**A. Core Compact Elements**

**11. Instructional Technology**

1. **Data:** Describe the University commitment to course and program delivery through instructional technologies.

***Goal from WLU Strategic Plan:***

*Establish a more challenging academic environment.*

*Have in place the technology and communication infrastructure*

*to support the mission and core values of WLU.*

1. **Goals:**

(1) Increase use of Course Management Systems (CMS)

(2) Strengthen faculty use of instructional technology

(3) Provide adequate instructional technology staff to support faculty utilization and promotion of instructional technologies

(4) Use assessment to support utilization and promotion of instructional technologies.

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|  | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| % Faculty using instructional technology to enhance student learning | 65% | 70% | 75% | 80% | 85% |

**Year 1: (2008-09)**

**Strategy:**

The 2008-09 academic year presented new opportunities for growth and development in the area of Instructional Technology at West Liberty University. A primary focus was growth in the number of online courses offered, enrollment in the courses, and assurances of quality of the courses. We set a goal of 18 courses per semester with a minimum enrollment of 20 students per course. We achieved 14 online courses for fall and 16 for spring.

Several achievements relating to Instructional Technologies should be noted. The institution did establish a generous compensation procedure to reward faculty for teaching online courses as well as developing courses. While our minimum goal of 20 students per course was not met, an average enrollment of 20.5 students per course was achieved. Upon review, an average enrollment goal is more realistic and it may be appropriate to compare online enrollment figures with data for face-to-face courses. An additional need to track retention rates was identified and data will be monitored during the 2009-10 year. The online course offers for summer 2009 increased to nine from previous offerings of only one or two. Five courses were offered in Blackboard Vista while four were offered through Sakai. With fall 2009, all online and web-supported courses are using Sakai.

As part of our transition to Sakai, hands-on training was offered during the week following exams. Approximately 40% of faculty attended approximately nine hours of training over three days. During this training, faculty learned the mechanics of the new system as well as key concepts of online instructional application and effective teaching for the 21st century learner. Additional professional development opportunities followed with nine more faculty members completing the full training, 15 freshmen experience instructors completing the overview training, and 12 faculty completing the orientation to Sakai training. All new faculty members were offered the opportunity as part of their orientation prior to the start of the fall 2009 term.

During 2008-09, we identified four courses for consideration as offerings through the WVVLN. These include EDUC 201-Human Development, HIST 103-History of Civilization I, GEO 206-World Regional Geography, and PSYC 101-General Psychology. Each is being offered as a 100% online course during fall 2009 in preparation for the proposal to include in the WVVLN offerings for spring 2010.

During 2008-09, initial conversations were held to start to identify a program to be offered in a 100% online format. At that time, two programs, the current RN to BSN program and a new program for universal preschool teachers to earn a bachelor’s degree with birth to age five certification were discussed. Changes in personnel tabled these conversations. The discussions will resume in 2009-10 with initial conversations among the five Deans and the Provost.

In preparation for a more focused approach to supporting Instructional Technology at West Liberty University, a new faculty position, Online Learning Specialist, was created. This non-tenure track, 11-month position is responsible for online learning as well as other technologies appropriate to both online and face-to-face instruction. The faculty member reports to the Provost or his/her designee but works in close collaboration with IT Services. The position was effective July 1, 2009. The person assuming the position came from the College of Education, Teacher Education, has faculty rank, and documented experience and graduate work in curriculum and instruction with a focus on instructional technologies. The job expectations include administration of Sakai, the learning management system, formal and informal faculty professional development, support of the institution’s iTunesU and Second Life applications, chairing the campus-wide Distance Education Committee, and other duties as assigned. Data from formal assessment of participant satisfaction with all training and support offerings are being collected with an anonymous survey in Google forms. Data collected during 2009-10 will include a formal assessment of adequacy of IT staff with a focus on support for instructional technology.

A website, *Teaching through Technology (*<http://sites.google.com/a/westliberty.edu/>), techtips, was initiated to support communication, collaboration, and support for uses of instructional technology. A new area, a space for an informal center for teaching-learning, was designated to support these efforts when a face-to-face setting is more appropriate than online or by phone. During the 2009-10 year, regular professional development opportunities will scheduled based on survey results and faculty input.

The first-time freshmen entering during 2008-09, fall or spring, received a laptop computer. The specific model, MAC or PC, was determined through a combination of program recommendation and student preference. To match this initiative, emphasis was placed upon providing faculty with laptop computers. At the start of the 2009-10 term, more than 75% of faculty members have laptops for instructional use. During the upcoming year, this figure should approach 100%. There is, however, an identified need to provide classroom instructional technologies to support the use of laptops by instructors and students (see West Liberty University Instructional Technology – Survey of Faculty 9/09).

West Liberty University opened The Highlands Center at the beginning of fall 2009. In preparation for offering courses, many meetings focused on the needs of students and instructors. As a result, each classroom is outfitted with identical instructional technology resources and printed instructions. Instructors’ stations include an LCD projector, laptop connections for projection and audio output, an integrated DVD/VHS player, an audio system, a document camera, and a control unit. A portable cart of 35 laptop computers provides a shared on-demand resource. The Center has wireless internet access. An orientation to the use of the equipment was provided prior to opening and continues as requested.

To determine institutional needs relating to the use of instructional technology, faculty members were asked to respond to a short survey. The goal was to identify faculty strengths and weaknesses, perceptions, and needs. Aggregate data are provided. A deeper review of the data, including disaggregation of data at the college and department/program level, is planned for early fall 2009. From this review, short-term and long-term goals will be established with associated assessments. An initial review presents to considerations of note. First, are faculty members accurate in their self-assessments? Second, are student perceptions and needs similar to those of faculty? To address these questions, chairs will be asked to provide data relating to instructional technology-use based upon observations of faculty and students will be surveyed to gather data on laptop integration and their perception of instructional technology use by faculty.

**West Liberty University Online Course Enrollments**

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| --- | --- | --- | --- | --- | --- |
| WEST LIBERTY UNIVERSITY | # of Courses | Undergraduates | Graduate | Total | Average Enrollment |
| Fall 2007 | 15 | 254 | 0 | 254 | 17 |
| Spring 2008 | 16 | 283 | 8 | 291 | 18 |
| Average Enrollment per Course for REGULAR Terms 2007-2008 | | | | | **17.5** |
| Fall 2008 | 14 | 282 | 0 | 282 | 20 |
| Spring 2009 | 16 | 338 | 0 | 338 | 21 |
| Summer 2009 | 8 | 111 | 20 | 131 | 15 |
| Average Enrollment per Course for REGULAR Terms 2008-2009 | | | | | **20.5** |
| Fall 2009 – 24 courses, 27 sections offered online | | | | | |
| Spring 2010 – projected goal of 32 courses offered 100% online | | | | | |

