just received a small amount of instruction only a week ago.
- Teach mostly practical lab courses
- On-line method is inappropriate for hands-on courses
- My course does not require online teaching.
- I use classroom computers for a paperless class, but my classes are in the tradition format.
- Unreliability of system. As an adjunct, not wanting to spend the extra-unpaid time to learn the system.

41. **What would you need to have or learn to incorporate online technologies into your teaching?**
- I would need to think about how it would offer something that can't be offered directly in the classroom.
- training
- Access to university computer and area to be able to hold an online teaching.
- Time away from other campus duties
- A better reason to do so.
- Some confidence educational outcomes would be similar. Consensus as the course is team taught by almost each member of the department.

- Nothing.
- Time--I plan to set up my shell during spring break
- More instruction.
- I don't need specific technologies at this moment, but I may need it in the future.
- a little discussion or a luncheon meeting that explains or demonstrates opportunities
- Yes

42. **Please offer any additional comments that would help the University understand where it should invest its resources in supporting high-quality online instruction for the students served by Ferris.**
    - Online video interface would be the area in which I would center my developmental energies. I find the Instructional Design and system bells and whistles not very value-adding.
    - Please understand that technical expertise is not enough. Customer service training is vital for both professionals and students who work with faculty.
    - When classes are taught 100% on-line the SCH credits to CPTS and not our college. How about distance learning to video link students in TC, Flint & BR to one class rather than make them drive across the state.
    - In-seat instruction and course design assistance.
    - On-line tools to help students work in teams and assemble written papers.
    - I believe that Second Life could be a great tool for online teaching that Ferris should really consider supporting.
    - Use social media services---they're free!
    - Again, a mandatory online orientation would solve many problems and retain students.
    - I hope we can find a better tool (primarily the interface) which better matches how I use it (although I might be the only one with these complaints).
    - My experience with on-line classes has indicated to me that this is the WRONG direction to go. Web-enhanced courses which use technology to enhance existing resources are excellent. My personal experience teaching and my discussion with both students and faculty regarding on-line courses is that the students put in much less time on the material than they would if they were just sitting in a classroom and listening. My advisees seem to prefer on-line courses because their perception, real or imagined, is that these courses are much less work. Perception translates into reality much more often than the reverse with the result that students put in less effort because they perceive that the class is easier and much less effort should be needed. When the class becomes difficult or they receive a poor grade, they almost never blame themselves. The blame rests on the instructor or on Ferris or ... I have a difficult imagining a positive scenario that would result from this activity.
    - We all need to know what our 'capacity' might be for on-line courses - it seems that 'growth-growth-and-more-growth' is the charge, without a lot of attention paid to system issues and having it get bogged-down during peak times when students access the system.
    - Support faculty by giving them TIME to learn the technologies by releasing them from other duties. If we are forced to learn the technologies and use them without reducing our loads then our quality of education may decrease. I love to embrace new technologies but don't have the time to learn them well.
    - See above. We spend millions of dollars on desktop computers that are tied to a room. Why not make computing ubiquitous and tie the computer to the user.
    - I suggest that Ferris should hire some staff to assist and guide faculty in effectively migrating courses to the e-learning format. This suggestion goes all the way to working with faculty to implement models for effective e-courses. Don't just stop at hiring a techie or two just to teach faculty how to operate the software. But I'm sure you thought of this already.
    - Release time for faculty to develop courses if they want them online. I do not think online suits all students so a variety of face to face and online is needed.
    - WebCT was spartan but very stable and easy to navigate. FC is archaic at best. Students complain about it far more than anything I heard regarding WebCT. Also - WebEx was a wonderful tool. It disappeared quickly and Connect Pro is a shadow of what WebEx was. Bring back WebEx please!
    - As an instructor I do not have a comprehension of the technology available, what standards for classroom use, and how to go about using the new technologies to benefit the learning process.
    - If we are to compete with other institutions, we must have the option for on-line learning
    - I have used webinars and video conferencing but my feedback from students is that it is not a replacement for the live guest speaker. I thought as first wow I can get a speaker from anywhere in the country now. Students feedback though on those types of technology is lukewarm. I think they find it much harder to stay focused on a screen than a real person. I also don't think that technology is going to replace the relationship between faculty and students. Learning is about more than just delivering information. I also think that on-line students will lose

out on some of the great opportunities that our face-to-face students. As an advisor what I have seen too is that our weaker students don't do as well in on-line courses. I think there is a place for on-line instruction but perhaps some money would be better spent offering off-campus class rather than on-line.

