

Faculty Technology Survey 2010-2011

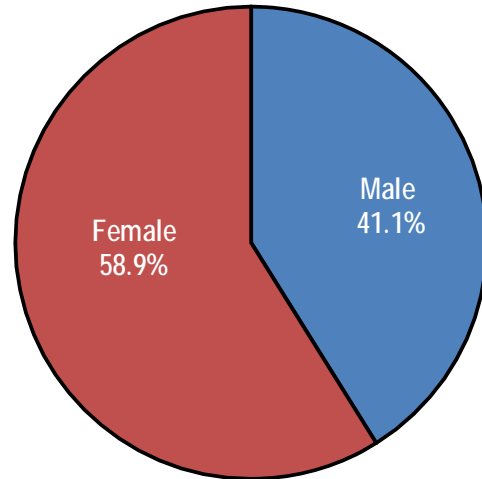
(Preliminary Draft – Charts & Graphs)

Questions 1a1b1c

What is your gender?

Answer Options	Response Percent	Response Count
Male	41.1%	37
Female	58.9%	53
<i>answered question</i>		90
<i>skipped question</i>		0

What is your gender?

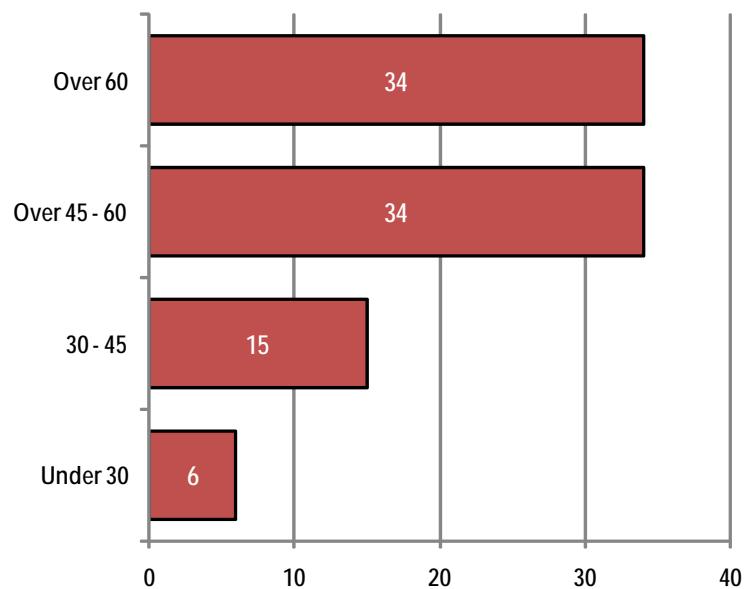


Questions 2a2b2c

What is your age range?

Options	Response Percent	Response Count
Under 30	6.7%	6
30 - 45	16.7%	15
Over 45 - 60	37.8%	34
Over 60	37.8%	34
No Comment	1.1%	1
<i>answered question</i>		90
<i>skipped question</i>		0

What is your age range?

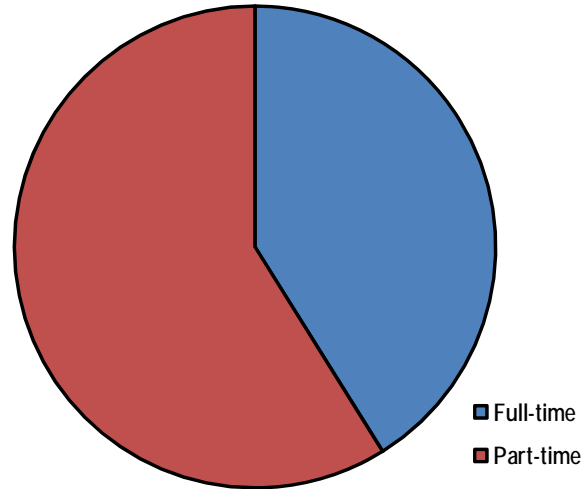


Questions 3a3b3c

Are you a full-time or part-time instructor?

Answer Options	Response Percent	Response Count
Full-time	41.1%	37
Part-time	58.9%	53
<i>answered question</i>		90
<i>skipped question</i>		0

Are you a full-time or part-time instructor?

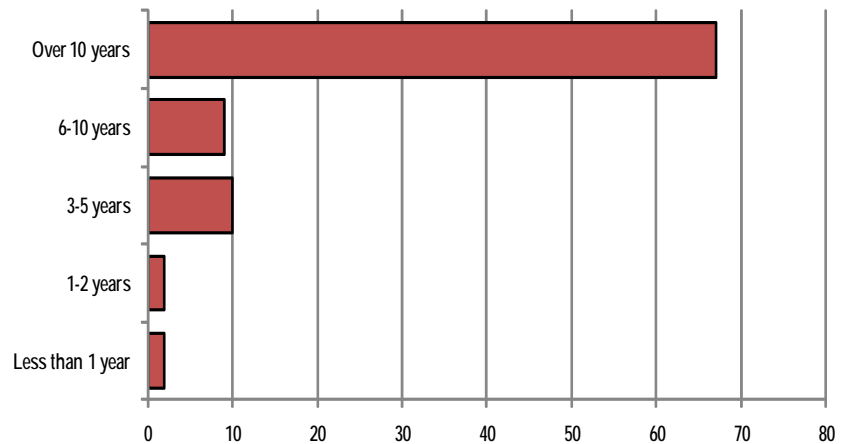


Questions 4a4b4c

What is your experience teaching in higher education?

Answer Options	Response Percent	Response Count
Less than 1 year	2.2%	2
1-2 years	2.2%	2
3-5 years	11.1%	10
6-10 years	10.0%	9
Over 10 years	74.4%	67
<i>answered question</i>		90
<i>skipped question</i>		0

What is your experience teaching in higher education?

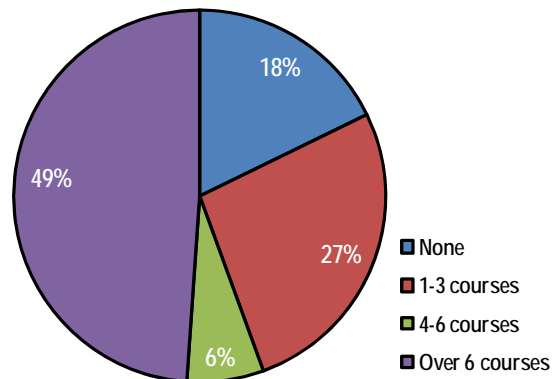


Questions 5a5b5c

How many online courses have you taught?

Answer Options	Response Percent	Response Count
None	18%	16
1-3 courses	27%	24
4-6 courses	7%	6
Over 6 courses	49%	44
<i>answered question</i>		90
<i>skipped question</i>		0

How many online courses have you taught?

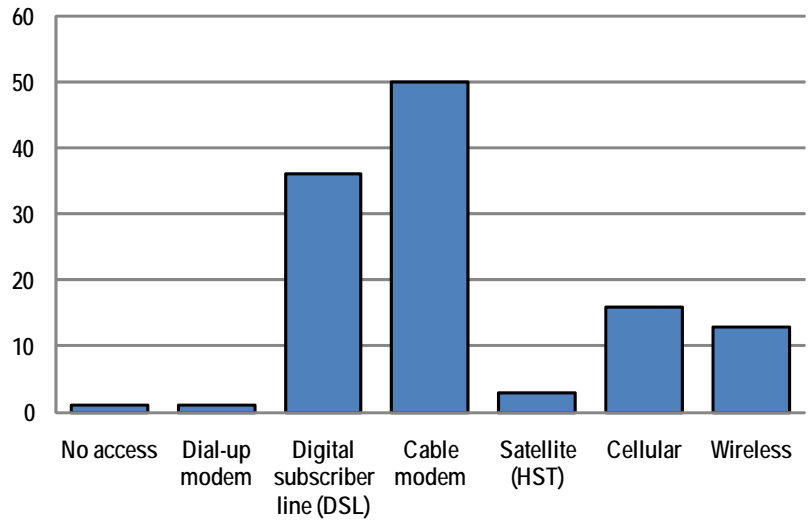


Questions 6a6b6c

What type of internet service do you use at home?

Answer Options	Response Percent	Response Count
No access	1%	1
Dial-up modem	1%	1
Digital subscriber line (DSL)	40%	36
Cable modem	56%	50
Satellite (HST)	3%	3
Cellular	18%	16
Wireless	14%	13
answered question		90
skipped question		0

What type of internet service do you use at home?

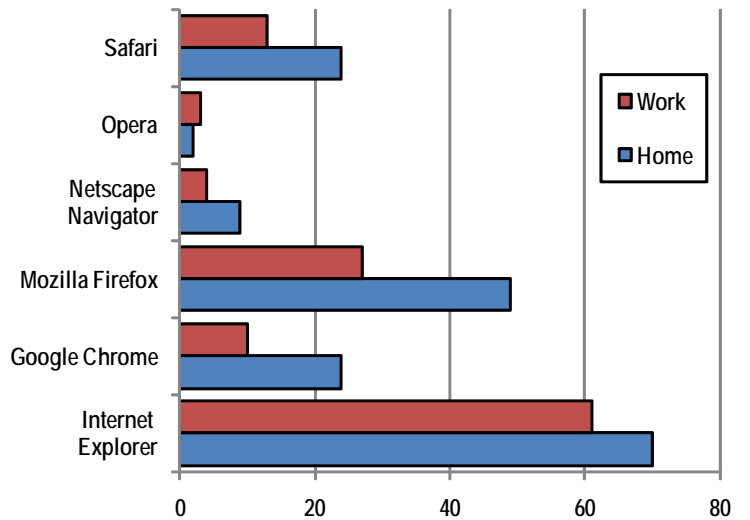


Questions 7a7b7c

What Internet browser/s do you use at home and work?

Answer Options	Home	Work	Response Count
Internet Explorer	70	61	80
Google Chrome	24	10	26
Mozilla Firefox	49	27	53
Netscape Navigator	9	4	10
Opera	2	3	5
Safari	24	13	31
Other (please specify)	0	4	4
answered question			90
skipped question			0

What Internet browser/s do you use at home and work?

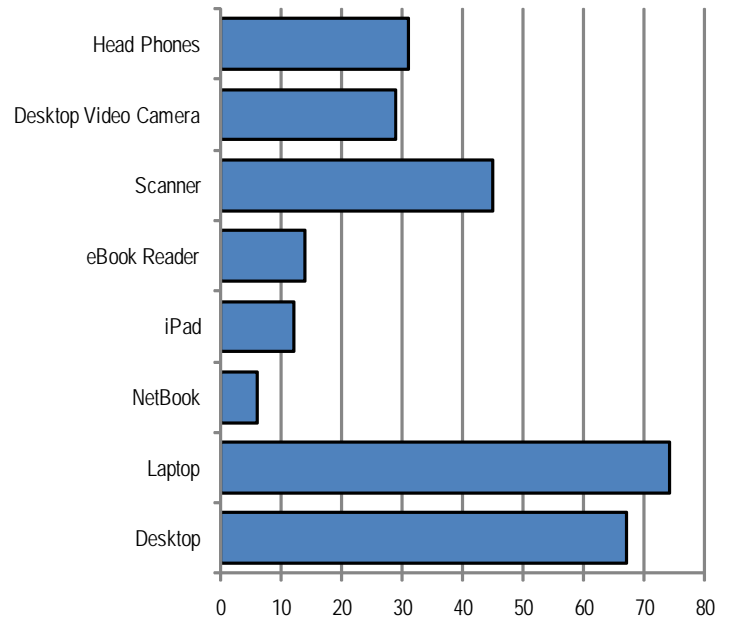


Questions 8a8b8c

What type of computer/s and peripherals do you use at home?

Answer Options	Response Percent	Response Count
Desktop	74%	67
Laptop	82%	74
NetBook	7%	6
iPad	13%	12
eBook Reader	16%	14
Scanner	50%	45
Desktop Video Camera	32%	29
Head Phones	34%	31
<i>answered question</i>		90
<i>skipped question</i>		0

What type of computer/s and peripherals do you use at home?

