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# **2004 @ONE Technology Training Users' Survey and Interviews**

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June 2004

@ONE Technology Training Program

*2004 @ONE Technology Training  
Users' Survey and Interviews*

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*June 2004*

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# EXECUTIVE SUMMARY

## ***Introduction***

In May 2004, the California Community College technology training program, @ONE, commissioned a two-pronged evaluation of the services it provides to community college faculty and staff. The first part of the evaluation was an online survey distributed to 392 2003-2004 @ONE users. The second part was a series of in-depth phone interviews with 29 @ONE users. The online survey documented user satisfaction with @ONE services and preferences for future training, persistence in courses and barriers to participation, and how participants were implementing the new skills they learned from taking part in @ONE training activities. The phone interviews investigated the reason and thinking behind the online responses—why were users not able to complete certain training activities, why did they prefer training to be delivered in a particular format, and how were they using their new skills in the classroom?

The purpose of the evaluation was to document the impact of @ONE programs on faculty and staff use of technology, and highlight ways to improve projects for 2004-05.”<sup>1</sup> @ONE was particularly interested in investigating the following questions:

- What are barriers to completion of training activities?
- What can @ONE do to minimize these barriers?
- How are users applying skills they learned in @ONE in the classroom (faculty) and in their offices (staff)?
- What are barriers to using the new skills?
- What subjects are high priority for future training activities?

The evaluation was designed and implemented by the Center for Student Success (CSS). Launched in 2002 by the Research and Planning Group of the California Community Colleges, the CSS researches and assesses major issues facing the state’s community colleges. The CSS designed, tested and conducted the online survey and the semi-structured phone interviews with input from @ONE. This executive summary presents major findings from the online survey and the phone interviews, and concludes with an overall assessment of what worked and what needs improvement. The report that follows provides a detailed account of the evaluation findings. It also documents in detail the study design and implementation.

## ***The Study***

The online surveys were sent to a population of all (392) @ONE users who had participated in several online classes and/or institutes in 2003 and 2004. Several follow-up efforts were made, including two email and one phone reminder. In addition, users were informed that online survey completers would be entered into a drawing for a digital camera.

The survey, the reminders, and incentive generated 125 usable responses, which translated into an approximately 32% response rate. Respondents to the survey

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<sup>1</sup> Technology Systemwide Project (TSP): 4C@ONE, Amendment Renewal 03-04j, page 8.

appeared to be generally representative of the sample from which they were drawn, although those who had not completed their @ONE training activity were less likely to respond to the survey. The survey sample itself included an over-representation of institute attendees and under-representation of online resource users<sup>2</sup> when compared to the entire 2003-2004 population of @ONE course participants; 64% of the surveyed group was online resource users while 80% of the population of 2,372 @ONE course participants was online resource users.

To compensate for the under-representation of non-completers in the online survey, the phone interview sample included a disproportionate number of these users. Faculty was also deliberately over-represented to reflect the fact that @ONE had conducted a comprehensive survey of staff in 2003 and had engaged the CSS to implement a series of staff focus groups immediately after the conclusion of the phone interviews. The CSS Research Team made up to six attempts to reach each person on the list of 45 potential interviewees and ended up conducting interviews with 29 @ONE users. An adjustment was made in the sample design when it became clear that many users are both completers and non-completers, meaning they have completed some @ONE training activities, but not others. Another finding was that IT staff was over-represented in the sample (and in the general population of @ONE users). This is hardly surprising given the fact that members of this group are more likely to enroll in @ONE training than non-IT staff. However, since IT and regular staff typically have different training interests, the analysis of the phone interviews distinguishes between the two different staff categories.

### ***Participation in Training Activities***

- The largest number of respondents reported participating in at least one on-line workshop.
- The second largest number of respondents reported participating in an institute.
- Faculty and staff have different enrollment preferences:
  - A larger percentage of faculty than staff reported participating in on-line workshops.
  - A larger percentage of staff than faculty reported participating in institutes.
  - A slightly larger percentage of faculty than staff reported participating in Internet Resources training activities.
- Respondents reported much lower participation rates in Teaching with Technology, Desktop Seminars, Video Conferences and other @ONE training activities than they did in on-line workshops and institutes.

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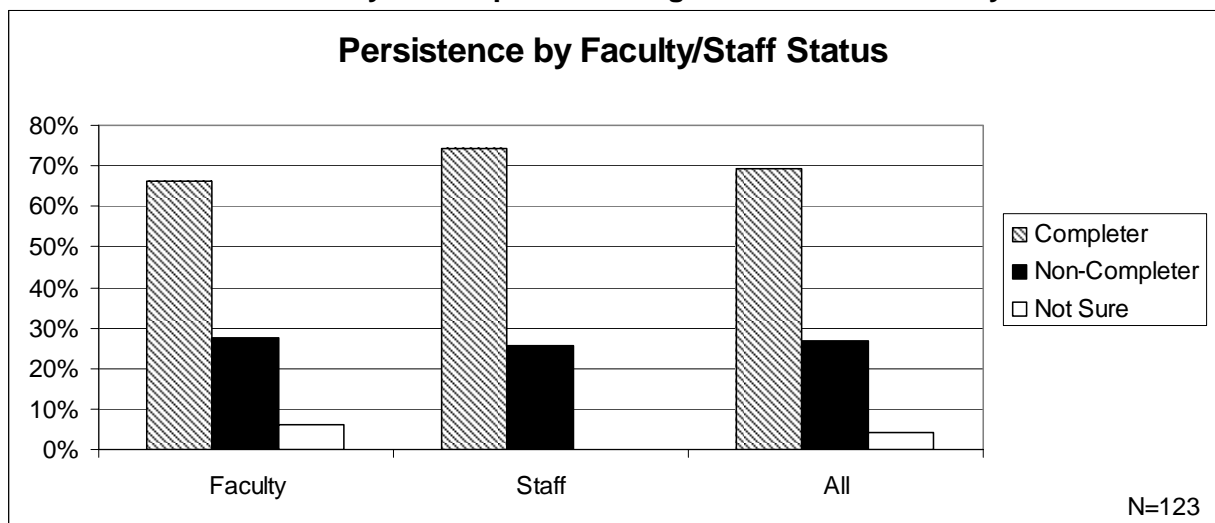
<sup>2</sup> This includes attendees of online workshops, seminars, and video broadcasts.

## Completion of Training Activities

The on-line survey found a high completion rate for institutes, but a relatively low completion rate for online courses, especially among faculty.

- 69% of respondents reported completing their most recent @ONE activity.
- 31% reported not completing their most recent @ONE activity.
- 88% of those who recently participated in Institutes completed their training.
- 58% of those who recently participated in on-line training completed their training.

### Staff More Likely to Complete Training Activities than Faculty



## **Barriers to Completion**

The on-line survey found that faculty was more likely to report barriers than staff, and that large minorities of faculty users encountered the same types of barriers:

- 63% of staff and 56% of faculty reported no barriers
- Staff reported a variety of barriers, but no single barrier was reported by more than 8% of staff respondents (except for “other”).
- Faculty reported two major barriers.
  - One in five faculty (20%) found the training required more time than they had expected;
  - Eighteen percent (18%) experienced technical problems.

### **Barriers to Completion Reported by Faculty and Staff**

	<b>Faculty</b>	<b>Staff</b>	<b>All</b>
No barriers	56%	63%	58%
The course required more time than I had expected	20%	5%	15%
The course did not meet my needs	3%	5%	3%
I experienced technical problems	18%	7%	14%
I was dissatisfied with the quality of the instruction	0%	2%	1%
I was dissatisfied with the content of the course	4%	5%	4%
I got what I needed w/out officially completing the course	8%	2%	6%
Other	15%	23%	18%
	<b>N=</b>	<b>79</b>	<b>43</b>
			<b>122</b>

Most on-line workshop participants (68%) reported encountering barriers. The largest number of on-line workshop users reported problems with time and technology-related problems. Non-completers encountered more barriers than completers:

- 86% of non-completers in on-line workshops reported at least one barrier to completion compared to 39% of on-line workshop completers.
- 32% of non-completers found the courses required more time than expected compared to 19% of completers.
- 27% of non-completers encountered technical problems compared to 17% of completers.

The semi-structured phone interviews provided the Research Team with opportunities to probe both completers and non-completers about the different types of barriers they had encountered. In asking participants about the time-related barriers, the Research Team found that faculty in particular had found it extremely difficult to keep up with what some perceived as ongoing and time-consuming assignments. The amount of work came as a surprise for many, and some reported that there had been no outline presented to them ahead of time describing the work load. The phone interviews suggested that a number of technical problems cause participants fall behind at an early point in the training, which, in turn, exacerbates the time pressure. The phone interviews underscored the difficulties many participants encountered before the training even began as they:

- Searched for instructions on how to log on;
- Struggled to understand these instructions;
- Discovered that their computer lacked the capacity to run the software;
- Ran into unexpected firewall issues at work or at home.

After start-up, a common barrier was dissatisfaction with the discussion board and course interface, which several interviewees found unworkable. A few participants cited poorly organized courses and instructors who were not clear on when they would be checking in and out of the on-line class.

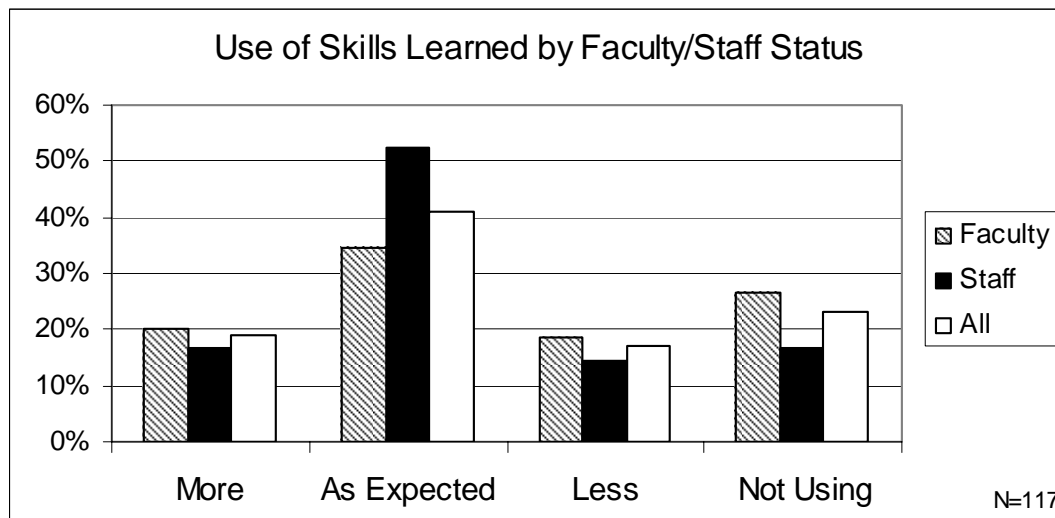
The phone interviews and online survey also suggest that some non-completers get what they need from online courses without every officially completing a course. These participants (6% of all survey respondents and 14% of non-completers) persist long enough to get what they need, and leave satisfied with the new skills they have picked up. With little concern about the grade or certificate they may get at the end, they have no real reason for staying.

### ***Application of New Technology Skills***

More than half of the on-line survey respondents reported using the skills they learned in an @ONE training activity; while 23% reported not using the skills at all. Institute participants and staff were more likely to be using their skills than online participants and faculty users. Part of the reason staff used their skills more than faculty may be (a) that they were more likely to participate in Institutes and (b) that a large percentage of staff users were “information technology staff.” Other reasons may be that faculty is more likely to run into time and technology barriers than staff (although the lesser frequency of technical barriers may also be related to the fact that IT staff is over-represented in the staff category).

- 70% of staff reported using the new skills compared to 55% of faculty.
- 25% of on-line workshop users were not using their skills compared to 17% of institute users.

### **How Much are Faculty and Staff Using the Skills Learned in @ONE Activities?**



The most commonly cited use of the new skills was that it improved participants' ability to use available technology. The second most common use was that it enabled participants to expand the range of tasks they perform. Faculty was asked about how/whether the new skills had an impact on their teaching. They reported the following impacts:

- 83% responded that it improved the way they teach.
- 65% responded that it increased their ability to teach to different learning styles.
- 58% reported it improved their ability to engage students and increase student interest in the subject matter.
- 32% --the smallest group--reported that it improved student-to-student engagement.

The phone interview asked participants to provide examples of how they were using their new skills in their job (staff) and in the class room (faculty). Among the 29 interviewees 6 faculty, 5 IT staff and 1 staff reported they were currently using their new skills. Another 5 faculty, 2 IT staff and 1 staff explained they anticipate using the skills in the future. The nine interviewees who were not using their skills and did not anticipate doing so were all on-line workshop non-completers.

The examples of use provided suggest that faculty is using skills learned in @ONE training to inject new life into courses through the integration of video, on-line PowerPoint presentations, and web-based technologies into existing courses. Some reported that the training also helps students access and learn the latest technologies. In at least one instance, the new use of technology is connecting students on-line outside of class in a way that is so engaging that the instructor reported students will continue this activity after the (Spanish) class is over. Some examples of how the new skills have helped staff on the job include the following: it has helped library IT personnel train both students and others in the latest library information systems; it has equipped another IT staff to develop online training modules that will teach faculty to use software in online instruction; and it has helped a third IT staff upgrade his campus operating system. More examples of how skills are being used are presented in the main report.

### ***Barriers to Implementation***

For faculty, the most common barrier to implementation was lack of time to integrate new skills followed by not having the right equipment or software, and not learning the material well enough. For staff, the number one barrier was lack of the right equipment or software. Half of faculty and 58% of staff in the on-line survey reported no barriers.

On-line workshop participants were more likely to encounter barriers than institute participants. Among them 27% reported not having the time required to integrate the new skills compared to 17% of institute participants.

Conversations with the phone interviewees brought these barriers to life. Some explained that their college cannot afford the software they were trained on or that it has yet to convert to the new XP system. Others pointed out that they needed more time to practice and intended to do so over the summer. One participant found that the institute she had attended provided opportunities to listen but that there was no time to learn, retain and apply the new skills. "You need more time to practice," was a common theme.

## ***Future Training Preferences***

Overall, survey respondents tended to give @ONE high ratings, and most would take @ONE courses again.

- A large majority of survey respondents (85%) indicated they would be somewhat or very likely to participate in a future @ONE on-line workshop.
- Three in four (75%) would be somewhat or very likely to participate in an Institute or Teaching with Technology;
- Internet Resources followed close behind at 73%.

Staff and faculty differed somewhat in their preferences, although self-paced online training materials were the number one choice for both groups.

- When asked to identify their top three course formats, two in three faculty (66%) indicated a preference for self-paced online training materials, followed by on-line courses (65%), with in-person institutes coming in third with 51% of faculty preferring this format.
- Staff expressed an almost identical preference for self-paced online training (63%), followed by in-person institutes (51%), short on-line workshops (51%), with on-line workshops coming in fourth at 47%
- All versions of video-based training (demonstrations, broadcasts and conferences) inspired relatively low levels of interest.
- Most encouraging, perhaps, only 3% of faculty and 2% of staff respondents indicated they did not intend to take any more @ONE courses.

Non-completers of online workshops were less likely than completers to want to take an instructor–led online course again. However, non-completers uniformly indicated their intention to take more @ONE trainings in the future.

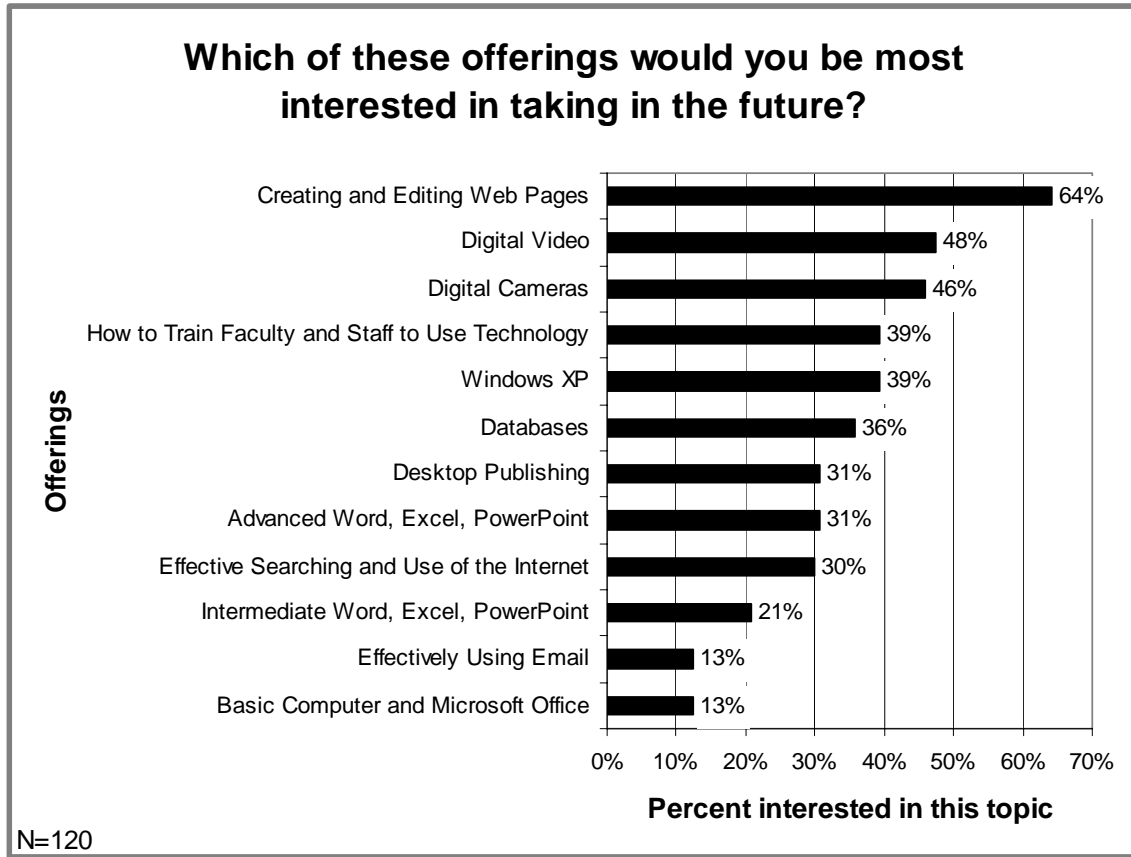
The phone interviews revealed that for many, preference for a particular format is not a constant, but rather a variable that is dependent upon factors like whether the workshop topic is new, whether the technology is complicated, and whether the participant is a new technology user. Overall, the newer the topic, the more complicated and the less experienced the participants, the more desirable the face-to-face option. However, while many may have preferred face-to-face classes in an ideal world, several respondents reported that they “preferred” the online option for pragmatic reasons: their work schedules and the lack of travel funding precluded off-site travel for extensive training.

The group of interviewees whose answer fell into the “it depends” category was countered by a slightly larger group that expressed an unequivocal preference for face-to-face instruction (“nothing takes the place of an instructor in front of a class”) and a group that favored online instruction because of its flexible and practical nature.

In discussion about the delivery format, the Research Team probed what kind of on-line format each interviewee preferred. The findings suggest that one group of participants really like the idea of short, intensive on-line sessions and that another group would like for the training to be more spread out than is presently the case. Most on-line supporters seem to favor the self-paced option.

In terms of subject matter, the on-line survey found that “Creating and Editing Web Pages” was the most popular topic for general interest courses followed by “Digital Video” and “Digital Cameras”.

**Future Training Preferences—General Interest Topics**



Among faculty, “Using the Internet to Support Teaching in your Discipline” (51%) and Creating instructional Websites and Web-based Courses” (50%) were favorites.

Amongst high-tech users, Windows 2003 server-related courses were the favorite with 74% of high-tech users professing interest, followed by security-related courses at 57%.

The phone surveys confirmed these priorities, and many expressed enthusiasm for digital and multi-media applications. However, many added that the training should focus on software their colleges can afford to purchase and that @ONE should be careful to not get so far ahead of the curve that it is offering training in software most colleges will not be able to acquire for years.

Two other themes emerged. One was that IT staff is very interested in high level IT training that specifically targets their needs (as opposed to faculty needs). The second theme is that one of the characteristics of face-to-face training that participants most enjoy is the opportunity to meet and network with their colleagues from around the state.