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|  |  |  | **West Liberty University Enrollments Fall 2008** | | | | |  |  |  |  |  |  |
| Subj. | No. | Title | Srec. | Async- 100% | Async- 85-99% | Async- at least 50% | Kyvu | Ivn | Itv | Oth | # of Under - graduate Students | # of Graduate Students | Total # of Students |
| ACC | 225 | Prin of Managerial Accounting |  |  | x |  |  |  |  |  | 14 | 0 | 14 |
| CIS | 270 | Intro to Comp Sys |  |  | x |  |  |  |  |  | 33 | 0 | 33 |
| CIS | 271 | Practical Comp Apps |  |  | x |  |  |  |  |  | 20 | 0 | 20 |
| CIS | 471 | Adv. Computer Applications |  |  | x |  |  |  |  |  | 27 | 0 | 27 |
| DH | 450 | Sr. Research Sem. |  | x |  |  |  |  |  |  | 16 | 0 | 16 |
| DH | 466 | Practice Mgmt for Dental Team |  | x |  |  |  |  |  |  | 18 | 0 | 18 |
| EDUC | 100 | Into to Prof Education |  |  | x |  |  |  |  |  | 15 | 0 | 15 |
| EDUC | 201 | Human Development |  |  | x |  |  |  |  |  | 18 | 0 | 18 |
| EDUC | 207 | Foundations of Educ |  |  | x |  |  |  |  |  | 23 | 0 | 23 |
| EDUC | 464 | Educ Assessment |  | x |  |  |  |  |  |  | 15 | 0 | 15 |
| GBUS | 140 | General Business |  | x |  |  |  |  |  |  | 23 | 0 | 23 |
| GEO | 206 | World Regional Geog |  | x |  |  |  |  |  |  | 29 | 0 | 29 |
| HE | 253 | Personal Health |  |  | x |  |  |  |  |  | 22 | 0 | 22 |
| NUR | 478 | ST: Patient Care |  | x |  |  |  |  |  |  | 9 | 0 | 9 |
| 14 |  |  |  | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 282 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Total Enrollment | 282 |

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| **West Liberty University Enrollments Spring 2009** | | | | | | | | | | | | | |
|  |  |  | WEB | | | | |  |  |  |  |  |  |
| Subj. | No. | Title | Srec | Async- 100% | Async- 85-99% | Async- at least 50% | Kyvu | Ivn | Itv | OTH | # of Under - graduate Students | # of Graduate Students | Total # of Students |
| ACC | 224 | Principles of Financial Accounting |  |  | x |  |  |  |  |  | 25 | 0 | 25 |
| ACC | 478 | ST: State & Local Taxes |  | x |  |  |  |  |  |  | 4 | 0 | 4 |
| CIS | 270 | Intro to Computer Systems |  |  | x |  |  |  |  |  | 24 | 0 | 24 |
| CIS | 271 | Practical Computer Applications |  |  | x |  |  |  |  |  | 18 | 0 | 18 |
| CIS | 471 | Adv. Computer Applications |  |  | x |  |  |  |  |  | 24 | 0 | 24 |
| DH | 350 | Pharmacology for Dental Hygienist |  |  | x |  |  |  |  |  | 39 | 0 | 39 |
| DH | 450 | Sr. Research Seminar in DH |  |  | x |  |  |  |  |  | 11 | 0 | 11 |
| DH | 466 | Practice Mgmt.for Dental Team |  |  | x |  |  |  |  |  | 14 | 0 | 14 |
| EDUC | 100 | Intro to Professional Education |  |  | x |  |  |  |  |  | 7 | 0 | 7 |
| EDUC | 201 | Human Development |  |  | x |  |  |  |  |  | 26 | 0 | 26 |
| EDUC | 207 | Foundations of Education |  |  | x |  |  |  |  |  | 8 | 0 | 8 |
| EDUC | 464 | Educational Assessment |  | x |  |  |  |  |  |  | 32 | 0 | 32 |
| GBUS | 140 | Intro to Business |  |  | x |  |  |  |  |  | 17 | 0 | 17 |
| GEO | 206 | World Geography |  | x |  |  |  |  |  |  | 24 | 0 | 24 |
| HE | 250 | Intro to Health |  |  | x |  |  |  |  |  | 31 | 0 | 31 |
| SPED | 440 | Instruction of Learners with Except. |  | x |  |  |  |  |  |  | 34 | 0 | 34 |
| 16 |  |  |  | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 338 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Total Enrollment | 338 |

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| **West Liberty University Enrollments Spring 2009** | | | | | | | | | | | | | |
|  |  |  | WEB | | | | |  |  |  |  |  |  |
| Subj | No. | Title | Srec | Async- 100% | Async- 85-99% | Async- at least 50% | Kyuv | Ivn | Itv | OTH | # of Under - graduate Students | # of Graduate Students | Total # of Students |
| CIS | 271 | Practical Computer Applications |  |  | x |  |  |  |  |  | 18 |  | 18 |
| ECON | 101 | Principles of Macroeconomics |  | x |  |  |  |  |  |  | 10 |  | 10 |
| ECON | 102 | Principles of Microeconomics |  | x |  |  |  |  |  |  | 15 |  | 15 |
| EDUC | 201 | Human Development |  | x |  |  |  |  |  |  | 20 |  | 20 |
| EDUC | 514 | Technology Systems |  | x |  |  |  |  |  |  | 0 | 20 | 20 |
| GEO | 206 | World Regional Geography |  | x |  |  |  |  |  |  | 27 |  | 27 |
| HIST | 103 | History of Civilization I |  | x |  |  |  |  |  |  | 6 |  | 6 |
| HIST | 104 | History of Civilization II |  | x |  |  |  |  |  |  | 12 |  | 12 |
| 9 |  |  |  | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 111 | 20 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Total Enrollment | 131 |