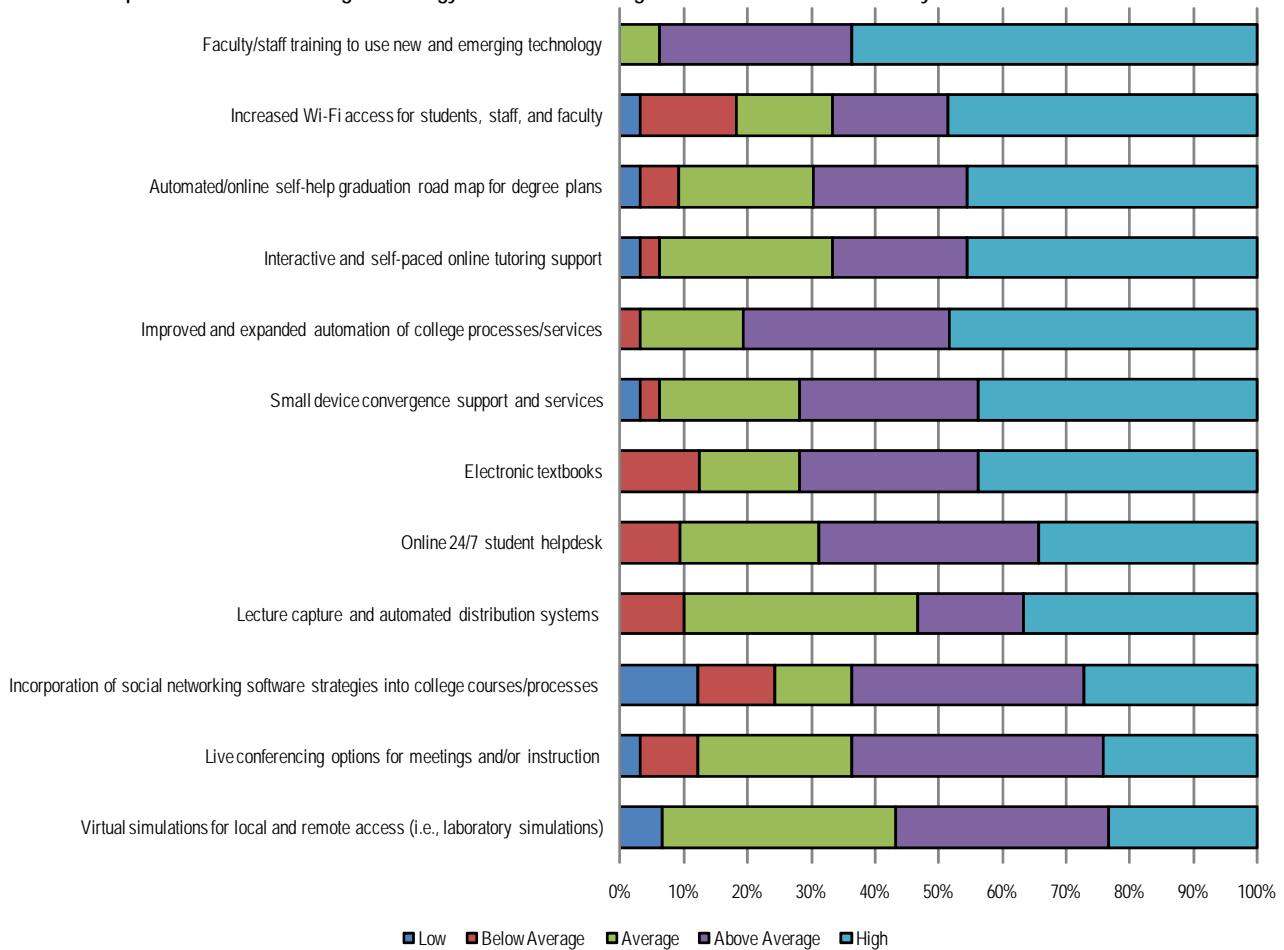


Question 9a

Rank the importance of the following technology initiatives the college should address in the next 5 years.

Answer Options	Low	Below Average	Average	Above Average	High	N/A	Rating Average	Response Count
Virtual simulations for local and remote access (i.e., laboratory	2	0	11	10	7	3	3.67	33
Live conferencing options for meetings and/or instruction	1	3	8	13	8	0	3.73	33
Incorporation of social networking software strategies into college	4	4	4	12	9	0	3.55	33
Lecture capture and automated distribution systems	0	3	11	5	11	3	3.80	33
Online 24/7 student helpdesk	0	3	7	11	11	1	3.94	33
Electronic textbooks	0	4	5	9	14	1	4.03	33
Small device convergence support and services	1	1	7	9	14	1	4.06	33
Improved and expanded automation of college processes/services	0	1	5	10	15	2	4.26	33
Interactive and self-paced online tutoring support	1	1	9	7	15	0	4.03	33
Automated/online self-help graduation road map for degree plans	1	2	7	8	15	0	4.03	33
Increased Wi-Fi access for students, staff, and faculty	1	5	5	6	16	0	3.94	33
Faculty/staff training to use new and emerging technology	0	0	2	10	21	0	4.58	33
Other							1.00	1
<i>answered question</i>								33
<i>skipped question</i>								0

Rank the importance of the following technology initiatives the college should address in the next 5 years.



Question 9b

What type of printer/s do you use at home?

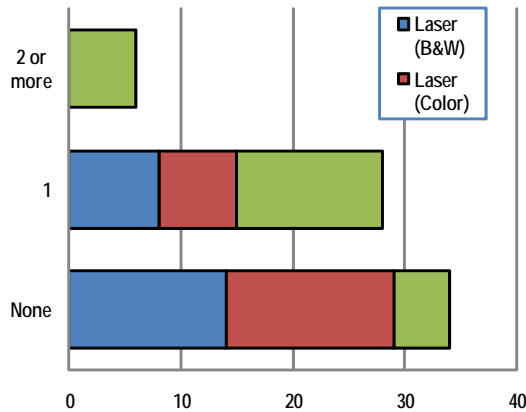
Answer Options	None	1	2 or more
Laser (B&W)	14	8	0
Laser (Color)	15	7	0
InkJet	5	13	6

Response
22
22
24

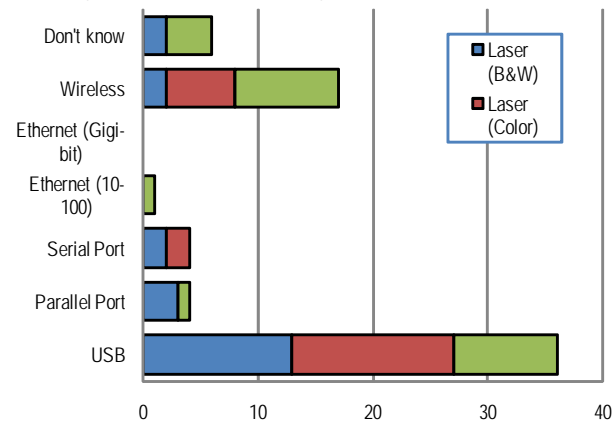
How are your printer/s connected to your computer?

Answer Options	USB	Parallel	Serial	Ethernet (10-	Ethernet	Wireless	Don't know	Response
Laser (B&W)	13	3	2	0	0	2	2	22
Laser (Color)	14	0	2	0	0	6	0	22
InkJet	9	1	0	1	0	9	4	24
<i>answered question</i>								24
<i>skipped question</i>								0

What type of printer/s do you use at home?



How are your printer/s connected to your computer?

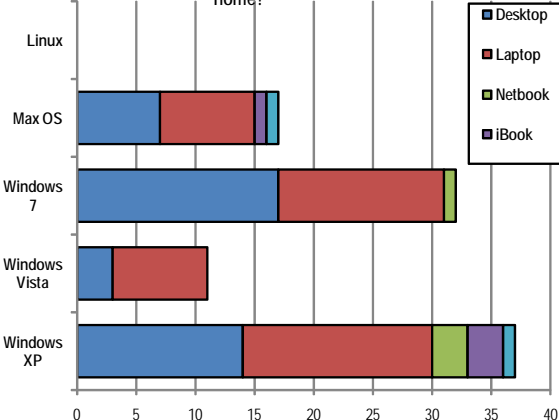


Questions 12b10c

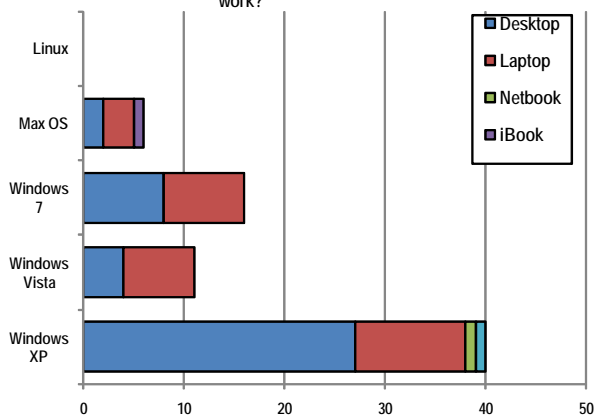
What type of computer/s and operating system/s do you use at work?

Answer Options	Not Applicable	Windows XP	Windows Vista	Windows 7	Max OS	Linux	Don't know	Response Count
Desktop	9	27	4	8	2	0	3	53
Laptop	16	11	7	8	3	0	0	45
Netbook	29	1	0	0	0	0	0	30
iBook	29	0	0	0	1	0	0	30
eBook Reader	29	1	0	0	0	0	0	30
<i>answered question</i>								56
<i>skipped question</i>								1

What type of computer/s and operating system/s do you use at home?



What type of computer/s and operating system/s do you use at work?

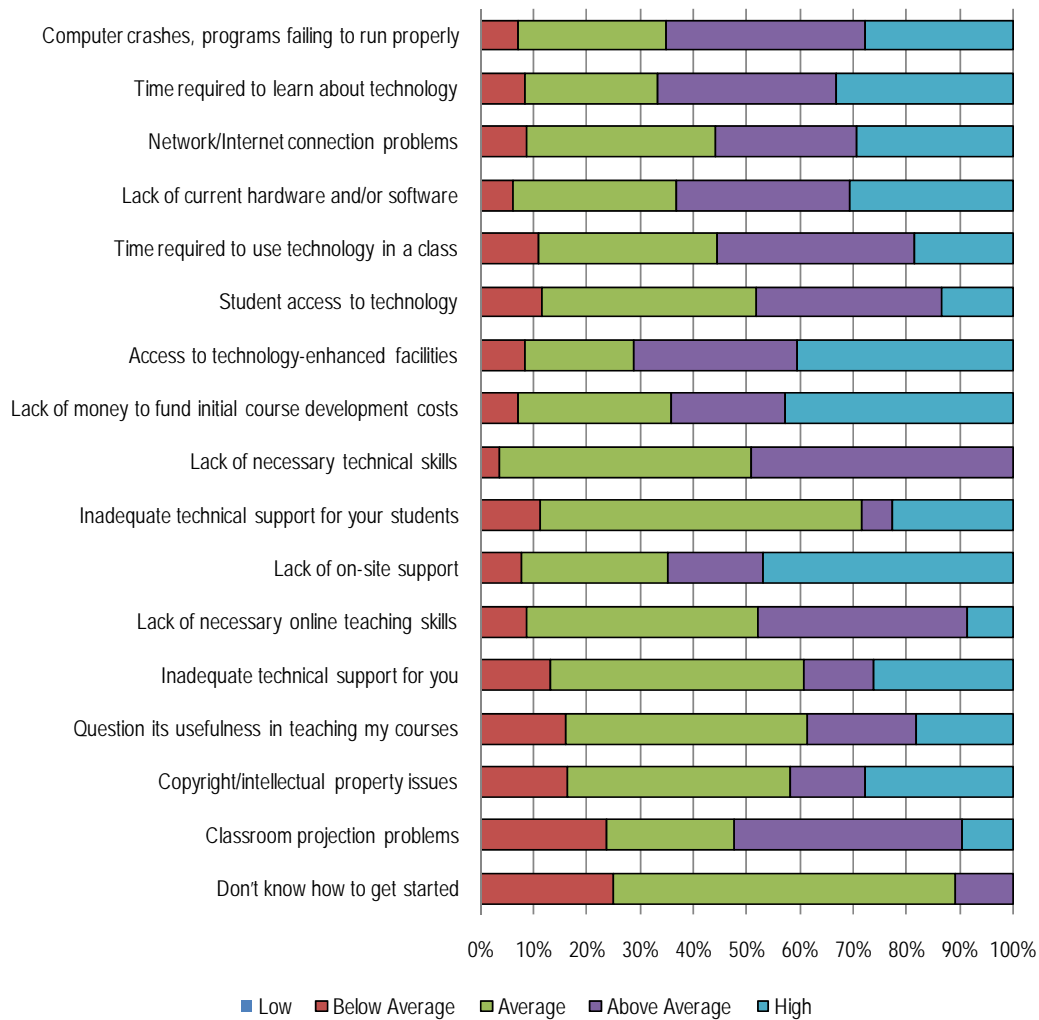


Questions 11a

How much of a barrier are the following factors in the use of technology in your teaching?

Answer Options	Low	Below Average	Average	Above Average	High	N/A	Rating Average	Response Count
Time required to learn about technology	3	6	9	8	6	1	3.25	33
Time required to use technology in a class	2	7	11	8	3	2	3.10	33
Network/Internet connection problems	3	6	12	6	5	1	3.13	33
Computer crashes, programs failing to run properly	3	5	10	9	5	1	3.25	33
Lack of current hardware and/or software	6	4	10	7	5	1	3.03	33
Classroom projection problems	3	10	5	6	1	8	2.68	33
Lack of on-site support	10	4	7	3	6	3	2.70	33
Access to technology-enhanced facilities	7	5	6	6	6	3	2.97	33
Student access to technology	3	7	12	7	2	2	2.94	33
Inadequate technical support for your students	5	6	16	1	3	2	2.71	33
Inadequate technical support for you	10	6	11	2	3	1	2.44	33
Copyright/intellectual property issues	10	7	9	2	3	2	2.39	33
Lack of money to fund initial course development costs	8	4	8	4	6	3	2.87	33
Lack of necessary technical skills	7	2	13	9	0	2	2.77	33
Lack of necessary online teaching skills	10	4	10	6	1	2	2.48	33
Question its usefulness in teaching my courses	8	7	10	3	2	3	2.47	33
Don't know how to get started	10	7	9	1	0	6	2.04	33
							<i>answered question</i>	33
							<i>skipped question</i>	0

How much of a barrier are the following factors in the use of technology in your teaching?