- Education outcome assessments for online instruction.
- Online courses are not the only courses that use technology. Some technologies can be crucial to the FTF course as more students are challenged by ADHD and attention span is shortened.
- Well, FSU should seriously consider dumping FerrisConnect and looking at opensource CMS. Many top of the line universities, such as UC at Davis, use opensource...FSU (and IT) should get with the future and stop stonewalling opensource options.
- I learned how to take advantage of Ferris Connect through a colleague. Also, a technology session was offered in which we were able to bring our questions to Kendall's IT person (Eric Menold - That was very helpful
- Just to clarify - I teach one on-line course that was developed by someone else. I also teach a web enhanced course that was already developed when I came to Ferris.
- I have embraced using technology and would love to be able to have class live.
- Switch course management systems
- Require people to have some level of online certification, perhaps level 3. I know of people teaching online that don't have a clue what they are doing.
- Online instruction is the future of teaching and learning. If FSU doesn't support it, we will not be operating in the future in many fields of study. Many faculty are slow to embrace new methods and need support and encouragement to come out of the dark ages. If we don't change our teaching methods, students will go elsewhere.
- 1. This is not the kind of user survey to do. Go to the people who are using the instructional technology and talk to them - at least once every 3 years. 2. Is there a maintenance checklist? Bulbs, batteries in remote controls, cable connections, software removed to re-install, and so on. If not, make one and have employees use it. This would likely eliminate a whole bunch of little fix-it calls. 3. I love students and some of the student employees are great. But like many organizations, creating personnel lines and hiring highly skilled professionals just seems to be something organizations just don't want to do. Yet here at a university, we are training people to fill highly skilled profession jobs. Let's make a couple more here - some of our professionals seem stretched very thin and don't do such a good job because of this.
- Online course management software is very poor at Ferris. There must be significant investment in the design and development by real professionals to build better online instruction tools. FerrisConnect fails in all areas of technology and design.
- I would like to see regular, high quality and effective assessment of online courses and evidence of their successes. I would also like to see presentations/communication about the state of online education at FSU, some comparative data, what our professional disciplines recommend about delivery of courses online (best practices) and how FSU measures up to these. Sometimes the technology develops faster than we have time/opportunity to step back and reflect. let's reflect and have some conversations about effective learning taking place and evidence of this from our own online courses. I think there are probably many, but I'd like to know more than anecdotal evidence.
- We need to make sure we continue to produce high quality of students and with the online courses I don't if are producing those high quality students or is it just get them in get them out type of learning. Businesses are looking for people who have communication skills and how do people get them if all they do is sit in front of a computer for everything they do. It is a double edge sword and we need to be careful to ensure we meet the needs of our students and potential employers because we can have a ton of graduates but if they lack the skills businesses are looking for then we have not done our job.
- Again, keep the caps low. We don't want to become the University of Phoenix.
- I hear too often that students believe online courses are 'easier' - except for my courses. We need to support quality measures to ensure that students receive the education we intend. Developing a rigorous on-line course with intended outcomes is a massive undertaking. That needs to be supported, first and foremost. We deliver education - let's do it right by supporting the content developers.
- Keep faculty informed of instruction opportunities
- This is definitely an area where we need to be/stay on the cutting edge.
- The future of technology and communication is moving more and more towards cell phones/mobile technology. We need to invest more in augmenting our instruction via this technology especially if this is becoming the tool-of-choice with our students (customers).
- I think we are making great progress. We have all the tools. Where I think we can have the most impact beyond that is expanding/extending faculty support in areas of training, offering peer evaluation of courses by qualified

mentors, and promoting/encouraging certification standards for instructors engaged in fully online teaching. Are there ways we can accelerate the diffusion/adoption of new technologies/strategies to meet changing student expectations? I think we have been aggressive and responsive in obtaining and implementing new instructional technology capabilities. The rate of adoption tends to be slow. I think there is an avoidance tendency in some, while others may be willing but don't see the rationale, or don't see strategic ways of using the technology. Other than individual efforts among colleagues within colleges/departments to diffuse technology adoption, what else might help?? Do students need training in how to access Tegrity-recorded content via PC or mobile device? How to set-up subscription to their course recordings?