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| **WEST LIBERTY UNIVERSITY INSTRUCTIONAL TECHNOLOGY – SURVEY OF FACULTY (9/09)**  **103 responses of approximately 130 (79%; 68% of faculty)**   1. **Which of the following best describes you?** | |
| http://chart.apis.google.com/chart?cht=p&chs=345x150&chco=0000e0&chl=full%20time%20faculty%20%5B81%5D%7Cadjunct%20faculty%20%5B11%5D%7Cprimary%20position%20is%20NOT%20as%20faculty%20%5B11%5D&chd=e%3AyUG1G1 | |  |  |  |  | | --- | --- | --- | --- | | Full-time faculty |  | **81** | 79% | | adjunct faculty |  | **11** | 11% | | primary position is NOT as faculty |  | **11** | 11% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **Most of your teaching is done in which college?** | |
| http://chart.apis.google.com/chart?cht=p&chs=345x150&chco=ff9900&chl=Business%20%5B16%5D%7CEducation%20%5B16%5D%7CLiberal%20Arts%20%5B42%5D%7CSciences%20%5B25%5D%7COther%20%5B4%5D&chd=e%3AJ8J8aFPhCf | |  |  |  |  | | --- | --- | --- | --- | | Business |  | **16** | 16% | | Education |  | **16** | 16% | | Liberal Arts |  | **42** | 41% | | Sciences |  | **25** | 24% | | Other |  | **4** | 4% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **How many years of HIGHER ED teaching experience do you have?** | |
|  | |  |  |  |  | | --- | --- | --- | --- | | first year |  | **5** | 5% | | 2 to 5 years |  | **37** | 36% | | 6 to 10 years |  | **19** | 18% | | 11 to 15 years |  | **12** | 12% | | 16 to 20 years |  | **10** | 10% | | more than 20 years |  | **20** | 19% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **Gender** | |
| http://chart.apis.google.com/chart?cht=p&chs=345x150&chco=dcca02&chl=female%20%5B48%5D%7Cmale%20%5B55%5D&chd=e%3Ad0iK | |  |  |  |  | | --- | --- | --- | --- | | female |  | **48** | 47% | | male |  | **55** | 53% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| **The next few questions are based on YOUR opinion.**   1. **How often do you use email to support student learning?** | |
| http://chart.apis.google.com/chart?cht=bvs&chs=156x150&chbh=%2C6&chco=7ce77c%7C29d829%7C00d000%7C53df53&chly=54%7C45%7C36%7C27%7C18%7C9%7C0&chl=1%7C2%7C3%7C4&chds=0%2C54&chd=t%3A5%2C23%2C28%2C47   |  |  |  | | --- | --- | --- | | not at all |  | many times a day | | |  |  |  |  | | --- | --- | --- | --- | | 1 - | not at all | **5** | 5% | | 2 |  | **23** | 22% | | 3 |  | **28** | 27% | | 4 - | many times a day | **47** | 46% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **How often do you use PowerPoint to support student learning?** | |
| http://chart.apis.google.com/chart?cht=bvs&chs=156x150&chbh=%2C6&chco=a72ab9%7Cb854c7%7Cc97dd4%7C9601ac&chly=50%7C40%7C30%7C20%7C10%7C0&chl=1%7C2%7C3%7C4&chds=0%2C50&chd=t%3A25%2C21%2C8%2C49   |  |  |  | | --- | --- | --- | | never |  | once or more per week | | |  |  |  |  | | --- | --- | --- | --- | | 1 - | never | **25** | 24% | | 2 |  | **21** | 20% | | 3 |  | **8** | 8% | | 4 - | once or more per week | **49** | 48% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **How often do you use Internet resources to support your teaching?** | |
| http://chart.apis.google.com/chart?cht=bvs&chs=156x150&chbh=%2C6&chco=2929e5%7C7c7cef%7C0000e0%7C5353ea&chly=60%7C48%7C36%7C24%7C12%7C0&chl=1%7C2%7C3%7C4&chds=0%2C60&chd=t%3A1%2C12%2C30%2C60   |  |  |  | | --- | --- | --- | | never |  | once or more per week | | |  |  |  |  | | --- | --- | --- | --- | | 1 - | never | **1** | 1% | | 2 |  | **12** | 12% | | 3 |  | **30** | 29% | | 4 - | once or more per week | **60** | 58% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **How often do you use videos in your class?** | |
| http://chart.apis.google.com/chart?cht=bvs&chs=156x150&chbh=%2C6&chco=ffba53%7Cffcb7c%7Cff9900%7Cffaa29&chly=35%7C28%7C21%7C14%7C7%7C0&chl=1%7C2%7C3%7C4&chds=0%2C35&chd=t%3A17%2C34%2C26%2C25   |  |  |  | | --- | --- | --- | | never |  | often | | |  |  |  |  | | --- | --- | --- | --- | | 1 - | never | **17** | 17% | | 2 |  | **34** | 33% | | 3 |  | **26** | 25% | | 4 - | often | **25** | 25% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **How often do you use electronic textbook resources to support your teaching?** | |
| http://chart.apis.google.com/chart?cht=bvs&chs=156x150&chbh=%2C6&chco=d82929%7Cdf5353%7Ce77c7c%7Cd00000&chly=40%7C32%7C24%7C16%7C8%7C0&chl=1%7C2%7C3%7C4&chds=0%2C40&chd=t%3A40%2C30%2C15%2C17   |  |  |  | | --- | --- | --- | | never |  | regularly | | |  |  |  |  | | --- | --- | --- | --- | | 1 - | never | **40** | 39% | | 2 |  | **30** | 29% | | 3 |  | **15** | 15% | | 4 - | regularly | **17** | 17% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **Do you use Sakai to support student learning?** | |
|  | |  |  |  |  | | --- | --- | --- | --- | | never used it |  | **50** | 49% | | I'm experimenting for myself before using with classes |  | **16** | 16% | | I post some limited information |  | **7** | 7% | | I depend on Sakai to support face-to-face classes |  | **27** | 26% | | I teach online courses |  | **12** | 12% | | I developed one or more online courses |  | **15** | 15% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **How do you expect students to use technology to support their own learning?** | |
|  | |  |  |  |  | | --- | --- | --- | --- | | I don't know or care |  | **0** | 0% | | word processing |  | **88** | 85% | | web surfing and/or email |  | **96** | 93% | | library access or scholarly research |  | **87** | 84% | | graphing calculators, probes, etc. |  | **24** | 23% | | PowerPoints they present |  | **62** | 60% | | Other |  | **19** | 18% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **How often do you REQUIRE students to use laptops/desktop computers in your course?** | |
| http://chart.apis.google.com/chart?cht=bvs&chs=156x150&chbh=%2C6&chco=c97dd4%7C9601ac%7Ca72ab9%7Cb854c7&chly=30%7C24%7C18%7C12%7C6%7C0&chl=0%7C1%7C2%7C3&chds=0%2C30&chd=t%3A26%2C29%2C19%2C29   |  |  |  | | --- | --- | --- | | never |  | more than weekly | | |  |  |  |  | | --- | --- | --- | --- | | 0 - | never | **26** | 25% | | 1 |  | **29** | 28% | | 2 |  | **19** | 18% | | 3 - | more than once per week | **29** | 28% |   *(NOTE: this question was intended to assess in-class use of computers but was interpreted by mean in- and out- of class use.)People may select more than one checkbox, so percentages may add up to more than 100%.* |