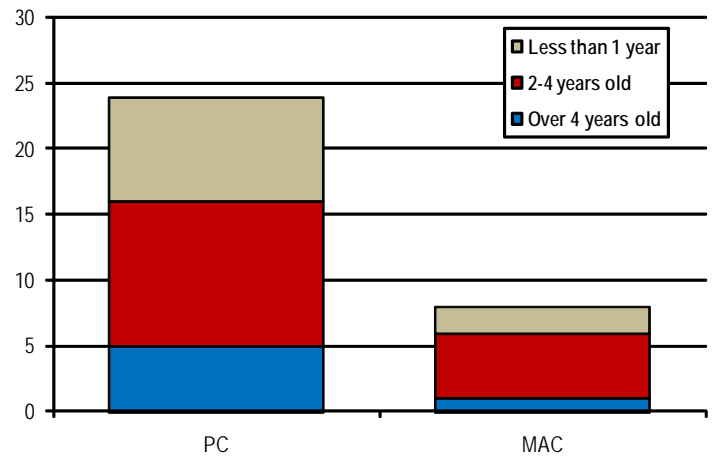


Questions 10b

How old are your home computers?

Answer Options	Less than 1 year	2-4 years old	Over 4 years old	Response Count
PC	8	11	5	20
MAC	2	5	1	8
<i>answered question</i>				24
<i>skipped question</i>				0

How old are your home computers?

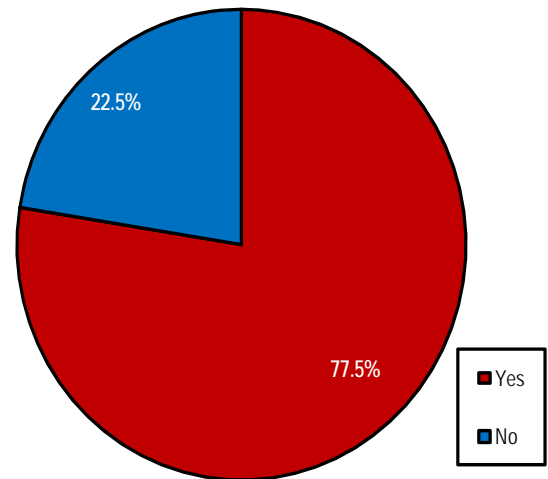


Questions 12a16b11c

Do you use a computer in your classroom for instruction and/or delivering presentations?

Answer Options	Response Percent	Response Count
Yes	77.5%	69
No	22.5%	20
<i>answered question</i>		89
<i>skipped question</i>		1

Do you use a computer in your classroom for instruction and/or delivering presentations?

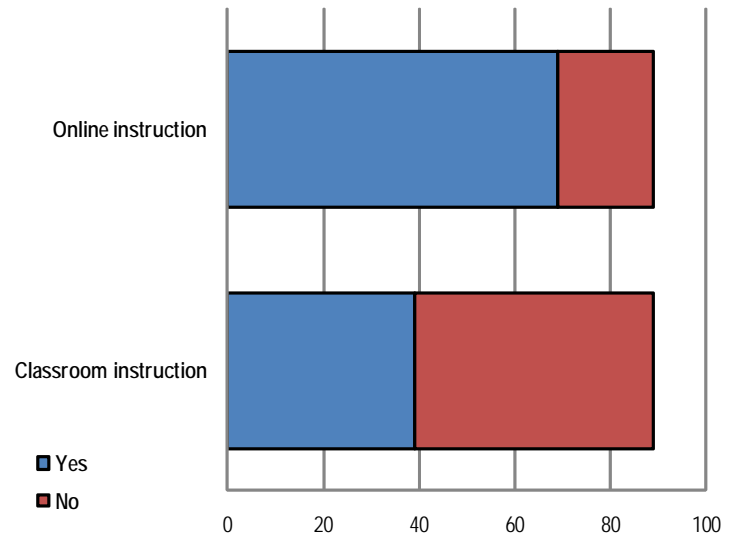


Questions 13a17b12c

Do you use Seaport for classroom and/or online instruction?

Answer Options	Yes	No	Response Count
Classroom instruction	39	50	89
Online instruction	69	20	89
<i>answered question</i>			89
<i>skipped question</i>			1

Do you use Seaport for classroom and/or online instruction?

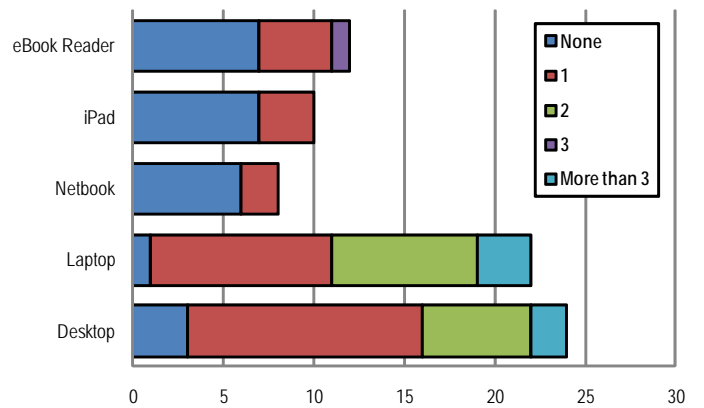


Question 11b

How many computers do you have?

Answer Options	None	1	2	3	More than 3	Response Count
Desktop	3	13	6	0	2	24
Laptop	1	10	8	0	3	22
Netbook	6	2	0	0	0	8
iPad	7	3	0	0	0	10
eBook Reader	7	4	0	1	0	12
<i>answered question</i>						24
<i>skipped question</i>						0

How many computers do you have?

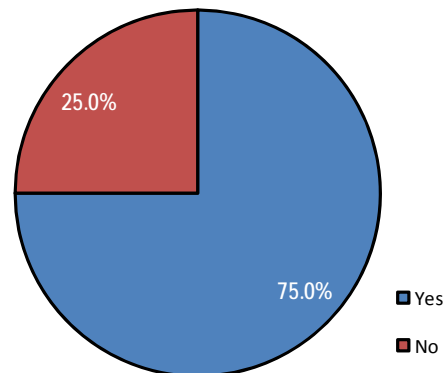


Question 13b

Other than OWA, do you use your home computer to login into a computer at Coastline?

Answer Options	Response Percent	Response Count
Yes	75.0%	18
No	25.0%	6
If you answered no to this question, please explain.		2
<i>answered question</i>		24
<i>skipped question</i>		0

Other than OWA, do you use your home computer to login into a computer at Coastline?

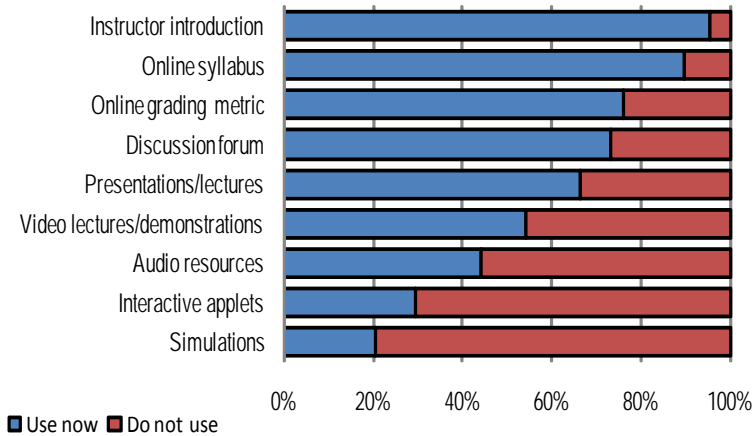


Questions 14a18b13c

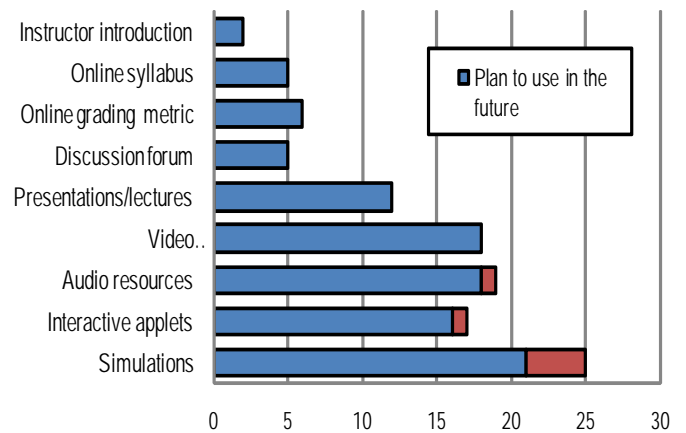
What components and/or activities do you use/have in your Seaport classes now and/or plan to add in the future?

Answer Options	Use now	Do not use	Plan to use in the future	Will never use	What is it?	Response Count
Simulations	12	47	21	4	8	92
Interactive applets	18	43	16	1	14	92
Audio resources	31	39	18	1	3	92
Video lectures/demonstrations	40	34	18	0	0	92
Presentations/lectures	53	27	12	0	0	92
Discussion forum	63	23	5	0	1	92
Online grading metric	64	20	6	0	2	92
Online syllabus	78	9	5	0	0	92
Instructor introduction	85	4	2	0	1	92
<i>answered question</i>						92
<i>skipped question</i>						1

What components and/or activities do you use/have in your Seaport classes now?



What components and/or activities do you plan to add to your Seaport class the future?

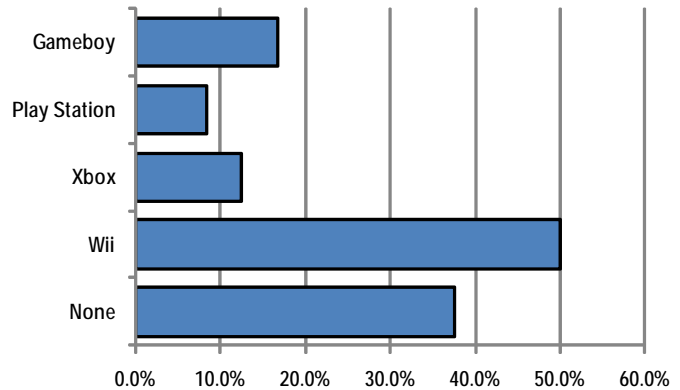


Question 15b

What video game console/system(s) do you have at home?

Answer Options	Response Percent	Response Count
None	37.5%	9
Wii	50.0%	12
Xbox	12.5%	3
Play Station	8.3%	2
Gameboy	16.7%	4
Other (please specify)		0
answered question		24
skipped question		0

What video game console/system(s) do you have at home?



Question 15c

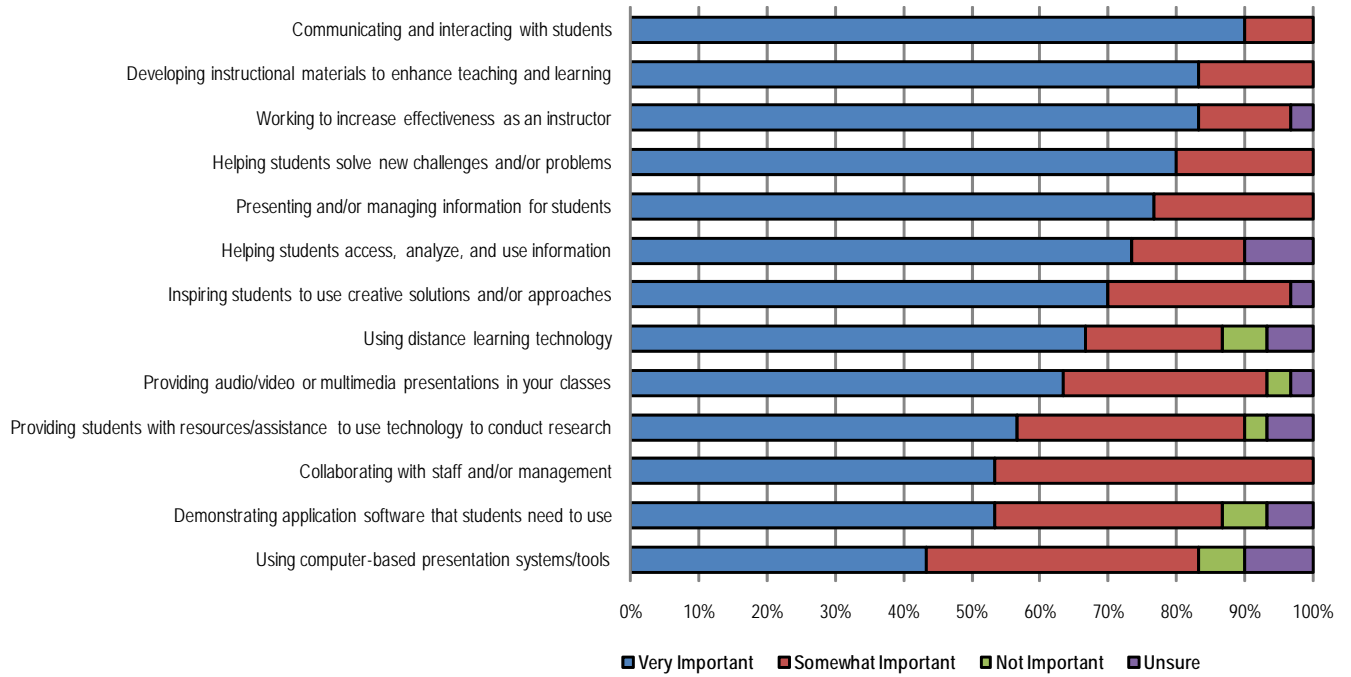
How important are the following technologies?