## ***Most & Least Successful Training Activities & Strategies***

The on-line survey showed a very high level of satisfaction amongst @ONE users.

### **The Majority of Staff and Faculty Rate @ONE Good or Very Good**

<b>Item</b>	<b>% Good or Very Good</b>
Relevance of topics	93%
Ease of Use	84%
Quality of Instruction	89%
Quality of Curriculum	84%
Opportunity to Learn New Skills	92%
Overall Value	92%

N=118-120

More specifically, faculty and staff assigned an average rating above “good” to the relevance of @ONE’s topics, the opportunity to learn new skills, the quality of instruction and curriculum, and the ease of use. Faculty ratings were slightly higher than staff ratings in all categories. Institute attendees gave better ratings than online attendees on every one of these indicators with the biggest differential in the “ease of use” category. For institute attendees, this variable scored a mean rating of 4.5 (between good and very good). For online participants, it was slightly below 4.2 (closer to good).

The other indicator of user satisfaction is the intention virtually all users expressed in terms of taking more @ONE courses.

In terms of what works best and why, the on-line survey and phone interview findings suggested that:

- Institutes are very popular; participants experience few barriers to the completing courses, and satisfaction with the training experience is almost uniformly very high.
- The opportunity institutes provide for participants to network and learn from and with each other is valued and appreciated by attendees. However, many staff and faculty cannot attend trainings offsite due to busy work schedules and lack of funding for travel.
- On-line workshops are a high priority, especially for faculty. They provide flexibility and opportunities to learn without traveling. Almost everybody who was surveyed or interviewed expressed their intention to sign up for more on-line workshops in the future
- The choice participants have between on-line and face-to-face training is valued and it provides trainees with opportunities to decide whether they will learn best in a face-to-face or on-line setting.
- @ONE’s interest in offering more flexibility in terms of shorter-term on-line courses and self-paced courses reflects priorities expressed by segments of the survey population

- @ONE seems to have become established to the point where one single mediocre or even disappointing experience with an on-line training activity is highly unlikely to result in participants losing faith in the entire program

In terms of what needs improvements and why, the Research Team made the following findings:

- The on-line course technology needs improvement. Many users had problems finding the class, signing in, and working with firewalls. Once classes began, the interface fell short of several participants' expectations.
- Too many on-line workshop participants are surprised about the time required to participate. One problem may be that @ONE posts fairly vague information about course requirements, neglecting to specify requirements, deadlines, and the volume and pacing of homework.
- Often, on-line participants fail to complete courses because they don't need all the information provided. If the courses were organized in a more modular fashion and if each section identified the material to be covered, the prerequisite modules participants must have completed before they are ready for that particular section, and the skills they will learn, the online format would acquire a level of flexibility that many users would appreciate.
- It appears that there is no consistent format used in @ONE's online courses. To increase name and product recognition and to make sure potential participants don't get @ONE confused with other training providers, @ONE may want to develop a particular look, and to present its training in a standardized way that makes name recognition easy.
- One of the most popular features of the institute is the opportunity for participants to meet colleagues from around the state. In the on-line workshops, some participants seemed to feel all on their own. A possible strategy for injecting networking into on-line courses could be to organize courses for specific job categories or for faculty teaching particular types of subjects (such as the ESL courses that are already on the @ONE menu). It is possible that participants would like it if a CCC Confer meeting could be added to introduce participants at the beginning of the class and another one could be offered mid-way or at the end to provide them with opportunities to compare notes along the way.
- IT staff participates in high numbers. Courses tailored specifically for IT staff would almost certainly be met with great enthusiasm and would fill an important training need.
- Some users—and undoubtedly many potential users—remain unfamiliar with @ONE. As a result, many staff and faculty who could benefit are not served by the program. The best way to increase awareness is probably by working with individual campuses to determine how to best reach new audiences there.

The full report concludes with a more extensive review of recommended improvements. It is followed by recommendations for evaluation activities and processes that may help @ONE increase its ability to monitor user satisfaction and make ongoing improvements.

# STUDY BACKGROUND

@ONE was founded in 1997 to provide California Community College faculty and staff with the training, resources and support they need to enhance student learning through expanded uses of technology @ONE is funded by the Chancellor's Office of the CCC. As of 2004, the program is in its seventh year.

@ONE's training activities feature a wide range of topics delivered as Online Workshops and Desktop Seminars, Video Broadcasts, and Hands-On Winter and Summer Institutes. . Examples include:

**Online Workshops** in the following subjects: :

- Using Internet to Enhance your ESL class
- Internet Research Strategies
- Creating Instructional Websites

**Video Broadcast** in the following subjects:

- Classroom Action Research
- Windows XP Digital Media
- Budgeting for Technology in Challenging Times

**Hands-On Institute** in the following subjects: :

- Mastering Digital Photography
- Fundamentals of Network Security
- Introduction to Computers and Microsoft Office for Educators

In addition, @ONE provides an internet resources listing, a library of training materials and tutorials, and a resources database where faculty and staff can upload and download documents and resources organized around categories.

In 2004, @ONE contracted with the Center for Student Success (CSS) to conduct an independent evaluation of its services. The evaluation includes an online survey of recent users, and a series of qualitative phone interviews with faculty and staff, including those who registered for classes and did not complete them. The purpose of the evaluation was to highlight ways to improve (@ONE) projects for 2004-05<sup>3</sup> by:

- a) Gauging client satisfaction with @ONE services;
- b) Documenting the impact of @ONE programs on faculty and staff use of technology;
- c) Documenting the impact of @ONE training on student learning;
- d) Identifying any barriers to accessing or using @ONE training; and
- e) Gauging client interest in future @ONE offerings, including preferred formats, scheduling and subject matter.

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<sup>3</sup> Technology Systemwide Project (TSP): 4C@ONE, Amendment Renewal 03-04j, page 8.

# METHODOLOGY

Evaluation methods included an online survey of 392 recent (2003-2004) participants in @ONE online classes and institutes, and a series of 29 semi-structured phone interviews with faculty and staff, including those who registered for classes and did not complete them.

## ***Online Survey***

The content of the online survey was designed by researchers from the Center for Student Success in collaboration with @ONE staff. The web-based survey was implemented by @ONE staff using @ONE resources to post the survey online and collect the data on their server. The software used to program the survey was FlashLight Online, and the survey was presented as a simple, single sheet survey with a total of 58 questions. Questions included a number of single choice, multiple choice and open-ended questions covering the following topic areas:

- Number and types of @ONE training activities participated in
- Barriers to completion
- Appropriateness of course level and workload
- Mode of learning about @ONE resources
- Use of skills learned in @ONE training activities and barriers to implementing these skills
- Number of students impacted by instructor's newly acquired skills from @ONE training activities
- Likelihood of participating in additional @ONE training courses
- An overall rating of @ONE services
- Preferred topics and modes of course delivery
- Demographic information

These questions were not forced-choice questions—respondents were free to leave questions blank. At the end of the survey, respondents were offered the incentive of being entered into a raffle for a digital camera if they would share contact information, for which additional text boxes were provided. (See Appendix A for a copy of the survey instrument.)

The survey was conducted from April 27 to May 14, 2004. Participants were initially contacted via an invitational email sent to a listserv especially constructed by @ONE for this purpose. (See Appendix H for all contact materials.) Respondents were informed that the closing deadline for the survey would be May 7 at 5 pm. After one week (May 3), they were sent a reminder email, followed by another reminder email on May 7. The May 7 reminder extended the deadline to May 14. Email contact attempts were directed to everyone on the listserv, and respondents were instructed to ignore the reminders if they had already completed the survey. Starting May 11, reminder calls to respondents who had not yet completed the survey were made by a student assistant at the @ONE office.

A population of 392 unduplicated @ONE online course and hands-on institute participants from several courses<sup>4</sup> taking place in academic year 2003-2004 were surveyed. A total of 125 usable surveys were collected for this study for an approximate response rate of 32%<sup>5</sup>. This sample was used as it was the available list of registrants to date for this school year (courses were ongoing). The population chosen represents a group of attendees who had taken courses recently enough to remember the details of their experience with these courses.

Data were analyzed using SPSS (Statistical Package for the Social Sciences).

The survey respondents appeared to be generally representative of the *survey sample* in terms of colleges represented, faculty/staff breakdown, and type of course attended. However, the survey sample differed somewhat from the entire population of 480 institute and 1,892 online workshop, seminar, and video broadcast attendees for the 2003-2004 year. The survey sample included a greater proportion of institute attendees than the general population; 36% of the surveyed group was institute attendees while 20% of the population of 2,372 @ONE course participants was institute attendees. Differences between online and institute participants are highlighted throughout the report. Non-completers (especially of online workshops) were also somewhat under-represented. Non-completers were targeted in sample selection for the qualitative interviews (see below).

### ***Semi-Structured Interviews***

Researchers used the survey sample to draw a random sample of 45 registrants stratified by the following characteristics: role (staff/faculty), type of instruction (institute/online course/both), and persistence (completer/non-completer). For more information about the sampling strategy for the interviews, please see Appendix C.

Selected respondents were contacted first via email starting May 3. From May 5 through the first week in June, researchers from CSS continued to attempt to contact the selected subjects via phone and email. Researchers made a maximum of 6 contact attempts to each individual sampled. A total of 29 interviews were conducted. A special effort was made to contact non-completers to determine the reasons for dropping out (or never logging on in the first place). It was assumed that non-completers would be underrepresented amongst survey respondents; hence it would be particularly important to make an effort to interview them.

Researchers conducted brief interviews with respondents averaging 10-15 minutes apiece. Topics covered included the following:

- Experience With and Knowledge of @ONE Services
- Reasons For Enrolling and Barriers to Completion
- Use of @ONE Skills, Impact on Students, and Barriers to Use

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<sup>4</sup> These courses included the following online courses: two DIY Video classes, Internet Research Strategies, Creating Instructional Websites, Introduction to Online Learning, Using the Internet to Enhance Your ESL Class, Designing Interactive Activities for the Web, and Designing Technology Enhanced Instruction, and three desktop seminars utilizing CCC Confer. Institute courses included workshops from the 2003-2004 Winter Institutes in LA and San Jose, including: Tools for Teaching, Windows XP Digital Media, Using Video and Multimedia to Enhance Instruction, and Implementing and Supporting Microsoft Windows XP Professional.

<sup>5</sup> Response rate is calculated using the number returned divided by the total number of participants to whom the URL was emailed.

- Likelihood of Additional Participation and Preferred Topics and Modes of Course Delivery and Information
- Perceived departmental support for @ONE training activities.

Data were analyzed via content analysis and more informal identification of themes. Please see Appendix B for a copy of the interview schedule and Appendix I for contact materials used for the semi-structured interviews.

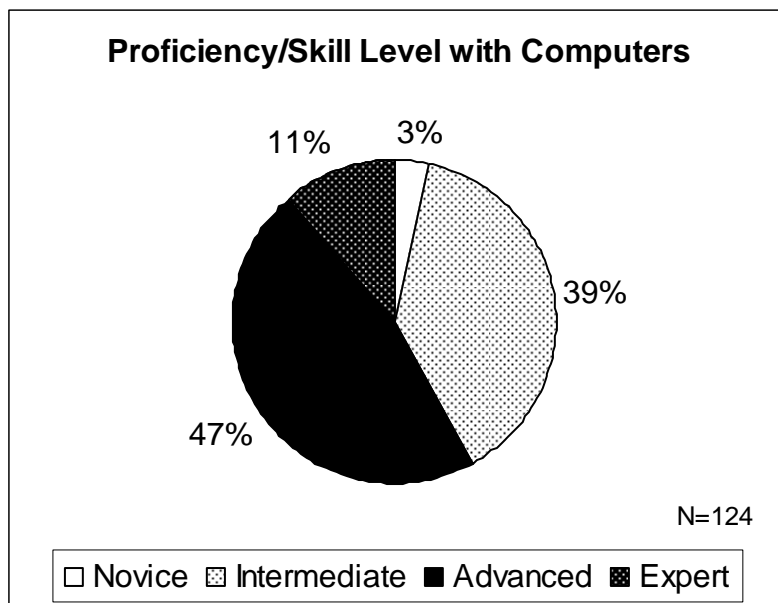
## FINDINGS

### *Part I. Respondent Profile, Online Survey*

#### **Technology Proficiency**

Respondents were asked to rate their technology proficiency from Novice (very little experience using computers) to Expert (“power user” with high level of experience, possibly including systems development). Most respondents placed themselves in the middle, with 39% rating themselves as “intermediate” (have a moderate amount of experience using computers and 47% rating themselves as “advanced” (have a significant amount of experience using computers).

**Figure 1. Respondents' Technology Proficiency**



Staff were more likely to rate themselves as advanced or expert (72%) than were faculty (52%).

## Position

The largest number of survey respondents were full-time faculty (46%). About 30% of respondents were part-time faculty, and another 30% were full-time staff. About one-quarter of full-time staff said that they were also part-time faculty (24%).

**Table 1. Position Respondent Holds on Campus\***

<b>Q47. What position do you hold?</b>	<b>Percent</b>	<b>Count</b>	<b>N</b>
Full-time faculty	46%	57	125
Part-time faculty	30%	37	125
Full-time staff	30%	37	125
Part-time staff	2%	2	125
Administrator or Manager	4%	5	125
Other	3%	4	125

\*Percents due not add up to 100% because respondents could choose more than one

For the purpose of cross-tabulations comparing faculty and staff in this report, full-time and part-time faculty are considered “faculty” if they do not identify as also being full or part-time staff. All of those who identify as being full or part-time staff are noted as staff. It is assumed that persons who hold staff positions on campus may have a different experience of campus life and work schedule, as well as different resources, than faculty. By this definition, approximately 65% of the survey respondent group is faculty, which is comparable to the sample population of @ONE users, which is 67% faculty.

## Roles

Respondents were asked what role(s) they played on campus. The majority of respondents provided instruction (54%). Approximately one-third (32%) were involved in faculty or staff development, while about one-quarter were involved in IT support or media services (24%), or technology training (25%).

**Table 2. Respondent's Role on Campus\***

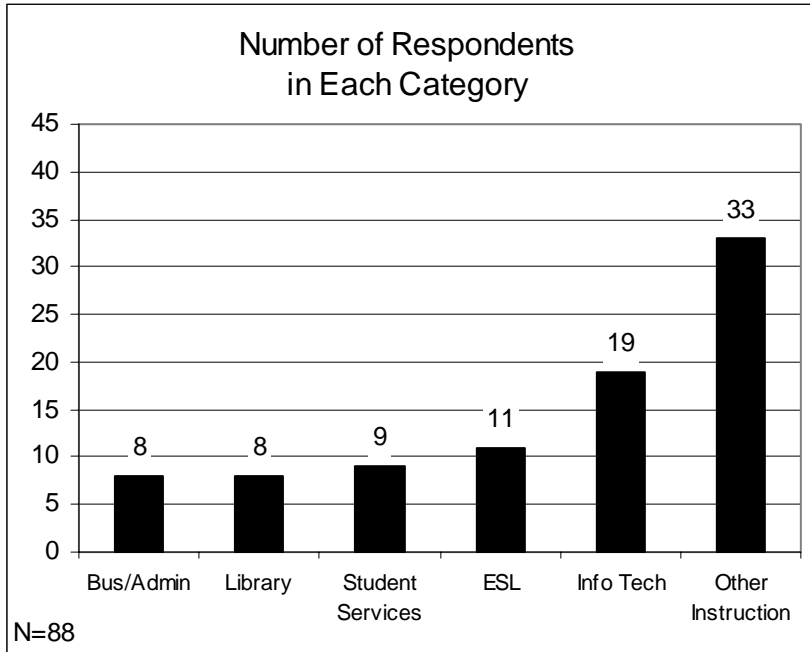
<b>Q49/Q50. Do you work in any of the following roles?</b>	<b>Percent</b>	<b>Count</b>	<b>N</b>
Administrative Support	11%	14	125
Business Services, Finance or HR	2%	2	125
Administrator or Manager	6%	8	125
Faculty or Staff Development	32%	40	125
Information Technology Support or Media Services	24%	30	125
Instruction	54%	68	125
Student Services	9%	11	125
Special Programs (Community Svc, Employment Dev.)	6%	7	125
Technology Trainer	25%	31	125
Other	10%	13	125

\*Percents due not add up to 100% because respondents could choose more than one

### Discipline or Department

Respondents were asked to name the department or discipline in which they worked. The majority (more than 50%) worked in some form of instruction, from biology to physical education to ESL. (For a full listing of respondent disciplines and departments, see Appendix E.)

**Table 3. Respondent's Discipline or Department (Summarized)**



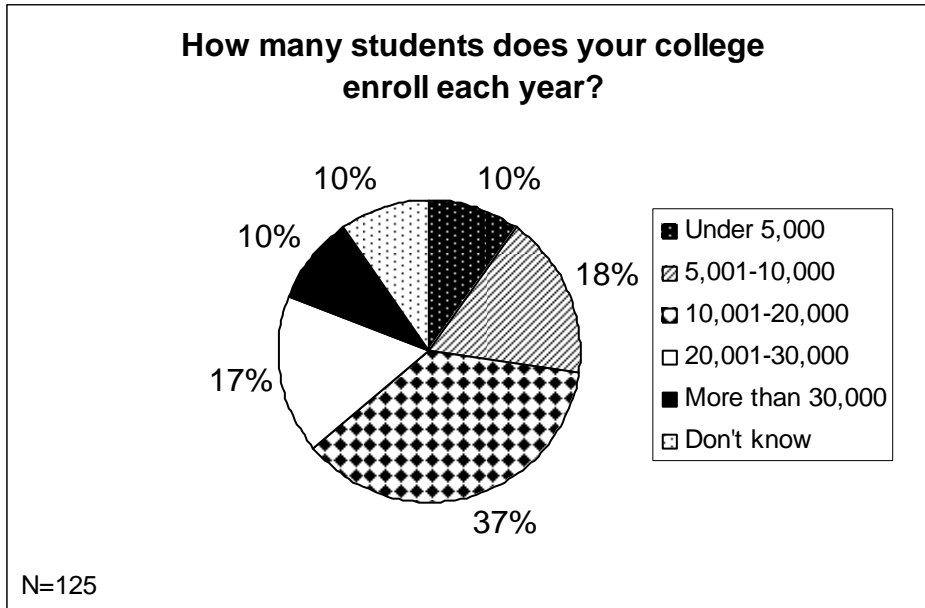
\*37 respondents did not list a department or discipline.

### Respondents' Colleges

Enrollees in @ONE activities represented 84 different colleges. One-hundred and nineteen respondents to the survey listed the college at which they work. Respondents came from 56 different colleges within the 109 campus California Community College system. The largest group came from Los Angeles City College (12% or 14 respondents, compared to 10% of enrollees), followed by Evergreen Valley College (6% or 7 respondents compared to 5% of enrollees), San Diego Mesa, City College of San Francisco, and Glendale College (each 5% or 6 respondents each compared to 3%, 5% and 5% of enrollees, respectively). Overall, the surveyed group appears to be representative of the sample in terms of college of affiliation. (For more detail, see Appendix D.)

The largest number of respondents came from colleges with between 10,000 and 20,000 students, (37%), while about 28% came from colleges with 10,000 students or fewer, and 27% came from colleges with 20,000 or more students.

**Figure 2. Size of Respondents' Colleges**



## Respondent Profile, Phone Interviews

The original sample for the in-depth interviews was stratified by three factors: a) role (faculty/staff), type of instruction (online/institute, and persistence (signed up but never participated, participated but did not complete the training, completed the training.) Sampled respondents were those who had participated in @ONE Fall 2003 and Spring 2004 online workshops and hands-on institutes.

The goal was to target and interview both faculty and staff members but to include more faculty than staff since @ONE had recently conducted a major technology training needs assessment of community college staff which included both an online survey and a number of focus groups. One additional consideration was that the sample should include a reasonable number of participants who did not complete the training as the research team expected that this group would have been less likely to respond to the online survey described earlier in this report and thereby under-represented in this research activity.

After the research team had randomly selected representatives from each targeted group and begun the interviews, two findings prompted adjustments in the approach. First, the research team found that many participants who had been registered as staff were indeed faculty and vice versa. Second, and more importantly, it became increasingly obvious that the most important questions about persistence and user satisfaction concerned not whether a participant had successfully completed their most recent @ONE training activity, but rather what their overall @ONE experience had been. This was especially the case because many interviewees reported completing some, but not other @ONE training activities. Another finding was that there were many differences between IT staff and “non-IT” staff.