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| 1. **Which of the following DO YOU use for instructional purposes?** | |
|  | |  |  |  |  | | --- | --- | --- | --- | | laptop/desktop by instructor |  | **88** | 85% | | student response system (clickers) |  | **2** | 2% | | document camera |  | **33** | 32% | | DVD/VHS videos |  | **64** | 62% | | laptop by students |  | **36** | 35% | | video camera(s) |  | **18** | 17% | | camera (photos) |  | **26** | 25% | | voice recorder |  | **11** | 11% | | electronics specific to my discipline |  | **33** | 32% | | podcasts |  | **12** | 12% | | online resources IN CLASS |  | **62** | 60% | | Interactive Whiteboards |  | **19** | 18% | | Other |  | **8** | 8% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **How much do you believe you use technology to support student learning (compared to what is possible)?** | |
| http://chart.apis.google.com/chart?cht=bvs&chs=216x150&chbh=%2C6&chco=ffba53%7Cff9900%7Cffc56f%7Cffd08a%7Cffa41c%7Cffaf37&chly=42%7C35%7C28%7C21%7C14%7C7%7C0&chl=0%7C1%7C2%7C3%7C4%7C5&chds=0%2C42&chd=t%3A3%2C11%2C17%2C36%2C26%2C10   |  |  |  | | --- | --- | --- | | not at all |  | exemplary (very well) | | |  |  |  |  | | --- | --- | --- | --- | | 0 - | not at all | **3** | 3% | | 1 |  | **11** | 11% | | 2 |  | **17** | 17% | | 3 |  | **36** | 35% | | 4 |  | **26** | 25% | | 5 - | exemplary (very well) | **10** | 10% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **Which barrier(s), do you believe, hinder your use of instructional technologies to support student learning?** | |
|  | |  |  |  |  | | --- | --- | --- | --- | | time |  | **65** | 63% | | lack of interest |  | **6** | 6% | | lack of resources for preparation |  | **24** | 23% | | lack of resources in the classroom |  | **49** | 48% | | lack of training |  | **41** | 40% | | lack of support |  | **22** | 21% | | Other |  | **7** | 7% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **If professional development is offered for the following topics, which would you want to attend?** | |
|  | |  |  |  |  | | --- | --- | --- | --- | | Sakai -specific tools |  | **55** | 57% | | PowerPoint |  | **22** | 23% | | Google Documents |  | **24** | 25% | | Google Sites (web pages) |  | **23** | 24% | | Google Forms |  | **12** | 13% | | Podcasts |  | **34** | 35% | | Student Response Systems (clickers) |  | **31** | 32% | | MS Word |  | **3** | 3% | | Interactive Whiteboards |  | **40** | 42% | | Ideas for integrating laptops |  | **37** | 39% | | Ideas for integrating online resources |  | **39** | 41% | | Discipline specific tools |  | **32** | 33% | | Videos in Sakai |  | **32** | 33% | | Option 14 |  | **1** | 1% | | Other |  | **5** | 5% |   People may select more than one checkbox, so percentages may add up to more than 100%. |

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| 1. **Assuming an appropriate schedule, how likely would you be to attend professional development offered on campus?** | |
| |  |  | | --- | --- | |  | | | http://chart.apis.google.com/chart?cht=bvs&chs=156x150&chbh=%2C6&chco=00d000%7C53df53%7C29d829%7C7ce77c&chly=48%7C40%7C32%7C24%7C16%7C8%7C0&chl=0%7C1%7C2%7C3&chds=0%2C48&chd=t%3A0%2C24%2C42%2C37 | |  |  |  |  | | --- | --- | --- | --- | | 0 - | not at all | **0** | 0% | | 1 |  | **24** | 23% | | 2 |  | **42** | 41% | | 3 - | definitely | **37** |  | | |  |