Answer Options	Very Important	Somewhat Important	Not Important	Unsure	Response Count
Using computer-based presentation systems/tools	13	12	2	3	30
Demonstrating application software that students need to use	16	10	2	2	30
Collaborating with staff and/or management	16	14	0	0	30
Providing students with resources/assistance to use technology to conduct research	17	10	1	2	30
Providing audio/video or multimedia presentations in your classes	19	9	1	1	30
Using distance learning technology	20	6	2	2	30
Inspiring students to use creative solutions and/or approaches	21	8	0	1	30
Helping students access, analyze, and use information	22	5	0	3	30
Presenting and/or managing information for students	23	7	0	0	30
Helping students solve new challenges and/or problems	24	6	0	0	30
Working to increase effectiveness as an instructor	25	4	0	1	30
Developing instructional materials to enhance teaching and learning	25	5	0	0	30
Communicating and interacting with students	27	3	0	0	30

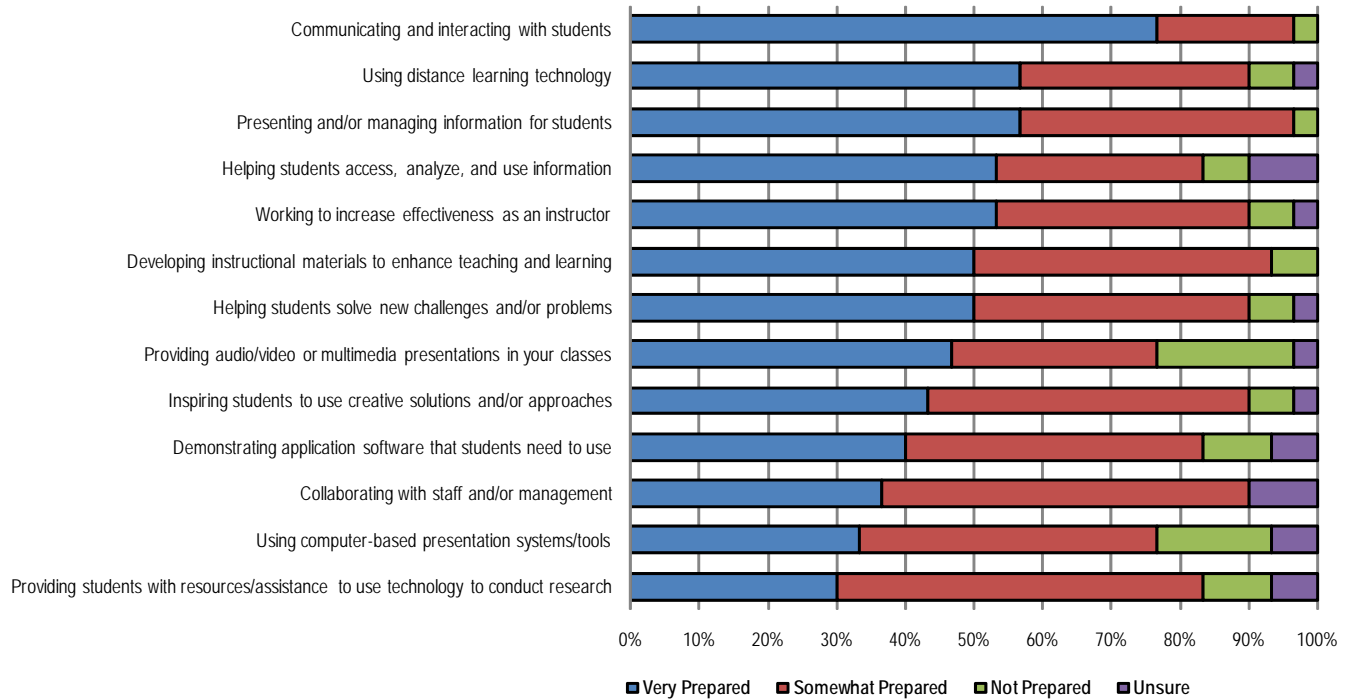
How prepared are you to use the following technologies?

Answer Options	Very Prepared	Somewhat Prepared	Not Prepared	Unsure	Response Count
Providing students with resources/assistance to use technology to conduct research	9	16	3	2	30
Using computer-based presentation systems/tools	10	13	5	2	30
Collaborating with staff and/or management	11	16	0	3	30
Demonstrating application software that students need to use	12	13	3	2	30
Inspiring students to use creative solutions and/or approaches	13	14	2	1	30
Providing audio/video or multimedia presentations in your classes	14	9	6	1	30
Helping students solve new challenges and/or problems	15	12	2	1	30
Developing instructional materials to enhance teaching and learning	15	13	2	0	30
Working to increase effectiveness as an instructor	16	11	2	1	30
Helping students access, analyze, and use information	16	9	2	3	30
Presenting and/or managing information for students	17	12	1	0	30
Using distance learning technology	17	10	2	1	30
Communicating and interacting with students	23	6	1	0	30
<i>answered question</i>					30
<i>skipped question</i>					3

How important are the following technologies?le



How prepared are you to use the following technologies?



Question 16c

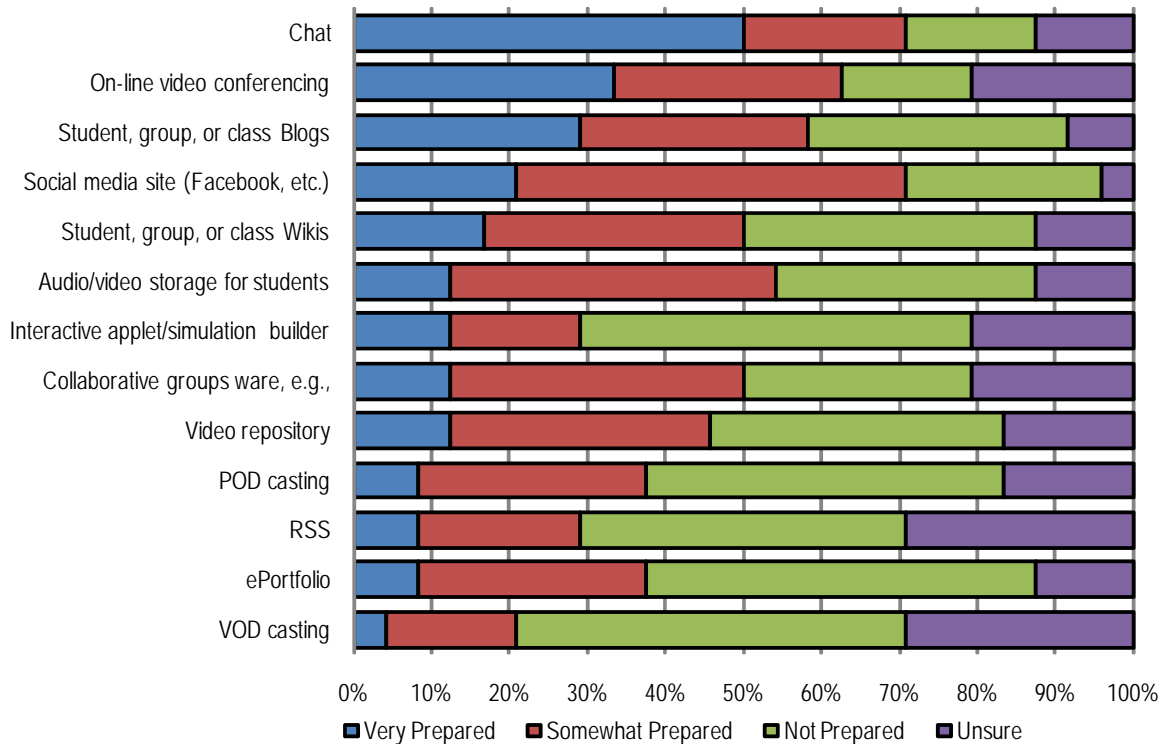
How prepared are you to use the following online technologies now (both at a distance and in the classroom)?

Answer Options	Very Prepared	Somewhat Prepared	Not Prepared	Unsure	Response Count
VOD casting	1	4	12	7	24
ePortfolio	2	7	12	3	24
RSS	2	5	10	7	24
POD casting	2	7	11	4	24
Video repository	3	8	9	4	24
Collaborative groups ware, e.g.,	3	9	7	5	24
Interactive applet/simulation builder	3	4	12	5	24
Audio/video storage for students	3	10	8	3	24
Student, group, or class Wikis	4	8	9	3	24
Social media site (Facebook, etc.)	5	12	6	1	24
Student, group, or class Blogs	7	7	8	2	24
On-line video conferencing	8	7	4	5	24
Chat	12	5	4	3	24

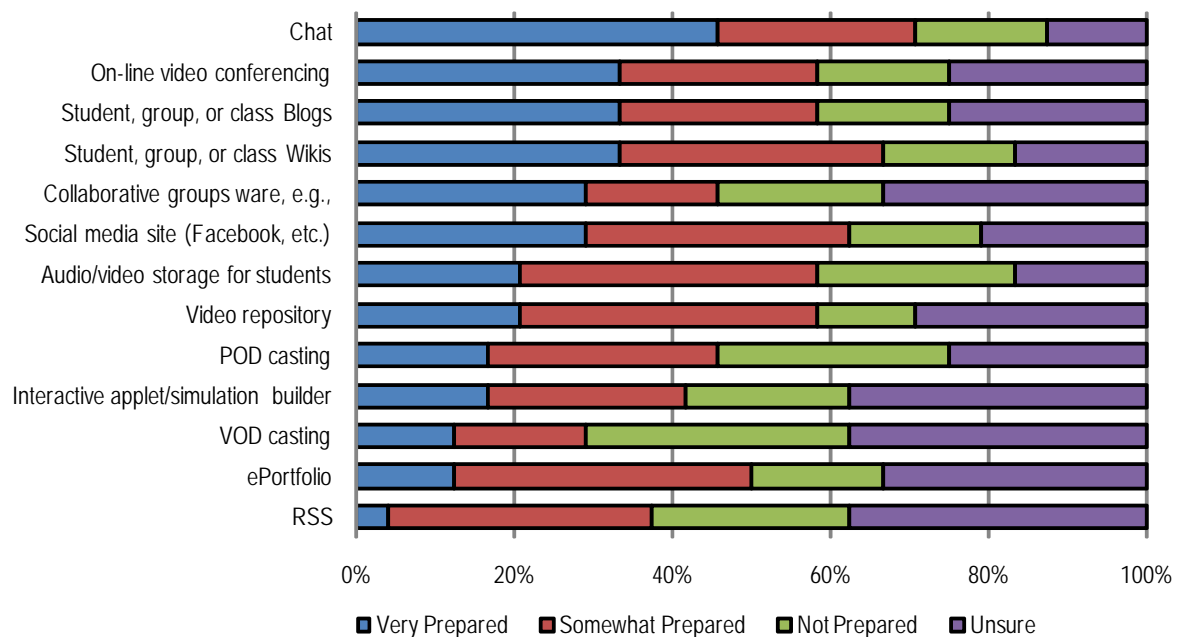
How prepared will you be to use the following technologies in the near future (both at a distance and in the classroom)?

Answer Options	Very Prepared	Somewhat Prepared	Not Prepared	Unsure	Response Count
RSS	1	8	6	9	24
ePortfolio	3	9	4	8	24
VOD casting	3	4	8	9	24
Interactive applet/simulation builder	4	6	5	9	24
POD casting	4	7	7	6	24
Video repository	5	9	3	7	24
Audio/video storage for students	5	9	6	4	24
Social media site (Facebook, etc.)	7	8	4	5	24
Collaborative groups ware, e.g.,	7	4	5	8	24
Student, group, or class Wikis	8	8	4	4	24
Student, group, or class Blogs	8	6	4	6	24
On-line video conferencing	8	6	4	6	24
Chat	11	6	4	3	24
<i>answered question</i>					24
<i>skipped question</i>					9

How prepared are you to use the following online technologies now (both at a distance and in the classroom)?



How prepared will you be to use the following technologies in the near future (both at a distance and in the classroom)?

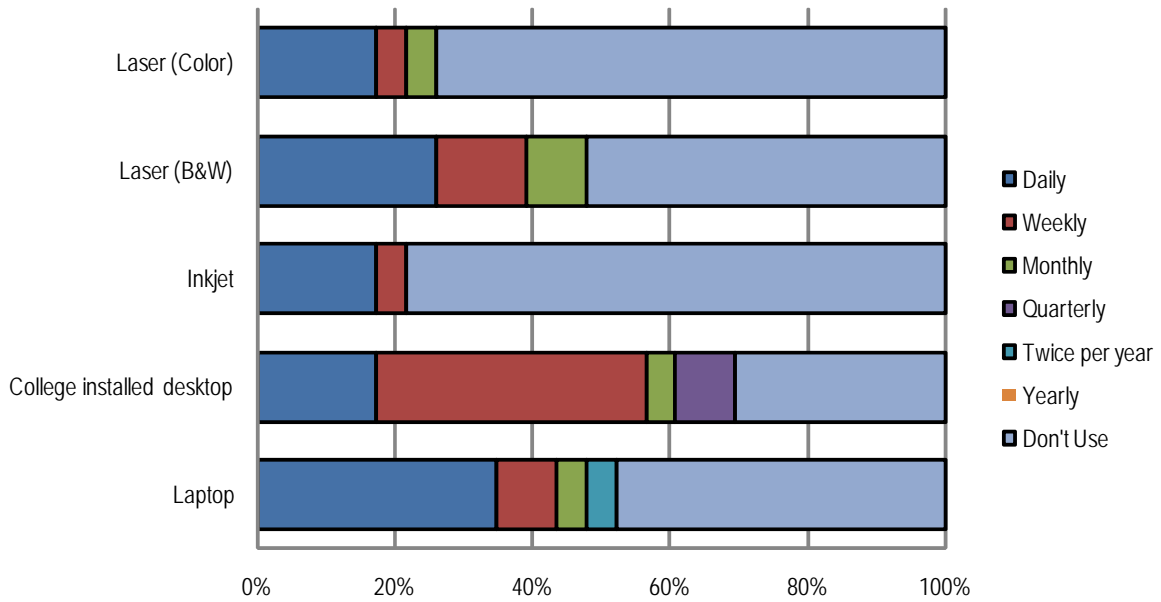


Question 20b

How often do you use the following in your classroom (select the best answer for each item)?