The chart below illustrates the revised thinking behind the phone interview sampling and implementation. Note that the group of individuals who had completed some, but not other, @ONE activities was about the same size as the group of non-completers.

**Figure 3. Final Sample Composition for Phone Interviews**

	Completers	Completers and Non-completers	Non-completers	TOTAL
Faculty	6	4	7	17
Staff	6 <i>(4 IT Staff)</i>	4 <i>(3 IT Staff)</i>	2 <i>(1 IT Staff)</i>	12 <i>(8 IT Staff)</i>
TOTAL	12	8	9	29

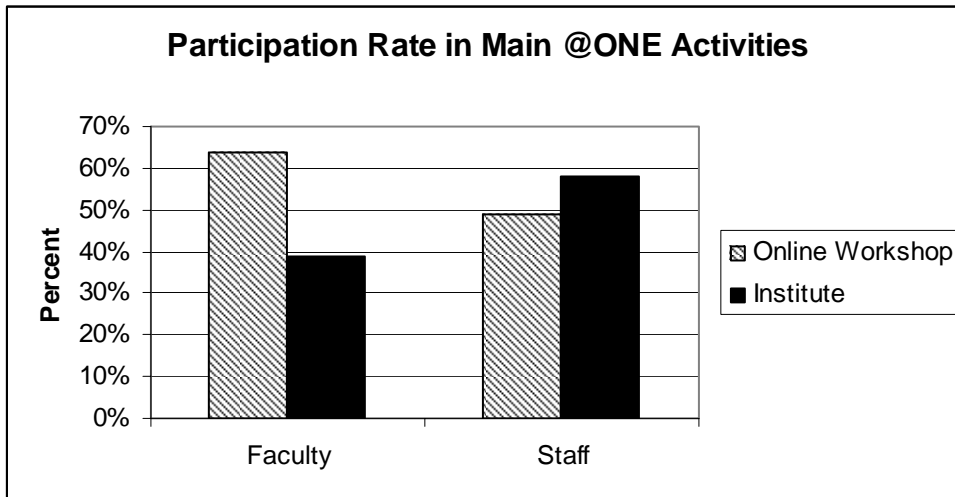
The findings generated by the in-depth phone-interviews helped the research team understand both the context for and the reasons behind many of the findings that were generated by the online survey. In the following pages, each section of the online survey report concludes with a presentation and discussion of the relevant in-depth interview data. This includes a discussion of whether the two sets of findings, supplement, deepen or contradict each other.

## Part II. Participation in Training Activities

### Types and Number of @ONE Training Activities Attended

Respondents were asked which @ONE training activities they had enrolled in during the past two years. The largest percent of respondents reported participating in at least one @ONE online workshops (58% of all 125 survey respondents, or 71% of all respondents answering this question)<sup>6</sup>. The second largest percent reported participating in an institute (45% of all 125 respondents, or 61% of all answering this question). There were differences between faculty and staff, however. While three-fourths of faculty respondents (64%) had participated in on-line workshops, the corresponding participation rate among staff respondents was only 49%. By contrast, 39% of faculty respondents and 58% of staff had participated in an @ONE institute.

Figure 4. Activity Type by Faculty/Staff Status



<sup>6</sup> Not all surveyed respondents answered each question—for instance: 58% of all survey respondents indicated that they had taken an online course, while 24% indicated that they had not taken any online courses, and 18% did not answer the question. Throughout the course of this document, we will report percents for only those respondents actually answering each question. However, because for this particular question it appears that many respondents may have left questions blank because they had not participated in that particular type of activity, we report the percentage of respondents answering affirmatively against all surveyed respondents. For more detailed tables, see Appendices D & F.

In other training categories, 24% of faculty respondents versus 21% of staff respondents reported participating in Internet Resource training activities. Not surprisingly, Teaching with Technology had a higher participation rate among faculty (16%) than staff (12%). Nevertheless, slightly better than one in six faculty respondents reported participating in this offering. Participation in Video Conferences or Broadcasts was very low among faculty (6% of faculty respondents); while more than one in six staff had participated in these offerings.

**Table 4. Percent of Respondents Who Have Participated in at Least One Training Activity of this Nature**

Activity	Faculty	Staff	Total
<b>Online Workshop</b> <i>Total number taking one or more</i>	<b>64%</b> 51	<b>49%</b> 21	<b>58%</b> 72
<b>Institute</b> <i>Total number taking one or more</i>	<b>39%</b> 31	<b>58%</b> 25	<b>45%</b> 56
<b>Internet Resources</b> <i>Total number taking one or more</i>	<b>24%</b> 19	<b>21%</b> 9	<b>22%</b> 28
<b>Desktop Seminars w/CCC Confer</b> <i>Total number taking one or more</i>	<b>14%</b> 11	<b>19%</b> 8	<b>15%</b> 19
<b>Teaching w/Technology</b> <i>Total number taking one or more</i>	<b>16%</b> 13	<b>12%</b> 5	<b>14%</b> 18
<b>Video Conference or Broadcast w/CCCSAT</b> <i>Total number taking one or more</i>	<b>6%</b> 5	<b>16%</b> 7	<b>10%</b> 12
<b>Other</b> <i>Total number taking one or more</i>	<b>5%</b> 4	<b>7%</b> 3	<b>6%</b> 7
<b>Total number in each category</b>	<b>80</b>	<b>43</b>	<b>125</b>

#### **@ONE Training Activities Most Recently Attended**

Respondents were also asked about *the most recent* @ONE training activity in which they had participated. More than half had participated in an online workshop (52%), while 35% had participated in an institute. According to administrative records, about 20% of those enrolled in 2003-2004 @ONE courses were enrolled in institutes, the rest had were enrolled in online workshops or other online activities. Hence, institute attendees are somewhat overrepresented in the overall survey results.

Again, faculty were more likely to have participated in online workshops, while staff were almost equally likely to have participated in online workshops as in institutes.

**Table 5. Most Recent Training Activity**

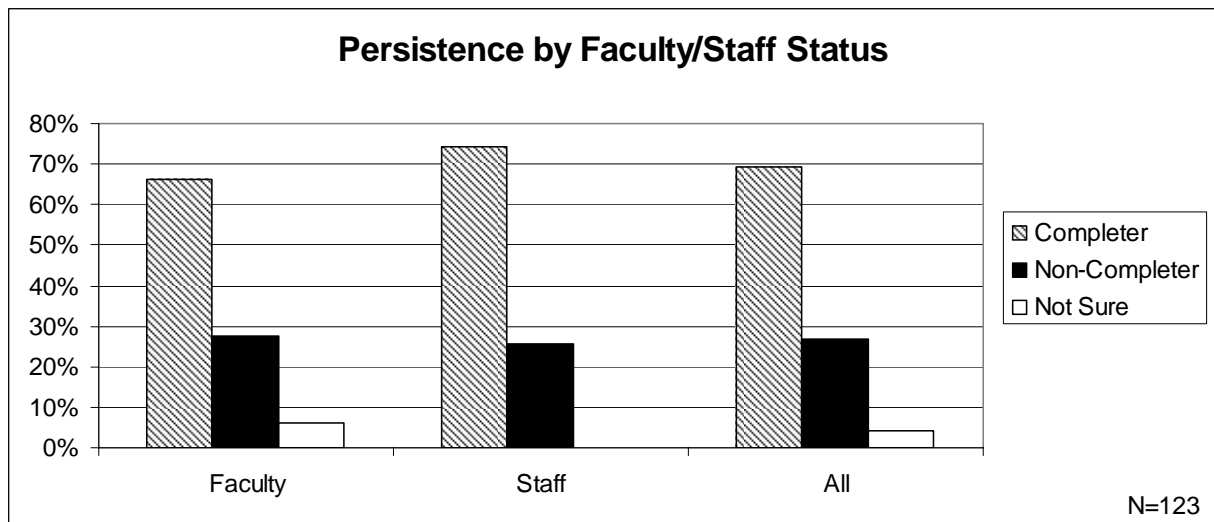
My most recent @ONE training activity was:	Faculty	Staff	All
Institute	30%	45%	35%
Online Workshop	57%	43%	52%
Teaching with Technology	4%	0%	3%
Video Conference or Broadcast w/CCCSAT	0%	2%	1%
Desktop Seminar w/CCC Confer	3%	5%	3%
Internet Resources	4%	2%	3%
Other Training Activity	3%	2%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>N=</b>	<b>77</b>	<b>42</b>	<b>119</b>

### Part III. Experience with Most Recent @ONE Training Activity

#### Persistence

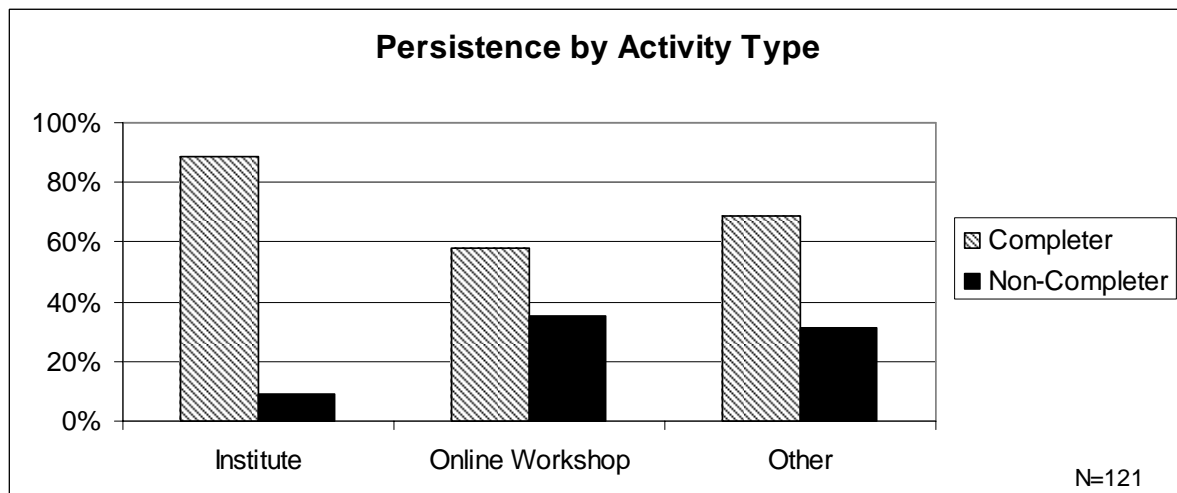
Approximately 69% of respondents reported completing their most recent @ONE training activity while 31% had not completed the activity, or were not sure whether they had completed the activity. Sixty-six percent of faculty, and 74% of staff reported completing the activity, while 6% of faculty was “not sure” whether or not they had completed.

**Figure 5. Staff More likely to Complete Training Activities than Faculty**



This difference seems largely attributable to the fact that faculty were more likely to take online courses than institutes. While 88% of those who recently participated in institutes completed the training activity, only 58% of those who recently participated in online training completed that activity.

**Table 6. Persistence by Activity Type**



## Barriers to Completion

The majority of respondents (58%) to the survey reported no barriers to completing their most recent training activity. The most commonly reported barrier was “other” (18%), followed by lack of time (15%), and technical problems (14%).

In comparing responses among staff and faculty, however, some important differences emerge. Among staff, the most common barrier was “other” (23%), followed by technical problems (7%). Among faculty, the number one barrier was time-related (20%), followed by technical problems (18%) and “other” (15%).

**Table 7. Barriers to Completion by Faculty/Staff Status**

	<b>Faculty</b>	<b>Staff</b>	<b>All</b>
No barriers	56%	63%	58%
The course required more time than I had expected	20%	5%	15%
The course did not meet my needs	3%	5%	3%
I experienced technical problems	18%	7%	14%
I was dissatisfied with the quality of the instruction	0%	2%	1%
I was dissatisfied with the content of the course	4%	5%	4%
I got what I needed w/out officially completing the course	8%	2%	6%
Other	15%	23%	18%
	<b>N=</b>	<b>79</b>	<b>43</b>
			<b>122</b>

Differences between faculty and staff may be partially attributable to the types of courses in which respondents participated. As noted before, faculty are more likely to have participated in online courses, while staff were more likely to have participated in face-to-face institutes. While few institute attendees reported barriers (14%), most online workshop attendees reported barriers (68%). The most commonly reported barriers for online workshop attendees were time-related (26%), followed by technical problems (19%).

**Table 8. Barriers to Completion by Type of Course Taken**

<b>Barriers to completion</b>	<b>Online</b>		
	<b>Institute</b>	<b>Workshop</b>	<b>Other</b>
No barriers	86%	42%	50%
The course required more time than I had expected	0%	26%	6%
The course did not meet my needs	5%	2%	6%
I experienced technical problems	2%	19%	25%
I was dissatisfied with the quality of the instruction	0%	2%	0%
I was dissatisfied with the content of the course	0%	8%	0%
I got what I needed without officially completing the course	0%	10%	6%
Other	10%	21%	31%
	<b>N=</b>	<b>42</b>	<b>62</b>
			<b>16</b>

As might be expected, non-completers encountered many more barriers than did completers. Eighty-six percent (86%) of non-completers in online workshops reported at least one barrier to completion vs. 39% of completers of online workshops. The most commonly named barrier by both was misapprehension of the amount of time required, followed by technical problems. However, non-completers were *more* likely to cite these barriers, and were more likely to cite all barriers than were non-completers.

**Figure 6. Barriers to Completion by Persistence (Recent Online Attendees)**

Barriers to completion	Completer	Non-Completer
No barriers	61%	14%
The course required more time than I had expected	19%	32%
The course did not meet my needs	0%	5%
I experienced technical problems	17%	27%
I was dissatisfied with the quality of the instruction	0%	5%
I was dissatisfied with the content of the course	3%	18%
I got what I needed without officially completing the course	3%	14%
Other	11%	41%
<b>N=</b>	<b>36</b>	<b>22</b>

Twenty-three respondents checked the “other barriers” category<sup>7</sup>:

- 7 could not complete the training because they of an unexpected assignment or event that required their attention.
- 5 did not get or could not access the help they needed ( “Instructor did not respond to questions,” “It was difficult to determine if there were new postings in the discussion board,” “I got stuck during the third week and did not get the help I needed,” I needed more hand-holding ....”). One other respondent managed to overcome trouble s/he encountered finding the course after registering.
- 5 cited time-related barriers. Among these, three noted that they had miscalculated the time commitment, or that they had suspected they would not be able to complete the activity because of time constraints but had signed up anyway. One respondent explained that “the course required more time than I had available during some weeks, but a catch-up period was allowed at the end. This was a very good idea because I knew I could complete the course even though I was behind on some assignments.” Another stated that “there was not enough time for practice built into the training. We got a lot of information, but we did not have an opportunity to practice while in the workshop where we could get assistance.”
- 2 cited technical barriers.
- 1 cited a structural/financial barrier (college out of money).
- 1 was “Very dissatisfied with the interface. It was difficult to determine if there were new postings in the discussion board.”
- 1 was “disappointed that the course was not more challenging.”

<sup>7</sup> For a listing of respondent comments from the survey by question, see Appendix F.

The phone interviews enhanced the research team's understanding of why participants experienced difficulty completing @ONE training activities. The 29 phone interview respondents included 12 completers, 8 who were both completers *and* non-completers—meaning individuals who had completed some and not other @ONE training activities—and 9 non-completers. The “completer and non-completer” category was added when the interviews revealed that (a) many participants have what amounts to a mixed track record and (b) many non-completers are satisfied with what they got out of the training.

Not surprisingly, the rate of completion for the popular Summer and Winter Institutes was very high. Online completion rates were much less consistent (and the random sample was designed to include a relatively high number of online non-completers) with faculty less likely to complete as was the case in the online survey findings.

In commenting on the different formats, interviewees applauded the Institutes for their quality trainers and training activities and for their ability to deliver an intensive dose of training during down-time periods. The Institutes “introduce new ideas,” are “wonderful,” the “trainers are great,” three participants commented. They also “force you to commit the time and provide opportunities to ask more questions” and they offer “opportunities to be with colleagues who have the same kind of background and are experiencing the same kind of problems. “

Yet not all comments were positive. One Institute participant said she “enjoyed the experience, but found that many of the other participants were not at [her] level.” As a result, she ended up spending a lot of time helping other participants. Another interviewee commented that the Institute he attended “may have tried to cover too many subjects” and suggested that a more in-depth exploration of fewer subjects may have been more effective. Along the same lines, another participant said she liked the Institute, but felt “a bit overwhelmed by the amount of information she received.”

For the online classes, the responses were more uneven and included experiences that were quite negative. Yet, the interviewees almost unanimously agreed that the online classes offer several unique advantages, most importantly (a) the opportunity to participate in training that does not involve expensive and time-consuming travel and (b) a high level of flexibility in terms of when you do the work. Additional positive comments on the format included one participant who said she “liked the fact that [she] could repeat sections at her own pace.” Another participant liked the discussion sections. Negative comments included some that pertained to the format itself—“I am too ADD (Attention Deficit Disordered) to do this” and others that concerned barriers that @ONE has the ability to address.

Overall, 22 of the interviewees had participated in at least one on-line course. This included 7 individuals who had completed Institutes and some, but not all online courses; 9 individuals who had not completed online courses or any other @ONE activity (7 were faculty and 2 staff, including one IT staff); and 6 individuals who had completed all the online courses.

The following table summarizes the obstacles to completion cited by phone interviewees:

**Table 9. Barriers to Completion, Phone Interviews**

Barrier	# of Interviewees Identifying Barrier as Obstacle to Completion	# Encountering Barrier who did not Complete the Course
Difficulty signing on, getting started	6	3
Personal/life/work issues	5	3
Technical problems (other than difficulty signing on and firewall)	4	
Firewall	3	
Too much homework	3	2
Too basic	2	
Quality of class	2	
Total (each interviewee could identify more than one barrier)	25	

As the findings above suggest, the phone interviews highlighted the role that difficulties in signing on play in preventing users from having a good training experience. It was clear to the research team that early problems resulting from participants' inability to find elusive guidelines they may have received weeks before, their struggle to interpret the instructions, and other problems that occur prior to the point where actual instruction begins result in several undesirable outcomes:

- Participants may experience frustration over the time spent searching for instructions;
- Participants may feel “stupid” and behind the rest of the class before the training has even begun;
- Participants may become irritated because they cannot understand the sign-on instructions;
- Participants may fall behind while struggling with the sign-on and other technical challenges;
- Participants may think the difficulty they are experiencing is “typical” and therefore deciding to never try another (@ONE) course.

The firewall problem also created considerable frustration, especially because users were largely unprepared for such an obstacle (and often irritated that @ONE had not alerted them to the possibility)

The related problem of “other technical obstacles” included users discovering that their computer—at work and sometimes at home—cannot run the class software.

Another category of obstacles frequently mentioned by phone interviewees was users' inability to keep up with what many perceived as ongoing and very time-consuming assignments. With so many faculty members having no alternative but online training, this challenge led several interviewees to suggest that they would prefer self-paced training. Several also noted that they might have been able to keep up if there had been more time between assignments. Suggested improvements therefore included spacing out the training more or delivering training in smaller portions—possibly a modular approach to training.

Personal, life or work issues—including family emergencies and assignments--represented an important obstacle and one that could possibly be addressed, or reduced, with the addition of shorter on-line training activities.

Finally, three interviewees cited dissatisfaction with the class as an obstacle, including two who found the training too basic, and a faculty member who thought the class was “horribly disorganized.”

In considering the specific comments that follow, it is important to note that being a non-completer does not necessarily mean that a respondent was dissatisfied with the training or that s/he did not learn useful skills. As an illustration, the interviewee who made the comment that the online class was “horribly disorganized,” also mentioned that he downloaded and studied the materials that were posted for the class and learned enough from those to learn new skills that he will use in the classroom.