|  |  |
| --- | --- |
| **60 of 103 responded**  **(58%)**  **COLL** | **QUESTION #18: *Understanding resources ($) are not unlimited, what would you like to have happen to support your use of instructional technologies to enhance your teaching and students' learning?***  (Note: responses are unedited) |
| BUS | Since I use as much as I am aware of or trained on or have been able to teach myself, I need to know more about what is available. Also, I would love to be able to set up video conferences/web conferences with industry speakers via their computer in remote locations but have no idea how to accomplish this. |
| BUS | laptops with business specific apps |
| BUS | To be made aware, well in advance, of when and where training sessions are offered so that I can plan to attend as many as possible. |
| BUS | WiFi campus wide |
| BUS | I'm not even sure what it would take! |
| BUS | Another PodCast and RSS workshop Online course design recommendations (not just using Sakai) Using Web cameras in course design and communication |
| BUS | I'd like Sakai training. |
| BUS | I would like to have the availability of recording (videotaping) lectures for future use, not only for those students who may have missed class (podcasting to them) but also to have in reserve. One of my reservations to this is the usage should only be at my discretion. |
| EDUC | equipment/better equipped and managed labs and classrooms |
| EDUC | Competent and easily operated technology in classrooms. |
| EDUC | Detailed training for trouble shooting when using ppt. |
| EDUC | Highly technical lab equipment has been needed for the exercise physiology program. The process appears very positive presently and indicators of commitment to our program are surfacing. |
| EDUC | teaching stations - including the ability to plug in something OTHER than a computer. |
| EDUC | Consistency in equipment in all classrooms, so that you can count on available resources no matter which room you are assigned. |
| EDUC | Data Projectors, Smart Boards, Audio Systems, and Document cameras in every classroom |
| EDUC | I know the seminars are offered, I just have to find time to get to one |
| EDUC | I would like to have all the students using laptops within the classroom. |
| EDUC | I would like to receive more instruction on using the technology that is available to us here at WLU. Also, I would like some instruction to be able to correct problems encountered when using technology. |
| LARTS | Having a computer with a big screen and internet access in the classroom |
| LARTS | I would like to have a digital/CD recorder in the studio so students could record their lessons. Then they could use these recordings when they practice. |
| LARTS | Have every classroom equipped with computers, internet, DVD players and projectors. Mandate courses in basic technology for every incoming student whether s/he is freshmen, a transfer, or a returning student. |
| LARTS | I would like to attend ISTE's annual convention. I would appreciate additional workshops in technology related to my field - Art Education. Also I would appreciate Photoshop workshops (!!!) with additional help as needed. Workshops that are a "one shot deal", although helpful are not as useful as ongoing learning "activities". Maybe some sort of set up for meeting a few times a month for an ongoing learning project where we could get the help we need when we need it would be possible. My art education majors, and myself, need to learn and use Photoshop. |
| LARTS | Training, more classrooms equipped with Internet connections, smart boards |
| LARTS | Equipment in the classrooms needs to be more reliable. More access to databases |
| LARTS | Have computers, internet access, DVD players and projectors in every classroom |
| LARTS | Laptop computers for all students; Fax machine in all faculty 0ffices; Scanner copier in faculty offices; Cell phone for internship supervisors; Dictating machine in offices |
| LARTS | It would be best if more publishers would offer modules for online courses to at least get a shell to be built upon. This is not a WLU specific suggestion, of course. |
| LARTS | It is very simple: I must have a smart classroom with a projector and media console. In Elfin, no such resources exist and I am left to devise my own system, with a clunky cart, and I am at the mercy and whims of a faulty wireless internet connection. |
| LARTS | I'd like to see ALL classes set-up in Sakai (or Blackboard) directly through the WINS system. Many other universities do this. If every student was added (or dropped) to Sakai to reflect the real-time class roster, I would be tempted to use it. |
| LARTS | The technology needs for the graphic design lab are very specific to the hardware/software that we teach - primarily the Adobe Master Creative Suite. The Lynda.com online video tutorials would be an excellent resource for our department. The site is kept current with tutorials on the latest versions of the software we use |
| LARTS | We need Smart Boards, whiteboards and projectors in classrooms. Especially for English education majors, who will be expected to use such equipment in their role as student-teachers representing WLU and as professionals following their graduation from WLU. |
| LARTS | Every student in Digital Media Design needs an Apple laptop and should be required to buy one for admittance into the program. |
| LARTS | Faculty and students both need to know more about using computers. Online, on-demand short courses using videos on topics like file management, internet browsers, spreadsheets, presentation software, etc. would be helpful. Scheduled workshops don't seem to work very well, so why not put sort lessons on specific topics online and make them available for viewing as-needed? |
| LARTS | For classrooms where we have to take portable projectors and use our laptops, we need wireless speakers so that we have sound. It would be better to have mounted projectors like what is available at the highlands because portable projectors don't fit in overcrowded classrooms. |
| LARTS | Get equipment that actually works |
| LARTS | Information on how to design/teach an online course would be helpful. I mean the theory, best practices, etc., not the use of specific programs. |
| LARTS | The implementation of SMART classrooms or classrooms with Tech Podiums including Document Cameras and ceiling mounted projectors would be incredibly useful and would allow me to more fully integrate technology in my classroom. |
| LARTS | The theater has rescued a few OLD IMac's that could be more helpful in the various areas if they had internet access or if they could have wireless cards to link to the wireless router in the technical director's office.  We also need a plotter to generate professional documents for the Drafting for the Stage class, for Scene Design Class and for the Stage Lighting Class. Beyond these classes, it is needed to print the same paperwork that is generated by the faculty for all of the University's theatrical productions. It is unprofessional to have to trim and tape together multipage drawings. What are we teaching our students about their field of study and about the school where it is being taught. The plotter in the IT office is difficult to access during 1 hours when we are needed on stage in other endeavors, so one that lives in Fine Arts is important to the program.  The pattern generating software is a powerful tool for teaching costuming AND in a field where the methods don't generally require technology, it is one of the few ways to integrate it into the field. |
| LARTS | They need REAL laptops--capable of computing and running necessary software for my discipline. |
| LARTS | We are in need of SMART classroom setups in the Elbin Library classrooms. |
| LARTS | While I feel like have a grasp on most of the products in the Microsoft Office 2007 suite, my knowledge of the products is based on trial and error. I would like to know more about what I can do with these products.  I don't know enough about designing effective lessons online. |
| SCI | I'd like the technology that we already have to work reliably, not just sometimes. I' like all the students to get the netbooks, not just freshman. IT took out the computer lab support in Main hall that I used to use to show case studies in color, but my students did not all have their own laptops since they are more juniors and seniors, and regular laptops are too heavy for them to bring to class even if they did have them.   I'd like for the IT or distance ed to have had a coordinated communication system for returning students so that my students knew about sakai BEFORE the first class. maybe have it a part of dorm check in or registration so that all students are told about it. |
| SCI | Tech support readily available and continued professional development. |
| SCI | use of support personnel. |
| SCI | supply clickers system and technical assistance. |
| SCI | Frequent workshops to trouble shoot any tech problems that occur |
| SCI | Internet access in each classroom. |
| SCI | Interactive Whiteboards in the classroom. |
| SCI | need equipment in the classroom |
| SCI | professional development; offering specific workshops or being given time/money to take courses elsewhere |
| SCI | Upgrade to classroom equipment, projector, in class computer(s), etc... New and Bigger student desks.  Multiple laptops that can be borrowed (signed out) for a class or multiple classes. |
| SCI | use new computers/software to improve data collection/processing/sharing in the lab |
| SCI | More AV resources in the classrooms-- that actually work. |
| SCI | I desire to gain a better handle on what tech resources are available and how to implement them in my teaching. i.e. how to incorporate videos via the internet in my power points, use of clickers for student interactive responses, how to utilize the internet resources offered by the textbook resources. |
| SCI | I would like to see a room designated as a tutoring/technology center somewhere within the program with computers having internet access, Microsoft office, and tutoring software which is specific to my program. Program majors should be encouraged to help students who come to this center as well as utilize the center themselves. |
| SCI | Unsure |
| SCI | I would like to see clickers in my classrooms. |
| SCI | Not sure yet, have only begun to teach |

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| --- | --- |
| **COL** | **Question #19: OPEN RESPONSE - *Is there anything else you would like to ask or share***  (Note: responses are unedited) |
| BUS | Thanks for asking! |
| BUS | more university support ($)for technology resources |
| EDUC | provide a true teaching experience not just showing us something. |
| LARTS | I am not a proponent of technology for technology's sake, but it is very important that the departments that are dependent upon it receive the support they need to teach effectively. I think the IT department at the university has improved 1000% in recent years, since Jim Clark took the reins, and I think good decisions are being made to position the university for future success. Thanks for all of your kind support of the graphic design program, and let me know if there is any way I can be of assistance to you. Nice work everyone! |
| EDUC | Thank you for your efforts and accomplishments in progressive education. |
| LARTS | Sakai is wonderful. |
| LARTS | Who will read the comments listed above? |

|  |  |
| --- | --- |
| LARTS | The technology is placed in classrooms, then is not fixed when broken. Or, equipment is the wrong choice, and faculty is NEVER asked what opinions they have about which technologies are purchased. There is no time to troubleshoot or fix anything when you get 10 minutes between classes to set up. No one is available to come and fix the technology within the fifty minute class periods |
| LARTS | Everyone could use more online resources for communication, get that webmaster to work! An environment where professors can share ideas online and actually get notified of new ones would be great... something like an underground teaching idea board/forum. (That, in addition to many more web technologies). |
| SCI | I have enjoyed the development previously offered. Keep up the good work! |
| SCI | I can make the time if someone gives me the money to do it |
| SCI | More flexibility in using Sakai. I would like to be able to remove students that drop the course instead of keep writing emails to drop them. It is frustrating especially when you need to keep importing and exporting grade books between Sakai, excel and .cvs files. |
| SCI | I wouldn’t mind using Sakai if I knew its capabilities compared to what I am using and I knew that it was going to be around for a long period of time.   I wouldn’t mind developing online class(es) but I’m not confident in spending the amount of time needed to develop those when numerous institutions have gone away from online instruction... after a period of time it os no longer financially beneficial to them.   So in other words I don’t want to waste my time with technology when it changes so much |
| OTHER | Ann Rose is a Sakai goddess. All hail Ann! :-) |

**Year 2: (2009-10)**

**STRATEGY/UPDATE:**

**Increase average number of online courses per semester to 22 with a minimum of 20 students per course**

**Develop courses needed to support the identified online program**

**Twenty-five percent of online courses will be offered through the WVVLN**

**Offer weekly workshops on instructional and personal productivity uses of technology with 60% of faculty at one or more sessions**

**Provide laptops to at least 60% of faculty**

**Establish and operate technology and instructional support center**

**Determine viability of laptop program and make appropriate adjustments**

**Collect data on faculty needs and uses of instructional technology and viability of instructional support center**

**Add a webmaster; an infrastructure specialist; an instructional designer (.50 employment status); and student workers (Information Technologies Support Staff)**

**Annual review of data and modification of goals**

Self-reported use of instructional technologies indicates **69.5%** of the faculty use as well, very well or exemplary compared to what is possible.