- The best thing that can be done is to build networks of expertise across departments and have those identified in the department or area so people can know who to go to for help. There are a number of tools I know very well, including Adobe Connect and Wiki, but it is my little secret apparently. I have no idea really who I might contact if I had a question about Respondus. Departments and Colleges should post in some public space --- in Languages and Literature we use FerrisConnect for our shared community space -- where such expertise could be posted....a go to site.
- I would like to use the adobe product for presentations with the blackboard system.
- Technology is intended to assist, streamline, and reduce time spent on task. Blackboard is time-consuming. I spend far more time troubleshooting this software for students and myself than I ever did the old-fashioned way--by hand.
- I'd like to know more about SCORM? I have no idea what that is and I have not seen any training courses on getting help for that unless I have missed it? I also would like to know if there is a way we can automate a survey form for tabulation on Ferris connect - I have a real use for that.
- Students in online courses MUST be advised about their technology requirements. For example, the fact that they have 'dial up' service can negatively impact synchronous chat sessions and downloading materials I direct them to. I'm uncomfortable when they complain about it to me. I don't believe that is MY problem, since they chose the online course. However, for many of my onliners, this platform is the only way they can complete a required course. Stuck between a rock and a hard place?
- The support services you presently have are the best. I teach online at other colleges and can tell you that FSU is superior with innovation and knowledge-base of the support staff. Your personnel supporting Ferris Connect are outstanding.
- How about supporting *all* high-quality instruction?
- Invest resources (?) - buy new screens (or large smart boards) but don't center them over chalkboard/whiteboards. Half screen and half writing surface would be nice - maybe that would communicate at least half of learning is about reading, thinking and writing. Develop a legitimate user survey, where resource managers actually talk to faculty before making decisions and purchase. You could even do an annual survey such that 25% - 30% of faculty are included, this group rotates each year so over a span of 3 - 4 years, everyone using instructional technology is included.
- Better access (from home computer) for off campus students. On campus and off campus do not know they can get computer help.
- I would need to speak personally to understand all of the tech opportunities and develop a method that will incorporate goals of the classes.
- On line is the wave of the future, and I would hope the University understands that without adequate support for the faculty who design and teach the courses, we cannot grow as a University. We are all in this together.
- My biggest complaint is that you cannot count on sitting down to do a task. Maybe it will work, maybe it won't. Very frustrating to plan a lecture or delivery of a file only to be thwarted by limitations in infrastructure. Make it robust.
- The students love having a resource available to them at all hours. And the grade book feature in FerrisConnect is a great help to students.
- The Mathematics Department teaches both fully online and mixed delivery using Tegrity. We offer less than a half dozen per semester of both. Let me describe the latter (mixed delivery with Tegrity). Prior to this academic year, at least one course per semester was delivered using the Distance Learning classroom in FLITE. When the Tegrity system became available, we switched because it would allow a faculty member to use a regular classroom. For courses that use Tegrity, mostly for the purpose of serving both on-campus and off-campus students simultaneously, the instructor presents a lecture to the on-campus students, which is recorded using the Tegrity system. The instructor then uploads the recorded lecture into FerrisConnect. Off-campus students can then view the lecture. They communicate with the faculty member as if the course were online. The only issue with use of this approach is how to represent this in the Banner system when it comes time for registration. Off-campus students and those who administrate these programs often assume that Tegrity courses are not available to off-

campus students.

- Literature classes are almost exclusively discussion based. A written discussion is extraordinarily time consuming. Writing classes involve so much editing and revision--doing this on-line is time consuming. (Note: I have done it many times.)
- It seemed that the support staff, Bill and Meeagan, were learning the systems right along with the faculty so they couldn't give assistance until they themselves were up to speed. I got more help from fellow faculty who were using the system so we figured things out together.
- Every student should be required to own a laptop or computer and become computer literate. If I can do it, then can do it!
- Offer all HCSA Ferris State University Courses either on-line or in a blended format.