Answer Options	Daily	Weekly	Monthly	Quarterly	Twice per year	Yearly	Don't Use	Response Count
Laptop	8	2	1	0	1	0	11	23
College installed	4	9	1	2	0	0	7	23
Inkjet	4	1	0	0	0	0	18	23
Laser (B&W)	6	3	2	0	0	0	12	23
Laser (Color)	4	1	1	0	0	0	17	23
<i>answered question</i>								23
<i>skipped question</i>								1

How often do you use the following in your classroom?

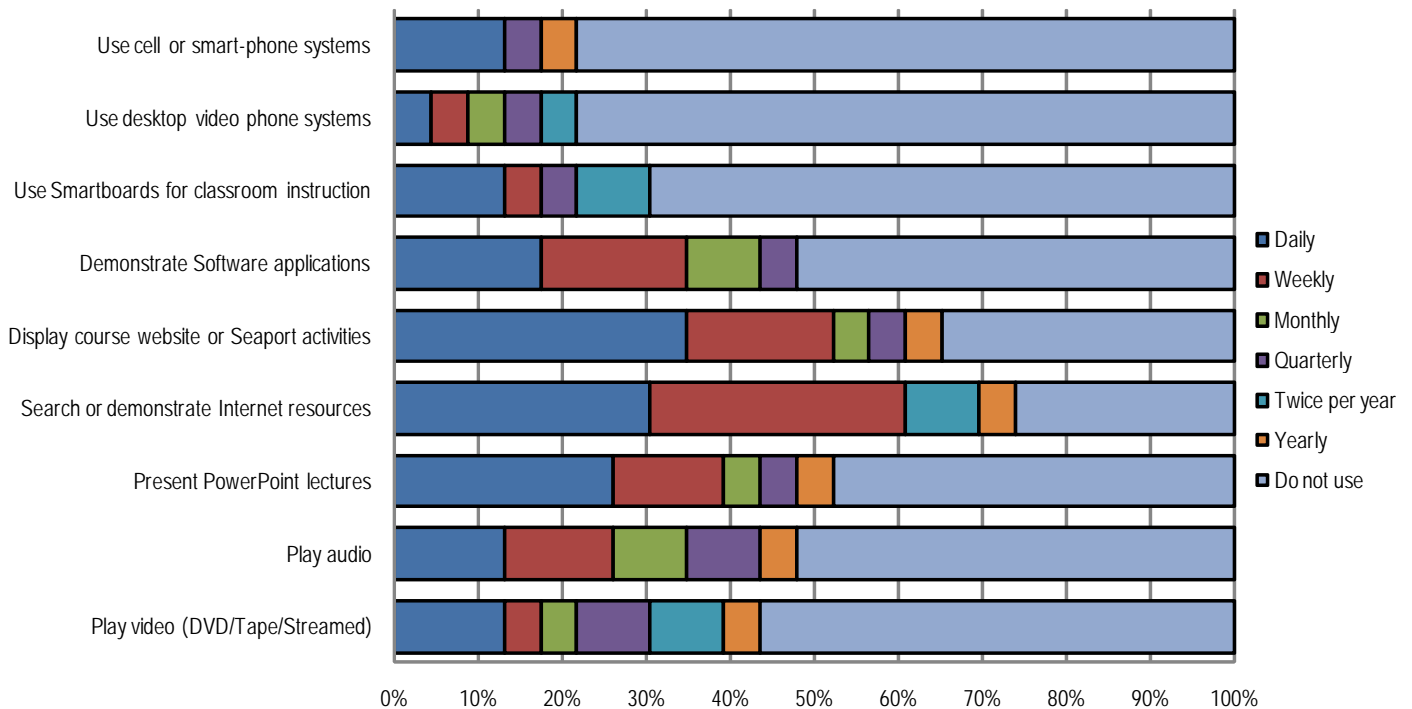


Question 21b

How often do you use the following technology in your classroom?

Answer Options	Daily	Weekly	Monthly	Quarterly	Twice per year	Yearly	Do not use	Response Count
Play video (DVD/Tape/Streamed)	3	1	1	2	2	1	13	23
Play audio	3	3	2	2	0	1	12	23
Present PowerPoint lectures	6	3	1	1	0	1	11	23
Search or demonstrate Internet resources	7	7	0	0	2	1	6	23
Display course website or Seaport activities	8	4	1	1	0	1	8	23
Demonstrate Software applications	4	4	2	1	0	0	12	23
Use Smartboards for classroom instruction	3	1	0	1	2	0	16	23
Use desktop video phone systems	1	1	1	1	1	0	18	23
Use cell or smart-phone systems	3	0	0	1	0	1	18	23
<i>answered question</i>								23
<i>skipped question</i>								1

How often do you use the following technology in your classroom?



Question 22b

How often do you use the following for teaching and learning?

Answer Options	Daily	Weekly	Monthly	Quarterly	Twice a year	Yearly	Do not use	Response Count
Checkout and use audiovisual and supplemental technology equipment	0	3	1	1	1	0	17	23
Use (and/or have participated in) video conferencing and/or desktop conferencing systems	0	3	5	1	1	5	8	23
Have participated with TV studio/ISD for course production projects, marketing, and course promotions.	1	1	2	2	1	7	9	23
Have received assistance with instructional design and development (ISD) activities	1	1	0	4	3	3	11	23
Prepare myself or supervise creation of presentations/lectures for virtual delivery/distance	3	6	5	0	1	0	8	23
Use Banner Self-service for data input including grades and drops.	3	4	4	7	4	0	1	23
Use MyCCC (Luminis) Portal for data access including rosters/add codes.	4	7	5	5	1	0	1	23
Use college supplied computers for instructional work, e-mail, administrative work	7	7	3	1	0	0	5	23
Use Coastline's Seaport Learning Management System	13	4	1	0	1	0	4	23
Use computers for educational content creation (design and development, coursework)	17	2	1	0	0	1	2	23
Use my own home computer for college related instructional work, e-mail, and administrative	21	1	0	0	0	0	1	23
	<i>answered question</i>							23
	<i>skipped question</i>							1

How often do you use the following for teaching and learning?

Use my own home computer for college related instructional work, e-mail, and administrative tasks

Use computers for educational content creation (design and development, coursework)

Use Coastline's Seaport Learning Management System

Use college supplied computers for instructional work, e-mail, administrative work

Use MyCCC (Luminis) Portal for data access including rosters/add codes.

Use Banner Self-service for data input including grades and drops.

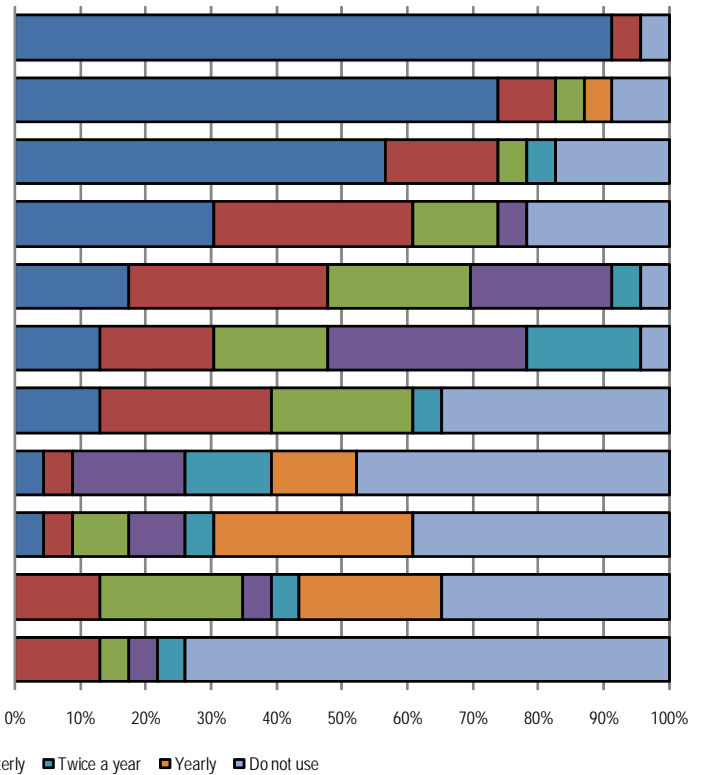
Prepare myself or supervise creation of presentations/lectures for virtual delivery/distance learning using various tools-audio, video, PowerPoint, Camtasia, etc.

Have received assistance with instructional design and development (ISD) activities

Have participated with TV studio/ISD for course production projects, marketing, and course promotions.

Use (and/or have participated in) video conferencing and/or desktop conferencing systems (such as CCC Confer)

Checkout and use audiovisual and supplemental technology equipment



Question 17c

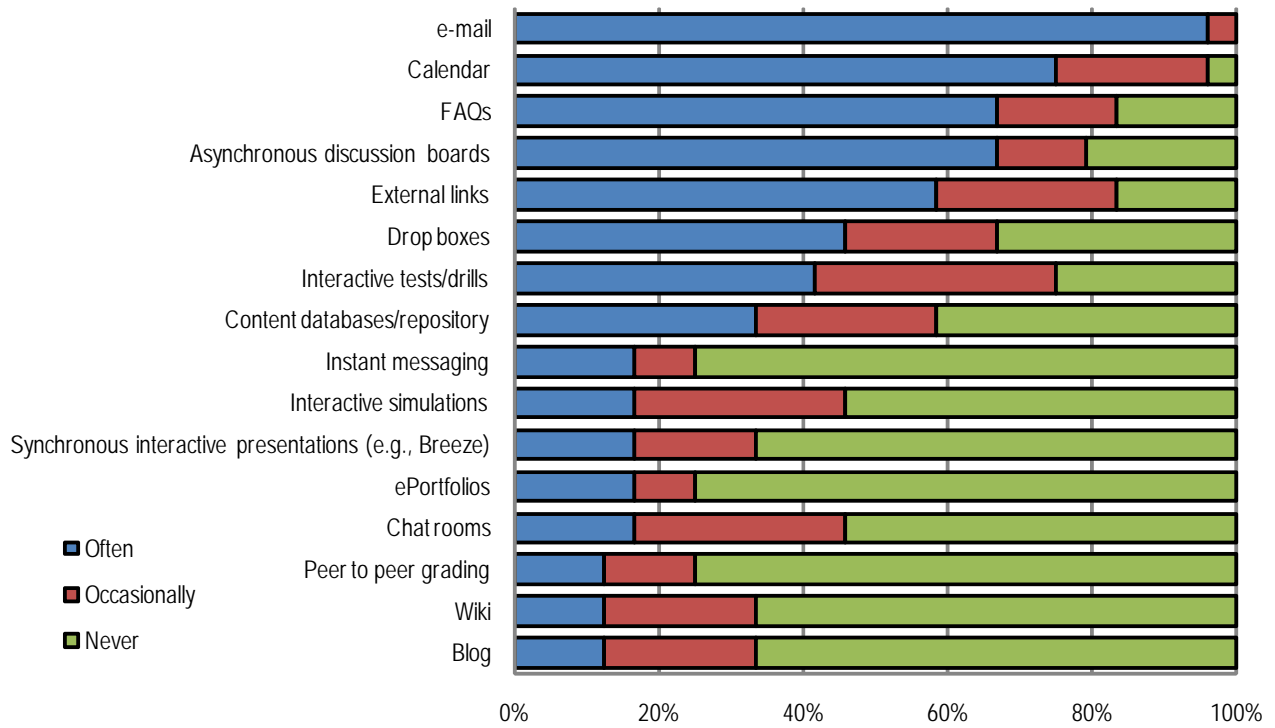
What online course management/facilitation tools or technologies do you use now?

Answer Options	Often	Occasionally	Never	Response Count
Blog	3	5	16	24
Wiki	3	5	16	24
Peer to peer grading	3	3	18	24
Chat rooms	4	7	13	24
ePortfolios	4	2	18	24
Synchronous interactive presentations (e.g., Breeze)	4	4	16	24
Interactive simulations	4	7	13	24
Instant messaging	4	2	18	24
Content databases/repository	8	6	10	24
Interactive tests/drills	10	8	6	24
Drop boxes	11	5	8	24
External links	14	6	4	24
Asynchronous discussion boards	16	3	5	24
FAQs	16	4	4	24
Calendar	18	5	1	24
e-mail	23	1	0	24

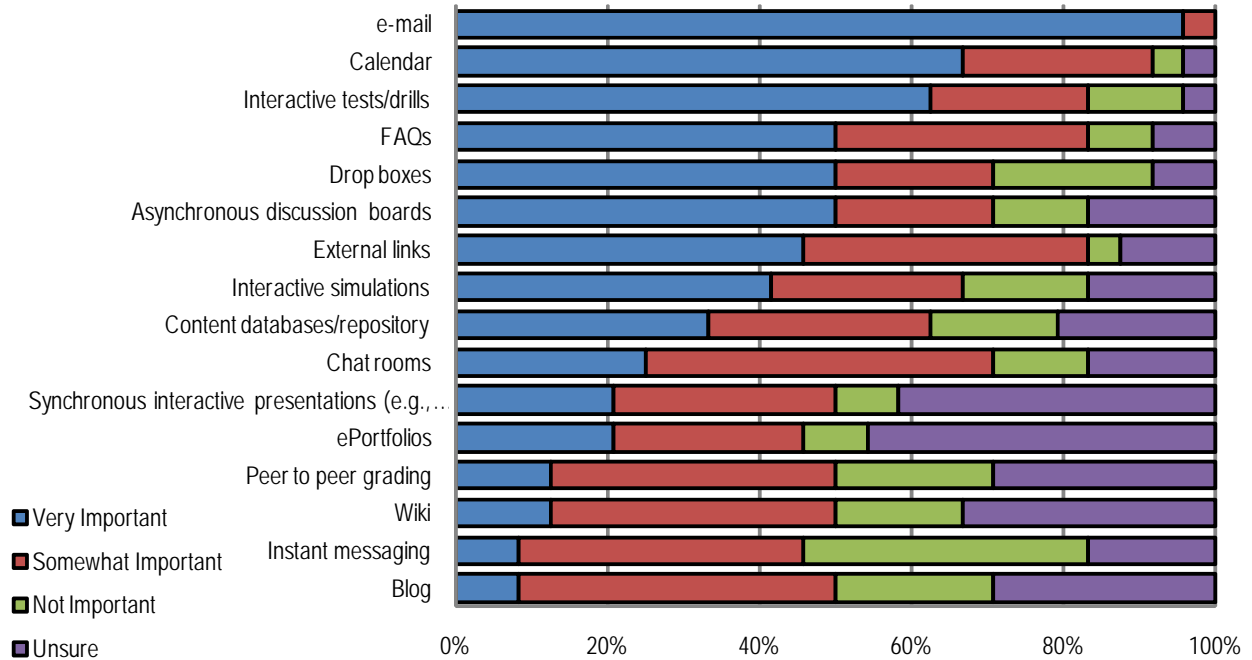
How do you rate the importance of the following online course management/facilitation tools or technologies for teaching and learning?

