

Faculty Satisfaction Comments

EVIDENCE THROUGH ACCREDITATION

John,

*Have you heard our good news yet? We received **FULL ACCREDITATION** through CEPH. It certainly reflects on the high quality of our online courses.*

Angela Maples Hahn, Ph.D.

TRAINING AND SUPPORT

More comments about training and support promoting quality courses:

Hi Cindy,

Thanks for including me, and thanks for presenting the seminar. I learned a good deal and used it in my classes this summer. It was very helpful, and I believe the classes were much more effective with that help.

Thanks,

Marie Therese

John, your course convinced me of the need to include the following in a couple of courses this fall:

“Beginning with the third session, we will have quizzes on the assigned readings for certain sessions. The quiz grade will become a part of your overall participation grade. The weekly assignment sheet will indicate if there is a quiz associated with that particular session assignment.

Following requests from ITS and ATC, and in compliance with the overall emphasis on assuring online course quality across the University this academic year, we will be using the Respondus Lockdown Browser for quizzes. Please notice the link for the Respondus Lockdown Browser on the login page to eLearning just below the area where you enter your Argus user name and password. Go to this link and 1) read the instructions for using the Respondus Lockdown Browser, 2) download the browser and install it on your computer and 3) view the video on the link to see how to use the browser.

If you have problems downloading or installing the software, please contact the ITS HelpDesk (Helpdesk@uwf.edu) or phone the HelpDesk at 850.474.2075.

You should get this browser installed as soon as is convenient. As above, we will begin using it after the third session which begins September 10.

Bill T.”

Cindy and Kassy,

The course is going well so far, and I am still learning so much. Thanks to both of you for all of your help. This was a fun experience.

Kimberly Tatum

Thanks! This is a tremendous help in being able to post final project feedback to students.

KJ

Dr. K.A. Johnson

Thanks again, Cindy, for taking care of this for me and for helping out with the process. You have really been very helpful. That only means that you may still see me around next semester!! – Asking for help again!!

Thanks again,

Sikha Bagui

Hey Cindy,

You're awesome. Thank you for your continued assistance.

Julie Kunselman

Hi John,

Thanks for your assistance in finding the solution to my blog question. I've got the discussion forum setup to use, so we're good to go. Thanks again,

Julie

Cindy-

Thank you! I had tried everything I could think of.

Pamela

All,

Thanks for the great introduction and advise to faculty on the QM rubric. (And thanks for the great plugs for materials on the CUTLA web pages!)

The QM work has a lot of applicability to face-to-face classes. I hope this gets a lot of attention from all faculty.

Claudia

Cindy,

I really enjoyed the information in this class.

Thanks,

Di

Dr. Diane Gardner, PMHCNS-BC

Hi Cindy,

Thanks for including me, and thanks for presenting the seminar. I learned a good deal and used it in my classes this summer. It was very helpful, and I believe the classes were much more effective with that help.

Thanks,

Marie Therese

John,

I just remembered that I never thanked you for getting back to me with these perfect directions. About 1/2 of the teams in the class are actually making use of the Elluminate team meeting capabilities. It seems to be working well for them.

Thanks again.

Tim O'Keefe

Thanks Cindy. You're much help.

Charlie Wentz

Thank you for your help, Cindy.

I think I'm set.

David

Dr. David W. Moffett

Hello All-

Here is my checklist. Thanks for all the help!

Thanks,

Ed Rodgers

Faculty provide end-of-course information at the end of each Studio e session as well as a survey that was sent out to all faculty that have attended Studio e to date. Overall, faculty represented all three colleges, with more recent attendees those with little or no online learning development experience with 63% of all attendees having taught 2 years or less online. Faculty represented lower division (33%), upper division (27%), and graduate (40%). For all faculty attending Studio e, 85% of the faculty were extremely satisfied/satisfied with the course and felt like it assisted them in developing their fully online courses. As evidenced from the open-ended comments, the best practices that have evolved (<http://uwf.edu/atc/design/bestpractices.cfm>), and the fact that each semester we continue to get requests for this training session, it is indicated that there is a high degree of faculty satisfaction. As well, the deans of each college are supportive of Studio e and have even funded it when dollars aren't available otherwise.

Open ended comments include:

- *The ability for hands-on practice, interaction with other faculty (non ATC) who are trying to learn the same as you and the patience of the ATC instructional faculty*
- *Suggestions and resources provided by the Studio e staff and faculty Discussion with other participants*
- *Discussing and viewing other developer's work through the process was helpful. The ATC staff support during development and through the delivery of the course was invaluable.*
- *Technical instruction (on how to design course, assess online, use videos and audio files).*

- *hearing both staff's AND participants' experiences, ideas, successes, and non-successes - assistance from staff in class and one-on-one - experienced staff sharing expertise - handouts - helping us personalize our courses, addressing our individual requirements, and answering our questions*
- *It forces you to work on the course in a timely manner. Getting ideas from others.*
- *Studio e was a great experience and it helped to see what others were doing and to learn about student engagement as well as new technology*
- *Small group attending sessions allowed for more in-depth discussion.*
- *This staff development allowed faculty unfamiliar with online instruction the opportunity to hear from individuals who had created and taught online courses.*

Overall, faculty satisfaction included the ability to collaborate with other faculty and the hands on practice were very valuable. Specific program content that was rated extremely valuable and valuable at 85%-90% include planning for online courses, instructional strategies for teaching online, generational differences and working one-to-one with instructional designers. Outcomes of high quality courses through this model provides high levels of student satisfaction and exceptional course completion rates that are as high as 96%, with a university average around 90% course completion.