The following are typical examples of experiences cited by respondents:

Difficulty signing up and/or firewall barriers:

- One interviewee said the initial requirement section on the class sign-up sheet is discouraging to beginners who, for example, don't know how to make sense of information that explains what kind of computer capacity is required to participate in a class. She suggested that @ONE translate the technical language into terms that everybody can understand and present it in a way so that beginners can figure out how to find the required information on their computer. She also suggested it would be great to have a phone number people can call with questions, even for a few hours a week.
- One interviewee (a programmer) said the instruction for how to set up the training was unclear. As a result, and because he had never heard of @ONE before, he became nervous about opening up the files sent to him by @ONE.
- Several interviewees mentioned that they had trouble opening the files either at home or at their office. They believe firewalls are preventing them from opening the @ONE material.
- One interviewee said he got instructions for getting started weeks before the class began. When it did, he had to go back and search for them only to discover they were not user-friendly.
- One interviewee said that a section asked for an ID and pass word and they had never received one
- One interviewee said that she could not open files at home – her firewall was interfering.
- One interviewee said she didn't realize she had to be out of town for week 3 of the course.

#### Other technical problems:

- One interviewee said she had to overcome major technical difficulties to complete the class. The computer she had could not “do half of the stuff the class required.” She finally persuaded her department to give her a new computer which solved the problem.
- One interviewee said that the discussion board part of the on-line instruction was very confusing: “Some threads did not automatically update when a new message was posted”

#### Too much homework:

- One interviewee said that the classes she took (two on-line, none completed) required that you work every day to keep up. She thought it would be better if the information was delivered in smaller doses, allowing participants several days to complete each assignment.
- One interviewee said that assignments were due so fast that once you miss a deadline you get so far behind you fear you’ll never catch up again.

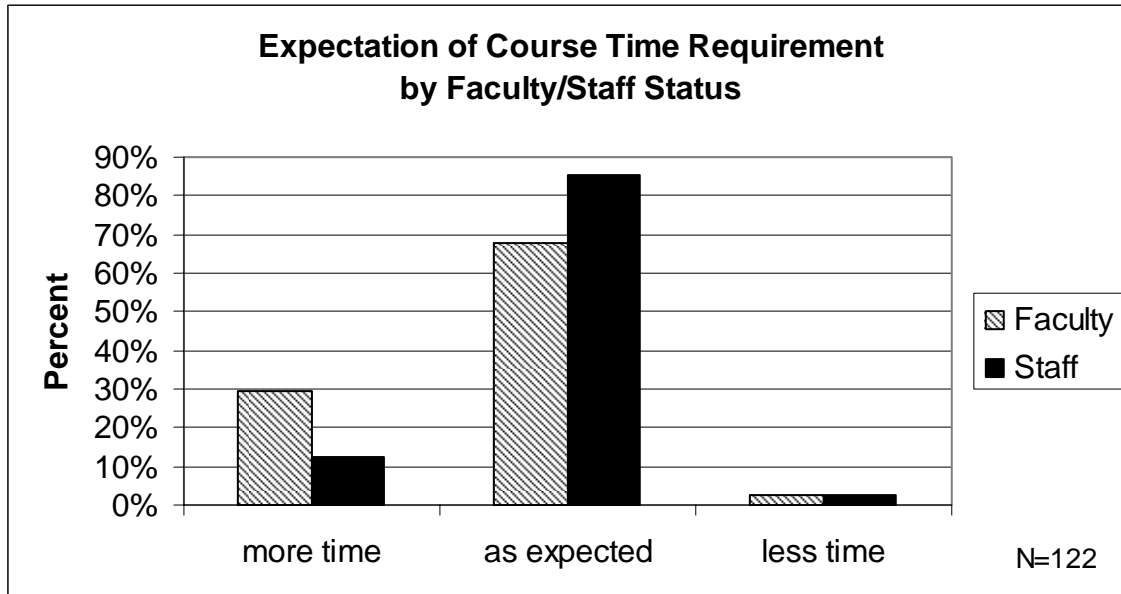
#### Dissatisfied with the level and/or quality of the instruction:

- One interviewee said she was uncertain about the instructor’s practice for being in and out of class. She said that “in other classes she has taken online, the instructor checks in daily. In this class, she had the impression that the instructor was absent at times.” The class fizzled towards the end, and the interviewee partially attributed this to the feeling she and likely her fellow students developed that the instructor was absent and that others were dropping out. A statement up front by the instructor explaining how often they will be checking in may help prevent this kind of problem in the future.
- One interviewee raved about the institute said the on-line course he took was horribly organized and that he dropped out after 2-3 hours. Nevertheless, he went to the class website and was able to get a lot out of information out of this working on his own.
- One interviewee said the course structure was “convoluted” and that she wondered if the instructor was trying to model how a poor online course structure could make learning hard for students.

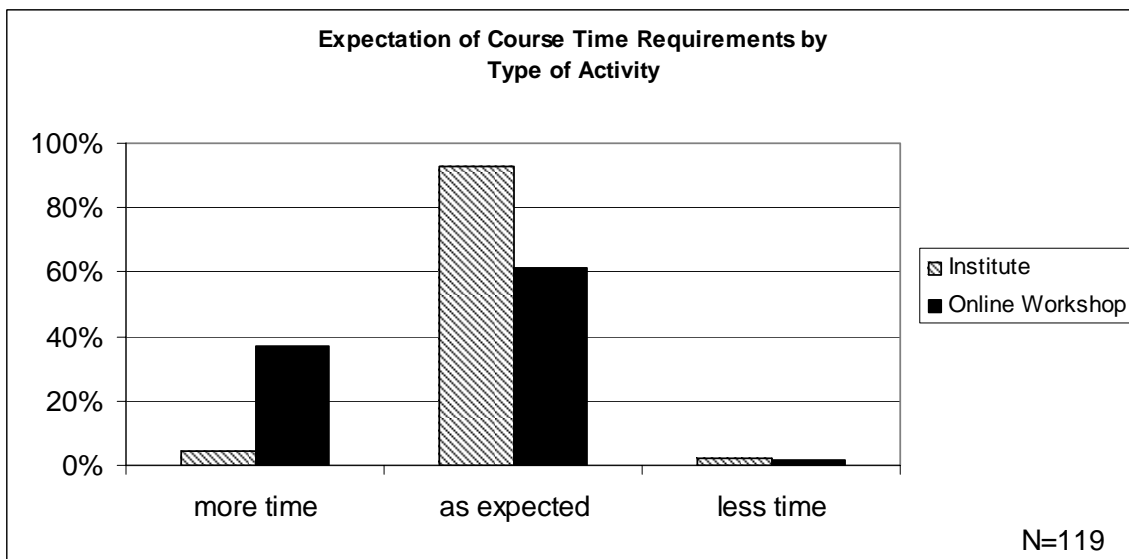
### Expectations of @ONE Courses

While the majority of respondents felt that the most recent activity required about as much time as they expected (74%), almost a quarter (23%) reported that it took more time than expected. About 30% of faculty reported that their most recent @ONE training activity took more time than anticipated, compared to only 12% of staff. Some of the difference is explained by the fact that faculty were more likely to have taken online workshops, while staff were more likely to have participated in in-person institutes. (See Figure 6 below).

**Figure 7. Perception of Amount of Time Necessary to Complete On-Line Training Activity**

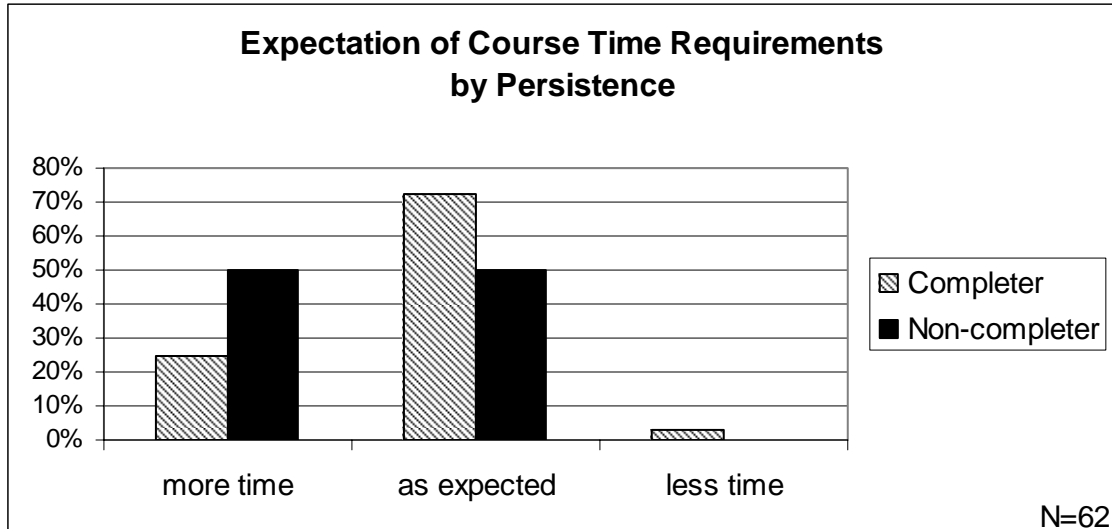


**Figure 8. Expectation of Course Time Requirements by Type of Activity**



One-half (50%) of the 22 respondents who had not completed their recent online workshop felt that the course had required more time than they had expected compared to only 25% of the 36 respondents who *had completed* their recent online workshop, suggesting that misapprehension of the time required is a major cause for lack of persistence in online courses.

**Figure 9. Expectation of Course Time Requirements by Type of Persistence**

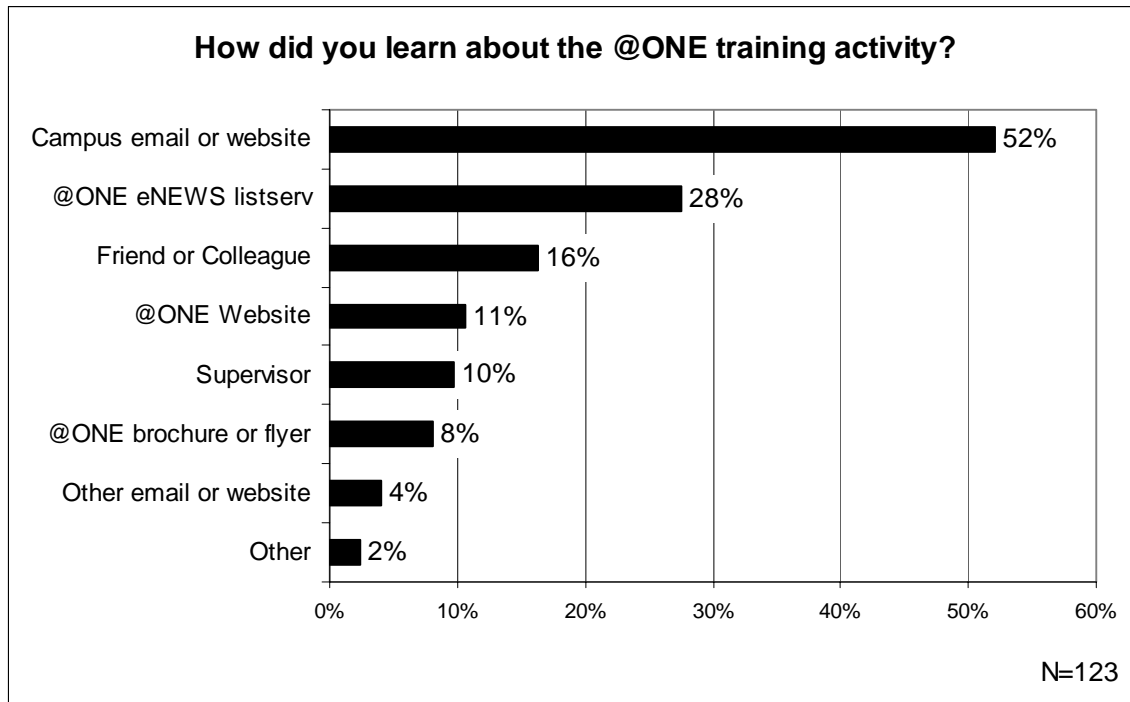


Most respondents found the level of the @ONE training material “about right” (88%), while 6% found it too basic, and 6% found it too advanced. Staff members were more likely than faculty to find the material “too basic” (13% vs. 3%). The majority of institute attendees (83%) and online workshop attendees (95%) found the material “about right”, although almost 10% of institute attendees found the material “too advanced”. Those who had dropped out of online workshops were very similar to completers in that they did not in general believe that the course content was too basic or too advanced

### Way of Learning about Most Recent @ONE Training Activity

Campus email or website was the most common mode of finding out about @ONE offerings and was the way that approximately half of respondents learned about the recent training activity. A relatively large percentage (28%) got information from @ONE's eNews listserv, while a surprisingly small percentage cited the @ONE website (11%).

Figure 10. Ways of Finding Out About @ONE Training Activity



While phone interviewees were not asked how they found out about @ONE offerings, they were asked how they would *prefer* to receive such information. The majority of phone respondents preferred to be notified of upcoming training activities via email (16) or listserv (3). Six specifically mentioned notification by the campus professional development or technology liaison. As one respondent noted, it might be important to have the information forwarded by a campus administrator because you “don’t want to spam people”. Two people mentioned hard-copy brochures, and two mentioned the @ONE website as preferred modes of receiving information.

One respondent noted that the timing of notification was important because receiving the email at the end of the semester was “a bad time for instructors to even think about future classes.”

### Awareness of @ONE Mission and Offerings

The phone interviews also focused on participants' awareness of the training program. The findings suggest that while a large segment of community college faculty and staff were familiar with @ONE, many lacked awareness of @ONE's mission or identity, and several were confused as to what organization had provided them with technology training.

Four out of the 29 @ONE participants interviewed said they had “no awareness” of @ONE. In considering this statistic, the reader should consider that these 4 had all signed up for an @ONE training activity – which suggests that they were either looking for training themselves or that a supervisor or colleague persuaded them to enroll. This suggests that there may be many community college faculty and staff who are unaware of @ONE and will not make use of its services without extra encouragement from supervisors or colleagues. A related problem has to do with the ability of respondents to identify the specific program from which they received training. A number of survey and interview participants expressed confusion about whether the courses they had received had been offered by their own campus technology training program, @ONE, CVC, or some other community-college related training outfit. As one respondent noted, as long as the training was online and free, she didn’t pay much attention to who provided it.

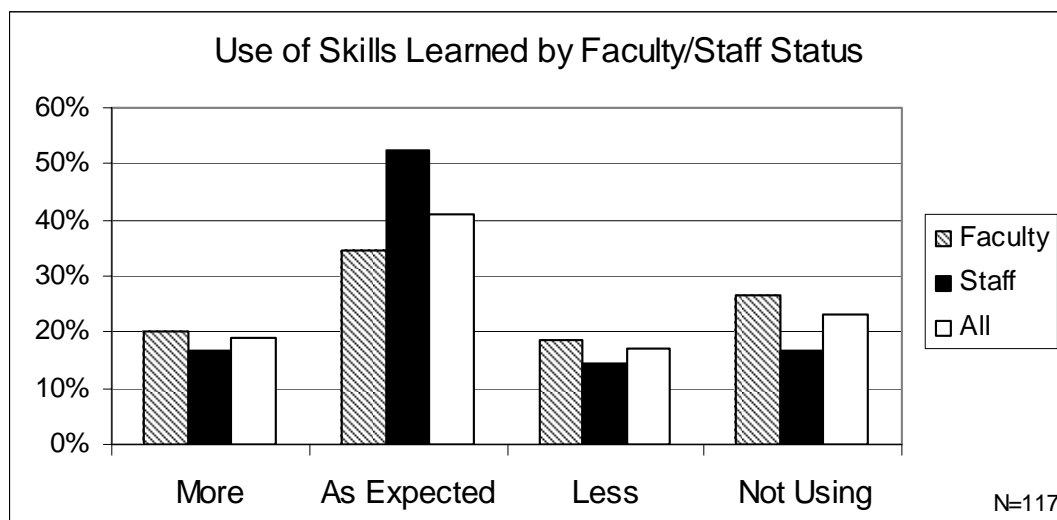
Among the interviewees, 12 reported a high level of awareness of @ONE and 7 reported an intermediate level of awareness. Six interviewees did not answer this question which was added to the questionnaire after the research team found it to be relevant to the evaluation effort.

### **Part IV. Use of Skills, Impact on Students, & Barriers to Use**

#### **Expectations About Use of @ONE Skills**

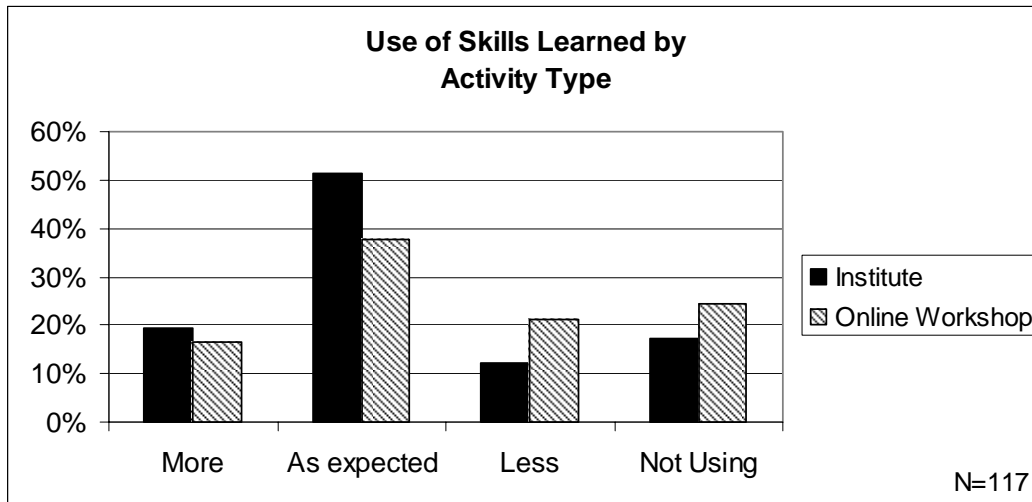
More than half (60%) of all respondents reported that they were using the skills learned in an @ONE training activity as much, or more, than they had expected in their teaching or work. However, a full 23% reported that they were not using these skills at all. Staff were more likely to report that they were using the skills they had learned—70% of staff reported that they were using these skills in teaching or work compared to only 55% of faculty. Twenty-seven (27%) of faculty were not using the skills they had learned at all compared to 17% of staff.

**Figure 11. Actual vs. Expected Use of Skills Learned**



Those who had taken online courses were less likely to be using the skills they had learned. One-quarter of those who had recently taken an online course were not incorporating those skills into their work or teaching compared to 17% of institute attendees.

**Figure 12. Actual vs. Expected Use of Skills Learned by Activity Type**



**Use of @ONE Skills**

How were respondents using these new skills if they were using them? The most common response was that the new skills allowed respondents to improve their ability to use available technology (79%), followed by expanding the range of tasks the respondent could perform (57%).

However, there were differences between staff and faculty. While improving respondents’ ability to use available technology was still the most common use of new @ONE skills and information for staff (70%), the second most common use for staff was improving their ability to maintain technology on campus (60%) followed by enabling them to teach colleagues how to use technology (51%). Staff were also more likely than faculty to be using the new skills to collaborate and communicate with colleagues (41% vs. 22%). For faculty, expanding the range of tasks they could perform was still the second most common use of the new skills (62%), but the third most common use for faculty was in making them more organized and effective (43%).

**Table 10. Uses of New Skills & Information**

	Faculty	Staff	All
Improve my ability to use available technology	85%	70%	79%
Improve my ability to maintain the technology on campus	17%	60%	34%
Make me more organized and effective	43%	38%	41%
Expand the range of tasks I can perform	62%	49%	57%
Improve & expand the way I communicate/collaborate w/colleagues	22%	41%	30%
Enable me to teach my colleagues how to use technology	29%	51%	38%
Other	5%	3%	4%
<b>N=</b>	<b>58</b>	<b>37</b>	<b>95</b>

Faculty in particular were asked to talk about the impact of the new skills and information on their teaching. Many respondents who were also staff answered this question—probably because many staff persons serve dual roles on campus<sup>8</sup>. The most common use of the new skills was improving the respondent’s ability to teach (75% overall),

<sup>8</sup> One-quarter of full-time staff reported that they were also part-time faculty.

followed by increasing the respondents' ability to teach to different learning styles (60% overall). Relatively few respondents reported using the new skills to enhance student-to-student engagement (27% overall).