Answer Options	Very Important	Somewhat Important	Not Important	Unsure	Response Count
Blog	2	10	5	7	24
Instant messaging	2	9	9	4	24
Wiki	3	9	4	8	24
Peer to peer grading	3	9	5	7	24
ePortfolios	5	6	2	11	24
Synchronous interactive presentations (e.g., Breeze)	5	7	2	10	24
Chat rooms	6	11	3	4	24
Content databases/repository	8	7	4	5	24
Interactive simulations	10	6	4	4	24
External links	11	9	1	3	24
Asynchronous discussion boards	12	5	3	4	24
Drop boxes	12	5	5	2	24
FAQs	12	8	2	2	24
Interactive tests/drills	15	5	3	1	24
Calendar	16	6	1	1	24
e-mail	23	1	0	0	24
<i>answered question</i>					24
<i>skipped question</i>					9

What online course management/facilitation tools or technologies do you use now?



How do you rate the importance of the following online course management/facilitation tools or technologies for teaching and learning?



Question 18c

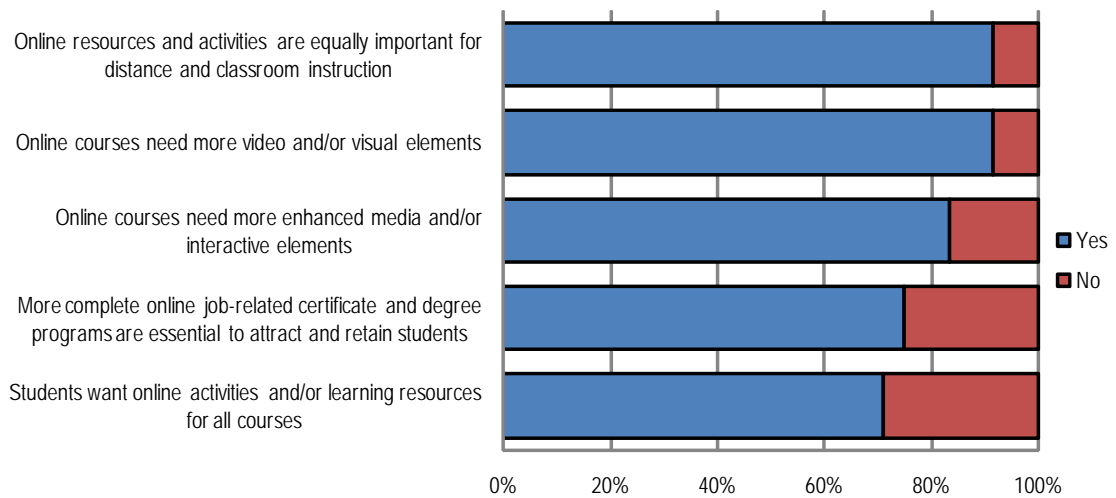
Currently: What is your reaction to the following?

Answer Options	Yes	No	Response Count
Students want online activities and/or learning resources for all courses	17	7	24
More complete online job-related certificate and degree programs are essential to attract and retain students	18	6	24
Online courses need more enhanced media and/or interactive elements	20	4	24
Online courses need more video and/or visual elements	22	2	24
Online resources and activities are equally important for distance and classroom instruction	22	2	24

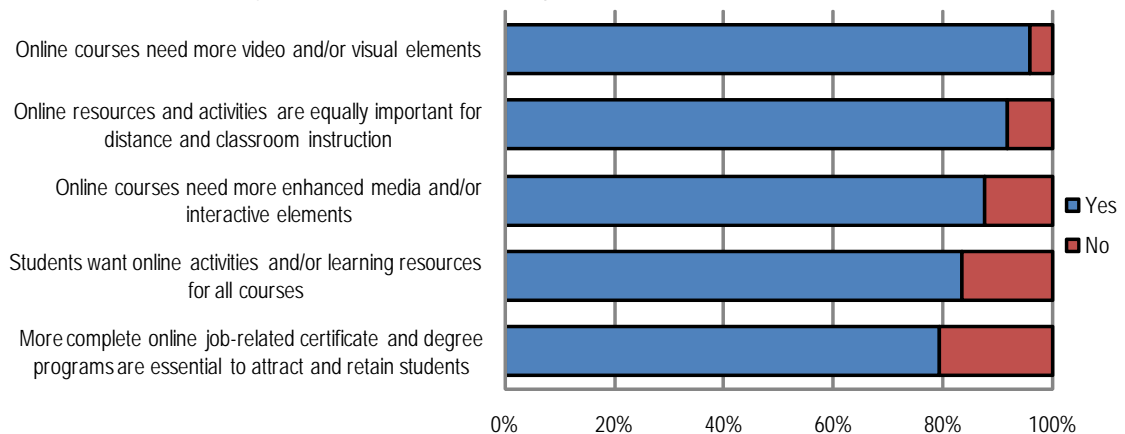
For the future: What is your reaction to the following?

Answer Options	Yes	No	Response Count
More complete online job-related certificate and degree programs are essential to attract and retain students	19	5	24
Students want online activities and/or learning resources for all courses	20	4	24
Online courses need more enhanced media and/or interactive elements	21	3	24
Online resources and activities are equally important for distance and classroom instruction	22	2	24
Online courses need more video and/or visual elements	23	1	24
<i>answered question</i>			24
<i>skipped question</i>			9

Currently: What is your reaction to the following?



For the future: What is your reaction to the following?



What do you value most about your teaching process, and how (in general) do you think technology can improve the student experience?

1. Ability to communicate with the students. Technology allows for more student interaction with
2. Above all, technology improves access to education for non-traditional students, and I value being able to provide education for these people.
3. Computers are a wonderful tool for my special education students to receive individualized one on one instruction, and receive stimulating feedback on the various programs.
4. Constant opportunities for students' interaction with the course content, interactive activities students can do both inside and outside of the classroom. Provide more computer labs or kiosks for student use. They must pay for a 1-unit class in order to use the computer lab at Garden Grove. Why isn't this open to all students?
5. Cost effective. Students get 'more bang for the buck' with DL as compared to the 'brick and mortar' campus.
6. Creativity and communication. Technology is excellent for communication and connection and provides an opportunity for students to increase their skills and confidence. This will help prepare them for more effective functioning in today's world.
7. Distance learning, TV presentations and other high technology media are very highly valued in the teaching process. Ease of delivery, visual, audio and immediate feedback through high technology improves the student experience.
8. Face time with students. Faster searches for information, but without plagiarism.
9. For some of the students, but not for all.
10. Getting to know my students and seeing them improve and the interaction I have with the students.
11. I am very glad to teach online and use the videos from YouTube, the interactive media offered by the Internet, and the museums, etc. that offer research for students.
12. I like the 1-1 capabilities of online teaching and requirements for all students to participate in "discussion"; the improved discussion board grading enables me to grade them more easily.
13. I teach all my courses on-line. Technology has really added to the student learning, and created much more work for me! I think information on plagiarism is very important--there should be a general learning component regarding plagiarism for all courses. I would like to see some security safeguards built into technology which would prevent cheating, as many of my quizzes are on line. How do I know, as a teacher, that the student is really completing the quiz?
14. I teach students how to draw what they see in their visual field. How to translate the 3-D of actuality onto a flat picture plane. I am a very hi-tech person with high end MAC/Photoshop related skills, but learning how to draw using technology that involves looking at a flat picture plane, whether its a page in a book or a computer retards my students progress and skills. Technology just isn't there yet - it has to be actual 3-D, even the finest state of the art digital imaging can't see how the human eye can - yet. Tech is great for email and doing discursive research, but when I teach an art history class I tell my students that unless they have been to the Vatican and seen the actual Sistine Chapel they have not seen anything - that a photograph of it isn't the thing itself - and to please not confuse the two. I think our society needs to be more aware of this - We confuse images of things with the actual thing itself. Technology can add to this confusion - or not...
15. I think once I get a grasp on Technology as it pertains to teaching I think that alone will enhance student's experience.
16. I value my ability to explain how to get organized and stay organized. I also value my ability to respond to students' questions quickly. It is important to me to teach students how to take tests and do well on

- them. I do this by giving them many, many opportunities to test, grade themselves, relearn concepts they missed, and retest. I value my ability to choose excellent textbooks for students.
17. I value my ability to latch onto students at whatever stage of learning I may be able to do the latching, to meet them beyond the boundaries of age or sex or culture of any kind, and to bring them into a new way of reasoning and thinking, to help them to feel and to see how 21st-century machines can be manipulated for world-opening, mind-enhancing, new experiences.
 18. I value seaport very much as it has helped improve the student experience
 19. I value the ability to utilize technology for clarification outside of face-to-face class. I just wish Seaport was more user friendly.....Blackboard is much better!
 20. I value the face-to-face interaction in my teaching. Technology can improve my students' experience as a preparation for their entry into the working world or their future college classes. Some of them, however, do not have computers at home or have no internet access. This limits my ability to do whole-class activities with the internet.
 21. I value the interactions between the students and myself. My courses are not online, but technology could help improve the student experience if it helped students find us and get into the system easily. I have had many complaints about how hard it is to register for classes and navigate our system. I have had many comments that it is not user friendly.
 22. I'm all online, so it's incredible for me. Some of the above questions regarding "classroom" use, I was not sure how to answer because I'm online.
 23. Individualized, flat socioeconomic model; good for equal access to school
 24. Instructional videos
 25. It is a great way to supplement my on site classes, providing them not only with all the materials they need to help them study outside of class, but also additional information that I don't have time to provide in class.
 26. It is fluid and technology aids me in its ever changing fluidity.
 27. It keeps the students engaged, and allows students to access their work 24/7
 28. Live student/teacher interaction. I use technology to make class more interesting, varied approaches, etc.
 29. More listening from a variety of speakers online or software.
 30. My ability to deliver rich internet resources and be available to relate theory to practical via video conferencing.
 31. Need reliable technology for students to be successful with a full range of teaching tools
 32. Online instruction offers more flexibility of timelines for students and more immediate feedback for course work.
 33. Seaport
 34. Seaport is a great and very sophisticated CMS. Due the nature of the course I am teaching, I value all the features which can be used for enhancing communications among students and between students and instructors. The technology has changed students' learning significantly. It has also motivated students' learning in some sense.
 35. Student and instructor access online and the flexibility that provides.
 36. Students can access their courses at any hour of the day.
 37. Students today are social media users. If Coastline can implement these resources into the distance learning activities, we will be better prepared to attract, retain and meet the needs of our students.
 38. Teaching with technology is a must. We encounter technology in our everyday life
 39. Technology can make learning fun and interesting. It makes learning more visual than conceptual.
 40. Technology improves the student experience by allowing for virtual communities to present and discuss content
 41. Technology must be available for instructors to create content and to instruct students anywhere, any time.
 42. The best part of teaching is seeing students "get it." Since students each learn at different rates and in different ways, technology helps provide opportunities for each student to learn in their own way at their own pace.

43. The fact we can reach many students who cannot be in a classroom environment for variety of reasons, yet they are able to pursue their educational goals via online classes.
44. The interaction between students themselves and with the instructor. It is most gratifying to see students able to work together as a REAL team, not individuals putting together a project with no relationship to one another.
45. The teaching process involves giving students resources and opportunities to learn. My role is to facilitate that process. Technology is important because it can help create environments which are suitable for students to explore the materials on their own terms, while at the same time allowing communication and feedback with the instructor and fellow students.
46. Using new will always improve the student experience
47. When I can post mini-lectures, or sidebars, I will be able to offer expanded instruction/illustration of my topic material that students can play and re-play, to gain more in-depth knowledge without needing my personal attention (after class/office hour/email is presently how I handle this.) Students won't have to wait for an appointment to get and answer.

Please list exemplary/best practices the college should consider. Please indicate which suggestion the college should do first.