The average number of online classes per semester increased from 15 with an average enrollment of 20.5 students to **29.5 courses with an average of 19.4 students per class** during the regular 2009-2010 term. It should be noted that the RN to BSN courses have very low enrollments and therefore skew the results.

**West Liberty University Online Course Enrollments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEST LIBERTY UNIVERSITY | # of Courses | Undergraduates | Graduate | Total | Average Enrollment |
| Fall 2007 | 15 | 254 | 0 | 254 | 17 |
| Spring 2008 | 16 | 283 | 8 | 291 | 18 |
| Totals for 2007-2008 | **31** | **537** | **8** | **545** |  |
| Average Enrollment per Course for REGULAR Terms 2007-2008 | | | | | **17.5** |
| Fall 2008 | 14 | 282 | 0 | 282 | 20 |
| Spring 2009 | 16 | 338 | 0 | 338 | 21 |
| Summer 2009 | 8 | 111 | 20 | 131 | 15 |
| Totals for 2008-2009 | **38** | **731** | **20** | **751** |  |
| Average Enrollment per Course for REGULAR Terms 2008-2009 | | | | | **20.5** |
| Fall 2009 26 496 0 496 | | | | | 19.1 |
| Spring 2010 33 650 0 650 | | | | | 19.7 |
| Summer 2010 15 297 0 297 | | | | | **19.8** |
| Totals for 2009-2010 74 1143 0 1143 | | | | |  |
| Average Enrollment per Course for ALL Terms 2009-2010 | | | | | **19.5** |
| Fall 2010 – 31 courses offered 100% online | | | | | |
| Spring 2010 – projected goal of 36 courses offered 100% online | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| West Liberty University Enrollments Fall 2009 | | | | | | | | | | | | | | | | | | | | | | | | |
| Subj. | No. | Title | Srec. | Async- 100% | | | Async- 85-99% | | Async- at least 50% | | Kyvu | | Ivn | | | Itv | Oth | | # of Under - graduate Students | | # of Graduate Students | | Total # of Students | |
| ACC | 225 | Prin of Manag Acct |  | X | | |  | |  | |  | |  | | |  |  | | 20 | | 0 | | 20 | |
| BIS | 460 | Mgt Info Systems |  | X | | |  | |  | |  | |  | | |  |  | | 22 | | 0 | | 22 | |
| CIS | 270 | Intro Comp Systems |  | X | | |  | |  | |  | |  | | |  |  | | 33 | | 0 | | 33 | |
| CIS | 271 | Practical Comp Apps |  | X | | |  | |  | |  | |  | | |  |  | | 17 | | 0 | | 17 | |
| CIS | 471 | Adv Comp Apps |  | X | | |  | |  | |  | |  | | |  |  | | 24 | | 0 | | 24 | |
| COM | 221 | Mass Com Media |  | X | | |  | |  | |  | |  | | |  |  | | 25 | | 0 | | 25 | |
| DH | 446 | Pract Mgmt for Dental Team |  | X | | |  | |  | |  | |  | | |  |  | | 11 | | 0 | | 11 | |
| DH | 450 | Sr Research Seminar |  | X | | |  | |  | |  | |  | | |  |  | | 23 | | 0 | | 23 | |
| EDUC | 100 | Intro to Prof Education |  | X | | |  | |  | |  | |  | | |  |  | | 19 | | 0 | | 19 | |
| EDUC | 201 | Human Development |  | X | | |  | |  | |  | |  | | |  |  | | 30 | | 0 | | 30 | |
| EDUC | 207 | Foundations of Education |  | X | | |  | |  | |  | |  | | |  |  | | 25 | | 0 | | 25 | |
| EDUC | 464 | Educ Assessment |  | X | | |  | |  | |  | |  | | |  |  | | 3 | | 0 | | 3 | |
| GBUS | 140 | General Business |  | X | | |  | |  | |  | |  | | |  |  | | 22 | | 0 | | 22 | |
| GEO | 206 | World Reg Geography |  | X | | |  | |  | |  | |  | | |  |  | | 26 | | 0 | | 26 | |
| GEO | 206 | World Reg Geography |  | | X |  | |  | |  | |  | |  |  | | |  | | 25 0 | | 25 | |
| GEO | 302 | Geographic Info Systems |  | X | | |  | |  | |  | |  | | |  |  | | 23 | | 0 | | 23 | |
| HE | 253 | Personal Health |  | X | | |  | |  | |  | |  | | |  |  | | 24 | | 0 | | 24 | |
| HIST | 104 | History of Civ II |  | X | | |  | |  | |  | |  | | |  |  | | 24 | | 0 | | 24 | |
| HIST | 104 | History of Civ II |  | X | | |  | |  | |  | |  | | |  |  | | 22 | | 0 | | 22 | |
| HS | 400 | Health Care Delivery Sys |  | X | | |  | |  | |  | |  | | |  |  | | 4 | | 0 | | 4 | |
| MGT | 475 | Human Resource Mgt |  | X | | |  | |  | |  | |  | | |  |  | | 23 | | 0 | | 23 | |
| NUR | 390 | Nursing Transition |  | X | | |  | |  | |  | |  | | |  |  | | 2 | | 0 | | 2 | |
| NUR | 391 | Adv Health Assessment |  | X | | |  | |  | |  | |  | | |  |  | | 2 | | 0 | | 2 | |
| NUR | 478 | ST: Patient Education |  | X | | |  | |  | |  | |  | | |  |  | | 4 | | 0 | | 4 | |
| PSYC | 100 | Intro Psychology |  | X | | |  | |  | |  | |  | | |  |  | | 23 | | 0 | | 23 | |
| SPED | 440 | Inst Learners with Except. |  | X | | |  | |  | |  | |  | | |  |  | | 20 | | 0 | | 20 | |
|  |  |  |  |  | | |  | |  | |  | |  | | |  |  | |  | |  | |  | |
| 26 |  |  | 0 | 26 | | | 0 | | 0 | | 0 | | 0 | | | 0 | 0 | | 496 | | 0 | | 496 | |
|  |  |  |  |  | | |  | |  | |  | |  | | |  |  | |  | |  | |  | |
|  |  |  |  |  | | |  | |  | |  | |  | | |  |  | | **Total 496** | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| West Liberty University Enrollments Spring 2009 | | | | | | | | | | | | | | |
| Subj. | No. | Title | Srec | Async100% | Async85-99% | Async at least 50% | Kyvu | Ivn | Itv | OTH | # of Under - graduate Students | # of Graduate Students | Total # of Students |
| ACC | 224 | Prin of Financial Accounting |  | X |  |  |  |  |  |  | 21 | 0 | 21 |
| BIO | 105 | Intro Biology |  | X |  |  |  |  |  |  | 27 | 0 | 27 |
| BIO | 210 | Medical Terminology |  | X |  |  |  |  |  |  | 41 | 0 | 41 |
| CIS | 270 | Intro to Computer Systems |  | X |  |  |  |  |  |  | 29 | 0 | 29 |
| CIS | 270 | Intro to Computer Systems |  | X |  |  |  |  |  |  | 40 | 0 | 40 |
| CIS | 271 | Practical Computer Applications |  | X |  |  |  |  |  |  | 24 | 0 | 24 |
| CIS | 471 | Adv Computer Applications |  | X |  |  |  |  |  |  | 19 | 0 | 19 |
| COM | 211 | Mass Com  Media |  | X |  |  |  |  |  |  | 30 | 0 | 30 |
| COM | 278 | ST: Intro to Com Studies |  | X |  |  |  |  |  |  | 9 | 0 | 9 |
| DH | 450 | Sr. Research Seminar in DH |  | X |  |  |  |  |  |  | 14 | 0 | 14 |
| DH | 466 | Practice Mgmt for Dental Team |  | X |  |  |  |  |  |  | 19 | 0 | 19 |
| ECON | 101 | Microeconomics |  | X |  |  |  |  |  |  | 35 | 0 | 35 |
| EDUC | 100 | Intro to Professional Education |  | X |  |  |  |  |  |  | 12 | 0 | 12 |
| EDUC | 201 | Human Development |  | X |  |  |  |  |  |  | 21 | 0 | 21 |
| EDUC | 403 | Instructional Media |  | X |  |  |  |  |  |  | 14 | 0 | 14 |
| EDUC | 464 | Educational Assessment |  | X |  |  |  |  |  |  | 1 | 0 | 1 |
| ENG | 101 | Freshman English I |  | X |  |  |  |  |  |  | 7 | 0 | 7 |
| ENG | 102 | Freshman English II |  | X |  |  |  |  |  |  | 11 | 0 | 11 |
| ENG | 214 | British Lit after 18th Century |  | X |  |  |  |  |  |  | 5 | 0 | 5 |
| GBUS | 140 | General Business |  | X |  |  |  |  |  |  | 24 | 0 | 24 |
| GEO | 206 | World Geography |  | X |  |  |  |  |  |  | 27 | 0 | 27 |
| GEO | 444 | Weather and Climate |  | X |  |  |  |  |  |  | 25 | 0 | 25 |
| GERO | 380 | Research Methods on Aging |  | X |  |  |  |  |  |  | 4 | 0 | 4 |
| HE | 253 | Personal Health |  | X |  |  |  |  |  |  | 25 | 0 | 25 |
| HE | 253 | Personal Health |  | X |  |  |  |  |  |  | 30 | 0 | 30 |
| HIST | 104 | History of Civ I |  | X |  |  |  |  |  |  | 22 | 0 | 22 |
| HTM | 463 | Lodging Operation Management |  | X |  |  |  |  |  |  | 9 | 0 | 9 |
| NUR | 360 | Nursing Research |  | X |  |  |  |  |  |  | 5 | 0 | 5 |
| NUR | 478 | Caring Concept in Nursing |  | X |  |  |  |  |  |  | 9 | 0 | 9 |
| PSYC | 101 | Intro to Psychology |  | X |  |  |  |  |  |  | 23 | 0 | 23 |
| PSYC | 441 | Abnormal Psychology |  | X |  |  |  |  |  |  | 39 | 0 | 39 |
| SOC | 150 | Basic Concepts of Sociology |  | X |  |  |  |  |  |  | 27 | 0 | 27 |
| SPED | 440 | Inst or Learners with Exceptionalities |  | X |  |  |  |  |  |  | 2 | 0 | 2 |
| 33 |  |  | 0 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 650 | 0 | 650 |
|  |  |  |  |  |  |  |  |  |  |  |  | **TOTAL 650** | |