**Table 11. Faculty: Uses of New Skills & Information**

<b>Faculty: Uses of new skills &amp; information</b>			
	<b>Faculty</b>	<b>Staff</b>	<b>All</b>
Improve the way I teach	83%	47%	75%
Improve my ability to engage and interact with students	58%	41%	55%
Promote student-to-student engagement	32%	12%	27%
Increase my ability to teach to different learning styles	65%	41%	60%
Increase student interest in the subject	58%	41%	55%
Not Applicable	10%	29%	14%
	<b>N= 60</b>	<b>17</b>	<b>77</b>

Eleven of the 29 @ONE phone interviewees reported using the skills they learned with an additional 8 expressing the expectation that they will be using them in the future. Nine were not using their skills in any way—all were non-completers who had only taken on-line courses from @ONE—and one person was not sure.

The group that reported using their skills included 6 faculty members, 5 IT staff and 1 staff. The group that anticipated using the skills in the future included 5 faculty, 2 IT staff and 1 staff.

The research team asked interviewees to provide examples of how they are using their new skills. The following are some of the examples mentioned:

- One faculty member acquired a digital camera after participating in an institute and is using it to enhance his own online classes. Specifically, the instructor is using video clips from contemporary films—Mona Lisa Smile and School of Rock—to illustrate different educational activities and approaches. He is also having on-line discussions among students. When asked about students' reaction, the faculty member said that his class had more life to it and that students seem more interested. The instructor also said that the @ONE training had given him the impetus and courage to upgrade to Windows XP which is better for media.
- A language instructor went from knowing very little about technology in education to developing web pages on his own after taking an @ONE Institute and on-line class. The instructor is using the new skills in her teaching and has been getting the best evaluations she has ever received. Most importantly, she has integrated a list serve and a chat room into her Spanish courses so students can chat among each other using the Spanish-version of Yahoo. The students are so excited about this that they want to continue the chat room on their own after completing the class.
- A faculty member is sharing with students in his Operating Systems class the skills he learned from XP Windows. Students are “learning the latest” and they are saving money using the affordable and well-developed instructional material he used in the @ONE class instead of having to buy expensive books.
- A staff member explained that she is using @ONE skills to streamline work orders and to transform documents into web pages.

- A systems librarian noted that she is using her skills to develop a class in library technology and to build an on-line tutorial for how to use the library.
- Another librarian was looking into having the student library requirement translated into an online course.
- One interviewee ( a web coordinator) said the training has helped him help instructors get courses up and running
- One faculty member was working on putting a series of her lectures into online PowerPoint presentations.
- One technology staff member was using new skills to prepare a series of short online modules that would teach faculty how to use various types of software to prepare online instruction.
- Another technology staff member was finding recent courses useful in upgrading their campus operating system to Windows XP (they were moving their system from Novell to Microsoft).
- A number of staff were taking online classes just to observe how to set up online classes. One technology staff member was using the information he learned to develop an interactive instructional website with blogging capabilities.
- One counselor was looking into setting up a system whereby she could expand campus counseling services to more students by offering some counseling online.
- One faculty member was using information from an @ONE course to assist students and herself in conducting online research.

## Impact on Students

How many students are being impacted by what staff and faculty learned in @ONE courses? While about 23% of respondents indicated that no students would be directly benefited by their new skills and information, 61% (51 respondents) indicated that between 1 and 100 would benefit. Another 16% of respondents indicated that more than 100 students would benefit from what they learned in @ONE trainings.

Within the sample population, it is likely that several thousand students are impacted by the training that their instructors have received.

**Table 12. Number of Students Benefiting**

**Q22. How many students have benefited from what you learned in @ONE training activities?**

		N	Percent
Q22. How many students have benefited from what you learned in @ONE training activities?	NA--I don't work directly with students	13	15.7%
	None	6	7.2%
	1-100	51	61.4%
	101-200	6	7.2%
	201-300	2	2.4%
	301-400	3	3.6%
	501 or more	2	2.4%
Total		83	100.0%

While a number of examples of how users have been applying @ONE skills have already been discussed above, the following are some additional examples from the phone interviews about how students are impacted:

- One instructor noted that the class has more life to it – this seems to be a theme for faculty who have participated in training on how to use multi and digital media in the classroom.
- One instructor said he will be creating computer-aided instruction in areas where students are having difficulties.
- Another instructor noted that having the online interface makes it more interesting for students.

## Barriers to Implementation

The most common barrier to implementation overall was lack of time to integrate these new skills (22%). For faculty, this was the most commonly cited barrier (28%), followed by not having the right equipment or software (15%) and not learning the material well enough (12%).

For staff, the most commonly cited barrier was lack of the right equipment or software (10%), followed by “other”. Some of the “other” reasons cited included lack of departmental support or structural barriers such as budget cuts.

**Table 13. Barriers to Implementing Skills Learned in @ONE Training Activities**

	Faculty	Staff	All
No barriers	50%	58%	52%
I did not learn the material well enough to use the new skills in my teaching or work	12%	3%	9%
I lack the time required to integrate	28%	10%	22%
The skills I learned are not as applicable to my teaching or work as I thought when I was taking the class	7%	3%	6%
I don't have the right equipment or software	15%	10%	13%
Other	5%	23%	10%
N=	76	31	107

Respondents who had participated in training activities other than institutes were more likely to cite barriers to implementation. They were more likely to cite lack of time to integrate the new skills, and finding that the skills were not as applicable as they had expected. Institute and “other training” attendees were more likely to report lack of the right equipment or software as a barrier.

**Table 14. Barriers to Implementing Skills by Type of Training**

	Institute	Online Workshop	Other	All
No barriers	66%	47%	46%	53%
I did not learn the material well enough to use the new skills in my teaching or work	9%	8%	15%	9%
I lack the time required to integrate	17%	27%	31%	24%
The skills I learned are not as applicable to my teaching or work as I thought when I was taking the class	0%	7%	15%	6%
I don't have the right equipment or software	17%	8%	23%	13%
Other	6%	13%	8%	10%
N=	35	60	13	108

Five respondents identified “other” barriers to implementation:

- 1 participant had not learned the material well enough to apply to it to his/her teaching/work (“Much of the material was presented too fast for me to fully comprehend it)
- 2 participants did not have the opportunity to apply their new skills because their classes had been cut, or because they were not teaching classes that provided opportunities to use the new skills.
- 1 participant’s college lacked the technology required to apply the new skills.
- 1 participant could not get needed help from his college’s IT department.

The phone interviews collected additional information on barriers to implementation. The barriers fell into 5 categories:

- No time to integrate the skills into the classroom/office work
- No software
- Lack of technology resources on campus
- Skills deficiency – did not learn well enough

No time to integrate skills:

- A phone interviewee liked the online class she took but cited time issues that at least for now had her deliver what she had always done in the classroom because it is “quicker and easier to do than learning new skills”.

No software:

- A phone interviewee noted that some of the software that @ONE is using in the trainings is very expensive (PhotoShop & Premier) and that her college will not be able to buy it for a long time. She suggested that @ONE find and deliver training on multimedia software that most can afford to acquire. She also warned that Windows XP comes with a lot of multimedia “stuff” but that many colleges cannot afford to make the switch to XP at this time.
- After noting that her college doesn’t have the software used in the class, and instructor noted that “If you cannot practice, you lose what you learn.”

Lack of technology resources on campus:

- A participant said many of her students don’ t have internet connection.
- Another instructor had not implemented her skills because she was aware that not all of the classrooms she taught in had computers, hence she would not be able to teach all her sections consistently.

Skills deficiency:

- A participant said that the institute provided a lot of information in a short period of time. “You had time to listen, but to learn, retain and apply the new skills you would need more time to practice.” She suggested that participants be encouraged to use their new skills to develop a presentation that is due some time after the class.

- Several participants said they need time to practice their new skills and plan to do so during the coming summer.

## **Part V. Future Participation**

### **Likelihood of Participating in Future @ONE Training Activities**

Online workshops were the most popular course format—85% of all respondents would be somewhat or very likely to participate in courses with this format in the future.

**Table 15. Would You Participate in Another @ONE Training Activity?**

<b>Percent Somewhat or Very Likely to Participate</b>	<b>N</b>	
Online Workshop	85%	115
Summer or Winter Institute	75%	99
Teaching with Technology	75%	87
Internet Resources	73%	93
Desktop Seminar w/CCC Confer	49%	79
Video Conference or Broadcast w/CCCSAT	43%	75
Other	24%	25

### **Preferred Format of Future @ONE Training Activities**

When asked to choose what kinds of formats they would prefer for future courses offered by @ONE, the majority of respondents chose self-paced online training materials (65%), followed by on-line courses (58%) and institutes (52%). Slightly less than half of respondents were also interested in short, online workshops (47%).

Both staff and faculty favored self-paced online training materials (63% & 66%), but on-line courses virtually tied self-paced materials as the top choice for faculty (65%), followed by institutes (51%). Like faculty, staff chose self-paced online courses as their first pick (63%), but favored institutes and short on-line workshops (both 51%) over on-line courses (47%).

**Table 16. Preferred Course Formats**

<b>In the future, what kind of @ONE course format would you prefer (top three choices)</b>	<b>Faculty</b>	<b>Staff</b>	<b>All</b>
Self-paced online training materials	66%	63%	65%
On-line courses	65%	47%	58%
Summer/Winter Institutes	51%	51%	52%
Short on-line workshops	44%	51%	47%
Video demonstrations of common computer tasks	18%	28%	22%
Video broadcasts	10%	21%	14%
Video conferences	10%	19%	13%
I am not planning to take any more @ONE courses	3%	2%	2%
<b>N</b>	<b>79</b>	<b>43</b>	<b>124</b>

There was a distinct split between those who had recently taken online courses vs. those who had recently taken institutes in terms of course preference. Those who had taken institutes seemed to prefer institutes, while those who had taken online courses seemed to prefer the online format including self-paced online training, on-line courses,

and short online workshops. However, a sizable minority of recent institute attendees also favored self-paced online training materials.

**Table 17. Preferred Training Formats by Recent Course Type**

<b>In the future, what kind of @ONE course format would you prefer (top three choices)</b>	<b>Institute</b>	<b>Online Workshop</b>	<b>All</b>
Self-paced online training materials	42%	79%	67%
On-line courses	26%	82%	58%
Summer/Winter Institutes	88%	25%	52%
Short on-line workshops	35%	56%	48%
Video demonstrations of common computer tasks	23%	18%	22%
Video broadcasts	14%	12%	13%
Video conferences	16%	7%	13%
I am not planning to take any more @ONE courses	2%	2%	2%
<b>N</b>	<b>43</b>	<b>62</b>	<b>120</b>

While non-completers of online workshops were less likely than completers to want to take an (instructor-led) online course again (67% vs. 92%), all non-completers indicated that they would like to take more @ONE trainings in the future, with the top choice being self-paced online training (86% vs. 72% of completers).

The phone interviews revealed that many users believe the best format depends on a range of factors. Many respondents felt that more basic topics could be addressed via online courses, but that face-to-face training was necessary for more advanced or technical material. Several said they would prefer online delivery of a subject with which they are already familiar; but that they would prefer a face-to-face training if the subject is “new and challenging.” Others said that as they were becoming more comfortable with technology, online delivery was becoming increasingly attractive. Finally, one respondent said that if the class is on “a basic subject matter online is okay.” By contrast, if the subject matter is “more complicated” a face-to-face training, “or at least a hybrid including face-to-face would be preferable. Eight respondents felt that the nature of the material dictated the appropriate format for the training.

The “it depends” group was distinct from a group of 10 interviewees who said they preferred institutes/face-to-face instruction because “nothing takes the place of an instructor in front of a class” and “the only way to do it is to fully immerse yourself for an intense period of time.” Other comments on the benefits of institutes and other face-to-face formats emphasized how much participants had enjoyed spending time learning new skills with colleagues from around the state and even their own campus. One participant summarized this by saying she “really liked the opportunity to meet other instructors in institutes.” It was, she said, “empowering.” Many respondents like the opportunity for hands-on training, and having an instructor on hand to answer questions.

The phone interviews also explored what sort of pacing respondents preferred for online like for the online courses. The opinions varied from some who wanted them to be “more spaced out” with more time to complete assignments and practice between meetings to others who liked the idea of short, intensive courses that covered less material, focused specifically on a few targeted skills areas, and that could be completed in a very short period of time. The split between those preferring more time and those liking the short-term option was fairly even.

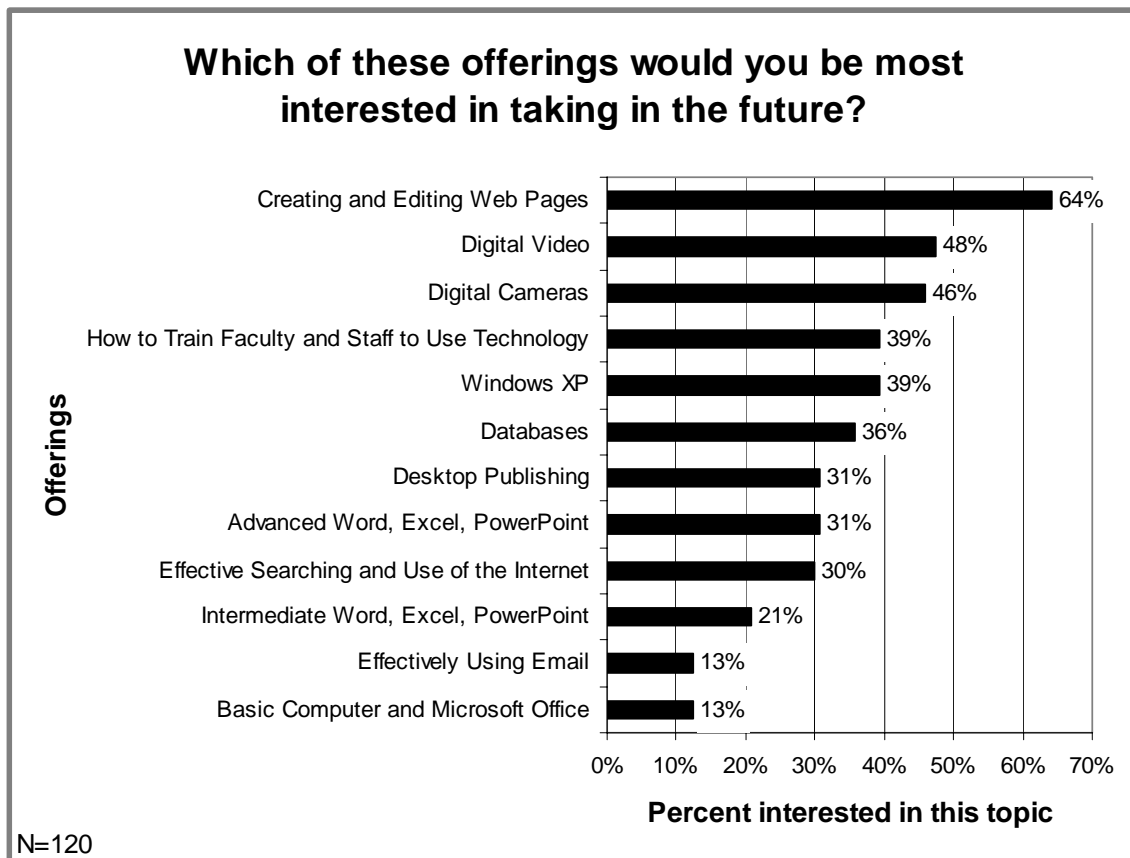
The self-paced option that was such a favorite in the online survey was also a favorite with many phone interview respondents, although only 5-6 identified this option as their undisputed number one choice.

Several faculty members praised the flexibility of the online format. One noted that “the commute around here is horrible and it is wonderful to be able to participate from your desk.” A part-time instructor noted that “online is a good option for people like me who have to travel between campuses to get enough teaching hours to make a living – online relieves the responsibility of having to travel even more.” While many survey respondents, especially faculty, indicated that they preferred the online format, some phone respondents revealed that they might prefer face-to-face training but considering their work schedules and the lack of travel funds for off-site training, online was the only practical choice.

**Topics of Interest for Future Offerings**

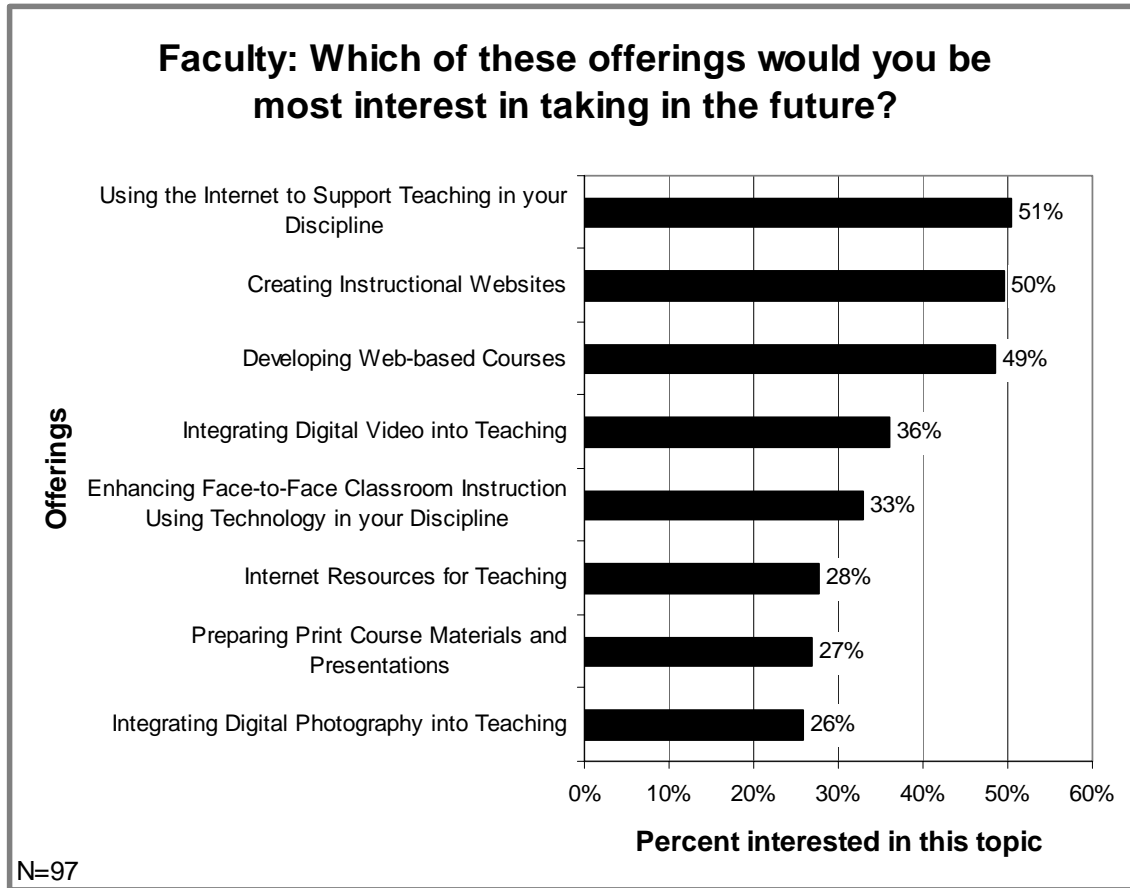
“Creating and Editing Web Pages” was by far the most popular topic for general interest courses amongst survey respondents, while the more basic computer software courses were the least popular. However, these more basic courses were much more popular with faculty than with staff. For example, almost a quarter (23%) of faculty reported interest in Intermediate Office applications compared to only 12% of staff.