1. (1) A formula for tabulating SLOs is needed to make the process more meaningful and accurate. (2) What additional components and/or activities would you like to see in Seaport (rank the importance of each item)? This is not a good survey question because faculty who are not tech gurus may not even know what these terms are referring to and so you need a column for N/O "no opinion"!
2. ** (1) I like the way Michelle Ma and her staff use Twitter, Blogging, and Social Media to keep Coastline in front of people's eyes. ** (2) I feel Seaport is exemplary because its designers and programmers constantly assess faculty and students' requests and needs. ** (3) I admire how our management, staff, and faculty make students feel like we truly value them and want them to succeed. All of these best practices are number 1s in my estimation.
3. Advanced gradebooks with upload capabilities and comments all in one. Tracking reports, journal, wiki, mashup and server space for file storage
4. As much as possible, keep up-to-date with computers and programs for both college employees and students.
5. Best Practice: Encouraging cooperation among students. Rationale: Include practices that provide opportunities for peer review for various assignments to include team projects where students are encouraged to share experiences and sources of information. This is in accord with Gibbons and Wentworth (2001) who stated that adult learners have a life-centered orientation to learning that is relevant and application-based. It can be concluded that as more adult students bring life experiences into the online environment, faculty should incorporate authentic experiences that are applicable to real world situations.
6. Coastline could better serve the returning students by offering regular training sessions in basic computer use, such as Microsoft Word, followed by open lab hours for students without their own computers. However, the labs would have to be kept up to date and running. If the software gets old and networks collapse at times, it's better not to attempt such a program.
7. Coastline should be listed as an institution that offers an on-line AA Degree and any changes required in curriculum should be made.
8. Everything that Coastline is doing with their ESL program is wonderful and I can't think of any other practices they could use at the moment.
9. Get bloody Seaport working. This is the WORST system I have ever used and I call for the resignation of the person and group who oversees this project. A complete failure. Best practice to consider is a revision to your

current information technology system and stop talking, do something. Coastline is a joke when it comes to technology, stop this Dr. Adrian.

10. I am requiring a course "orientation quiz" for points. It means that students must carefully read the syllabus and FAQs. Still, there are students who DON'T take the orientation quiz, and they don't understand the basic principles of taking an online course or my "course rules" such as post by a deadline, or take the midterm by a certain date and time, or keep up on the readings. Perhaps the college could develop a general distance learning orientation as a voluntary activity; it might include "FAQ" type questions (how to study) and how to use the drop box. That way, students who have never taken a distance learning course will know what to expect.
11. I suggest that instructors be enabled to directly upload video clips (rather than submitting to tech people for upload) so I can immediately create a video clip on a hot topic, and share with the whole class. The present 'send to the tech dept. and let them post' procedure is an obstacle to rapid response. By the time I would get it posted, using current protocol, the teachable moment has passed, and the students' interest has moved on to a new topic.
12. I think the best practice is always how to assist students with learning so that the students' learning capacity can be reached higher and higher. I have really appreciated the school ISD department update the technology to better serving the students. I also appreciate the training the college has provided for professional development. Summer Institute is wonderful. Please keep it by all means.
13. If the college really values technology, a plan should be developed which includes training on a wide scale for all faculty, with time devoted during the Academic Year for introductory workshops, initial trainings, advanced trainings, and individual mentoring.
14. Improve the use of class room technology.
15. Lecture Practices: effective ways to present new information orally to fit differences in learning styles. At times information must be transmitted orally to a passive listening audience. But research has shown that after 10 to 20 minutes of continuous lecture, assimilation falls off rapidly. If the teacher must rely on the oral presentation of material, these techniques enhance learner retention.
Lecture/Rhetorical Questioning: Talk in 7 to 10 minute segments, pause, ask pre-planned rhetorical questions; learners record their answers in their notes. Surveys with Exemplifier: Pause, ask directly for a show of hands: 'Raise your hand if you agree... disagree... etc.' or 'Raise your hand if you have encountered an example of that.' Ask for a volunteer to speak for the response group whose hands are raised. Turn To Your Partner And Pause, ask each to turn to the person next to them and share examples of the point just made or complete a given phrase or sentence. Halting Time (4): Present complex material or directions and then stop so learners have time to think or carry out directions. Visually check to see whether the class appears to understand. If they do, continue. Explication de Texte: By reading and analyzing passages from the text aloud, learners can see higher-order thinking skills and that 'criticism' is a participatory intellectual exercise. Guided Lecture: Students listen to 15-20 minutes of lecture without taking notes. At the end, they spend five minutes recording all they can recall. The next step involves learners in small discussion groups reconstructing the lecture conceptually with supporting data, preparing complete lecture notes, using the instructor to resolve questions that arise. Immediate Mastery Quiz: When a regular immediate mastery test is included in the last few minutes of the period, learners retain almost twice as much material, both factual and conceptual. Story Telling: Stories, metaphor, and myth catch people deeply within, so no longer are listeners functioning as tape recorders subject to the above information overload limits. What human beings have in common is revealed in myth; stories allow the listener to seek an experience of being alive in them and find clues to answers within themselves. The 10 to 20 minute limit no longer applies. Group Discussion Triggers: effective ways to present a common experience to engage a group in a discussion. Awareness of complexity and enhanced understanding result when learners discuss the meaning of events with each other. But to be successful, groups need a common experience to draw them into participation, establish a personal connection with the content, and provide a shared referent

from which to exemplify their ideas. There are many kinds of triggers, but all are designed to precede group discussion. Participants, therefore, become connected with both a concrete example of the content and each other. Short Readings: Brief assignments to read in class (especially effective are contrasting viewpoints). First Person Experience: Works written in a personal voice, autobiographies, biographies, oral histories, diaries, and memoirs, when used as counterpoints to abstract texts, bridge the gap between their own lives and the content under study. Students more readily take part in discussions when they can personally relate to the material. Individual Task with Review: Problems to solve that apply the concepts presented. Students complete a worksheet or other task and compare the results with their neighbors before the whole class discusses the answers. Self-assessment Questionnaires: Short surveys of learner attitudes and values. Total Group Response: Human Graph: Learners literally take a stand on an imaginary graph or continuum. The first few volunteers justify their choice of position, and then the remainder of the class joins them without comment. Case Studies: A case study is the factual account of human experience centered in a problem or issue faced by a person, group or organization. It can raise a variety of complex issues and stimulate discussions of alternative viewpoints. Typically, case studies are written objectively and include a brief overview of the situation, its context, and the major decisions that must be made. Rather than expecting learners to have a right answer, learners develop their ability to articulate their thoughts, frame problems, generate solutions, and evolve principles that may apply to other situations. Visual Studies: Seeing first hand creates a common ground. Photographic essays, video programs, and personally made video recordings are examples of ways to bring into the classroom direct depictions of the concepts being discussed. Role Play: Learners explore human relations problems by enacting problem situations and then discussing the enactments. Together learners can explore feelings, attitudes, values, and problem solving strategies. It attempts to help individuals find personal meaning within their social world and resolve personal dilemmas with the assistance of the social group. Thoughtful Questions: effective ways to formulate questions that foster engagement and confidence. What does it mean to think? Some people would like to be able to think better, or, more usually, want other people's thinking to improve. But research shows that everyone is capable of thinking. The problem is to stop teachers from precluding the chance for it to happen. The right kind of questions opens the door to student's participation. The right questions focus the learner's attention upon applying their current understanding to the content or problem. The right questions are discoverable, that is, have follow-up avenues that a teacher can follow to lead a student to find an adequate answer using resources available (Socratic). Each success on one of these problems is a lesson to the learner that he or she knows how to think. (And each failure, a lesson in the opposite.) Note that none of these tutorial questions asks for recall of facts or information (didactic questions). Discoverable Tutorial Questions: These eleven question formulations meet the criteria of being both perceptually based and discoverable. The responses to these questions lie shared experience, so all learners, who may not at first answer acceptably, can be led back to available evidence to find adequate answers. Description: What did you see? What happened? What is the difference between....? Reflection: What was interesting? What was surprising? Analogy: What else does it remind you of? What else does it look like? Common Purpose: What is the purpose of.....? What is the usual function of.....? Procedures: How does one normally do.....? How was this done? What is the normal (non- creative) next step? Possibilities: What else could? How could we.....? If we didn't have, or couldn't use,,what could.....? Prediction: What will happen next? What will you see? What will be the effect? Justification: How can you tell? What evidence led you to.....? Theorizing: Why is it that way? What is the reason for it? Generalization: What is the same about and? What could you generalize from these events? What principle is operating? Definition: What does mean? Define the word Wait Time: After posing one of these tutorials, learners need at least 5 seconds in order to process it and begin the formulation of an answer.

Reflective Responses to Learner Contributions: effective ways to establish mutually beneficial communication by reflective listening. When a learner contributes to the discussion or asks a question, taking the initiative to learn, what is the best way to respond? To facilitate self-discovery and self-appropriated learning, effective teachers respond without changing the topic to share their own information or perspective from a posture of mutual respect, without domination. These three reflective responses, when used in sequence, constitute a responding convention, a standard way to develop habits of talking that release the potentialities of the learner and promote mutually significant sharing by both the teacher and the learner. Used in this order they sequence the amount of teacher control, starting with the lightest level. Paraphrase: While remaining alert to both the intellectual and emotional aspects of learner contributions, rephrase the underlying message the learner is sending in one's own words, not the learner's words. This especially applies when the learner says something new, something more than the commonplace. Avoid 'parroting' the learner's words or routinely beginning, 'I hear you saying.....' Both are irritating and condescending. Example: Student says, 'I am confused. I still don't know what you want from me.' Paraphrase: 'You see no way to start, huh?' Parallel Personal Comment: Without changing the topic or bending it in the slightest, talk about one's own current feelings or a past experience that matches exactly what the learner has said. The intention is to convey parallel aspects of yourself that validate the other's perspective or confirm your understanding of what the other is talking about. Usually statements start with 'I....' 'I was confused about that myself when I first read it.' 'I want to hear more about that.' Leading Query on Learner's Topic: Ask for clarification of aspects of the comment. Dig deeper into the student without bending or shifting it away to one's own agenda. Such responses include, 'Where does it break down?' 'Could you elaborate or give an example?' and references to others, 'Who can build on what she is saying?' Rewarding Learner Participation: effective ways to support learner actions with well-timed, encouraging positives. All teaching moves learners into areas of risk and incompetence. So often the job of a teacher is to find nascent deftness when it is easier to notice the maladroitness. The methods chosen to administer those positives, however, send messages about what is important to achieve. Are learners supposed to work toward external approval..... or their own intrinsic betterment? Are grades the true reward..... or are learners supposed to learn to enjoy the quest itself? Teachers answer these questions through the manner in which they support improvement. The best rewards are not contrived, foster personal reflection and independence, and actually work, that is, learners maintain new abilities or do better. Effective teachers support emerging initiative, cooperation and perseverance with well-timed positives in these forms: Avoid Praise: Praise, the expression of judgment, is less successful in rewarding learner performance than the techniques listed below. It tends to foster approval seeking rather than independence. 'I like how complete this is.' (Implies pleasing me is important) 'Good question.' (Implies some other learner's questions are not good) 'That's a great welding job.' (Implies a learner should seek the teacher's approval versus 'a correct weld,' which is feedback, not praise) Description: Describe objectively those aspects of learner performance needing support. To avoid making a personal evaluation, state a culturally accepted conclusion a group of dispassionate observers would concede: 'You have addressed each item.' 'That question is probably shared by many here today.' 'That weld is just like the book.' Narration: Detail the action a learner takes immediately as it occurs. Narrations usually begin with 'You' 'You're raising an issue that needs discussion.' 'You're obviously trying to fit the pieces together.' 'You remembered the first step.' Self-Talk: Talk about your own thoughts or prior personal experience. 'I have wondered that, too.' 'Questions like that have always intrigued me.' 'It took me four months to achieve a weld like that one.' Nonverbal: Communicate your recognition through body language and facial expressions. Smile broadly. Thumbs up. Move to convey excitement and enjoyment. Personal Feelings: Describe your emotional reactions as a participant learner, a member of the group, expressing deep, genuine, personal feeling. 'What a joy for me to listen