It has recently been decided that the RBA Today program will be the first program to be developed as on online degree program. The RN to BSN nursing program and the Applied Sciences degree completion program are under consideration. Currently **75%** of select general studies courses required for the degrees are available in an online format.

West Liberty University offered four courses through the WVVLN. The number was limited as courses needed to be taught online at least once before being offered. We expect to increase our number from **four to 10** over the next year.

Weekly workshops proved impractical. Rather, we found that offering multiple repeated sessions during slower times of the term was more effective. Approximately **50%** of faculty members attended one or more instructional technology workshops. For 2010-2010 we are setting a goal of increasing to 60%.

Among Full-time faculty members, **100%** of those who want a laptop have received one.

The technology support center was established and is staffed from 8-4 M-F and provides email/phone support outside these hours.

The laptop program was reviewed during the spring of 2010. The program will continue beyond the original two-year pilot. Based on a student survey and informal faculty feedback, the need to provide a full-size laptop (not netbook), with a DVD drive was necessary to support student needs. The major student concern was the size and functionality of the netbook provided in 2009. The student laptop support is successful with a director and student workers providing the manpower.

Once again, faculty were surveyed to collect data on faculty needs, uses of instructional technology and the quality of support. The responses are summarized in the following narrative:

An annual survey of faculty is used to monitor adoption of instructional technologies and levels of satisfaction. Seventy-five responses were submitted over a five-day period, representing about a 50% response rate. The survey, while not identical to the one in 2009, was parallel. A summary of key findings is provided below.