**Figure 13. Interest Level--General Course Offerings**



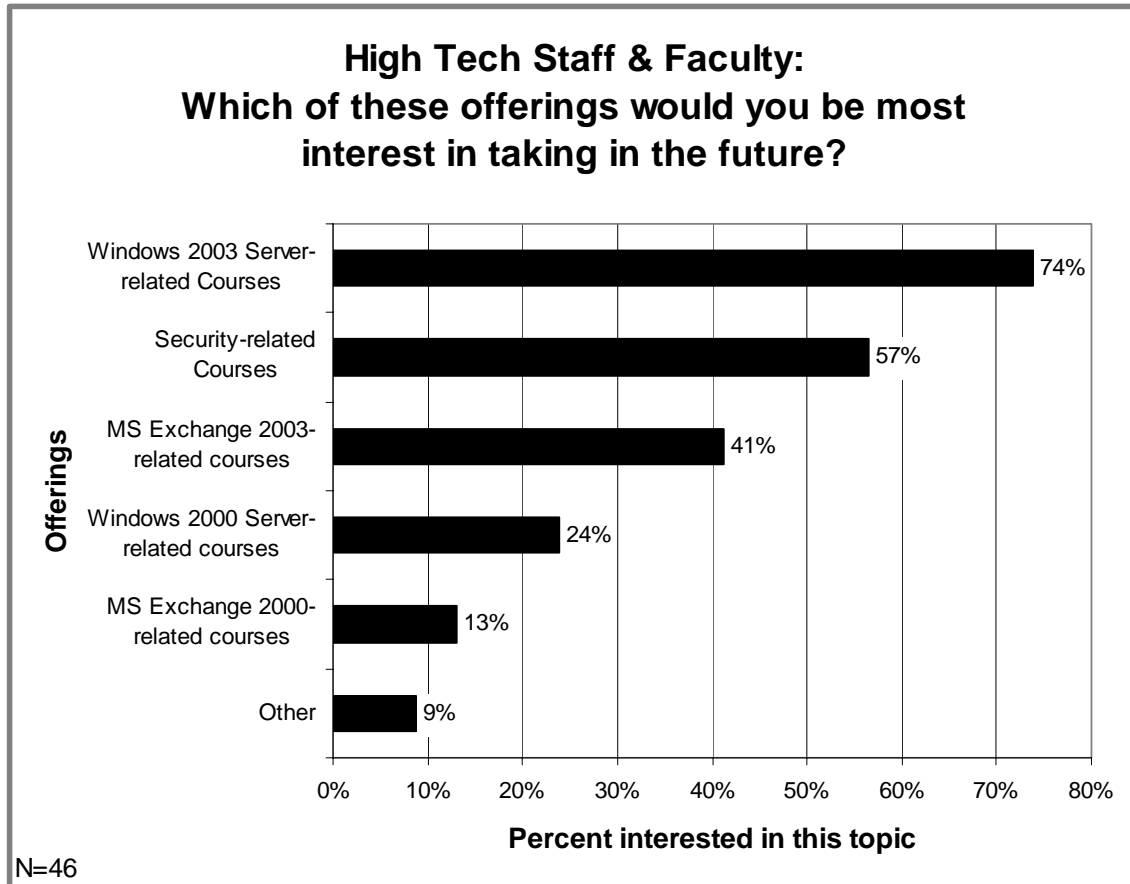
Amongst faculty, “Using the Internet to Support Teaching in your Discipline”, “Creating Instructional Websites”, and “Developing Web-based Courses” were popular with approximately half of all respondents.

**Figure 14. Interest Level--Faculty Course Offerings**



“Windows 2003 Server-Related Courses” were by far the most popular future course offerings for high tech staff and faculty (74%), followed by security-related courses (57%).

**Figure 15. Interest Level--High-Tech Course Offerings**



The in-depth interviews confirmed that faculty has a strong interest in courses on how to build web-sites, deliver web-enhanced instruction and otherwise use technology in the classroom.

Another favorite subject area for faculty and staff alike is digital and multi-media applications. One caveat that several interviewees expressed was that the training should focus on software that community colleges can afford to purchase. Several users reported having taken courses in software that turned out to be prohibitively expensive which meant that they never got the opportunity to practice what they learned. Another, related concern was that several users had been trained in WINDOWS XP before their colleges had converted which, again, meant no opportunity to practice immediately after the training. The implication is that @ONE should be careful to not get too far ahead of the curve, paying attention to where the majority of colleges are at with the latest upgrades. However, as one respondent noted, her college had not yet upgraded to XP, but were slated to do so in the near future and she had taken the training specifically to be prepared in advance.

Another theme that emerged from the phone interviews was that many IT staff would like to see courses offered that are specifically designed for technical staff—and not for faculty with IT staff as an afterthought. This theme, which was not captured in the online

survey, was identified by 4 of the 8 IT staff included in the phone interviews. Their comments included:

“We need technology training for those who teach faculty technology. If this were available, we’d have 5-7 IT staff from each of our 9 campuses participate.”

“The July Microsoft Server Institute is great, but I wish they [@ONE] could expand this to cover email systems, DNS, DHCP and other systems in detail.”

“They say the IT courses are for faculty and staff, but they always seem to address issues of concern to faculty”

“I looked on their list of offerings and found stuff relevant to me, but they were clearly directed towards faculty.”

Another theme that began to emerge from the phone interviews was that faculty in particular subject areas really enjoy learning with colleagues from around the state and that offering courses to specific groups of instructors (such as technology-enhanced language instruction) or staff (such as technology applications for secretaries) may be valued highly by users. For example, the “Using Technology to Enhance ESL Instruction” was very popular with the ESL and VESL instructors who participated in the phone interviews.

Additional course preferences included:

- Designing online courses
- Developing links to different websites
- Course management system online
- Intermediate Internet programming
- Editing video tapes for use in the classroom
- Java, DreamWeaver, flash
- ESL
- Captioning for the Web for streaming

## **Part VI. Overall Rating of @ONE Services & Suggestions for Improvement**

### **Ratings of @ONE Services**

Respondents were asked to rate @ONE services on a five point scale from “very poor” to “very good”.

Respondents generally rated @ONE services very positively. Relevance of topics received the highest ratings, while ease of use and quality of curriculum received the lowest ratings. However, all facets of @ONE service averaged somewhat above “Good” overall.

Faculty rated @ONE more highly than did staff on average, institute attendees rated @ONE more highly than did online workshop attendees, and completers rated @ONE slightly more highly on average than did non-completers.

**Table 18. Percent of Staff and Faculty Rating @ONE Good or Very Good**

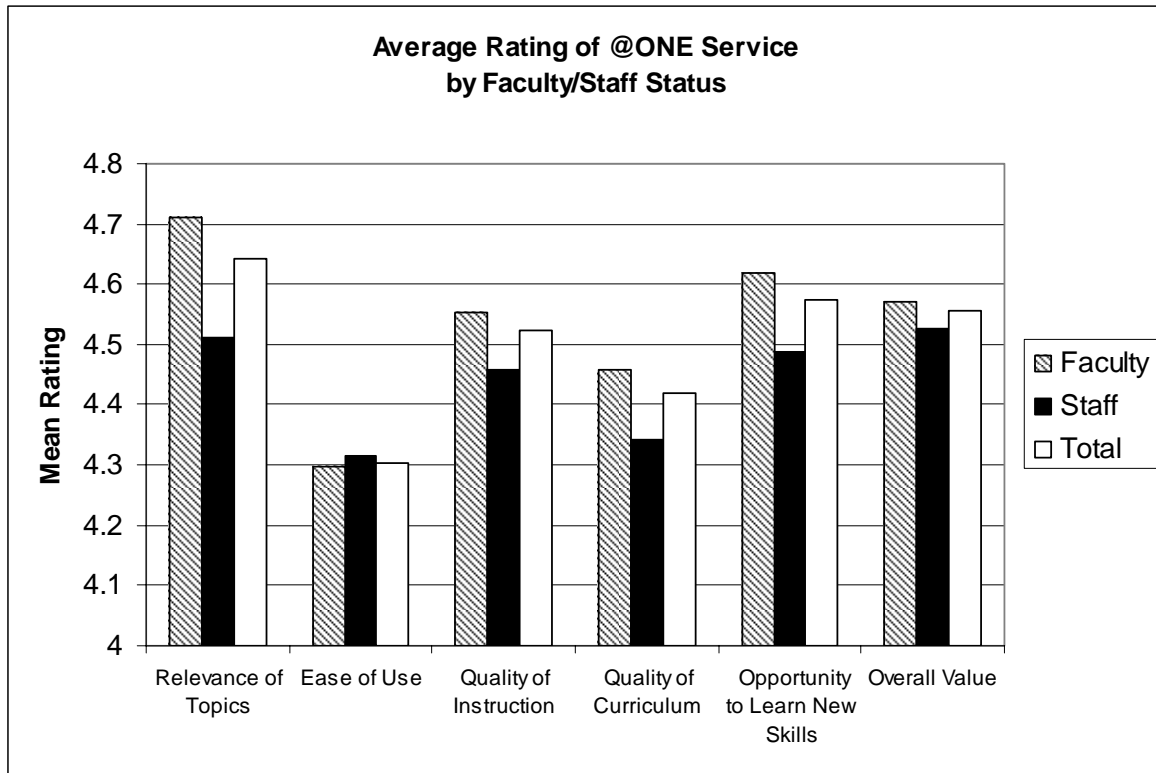
<b>Item</b>	<b>% Good or Very Good</b>
Relevance of topics	93%
Ease of Use	84%
Quality of Instruction	89%
Quality of Curriculum	84%
Opportunity to Learn New Skills	92%
Overall Value	92%

N=118-120

### Average Rating of @ONE Services by Faculty/Staff Status

Faculty gave somewhat better ratings than did staff on every item. Both faculty and staff gave the best mean ratings to “opportunity to learn new skills” and “overall value”. “Ease of Use” received the least good mean ratings. In the following chart, 1 is “very poor”, 2 is “poor”, 3 is “fair”, 4 is “good” and 5 is “very good”. All facets of @ONE service averaged a somewhat better than “Good” rating from both faculty and staff.

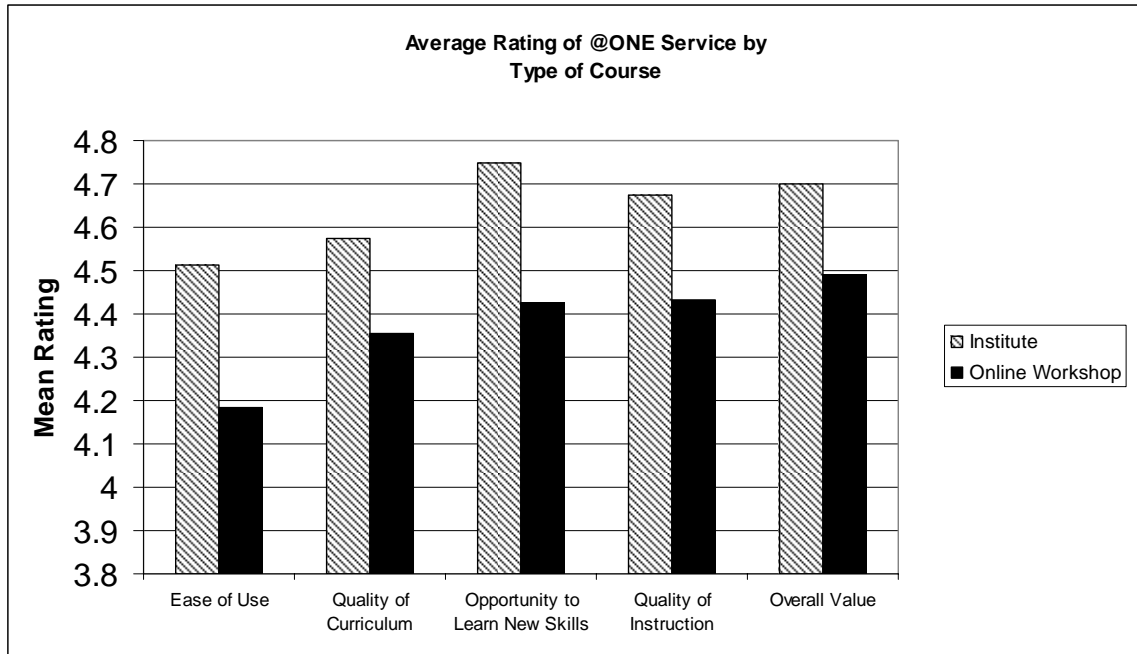
Figure 16. Average Ratings of @ONE Service by Faculty/Staff Status



### Average Rating of @ONE Services by Course Type

Recent institute attendees gave better ratings than did online attendees on every item. Institute attendees gave “opportunity to learn new skills” their highest ratings while online attendees gave “overall value” their highest ratings. “Ease of Use” received the lowest ratings from attendees of both types of courses. However, all facets of @ONE service averaged a somewhat better than “Good” rating in all categories.

**Figure 17. Average Ratings of @ONE Service by Type of Course Taken**

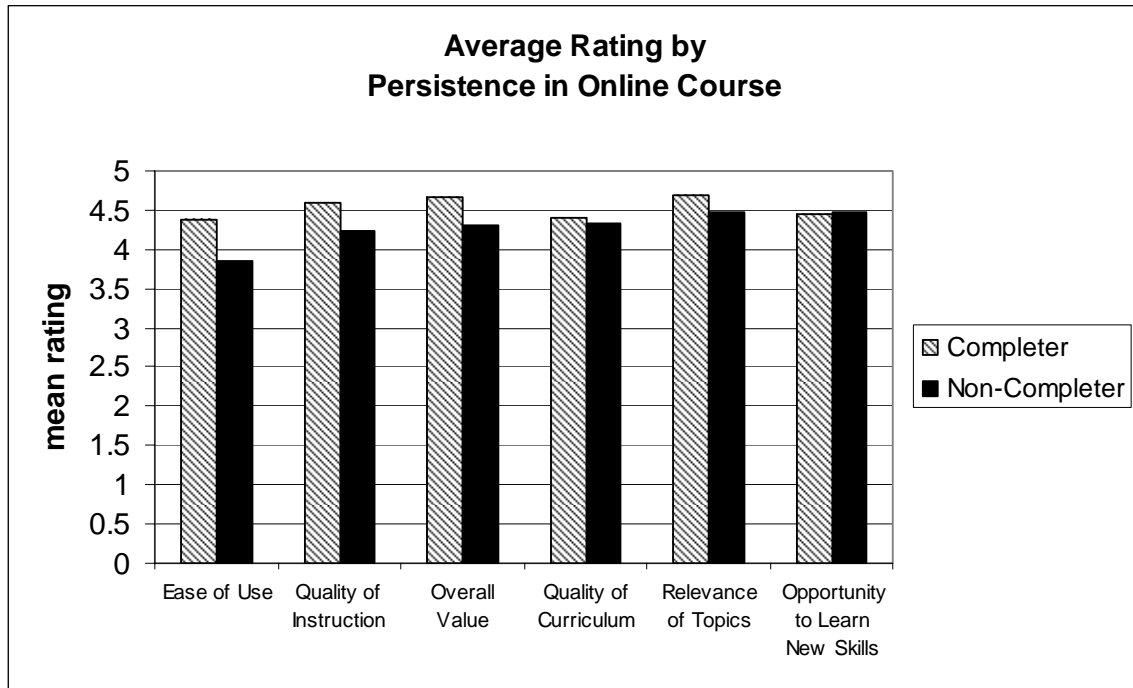


\*The small number of persons used other @ONE instructional services (N=14) gave generally comparable ratings to online attendees except in the areas of “quality of instruction”, where they gave very high ratings, and in the area of “opportunity to learn new skills”, where they gave relatively low ratings.

### Average Rating of @ONE Services by Persistence in Online Courses

While those who did not complete their online course rated @ONE lower in most categories than did completers, the difference was not great. Non-completers on average rated all facets of @ONE service as somewhat better than “Good” except in the area of “Ease of Use”, where the average was somewhere between “Fair” and “Good”.

**Figure 18. Ratings of @ONE Service by Type of Course Taken**



\*60-61 people both took an online workshop as their most recent @ONE training activity *and* rated @ONE. No one reported dropping out of an institute—so institute attendees are not included in this chart.

## Respondent Suggestions for How @ONE Can Improve

Twenty three survey respondents gave specific comments when asked for suggestions on how @ONE could improve its services. (See Appendix G for a full list of comments.) Most comments pertained to online instruction. Comments were extremely varied and difficult to categorize:

- 6 comments were compliments along the lines of “Keep up the good work and the high standards.”
- 3 concerned the interface for online courses. One respondent said, “Your CMS system leaves a lot to be desired, at least for the classes I've taken (thinking of my current class). The message board interface is incredibly frustrating.”
- 3 had to do with bringing in-person courses to different parts of the state—2 people wanted courses in the Bay Area or Marin, and one wanted courses in Orange County.

Other suggestions from the on-line survey included:

- “More courses should relate directly to real (as opposed to @ONE certificates) certification exams such as A+, CCP, CCP, CNE, Networking+, etc. Courses that have direct impact on how we are perceived and assessed by the community outside of the campus.”
- “Maybe make the on-line courses a bit long so that the assignments could be spread out a bit more therefore requiring somewhat less time on a weekly basis to complete the assignments but then also affording more time to practice using what you have just learned before having to move on to the next assignment.”
- “Offer more self-paced on-line courses.”
- “The Winter Institute in January was held during the second week of classes at my college (on quarters). Could it be moved to later in the month? Also, could anything be offered during July or August? My college's summer begins in late June.”

Like respondents to the online survey, phone interviewees were asked for suggestions for how to improve @ONE's services. In most instances, the input this request solicited was a re-iteration of points made during the earlier part of the interviews. Occasionally, however, interviewees brought up new ideas and suggestions. The following sections identify the main themes and cite comments related to these themes:

### Difficulty participants had experienced accessing and signing-in:

[@ONE] should pretest sites and activities with someone who has no background in the field to make sure the process is user-friendly.

### Difficulty participants are experiencing during on-line courses:

@ONE should improve the discussion board. Some threads do not automatically update when new messages are posted.”[

One section asked for ID and pass word and they never gave (us) any.

### Difficulty participants experienced completing an on-line course

They may want to give you assignments BEFORE you sign up so you can figure out if you realistically will be able to complete the class.

If they listed all the assignments at once it would be easier to plan for the semester.

I noticed a decline in attendance towards the end and suspected that the other participants had downloaded the information they wanted.

#### Users' inability to determine if they are taking @ONE or other courses

I wasn't sure if I was taking the class from @ONE or CVC.

I think it was an @ONE class I was taking, but I'm not sure.

I was suspicious about WHO was offering the course.

#### Other Subjects

@ONE doesn't have a place on their website for taking suggestions on what workshops they *should* do or offer.

When advertising classes for low-tech people, @ONE should emphasize that the courses are targeted towards newcomers.

# CONCLUSIONS AND RECOMMENDATIONS

## ***General Recommendations***

@ONE is perceived by its users as a valuable provider of technology training. The Institutes, which are currently being expanded, are extremely popular with participants both in terms of the quality of training they provide and in terms of the subject matter they address. User responses to the online offerings were a bit more mixed; nevertheless, nearly every respondent interviewed—including those who had not completed their most recent @ONE online course—intended to take more @ONE online courses in the future.

While the program overall is performing well, the online survey and phone interviews revealed a large number of both major and relatively minor changes @ONE can make to maximize the future use of and satisfaction with its offerings:

- The following problems contribute to discourage online participants to drop out and/or fall far behind before they ever get to the substantive part of the course. This is especially true of newcomers to @ONE and/or technology novices. Fifteen percent (15%) of those surveyed felt that technical problems were a barrier to their completing training, and 24% of non-completers cited technical problems as a barrier. The following breaks the problem down into components and lists a series of suggested improvements:
  - The instructions for how to log-on and begin the courses leave some prospective participants confused. If they are not standardized, they ought to be after @ONE has tested and improved them based on feedback from a group of individuals with limited experience in technology.
  - In some cases, it appears that the instructions are sent out via email when people sign up, which could be weeks before a class begins. @ONE should re-deliver them the day before the first meeting because many participants may misplace them and be unable to retrieve them.
  - Part of the instructions preceding the first class should be a set of guidelines participants can use to determine if they will encounter a problem with firewalls and, if so, a number they can call or an email address they can use to get advice on how to overcome these barriers.
  - The instructions about memory and other technical requirements make little sense to those not familiar with computers – if there are specific requirements for what it takes to participate, @ONE should present these in a way that can be easily be understood and put to use by beginners.
  - @ONE may consider encouraging new participants to take part in a “How to participate in an online course” session—possibly a half-hour instructor-lead test log-in run that is offered before the first class – possibly using CCC Confer. This way those timid of technology could be prepped, confident, and ready to go for the first class.
  - Survey and interview findings suggest that some participants (6%) don’t need to complete an online training course in order to benefit. Courses organized into independent modules that enable busy and advanced

users to target and participate in selected modules that are relevant to their needs might be an option worth exploring. This kind of participation might be captured by asking participants to indicate their intentions as class begins, provided that participants have adequate information about courses content and scheduling ahead of time. Some courses are probably more easily structured to fit this model than others.