to this discussion!' 'I am amazed by what you have done.' 'I wish I could wave a magic wand to make everyone do that well.' Intrinsic-Phrased Reward Statements: Positive expressions about emerging learner performance and achievement highlight internal feelings of self-worth and self-satisfaction. (Praise is an extrinsic judgment.) Enjoyment-'That was fun!' 'What a pleasure it must have been to do.' Competence-'You did it!' 'An accomplishment.' Cleverness-'That was tricky.' 'Intelligent.' 'Unique.' Growth -'You've taken a step forward.' 'What changes have occurred?' Active Learning Strategies: effective ways to foster active, constructive participation All research on people, and on their brains, shows we learn by doing. Learning is a Constructing process. Here are the choices available in the literature on teaching. The problem lies selecting the type of activity to match the purpose the teacher has in mind. Construction Spiral: Pose problem questions in a three-step learning cycle-(1) each individual writes down their thoughts, (2) all share in a small groups of three, and (3) compile the answer on the board in front of the whole class avoiding any evaluation or changes to what the class offers. Let the group correct itself. If weaknesses appear or more sophisticated understanding is needed, pose a second problem in the same manner. First questions usually begin at a reflex level to engage the students. Used to construct understandings and concepts. Round: Each person has a 2 or 3 minute opportunity to express his or her point of view on a given topic, or passes, while others listen. Used to elicit a range of viewpoints and build a sense of safe participation. Brainstorm: Solicit, and compile for all to see, alternative possibilities without judgments. Used to generate ideas, encourage creativity, involve the whole group, and demonstrate that people working together can create more than the individual alone. Writing in Class: Focus questions, in-class journals, lecture or reading summaries and in-class essays can improve the learning of the subject matter and, with clear objectives and feedback, improve writing skills, too. See also Classroom Assessment Techniques. Concept Models: Given handouts that ask a series of leading questions, students work in small groups to figure out how something works or build a conceptual model. They make their own diagrams and record their own observations. Workshop Biology Project, for example. Simulations and Games: By creating circumstances that are momentarily real, learners can practice coping with stressful, unfamiliar or complex situations. Simulations and games, with specific guiding principles, rules, and structured relationships, can last several hours or even days. Peer Teaching: By explaining conceptual relationships to others, tutors define their own understanding. Question Pairs-learners prepare for class by reading an assignment and generating questions focused on the major points or issues raised. At the next class meeting pairs are randomly assigned. Partners alternately ask questions of each other and provide corrective feedback as necessary. Learning Cells: Each learner reads different selections and then teaches the essence of the material to his or her randomly assigned partner. Examinations (18): Scheduling an exam stimulates learners to study. Completion, true-false, and multiple choice force memorization of facts and statements. Essay examinations force an overall general concept of the material. It is a rather obvious way to involve learners in doing something and getting them to think about what they are doing. Cooperative Group Assignments: ways to assign formal cooperative tasks. One form of active learning deserves special attention because it overtly places the learners as workers, demands that each process beliefs and construct expression with co-workers, and forces the achievement of a group goal. That interdependence affects three broad and interrelated outcomes: effort exerted to achieve, quality of relationships among participants, and psycho-social adjustment. Ninety years of research and 600 studies show cooperative learning tasks that have clear goals and performance measures result in more high-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned within one situation to another. Cooperative learning groups embrace five key elements: positive interdependence individual accountability group processing social skills face-to-face interaction typically three to five learners work in heterogeneous groups. All cooperative designs have specific objectives, performance criteria and reward systems. In order for

them to be successful, teachers must expect to spend time building cooperative skills and enforcing group self-assessment of them. Team Member Teaching: Knowledge Outcomes: Like a jigsaw puzzle, each member of the team is assigned a portion of the whole. Ultimately responsible for knowing all, each group member teaches the others about his/her piece. Learners need explicit preparation in how to effectively communicate information to others. Team Effectiveness Design: Cooperative Skills and Knowledge Outcomes: Whatever material is to be learned is presented to teams in the form of a manuscript or text followed by a multiple choice test requiring conclusions or inferences, not locating information in the readings. After completing the test, learners join teams of five to discuss the questions and arrive at consensus as to the most valid answer to each question, without consulting the reading. Then a key is distributed and learners score individual answers as well as the team's. Student Teams-Achievement Divisions: Knowledge Outcomes: Learners study the material in heterogeneous groups as above, but instead of taking a test, learners play academic games to show their individual mastery of the subject matter. At a weekly tournament, learners are matched with comparably performing learners from other teams. Assignments to the tournament tables change weekly according to a system that maintains the equality of the competition. Performance Judging Design: Skill Outcomes: Here learners first study how to develop and apply appropriate criteria for judging performance on a skill, such as writing an essay, giving a speech, or constructing a tool chest. They test their cooperatively developed criteria on a product produced anonymously by someone else. Then the learners are assigned the task of creating their own product for other members of the team to review. Clarifying Attitudes Design: Attitude Outcomes: The teacher prepares an attitude questionnaire, usually a multiple choice inventory. Each learner selects from the range of alternatives those that most accurately represent his or her views. Next, teams meet to reach agreement on which of the alternatives represents the soundest action in a particular circumstance. They examine the differences between previous attitudes and discuss together how each may want to be consistent with the agreed-on description of the soundest attitude. Poster Sessions: Groups of three to five students each complete a poster or stand-alone display that conveys the group's work in (a) identifying and clarifying a controversial issue, (b) locating appropriate information and resources concerning their issue, and (c) critically evaluating the evidence they find. The posters are displayed in a public area of the college, so that not only can the students in the course learn from each others' work, students from other classes and other faculty can see it, too. Goals to Grades Connections: establish a logical agreement of goals and objectives, flowing to measures of performance, criteria, and grading. A formidable obstacle every teacher faces is how to analyze the content of a course, predetermine the outcomes desired, and communicate the necessary performance expectations to the learners in a detailed, congruous syllabus that logically connects goals to the measures for grades. That is, the objectives follow from the goals, the requirements are demonstrations of performance of those objectives, and the evaluation methods reflect attainment of the objectives to measurable criteria. This is rarely simple. At times teachers need their own cooperative learning groups in order to solve the myriad problems in coordinating course goals, uncovering the traditional discontinuities between goals and grading, and achieving assessment clarity. These are the basic criteria for the task: Goals Stated as Outcomes, Not Processes (25): Goals for the course are agreed to by the other faculty in the instructional unit to achieve outcomes desired from an integrated program of study. Process statements, such as 'students will participate in....' or 'students will undertake... ' are avoided. Outcomes say that, at the end, students will be capable of doing 'x.' Objectives are Performances (26): Performances are actual behaviors or classes of behaviors that indicate the presence of the alleged ability that generally are agreed upon by the faculty of the instructional unit. These are the abilities that constitute each goal. Each is formulated using active, measurable verbs from Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation) and placed at the level of the taxonomy that reflects the amount of time

allocated. Requirements are Detailed in Writing: All desired learner outputs, including the criteria for success and relative weights, are clearly specified to learners in advance. Grades are Referenced to Criteria (27): Learner achievement is measured with respect to a specified standard of quality, on a continuum from zero to perfection, not a percentage comparison to other learner's achievements. Modeling: represent openness, continuous learning, and trust. As a paragon of personal development, a teacher faces interpersonal challenges in every action he or she takes to engage, facilitate, catalyze, and give life to the opportunity to learn. Great teachers teach by example. It is the authentic life that instructs. These attitudinal qualities of being connected to learning in delight, illumination, and even rapture have been described in many ways, but none clearer perhaps than by Carl Rogers. (28) Openness to Experience in the Here and Now: Being truthful, personally in touch with one's own feelings and current experience. Incorporation into Oneself of the Process of Change: Openness to learning opportunities, belief in oneself as an effective learner, and modeling learning, and its accompanying mistakes, visibly to learners. Unconditional Positive Regard for Others: Deep trust in the underlying goodness of each person, despite how they appear, and the explicitly expressed belief in each learner's ability to learn and grow. Double Loop Feedback: facilitating mutual awareness of how one learns to learn The times when the teacher should correct performance are often the most difficult as well as the most significant. It is easier to identify errors and deficiencies in the actions of others than to communicate them in a way that continues their willing engagement in correcting them. Because people rarely produce actions that do not make sense to them (they act intentionally), they naturally tend to become defensive, confused, or ashamed when criticized or given advice. Yet individualized correction is often the key to improved performance. An effective feedback procedure should enable reflection and self-correction without fostering hostility or defensiveness. Double loop feedback (29) is a method of providing correctives in a way that maintains the learner's continued engagement in the process of acquiring competence and self-confidence. It sequences the statements teacher's make by starting with least inferential and examining both the learner's performance and the evaluator's assumptions at each stage. In double loop learning an open-ended cycle is created where the teacher and the learner cooperatively examine both the learner's performance and the underlying perspectives the teacher brings to regard that performance. Optimal correction is possible when both parties responsibly work for error detection at each level of inference before proceeding to the next. In other words, get the facts right first; then work to agree upon what 'most people' would agree those facts to mean. As opposed to the natural tendency to think of judgments and opinions first, this procedure holds them in abeyance. Step 1. Objective Description of Physical Reality: State the facts as you see them: 'There are 14 misspelled words here.' 'Since I assigned the class the task, you have asked me four questions.' 'You pointed your finger at the person you addressed.' Get agreement before proceeding any further, for correcting errors may not be possible unless both parties agree to a common set of facts. Step 2. Culturally Accepted Meaning: Describe what a jury or group of informed spectators observing the event would conclude and check that generalization: 'It hasn't been spell-checked. That true?' 'You are using me as the first resource not the handouts or your friends, huh?' 'Wouldn't most people conclude that your non-verbal gesture implies an adversarial rather than cooperative stance?' Again, get agreement. Usually the learner will either justify or correct when the behavior is recognized as holding an accepted meaning. This level of inference is the same used by journalists and anthropologists to describe events and actions as viewed from a culturally specific viewpoint. That viewpoint, too, is also suspect and, to be fair, should be examined simultaneously---- thus the term double loop. Step 3. Judgments and Personal Reality: After the above have been discussed and agreed upon, the judgments of both parties can be stated without inducing animosity or defensiveness. People naturally attach meaning to events in accord with their own life experiences. Nothing is wrong with this, but these opinions are unreliable. By keeping them out of the feedback

discussion, both parties can attach meaning to events with greater reliability, often without judgments ever entering into the discussion. At times it may be wise to check first with the recipient before moving into this stage: 'Would you like my opinion?' 'That many mistakes imply you don't care if it is ever read.' 'I would like to see you find more answers independently.' 'Your message is more likely to be heard if you speak about yourself instead of attacking others.' Climate Setting: regulate the physical and mental climate. A large portion of teaching effectiveness involves setting the stage. The task of getting everyone comfortable enough to learn comes with the territory. Solve comfort issues first and the learning path is smoother. Research shows that successful teachers spend 10% of classroom time optimizing the arrangement of the physical setting as well as the psychological setting—a climate of collaboration, support, openness, pleasure, and humanity: Meet the Learner's Needs for Physical Comfort and Accessibility: Insure a comfortable environment where basic needs for all learners are met: lighting, heat, seating, quiet, etc. Define Negotiable and Non-negotiable Areas: Clearly specify those aspects of class performance that are the instructor's responsibility, such as essential procedures, external constraints, performance requirements (such as attendance, assignments), and summative evaluation - and those parts of the course that have mutual and negotiable responsibility (such as seating arrangements, breaks, groupings). Clarify the Instructor's Role: Impart the explicit assumption that the teacher is here to facilitate learning by providing resources, tasks, and support. The teacher is not the fount of all knowledge. The teacher trusts the learners to want to learn and therefore will take responsibility for their own learning. Students answer the question, "In order to make this learning opportunity the best for me, what would I like to see the instructor do?" The task is to achieve consensus on what role the instructor will take. Clarify the Learner's Role as Members of a Learning Community: Clarify expectations the learners have for the instructor and expectations they have for establishing constructive relationships with each other. Students answer the question, "In order to make this learning opportunity best for me, what would I like to see my classmates do?" The class arrives at consensus on what obligations and responsibilities are expected by others. Fostering Learner Self-Responsibility: allow learners to plan and evaluate much of their learning. Effective teachers offer ways for the learners to take an active role, for at least a portion of the course, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate strategies, and evaluating the outcomes. (31) Involve Learners in Mutual Planning: People tend to feel committed to any decision in proportion to the extent to which they have participated in making it. Involve Learners in Diagnosing Their Own Needs for Learning: A problem to solve is meshing the needs the learners are aware of (felt needs) with the needs their organizations, vocation, or society has for them (ascribed needs). One method is to present a model of competencies, which reflects both personal and organizational needs, so that the learners can identify the gaps between their current performance and where the model specifies they need to be. Another method is to compile the totality of learner understandings (and misunderstandings) about the current topic, have them represent their experience in some tangible form, and then develop questions that come to mind. These questions then can guide further inquiry. Involve Learners in Formulating Their Learning Objectives: Promote attainment of at least a portion of the course requirements through flexible contracts by which the learner: translates a diagnosed learning need into a learning objective, identifies, with help, the most effective resources and strategies for accomplishing each objective, specifies the evidence that will indicate accomplishment, and specifies how this evidence will be judged or evaluated. Involve Learners in Evaluating Their Learning: Teachers and learners together work to find out what learning occurs within the unique context every course presents. Classroom Assessment Techniques gather information to guide the adjustments both teachers and learners need to make to improve learning. (32) In the end, if people are to become independent, lifelong learners, they must learn to take full responsibility for their learning.

16. Make sure that all classrooms have Smartboards.
17. More collaboration to share resources and ideas, particularly between instructors. More opportunities for students to engage actively with the material through interactive exercises and project based learning.
18. More technology training and provide working technology in the classrooms.
19. Multiple-platform simultaneity Transdisciplinary work
20. Not sure at this point. I would like to see some additional technology training regarding video conferencing, virtual office hours.
21. Not sure, different disciplines have different needs and use cases.
22. Offer the majority of courses in DL, minority at 'brick and mortar' campus.
23. Online instruction should continue to foster learner self-responsibility and it should build for each course the learner completes. Receiving learner feedback for each course often before the course is completed is key to this success so instructors can assess what works and make adjustments accordingly.
24. Provide appropriate and current equipment and software for faculty. Provide technology education to optimize participation and effectiveness. Inform and invite faculty to use new technology through comprehensive e-mails with examples, videos, etc. Provide education for new technology at instructor's office.
25. Provide peer-to-peer assistance using paid tutors with the latest in online instructional technology including webcams and online meeting software.
26. Quiz server should have categories instead of one long list; we should be able to upload our own videos,
27. Require all online students to start the class by introducing themselves in the online forum, then respond to every student to make them feel like they are really part of a class not just a number.
28. Switch to Blackboard!
29. The college should offer a "Summer Institute" for students as well as for instructors. The college should consider a "kiosk" kind of interactive computer on each campus for students to "self scroll" view the college course offerings.
30. The one on one contact, a lot of students do better by it.
31. Use of consistent grading rubrics to compare outcomes across assignments
32. You are doing a good job