* The respondents are comprised of 72% faculty, 2% adjunct and 1% whose primary position is not faculty.
* Respondents indicated 27% Sciences, 20% Liberal Arts, 20% Education, 11% Business and 17% Arts & Communication. Professional Studies and “none of these” were selected by 5% indicating a balanced representation.
* The largest representation, 32%, came from those with two to five years of higher education experience. The balance was 24% from six to 10 years, 24% from more than 20 years, and 4% and 7% from first year and 16 to 20 years respectively.
* 53% of respondents are female and 47% are male.
* With respect to personal or professional uses of various technologies,
  + 3.4% of respondents self-rated use of instructional technology as not at all or not well while 69.5% self-rated their use as well, very well or exemplary(5%).
  + 100% indicate the use of email frequently or weekly with 87% of Full-time faculty indicating weekly or more. Similar responses were given for use of the Internet.
  + 87% of Full-time faculty use PowerPoint weekly or more often but adjuncts were split into 29% not at all, 21% occasionally, 29% frequently, and 21% weekly or more.
  + 49% of Full-time faculty use videos only occasionally, 18% frequently, and 28% weekly or more. No adjuncts use videos weekly but 79% use videos occasionally or frequently.
  + 68% of Full-time faculty and 60% of adjunct faculty use electronic text resources frequently or weekly or more.
  + Responses indicate low use of interactive whiteboards, document cameras, podcasts, and lecture capture. Adjuncts report a greater regular use of document cameras, 33% vs. 20%, while Full-time faculty report a greater regular use of lecture capture, 57% vs. 14%. One should note that many adjuncts teach at the Highlands Center where document cameras are located in every classroom. The reported use of lecture capture seems inconsistent with observation. The definition of lecture capture may not be clear.
* With respect to student use of technologies,
  + Full-time faculty indicate strong use of word processing at 82%, web searching/surfing at 94%, email at 90%, and library access/research at 80%. A moderate use of supplemental course materials, Sakai, and student-created presentations at rates of 75%, 65%, and 59% respectively. Adjunct faculty indicate a significantly lower rate of use for word processing (53%), web searching/surfing (73%), and Sakai (47%).
  + 53% of adjuncts reporting indicate no use of Sakai with only 26% of Full-time faculty reporting no use. Overall, 36% reported using Sakai to support face-to-face instruction and 34% report teaching online.
* When asked about requiring/expecting students to bring/use laptops in class, over 50% of Full-time faculty report frequent or more often use. However, 33% report never. Adjuncts indicate a similar use for frequent or more often but only 8% indicate never.
* Over 65% of Full-time faculty indicate use of technology to support student learning, compared to what could be possible, as well, very well, or exemplary as compared to 77% of adjunct faculty. In addition, 46% of adjunct faculty reported very well or exemplary compared to 35% of Full-time faculty.
* Perceived barriers to faculty use of instructional technologies to support student learning included 61% reporting lack of time, 53% selecting lack of classroom resources.
* Perceived barriers to student use of instructional technologies to support their own learning included 49% - lack of training, 48% - lack of interest and 46% - time. Adjunct faculty indicated 54% - lack of time and all others under 30%. Full-time faculty rank time (49%), interest (57%), resources (44%) and training (56%) as about equal. Only 18% of respondents identified lack of support as a barrier.
* Using a scale of 1(poor) to 4(excellent), respondents rated positively the support related to IT Services Help Desk (3.52), email assistance (3.41), computer assistance (3.45), special events equipment (3.19), and classroom technology (2.75). Full-time faculty expressed a major concern with poor or lacking classroom technology (37%) rather than support.
* With respect to Sakai, our learning management system, faculty rated availability of help (3.71), promptness (3.71), ability to get answers (3.68), accuracy of answers (3.66), flexibility to meet needs (3.58), getting what is needed (3.46) and professional development sessions (3.51) using a 1(poor) to 4(excellent) scale.
* When asked about likelihood of participating in professional development opportunities, responses showed some interest in:
  + Integrating online resources
  + Ideas for using laptops
  + Use of interactive whiteboards
  + Student response systems (clickers)
  + Google sites
* Faculty were asked to identify ways to work to increase the number of quality online courses and/or courses. Open responses varied greatly but a trend of helping faculty “do it right” was identified.
* Faculty identified need to improve/increase equitable access to instructional technologies in more classrooms as the primary need.

A review of the survey results shows

* + Increased faculty uses of PowerPoint (56% to 87%), electronic textbook materials (32% to 68%) and Sakai/LMS (51% to 74%).
  + Perceived barriers of lack of training or lack of support in 2008-2009, 40% and 20% respectively, are reduced to 30% and 11 % for 2009-2010.
  + 100% of the new faculty for 2010-2011 are trained and using Sakai.
  + Faculty’s perceived need for professional development is shifting from basic technology use (a.k.a. button pushing) to application and integration to support student learning.
  + Faculty are now reaching out to fellow instructors to offer support and encouragement for the use of instructional technologies.
  + The most common concerns are time and classroom equipment.
  + A committee will review the classroom inventories and present a focused plan for continual expansion and upgrades of instructional technologies at the main campus.

A Full-time webmaster was added for 2009-2010, as was the director of the student laptop program. Neither an infrastructure specialist nor instructional designer (.50 employment status) was hired. Sufficient student workers (Information Technologies Support Staff) were funded. Additional staffing needs will be under review during 2010-1011.

Wireless access for all academic classrooms is under consideration. Primary focus is on a couple classrooms in the old gymnasium building and a hallway of rooms in the Fine Arts building.

The College of Business secured funding for enhanced wireless connectivity in their instructional area.

All classrooms at the Highlands Center were equipped with a consistent set of instructional technologies including data projector, document camera, audio system, CD/DVD player, and control system. Two of nine classrooms have interactive whiteboards.

The Boyle Conference Room in the ASRC received an upgrade and has enhanced, integrated multimedia capabilities.

Annual review of data and modification of goals was conducted in October 2009 with a similar review scheduled for October 2010. An associated budget will be developed and presented in support of a formalized plan with both long and short goals.

**Year 3: (2010-11)**

**Strategy:**

Increase average number of online courses per semester to 26 with a minimum of 20 students per course

Pilot and assess courses for online program

Fifty percent of online courses will be offered through the WVVLN

Offer weekly workshops on instructional and personal productivity use of technology with attendance by at least 75% of faculty at one or more sessions

Provide laptops to at least 80% of faculty

Assess operations of technology and instructional support center and make data-driven decisions about effectiveness

Collect data on faculty needs and uses of instructional technology and viability of instructional support center

Information Technologies Support Staff: add a data security specialist, and if laptop program continues, a laptop program coordinator

Annual review of data and modification of goals

**Year 4: (2011-12)**

**Strategy:**

Increase average number of online course per semester to 31 with a minimum of 20 students per course

Offer initial online program. Identify at least one additional program to be developed in an online format

Seventy-five percent of online courses will be offered through the WVVLN

Offer bi-weekly workshops on instructional and personal productivity uses of technology with attendance by at least 90% of faculty at one or more sessions

Provide laptops to 100% of faculty

Assess operations of technology and instructional support center and make data-driven decisions about effectiveness; collect data on faculty needs and uses of instructional technology and use of instructional support center

Information Technologies Support Staff: If laptop program continues, add a computer repair technician (.53 employment status)

Annual review of data and modification of goals

**Year 5: (2012-13)**

**Strategy:**

Increase average number of online course per semester to 35 with a minimum of 20 students per course

Develop second online program.

Seventy-five percent of all online courses will be offered through the WVVLN

Offer weekly training opportunities on instructional and personal productivity uses of technology with attendance by at least 90% of faculty at one or more sessions

Provide laptop upgrades for machines over four years old

Assess operations of technology and instructional support center and make data-driven decisions about effectiveness; collect data on faculty needs and uses of instructional technology and use of instructional support center

Information Technologies Support Staff- increase staffing based on data and identified needs

Annual review of data and modification of goals

1. **Rationale:** West Liberty is committed to preparing graduates to assume active and productive roles in their 21st Century community, work, and academic environments with the skills and knowledge, including the use of technologies, needed to meet future opportunities and challenges of our ever-changing global society