- Consider offering more online courses for different job clusters or categories. The ESL online offerings seem to be very popular. Given how much participants report enjoying the socializing involved in the summer institutes and the excitement many feel about meeting others who have similar jobs, courses for library IT staff, language instructors, secretaries, etc. may provide good opportunities for meeting the needs of targeted groups of faculty and staff. It may also be a good way to increase awareness among groups that have a low level of familiarity with @ONE. @ONE could target data collection on priority training needs according to job category.
- IT staff really want to have high level training that is specifically designed for them specifically (i.e. NOT designed for faculty or other support staff). This is already implemented in institutes, but it seems that there might be a demand for more online training for this group.
- Many are not aware of what @ONE is and/or what it does. When we asked phone interviewees to tell us what is the best way to reach them, most said through an email that comes from somebody on campus who has a reputation for sending out announcements that contain useful information. If the email is from @ONE, the risk is that those not familiar with @ONE will eliminate it fearing that it is spam or contains a virus.
- Study findings suggest that @ONE does not have a consistent format for its offerings, which makes it difficult for participants to identify who is offering the training. It may be a good idea to provide each online instructor with some general guidelines or template for how to organize their courses (for example, give them a standard confirmation letter that should be sent out xx weeks before the class begins, a reminder xx days before the first meeting with repeat instructions to participants about how to access the course, some general directions for how to organize the first class, information on the amount of homework they will be expected to do, etc – as well as standardized ways to conclude each class).
- Along the same lines, some participants suggested that instructors announce the home work requirements BEFORE the class starts so potential participants can decide whether it is prudent to enroll. About 15% of all respondents, and 25% of non-completers, cited the amount of time necessary to complete the course as a barrier—and a full 43% of non completers (and 23% of all respondents) felt the courses took more time than anticipated.

### ***Recommendations for Future Data Collection***

As part of the @ONE assignment, the Center for Student Success has reviewed @ONE's current data collection tools and methods. The following is a list of improvements @ONE may want to consider to strengthen its evaluation and needs assessment efforts and to ensure that it collects the kind of information that can most effectively be used to support ongoing program improvements:

- Ask registrants to identify their roles on campus on registration forms in the same way that they are asked to identify themselves on surveys—use the same answer categories. That way, consistent categories can be used for analysis and comparison purposes. Job title might be a useful addition to survey demographic questions.
- Comparisons of IT staff to other staff might be useful for assessing how well @ONE services are meeting the needs of all staff.
- Consider tracking a group of participants 3, 6, 9 months after the training to monitor whether and how they are using their new skills and whether and how students are benefiting
- Data collection should be scheduled to optimize respondent participation. The necessity of scheduling the online survey, phone interviews and focus groups at the end of the Spring semester undoubtedly hurt the response rate and alienated some respondents.
- @ONE should continue improving its tracking of online course participation registration for the purposes of documenting its impact.
- @ONE should consider using probability samples for needs assessment and evaluation surveys when practicable. Convenience samples may produce unreliable results which may not represent the population under study. Probability samples are dependent upon constructing a good sampling frame that adequately represents the population under study. However, course registrants are a moving target in that the population is ever-changing, and there is a point beyond which registrants' may not be able to remember the details of courses well enough to comment on them.
- @ONE should consider measures to avoid double-surveying respondents in anonymous online surveys with blanket reminders. Respondents who have completed the survey may re-submit their survey when they receive a second (blanket) reminder because they think that this means that somehow their first survey was not received. This biases the data unless there is a way to find, and eliminate, the duplicates. The strategy of asking respondents to identify themselves for the purposes of the raffle worked well--all but 8 respondents to the online survey gave identification information, allowing removal of duplicates. However, several respondents were very irritated to receive reminders after they had already completed the survey. One way around this problem would be to periodically review the survey data and cull the names of those who have responded from the reminder list so that those who have completed the survey are not re-contacted.
- While online surveys utilizing passwords or pin-numbers to limit double-surveying may result in more valid data in some ways, @ONE has identified problems with this method which may hurt survey response rate. Respondents may fear loss of confidentiality, or experience technical difficulty using such surveys. Since the incentive method for getting identification information seems to work relatively well, it may be the most practical solution to this problem (see above).
- A higher response rate might be gained if non-responders were eventually contacted by phone and interviewed by phone whenever possible. This would require trained interviewing staff willing to make repeated calls at different times of day in order to reach busy community college faculty and staff. However, the response rate for this survey was relatively high for online surveys (32%)—so one might conclude that the methods used were relatively effective without the additional intervention.

- @ONE has developed a system of conducting point of service evaluations for every training activity. Evaluation results are periodically examined and used for revising existing services and developing new services. @ONE should continue this system so that it can assess its progress over time. Surveys conducted by @ONE as an organization or an outside group, rather than by individual instructors, may result in higher response rates and better information as students may be unwilling give critical information if they know the surveys will be gathered and read by their instructors.

# APPENDICES

## ***Appendix A—Survey Questionnaire***

## @ONE Program Evaluation Survey

How many of the following @ONE trainings and services have you participated in during the past **two years**?

Training Activity	Number Participated In				
	0	1	2	3	4 or more
1. Summer or Winter Institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Online Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teaching with Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Video Conference or Broadcast w/CCCSAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Desktop Seminar w/CCC Confer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Internet Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. If you chose "other," please describe what training activity you participated in.

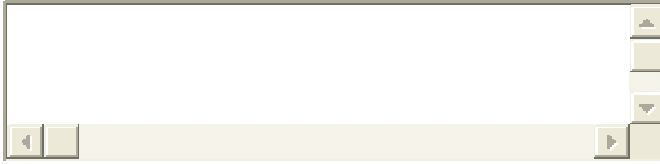
**The following questions refer to your most recent @ONE training activity.**

9. My **most recent** @ONE training activity was a:

- Summer or Winter Institute
- Online Workshop
- Teaching with Technology
- Video Conference or Broadcast w/CCCSAT
- Desktop Seminar w/CCC Confer
- Internet Resources
- Other

10. If you chose "other," please describe what training activity you participated in most

recently.



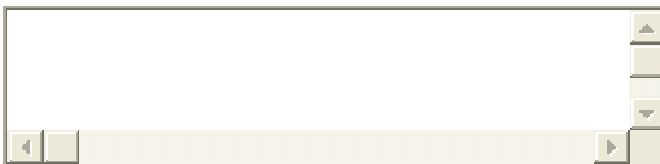
11. Did you complete your most recent @ONE training activity?

- Yes
- No
- Not sure

12. Were there barriers to completing the @ONE training activity? (Check all that apply.)

- No barriers
- The course required more time than I had expected
- The course did not meet my needs
- I experienced technical problems
- I was dissatisfied with the quality of the instruction
- I was dissatisfied with the content of the course
- I got what I needed without officially completing the course
- Other

13. If you chose "other," please describe the barriers you encountered in completing the @ONE activity.



14. How did the amount of time required for the training activity compare to **what you had expected**?

- It was more time than I expected
- It was about as much time as I expected
- It was less time than I expected

15. The level of the @ONE training material was:

- Too basic for my knowledge/skills level
- About right for my knowledge/skills level
- Too advanced for my knowledge/skills level

16. How did you learn about the @ONE training activity?

- @ONE eNEWS listserv
- @ONE Website
- Campus email or website
- Friend or Colleague
- Supervisor
- @ONE brochure or flyer
- Other email or website
- Other

17. If you chose "other email or website" or "other," please specify how you found out about the @ONE training activity.

**The following questions are about your use of skills developed in @ONE training activities.**

Are you using information or skills you learned in an @ONE training activity in  
18. your teaching/work?

- Yes, I'm using them more than I had expected when I signed up for the training
- Yes, I'm using them about as much as I had expected
- Yes, but not as much as I had expected
- No, I am not using them at all (please skip to question 23)

**For Faculty and Staff:**

How are you using the information and skills you learned? The new information and  
19. skills... (Check all that apply.)

- Improve my ability to use available technology
- Improve my ability to maintain the technology on campus
- Make me more organized and effective
- Expand the range of tasks I can perform
- Improve and expand the way I communicate or collaborate with colleagues
- Enable me to teach my colleagues how to use technology
- Other

20. If you chose "other," please describe how you are using the information and skills you learned.

**For Faculty:**

How are you using the information and skills you learned? The new information and skills... (Check all that apply.)

- Improve the way I teach
- Improve my ability to engage and interact with students
- Promote student-to-student engagement
- Increase my ability to teach to different learning styles
- Increase student interest in the subject
- Not Applicable

22. How many students have benefited from what you learned in @ONE training activities?

- N/A—I don't work directly with students
- None
- 1-100
- 101-200
- 201-300
- 301-400
- 401-500
- 501 or more

23. Is anything preventing or limiting your ability to use the skills you learned in @ONE training activities? (Check all that apply.)

- Nothing prevents or limits my ability to use the new skills
- I did not learn the material well enough to use the new skills in my teaching/work
- I lack the time required to integrate/apply the new skills into my teaching/work
- The skills I learned are not as applicable to my teaching/work as I thought when I was taking the class
- I don't have the right equipment/software
- Did not complete the course/not applicable
- Other

24. If you chose "other," please describe what prevents or limits your ability to use the skills you learned in @ONE training activities.

Would you participate in another @ONE training activity?						
		Very Likely	Somewhat Likely	Somewhat unlikely	Very unlikely	Not sure
25.	Summer or Winter Institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Online Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Teaching with Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Video Conference or Broadcast w/CCCSAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Desktop Seminar w/CCC Confer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Internet Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. If you chose "other," please describe what training activity you would participate in.

Please rate @ONE overall:							
		Very Good	Good	Fair	Poor	Very Poor	N/A or Don't Know
33.	Relevance of topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Ease of Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Quality of Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Quality of Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Opportunity to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Overall value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**The following questions refer to your priorities for future training.**

In the future, what kind of @ONE course format would you prefer? **(Please check 39. your top three choices.)**

- Summer/Winter Institutes (face-to-face workshops held for several days)
- On-line courses (held over a period of weeks with assignments)
- Short on-line workshops (held at a particular date and time)
- Video conferences (with an opportunity to interact with the instructor and fellow participants)
- Video broadcasts (available over the web using streaming media)
- Self-paced online training materials (taken at any time, for short periods of time)
- Video demonstrations of common computer tasks (short 10 minute videos, available over the web)
- I am not planning to take any more @ONE courses (please skip to question 45)

**For Faculty and Staff:**

Which @ONE course offerings would you be most interested in taking in the future?  
(Please check your top three choices from the choices listed below in question

40. **40 and in question 41.)**

- Basic Computer and Microsoft Office (Windows, Word, Excel, PowerPoint)
- Intermediate Word, Excel, PowerPoint
- Advanced Word, Excel, PowerPoint
- Desktop Publishing (MS Publisher, PageMaker, etc.)
- Databases (Access, FileMaker, etc.)
- Creating and Editing Web Pages (FrontPage, DreamWeaver, etc.)
- Effectively Using Email
- Effective Searching and Use of the Internet

41. Faculty & Staff Offerings Continued

- Windows XP
- Digital Cameras
- Digital Video
- How to Train Faculty/Staff to Use Technology

**For Faculty:**

Which @ONE course offerings would you be most interested in taking in the future?

42. **(Please check your top three choices.)**

- Preparing Print Course Materials and Presentations
- Enhancing Face-to-Face Classroom Instruction Using Technology in your Discipline (Biology, Math, ESL, etc.)
- Using the Internet to Support Teaching in your Discipline (Biology, Math, ESL, etc.)
- Creating Instructional Websites
- Integrating Digital Photography into Teaching
- Integrating Digital Video into Teaching
- Internet Resources for Teaching
- Developing Web-based Courses

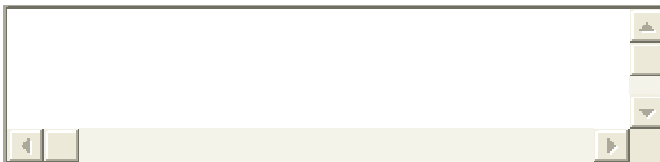
**For High Technology Staff or Faculty:**

Which @ONE course offerings would you be most interested in taking in the future?

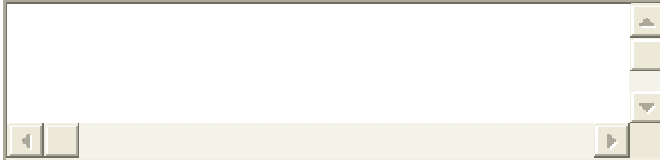
43. **(Please check your top three choices.)**

- Security-related Courses
- Windows 2000 Server-related courses
- Windows 2003 Server-related Courses
- MS Exchange 2000-related courses
- MS Exchange 2003-related courses
- Other

44. If you chose "other," please list what topics you would be most interested in taking in the future.



45. Do you have suggestions for how we can improve @ONE?



**The following questions tell us a little about yourself.**

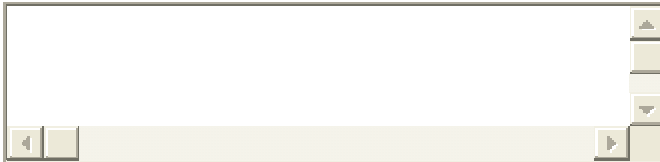
46. How would you rate your proficiency/skill level with computer technology?

- Novice – very little experience using computers
- Intermediate – have a moderate amount of experience using computers
- Advanced – have a significant amount of experience using computers
- Expert – “power user” with high level of experience, possibly including systems development

47. Are you: (check all that apply)

- Full-time faculty
- Part-time faculty
- Full-time staff
- Part-time staff
- Administrator / Manager
- Other

48. If you chose "other," please list your employment status.



49. Do you work in any of the following roles? (Check all that apply from the roles listed below in question 49 and the items listed in question 50.)

- Administrative Support
- Business Services/Finance/HR
- Administrator/Manager
- Faculty or Staff Development
- Information Technology Support / Media Services
- Instruction
- Student Services
- Special Programs (Community Service, Employment Development)

50. Roles Continued

- Technology Trainer
- Other

51. If you chose "other," please describe your role.

52. What discipline/department are you in?

53. How many students does your college enroll each year (credit + non-credit)?

- Under 5,000
- 5,001-10,000
- 10,001-20,000
- 20,001-30,000
- More than 30,000
- Don't know

54. What is the name of your college (optional)

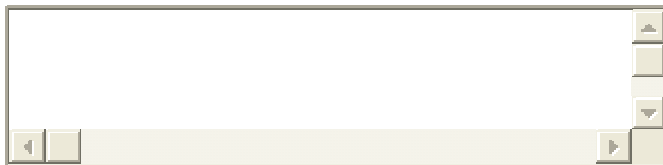
To enter the raffle for a digital camera, please type in your name, college, and email address below. Note that your answers will remain completely confidential and only accessible to members of the research team.

55. First Name:

56. Last Name:

57. College:

58. Email:



## ***Appendix B—Interview Schedule***

## **@ONE PHONE INTERVIEW PROTOCOL**

### **Interviewer**

Name:

**Interviewee** (all can be taken from info available):

Name

Position

College

Date of first call

Call back on

Date of 2<sup>nd</sup> call

Interviewed on:

Refused on:

### **Introduction:**

My name is..., I'm a researcher with the Center for Student Success, the research and evaluation arm of the California Community Colleges' Research and Planning Group.

I'm calling to ask you to participate in an evaluation we are conducting of the technology training program, @ONE. The study was commissioned by @ONE. Its purpose is to assess the long term impact of the training @ONE provides and to get input that will improve @ONE's ability to meet the colleges' need for technology training.

Your answers are completely confidential and will only be seen by the CSS research team members. The phone interview takes about ten minutes. Would you be willing to participate?

### **INTERVIEW QUESTIONS**

1. What do you know about the @ONE technology training center? Do you know who funds @ONE?
2. How many @ONE training activities have you participated in to date? (we'll know already for the 03-04 people and will also know if they are institute, on-line or both)

**For those who've participated in more than one activity:**

1. Which training activity did you like the best? Why? – if participated in both Institute and on-line courses explore different experiences and whether the training had a lasting impact that, in the case of faculty, benefited students.
2. Which did you like the least? Why?

**ALL**

3. What made you decide to enroll in your most recent @ONE training session/activity? (If more than one activity: What made you decide to enroll in the past?)
4. Did you complete your most recent @ONE training activity? How about past @ONE training activities? If you did not, why not? (probe: barriers to completion – time commitment, technical problems)?
5. If you did complete, were there challenges to completion along the way? If you completed some and not others, what explains different levels of persistence?

**STAFF**

6. Are you using the skills that you learned in @ONE in your work? If not, why not?
7. If yes, what impact have these new skills had on your work—how are you using the skills/knowledge?
8. Are there any barriers to using the @ONE skills you learned?
9. Can you give me an example of how you are using the skills?

**FACULTY**

10. Are you using the skills you learned in @ONE in your teaching?
11. If so, how? (probe about increasing students' interest, teach to different learning styles, communicating with students, promoting student-to-student engagement, overall improvement in teaching style and tools)
12. Are students benefiting? How?
13. If students are benefiting: Could you give an example of how students are benefiting from the @ONE technology training you received?

**ALL**

14. Do you plan to sign up for another @ONE training activity? Why? Why not?
15. For those who would take additional courses: What subject matter would you like to see?
16. For those who would take additional courses: What sort of course format would work best for you? (online courses—long or short, interactive video conferences,

self-paced online training, face-to-face workshops like summer or winter institutes, CD/print-based training curriculum, 10 minute video demonstrations available over the web, short online workshops held at a particular time or date.)

17. Did/do you find information about @ONE offerings readily available and easy to access?
18. What would be the most effective way for you to receive more information about @ONE offerings?
19. Is there anything else we should know about @ONE that would help us evaluate this program?

## ***Appendix C—Sample Selection for Interviews***

## PROPOSED SAMPLING STRATEGY FOR @ONE PHONE INTERVIEWS

Total sample size: 45  
 Response goal: 35-40

	On-line participants			Institute participants	On-line and Institute	Total
	Non-log-on'ers	Log on'ers non-completers	Completers			
<b>Staff</b>	3	3	4	2	3	<b>15</b>
<b>Faculty</b>	6	6	8	4	6	<b>30</b>
<b>Total</b>	9	9	12	6	9	<b>45</b>

Total non-loggers and non-completers = 18

Total completers = 27 (although some of those who are both on-line and institute participants may have not completed the on-line course(s))

After we have decided on the sampling strategy, we will randomly select interviewee candidates from each category.

## ***Appendix D—Frequency Tables***

**How many of the following @ONE trainings and services have you participated in during the past two years?**

	0	1	2	3	4 or more	Total
	%	%	%	%	%	%
Q1. Institutes	38.7	52.7	4.3	2.2	2.2	100.0
Q2. Online Workshops	29.1	43.7	15.5	4.9	6.8	100.0
Q3. Teaching with Technology	74.6	19.7	4.2	.0	1.4	100.0
Q4. Video Conference or Broadcast w/CCCSAT	81.2	8.7	8.7	1.4	.0	100.0
Q5. Desktop Seminars w/CCC Confer	72.9	18.6	8.6	.0	.0	100.0
Q6. Internet Resources	63.2	17.1	5.3	5.3	9.2	100.0
Q7. Other Training Activities	89.4	7.6	.0	3.0	.0	100.0

**Q1. Number of Institutes:**

	N	Percent
Q1. Institutes 0	36	38.7%
1	49	52.7%
2	4	4.3%
3	2	2.2%
4 or more	2	2.2%
Total	93	100.0%

**Q2. Number of Online Workshops:**

	N	Percent
Q2. Online Workshops 0	30	29.1%
1	45	43.7%
2	16	15.5%
3	5	4.9%
4 or more	7	6.8%
Total	103	100.0%

**Q3. Number of Teaching with Technology:**

		N	Percent
Q3. Teaching with Technology	0	53	74.6%
	1	14	19.7%
	2	3	4.2%
	4 or more	1	1.4%
Total		71	100.0%

**Q4. Number of Video Conference or Broadcast w/CCCSAT**

		N	Percent
Q4. Video Conference or Broadcast w/CCCSAT	0	56	81.2%
	1	6	8.7%
	2	6	8.7%
	3	1	1.4%
Total		69	100.0%

**Q5. Number of Desktop Seminars w/CCC Confer:**

		N	Percent
Q5. Desktop Seminars w/CCC Confer	0	51	72.9%
	1	13	18.6%
	2	6	8.6%
Total		70	100.0%

**Q6. Number of Internet Resources:**

		N	Percent
Q6. Internet Resources	0	48	63.2%
	1	13	17.1%
	2	4	5.3%
	3	4	5.3%
	4 or more	7	9.2%
Total		76	100.0%

**Q7. Number of Other Training Activities:**

		N	Percent
Q7. Other Training Activities	0	59	89.4%
	1	5	7.6%
	3	2	3.0%
Total		66	100.0%

**Q9. My most recent @ONE training activity was:**

		N	Percent
Q9. My most recent @ONE training activity was:	Institute	43	35.5%
	Online Workshop	62	51.2%
	Teaching with Technology	4	3.3%
	Video Conference or Broadcast w/CCCSAT	1	.8%
	Desktop Seminar w/CCC Confer	4	3.3%
	Internet Resources	4	3.3%
	Other Training Activity	3	2.5%
<b>Total</b>		<b>121</b>	<b>100.0%</b>

**Q12. Were there barriers to completing the @ONE training activity?**

	True		Total	
	Count	%	Count	%
Q12a. No barriers	72	58.1%	124	100.0%
Q12b. The course required more time than I had expected	18	14.5%	124	100.0%
Q12c. The course did not meet my needs	4	3.2%	124	100.0%
Q12d. I experienced technical problems	17	13.7%	124	100.0%
Q12e. I was dissatisfied with the quality of the instruction	1	.8%	124	100.0%
Q12f. I was dissatisfied with the content of the course	5	4.0%	124	100.0%
Q12g. I got what I needed without officially completing the course	7	5.6%	124	100.0%
Q12h. Other	23	18.5%	124	100.0%

**Q14. How did the amount of time required for the training activity compare to what you had expected?:**

		N	Percent
Q14. How did the amount of time required for the training activity compare to what you had expected?	It was more time than I expected	28	23.1%
	It was about as much time as I expected	90	74.4%
	It was less time than I expected	3	2.5%
Total		121	100.0%

**Q15. The level of the @ONE training material was:**

		N	Percent
Q15. The level of the @ONE training material was:	Too basic for my knowledge/skills level	7	5.9%
	About right for my knowledge/skills level	105	88.2%
	Too advanced for my knowledge/skills level	7	5.9%
Total		119	100.0%

**Q16. How did you learn about the @ONE training activity?**

	True		Total	
	Count	%	Count	%
Q16a. @ONE eNEWS listserv	34	27.6%	123	100.0%
Q16b. @ONE Website	13	10.6%	123	100.0%
Q16c. Campus email or website	64	52.0%	123	100.0%
Q16d. Friend or Colleague	20	16.3%	123	100.0%
Q16e. Supervisor	12	9.8%	123	100.0%
Q16f. @ONE brochure or flyer	10	8.1%	123	100.0%
Q16g. Other email or website	5	4.1%	123	100.0%
Q16h. Other	3	2.4%	123	100.0%

**Q18. Are you using information or skills you learned in an @ONE training activity in your teaching or work?:**

		N	Percent
Q18. Are you using information or skills you learned in an @ONE training activity in your teaching or work?	Yes, I'm using them more than I had expected	22	18.5%
	Yes, I'm using them about as much as I had expected	49	41.2%
	Yes, but not as much as I had expected	21	17.6%
	No, I am not using them at all	27	22.7%
<b>Total</b>		<b>119</b>	<b>100.0%</b>

**Q19. How are you using the information and skills you learned? The new information and skills...**

	True		Total	
	%	Count	%	
Q19a. Improve my ability to use available technology	79.2%	96	100.0%	
Q19b. Improve my ability to maintain the technology on campus	34.4%	96	100.0%	
Q19c. Make me more organized and effective	40.6%	96	100.0%	
Q19d. Expand the range of tasks I can perform	57.3%	96	100.0%	
Q19e. Improve and expand the way I communicate or collaborate with colleagues	30.2%	96	100.0%	
Q19f. Enable me to teach my colleagues how to use technology	37.5%	96	100.0%	
Q19g. Other	4.2%	96	100.0%	

**Q21. Faculty: How are you using the information and skills you learned? The new information and skills...**

	True		Total	
	Count	%	Count	%
Q21a. Improve the way I teach	59	75.6%	78	100.0%
Q21b. Improve my ability to engage and interact with students	43	55.1%	78	100.0%
Q21c. Promote student-to-student engagement	21	26.9%	78	100.0%
Q21d. Increase my ability to teach to different learning styles	47	60.3%	78	100.0%
Q21e. Increase student interest in the subject	43	55.1%	78	100.0%
Q21f. Not Applicable	11	14.1%	78	100.0%

**Q22. How many students have benefited from what you learned in @ONE training activities?**

		N	Percent
Q22. How many students have benefited from what you learned in @ONE training activities?	NA--I don't work directly with students	13	15.7%
	None	6	7.2%
	1-100	51	61.4%
	101-200	6	7.2%
	201-300	2	2.4%
	301-400	3	3.6%
	501 or more	2	2.4%
<b>Total</b>		<b>83</b>	<b>100.0%</b>

**Q23. Is anything preventing you from using the skills you learned in @ONE training activities?**

	True		Total	
	Count	%	Count	%
Q23a. Nothing prevents or limits my ability to use the new skills	57	52.3%	109	100.0%
Q23b. I did not learn the material well enough to use the new skills in my teaching or work	10	9.2%	109	100.0%
Q23c. I lack the time required to integrate	26	23.9%	109	100.0%
Q23d. The skills I learned are not as applicable to my teaching or work as I thought when I was taking the class	6	5.5%	109	100.0%
Q23e. I don't have the right equipment or software	14	12.8%	109	100.0%
Q23f. Did not complete the course or not applicable	10	9.2%	109	100.0%
Q23g. Other	11	10.1%	109	100.0%

**Would you participate in another @ONE training activity?**

	Very	Some	Some	Very	Not	Total
	Likely	what	what	Unlike	Sure	
	%	Likely	ly	ly	%	
Q25. Summer or Winter Institute	52.5%	22.2%	6.1%	9.1%	10.1%	100.0%
Q26. Online Workshop	57.4%	27.8%	5.2%	4.3%	5.2%	100.0%
Q27. Teaching with Technology	46.0%	28.7%	6.9%	5.7%	12.6%	100.0%
Q28. Video Conference or Broadcast w/CCCSAT	25.3%	17.3%	13.3%	22.7%	21.3%	100.0%
Q29. Desktop Seminar w/CCC Confer	27.8%	21.5%	10.1%	19.0%	21.5%	100.0%
Q30. Internet Resources	40.9%	32.3%	7.5%	4.3%	15.1%	100.0%
Q31. Other	24.0%	.0%	4.0%	4.0%	68.0%	100.0%

**Q25. Participate in another: Summer or Winter Institute:**

		N	Percent
Q25. Summer or Winter Institute	Very Likely	52	52.5%
	Somewhat Likely	22	22.2%
	Somewhat Unlikely	6	6.1%
	Very Unlikely	9	9.1%
	Not Sure	10	10.1%
Total		99	100.0%

**Q26. Participate in another: Online Workshop:**

		N	Percent
Q26. Online Workshop	Very Likely	66	57.4%
	Somewhat Likely	32	27.8%
	Somewhat Unlikely	6	5.2%
	Very Unlikely	5	4.3%
	Not Sure	6	5.2%
Total		115	100.0%

**Q27. Participate in another: Teaching with Technology:**

		N	Percent
Q27. Teaching with Technology	Very Likely	40	46.0%
	Somewhat Likely	25	28.7%
	Somewhat Unlikely	6	6.9%
	Very Unlikely	5	5.7%
	Not Sure	11	12.6%
Total		87	100.0%

**Q28. Participate in another: Video Conference or Broadcast w/CCCSAT:**

		N	Percent
Q28. Video Conference or Broadcast w/CCCSAT	Very Likely	19	25.3%
	Somewhat Likely	13	17.3%
	Somewhat Unlikely	10	13.3%
	Very Unlikely	17	22.7%
	Not Sure	16	21.3%
Total		75	100.0%

**Q29. Participate in another: Desktop Seminar w/CCC Confer:**

		N	Percent
Q29. Desktop Seminar w/CCC Confer	Very Likely	22	27.8%
	Somewhat Likely	17	21.5%
	Somewhat Unlikely	8	10.1%
	Very Unlikely	15	19.0%
	Not Sure	17	21.5%
<b>Total</b>		<b>79</b>	<b>100.0%</b>

**Q30. Participate in another: Internet Resources:**

		N	Percent
Q30. Internet Resources	Very Likely	38	40.9%
	Somewhat Likely	30	32.3%
	Somewhat Unlikely	7	7.5%
	Very Unlikely	4	4.3%
	Not Sure	14	15.1%
<b>Total</b>		<b>93</b>	<b>100.0%</b>

**Q31. Participate in another: Other:**

		N	Percent
Q31. Other	Very Likely	6	24.0%
	Somewhat Unlikely	1	4.0%
	Very Unlikely	1	4.0%
	Not Sure	17	68.0%
<b>Total</b>		<b>25</b>	<b>100.0%</b>

**Please rate @ONE overall:**

	Very Good	Good	Fair	Poor	Very Poor	NA or Don't Know	Total
	%	%	%	%	%	%	%
Q33. Relevance of topics	69.7%	23.5%	4.2%	.8%	.0%	1.7%	100.0%
Q34. Ease of Use	48.3%	35.8%	9.2%	2.5%	1.7%	2.5%	100.0%
Q35. Quality of Instruction	57.1%	31.9%	7.6%	.0%	.0%	3.4%	100.0%
Q36. Quality of Curriculum	54.2%	29.7%	11.9%	.8%	.0%	3.4%	100.0%
Q37. Opportunity to Learn New Skills	63.6%	28.0%	5.1%	.8%	.0%	2.5%	100.0%
Q38. Overall Value	63.9%	27.7%	5.0%	.8%	.8%	1.7%	100.0%

**Q33. Rate: Relevance of topics:**

		N	Percent
Q33. Relevance of topics	Very Good	83	69.7%
	Good	28	23.5%
	Fair	5	4.2%
	Poor	1	.8%
	NA or Don't Know	2	1.7%
Total		119	100.0%

**Q34. Rate: Ease of Use:**

		N	Percent
Q34. Ease of Use	Very Good	58	48.3%
	Good	43	35.8%
	Fair	11	9.2%
	Poor	3	2.5%
	Very Poor	2	1.7%
	NA or Don't Know	3	2.5%
Total		120	100.0%

**Q35. Rate: Quality of Instruction:**

		N	Percent
Q35. Quality of Instruction	Very Good	68	57.1%
	Good	38	31.9%
	Fair	9	7.6%
	NA or Don't Know	4	3.4%
Total		119	100.0%

**Q36. Rate: Quality of Curriculum:**

		N	Percent
Q36. Quality of Curriculum	Very Good	64	54.2%
	Good	35	29.7%
	Fair	14	11.9%
	Poor	1	.8%
	NA or Don't Know	4	3.4%
Total		118	100.0%

**Q37. Rate: Opportunity to Learn New Skills:**

		N	Percent
Q37. Opportunity to Learn New Skills	Very Good	75	63.6%
	Good	33	28.0%
	Fair	6	5.1%
	Poor	1	.8%
	NA or Don't Know	3	2.5%
<b>Total</b>		<b>118</b>	<b>100.0%</b>

**Q38. Rate: Overall Value:**

		N	Percent
Q38. Overall Value	Very Good	76	63.9%
	Good	33	27.7%
	Fair	6	5.0%
	Poor	1	.8%
	Very Poor	1	.8%
	NA or Don't Know	2	1.7%
<b>Total</b>		<b>119</b>	<b>100.0%</b>

**Q39. In the future, what kind of @ONE course format would you prefer (top three choices)**

	True		Total	
	Count	%	Count	%
Q39a. Summer/Winter Institutes	64	51.6%	124	100.0%
Q39b. On-line courses	72	58.1%	124	100.0%
Q39c. Short on-line workshops	58	46.8%	124	100.0%
Q39d. Video conferences	16	12.9%	124	100.0%
Q39e. Video broadcasts	17	13.7%	124	100.0%
Q39f. Self-paced online training materials	81	65.3%	124	100.0%
Q39g. Video demonstrations of common computer tasks	27	21.8%	124	100.0%
Q39h. I am not planning to take any more @ONE courses	3	2.4%	124	100.0%

**Q40 & Q41. Which @ONE course offerings would you be most interested in taking in the future?**

	True		Total	
	Count	%	Count	%
Q40a. Basic Computer and Microsoft Office	15	12.5%	120	100.0%
Q40b. Intermediate Word, Excel, PowerPoint	25	20.8%	120	100.0%
Q40c. Advanced Word, Excel, PowerPoint	37	30.8%	120	100.0%
Q40d. Desktop Publishing	37	30.8%	120	100.0%
Q40e. Databases	43	35.8%	120	100.0%
Q40f. Creating and Editing Web Pages	77	64.2%	120	100.0%
Q40g. Effectively Using Email	15	12.5%	120	100.0%
Q40h. Effective Searching and Use of the Internet	36	30.0%	120	100.0%
Q41a. Windows XP	47	39.2%	120	100.0%
Q41b. Digital Cameras	55	45.8%	120	100.0%
Q41c. Digital Video	57	47.5%	120	100.0%
Q41d. How to Train Faculty and Staff to Use Technology	47	39.2%	120	100.0%

**Q42. Faculty: Which @ONE course offerings would you be most interested in taking in the future?**

	True		Total	
	Count	%	Count	%
Q42a. Preparing Print Course Materials and Presentations	26	26.8%	97	100.0%
Q42b. Enhancing Face-to-Face Classroom Instruction Using Technology in your Discipline	32	33.0%	97	100.0%
Q42c. Using the Internet to Support Teaching in your Discipline	49	50.5%	97	100.0%
Q42d. Creating Instructional Websites	48	49.5%	97	100.0%
Q42e. Integrating Digital Photography into Teaching	25	25.8%	97	100.0%
Q42f. Integrating Digital Video into Teaching	35	36.1%	97	100.0%
Q42g. Internet Resources for Teaching	27	27.8%	97	100.0%
Q42h. Developing Web-based Courses	47	48.5%	97	100.0%

**Q43.High Tech: Which @ONE course offerings would you be most interested in taking in the future? (Please check your top three choices.)**

	True		Total	
	Count	%	Count	%
Q43a. Security-related Courses	26	56.5%	46	100.0%
Q43b. Windows 2000 Server-related courses	11	23.9%	46	100.0%
Q43c. Windows 2003 Server-related Courses	34	73.9%	46	100.0%
Q43d. MS Exchange 2000-related courses	6	13.0%	46	100.0%
Q43e. MS Exchange 2003-related courses	19	41.3%	46	100.0%
Q43f. Other	4	8.7%	46	100.0%

**Q46. How would you rate your proficiency or skill level with computer technology?**

		N	Percent
Q46. How would you rate your proficiency or skill level with computer technology?	Novice	4	3.2%
	Intermediate	48	38.7%
	Advanced	58	46.8%
	Expert	14	11.3%
Total		124	100.0%

**Q47. What position do you hold?**

	True		Total	
	Count	%	Count	%
Q47a. Full-time faculty	57	45.6	125	100.0
Q47b. Part-time faculty	37	29.6	125	100.0
Q47c. Full-time staff	37	29.6	125	100.0
Q47d. Part-time staff	2	1.6	125	100.0
Q47e. Administrator or Manager	5	4.0	125	100.0
Q47f. Other	4	3.2	125	100.0

**Q49 and Q50. Do you work in any of the following roles?**

	True		Total	
	Count	%	Count	%
Q49a. Administrative Support	14	11.2	125	100.0
Q49b. Business Services, Finance or HR	2	1.6	125	100.0
Q49c. Administrator or Manager	8	6.4	125	100.0
Q49d. Faculty or Staff Development	40	32.0	125	100.0
Q49e. Information Technology Support or Media Services	30	24.0	125	100.0
Q49f. Instruction	68	54.4	125	100.0
Q49g. Student Services	11	8.8	125	100.0
Q49h. Special Programs (Community Service, Employment Development)	7	5.6	125	100.0
Q50a. Technology Trainer	31	24.8	125	100.0
Q50b. Other	13	10.4	125	100.0

**Q52. What discipline/department are you in?**

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60 Academic Computing CSIT  
64 Accountant - EOPS (permanent) Sr. Accountant - Admin Services (temporary)  
82 Accounting  
78 Art  
68 Assigned to TSS (technology Support Services), but actual function is the day to day maintenance of the All College Computer Lab: DEFINITION 1 Monitors and maintains one or more student computer laboratories and provides students with assistance in the a

14 Biology  
9 BIT (Business Information Technology)  
13 Business  
71 Business / Computer Science Information Technology  
51 Business Education/Computer Applications/Office Administration  
50 Business, Computers, & Media Arts  
33 Chemistry  
12 Child Development - Consumer & Family Studies  
21 CIS  
52 CIS  
18 CIST  
17 Computer Applications  
73 Computer Information Systems  
42 Computer Information Technology  
11 Counseling  
5 Counseling/Career Center  
47 CS/Information Technology  
28 dental hygiene  
88 Director of the Information Services Department  
23 Disabled Students  
74 Disabled Students' Program and Services  
37 Distance Ed Coordinator  
19 Distance education  
38 Educational Technology and Library Services, Instructional Technology  
55 English  
85 English  
84 English/Reading  
41 EOP&S -Student Services (Counseling)  
7 ESL  
31 ESL  
34 ESL  
36 ESL  
43 ESL  
59 ESL  
63 ESL  
81 ESL  
22 Faculty: Business Office Technology Staff: Workforce & Economic Development  
69 FCS  
27 Foreign Language Department

48	health and human performance
32	I'm in the Language Arts Division--specifically, I'm an English professor.
46	Industrial & Technology - Automotive
44	Information System
25	Information Technology Services
26	Instructional Computing Lab, Information technology Services
8	Instructional Services
6	International languages
24	IT
30	IT
39	IT
58	ITS
20	Learning Resources
45	Learning Resources
49	Learning resources, library
<hr/>	
1	Library
2	Library
70	Library
77	Library
87	Library
35	Library & Info Technology
53	Library/Learning Resources
76	Life Science
67	Marketing/Business Administration
75	Media Services
86	media services
56	Non-credit adult ESL
16	Non-Credit English as a Second language
57	non-credit ESL
10	PE & Athletics
54	Philosophy
83	philosophy
29	Physical Education & Athletics
72	Professional Studies
40	Psychology
80	Speech Department
61	Speech Pathologist in the Speech Department
62	Staff = Academic Affairs Office Adjunct Instructor = Computer Applications and Office Technologies Department (CAOT)
3	Student Services
15	Technology
66	Technology & System Support
65	Technology Systems and Support Department
79	Theater Department Arts and Letters Division
4	TLC - Technology Learning Center
Total	N
<hr/>	
	88

**Q53. How many students does your college enroll each year (credit + non-credit)?**

		N	Percent
Q53. How many students does your college enroll each year (credit + non-credit)?	Under 5,000	12	9.6%
	5,001-10,000	22	17.6%
	10,001-20,000	46	36.8%
	20,001-30,000	21	16.8%
	More than 30,000	12	9.6%
	Don't know	12	9.6%
<b>Total</b>		<b>125</b>	<b>100.0%</b>

**Q54. What is the name of your college (optional)?**

	N	Percent
College		
Allan Hancock College	1	0.84%
American River College	1	0.84%
Antelope Valley College	1	0.84%
Bakersfield College	2	1.68%
Cabrillo College	1	0.84%
CCSF	6	5.04%
Cerritos College	1	0.84%
Citrus College	2	1.68%
Coastline Community College	1	0.84%
College of Alameda	1	0.84%
College of Marin	1	0.84%
College of the Canyons	1	0.84%
College of the Sequoias	1	0.84%
Columbia College	2	1.68%
Copper Mountain College	1	0.84%
Cosumnes River College	1	0.84%
Cuesta College	2	1.68%
Cuyamaca College	1	0.84%
Cypress College	2	1.68%
De Anza College	1	0.84%
East Los Angeles College	1	0.84%
El Camino College	3	2.52%
Evergreen Valley College	7	5.88%
Feather River College	1	0.84%
Foothill College	2	1.68%
Gavilan College	4	3.36%
Glendale College	6	5.04%
Golden West College	5	4.20%
Hartnell College	1	0.84%
Imperial Valley College	1	0.84%
Lake Tahoe Community College	2	1.68%
Long Beach City College	1	0.84%
Los Angeles City College	14	11.76%
Los Angeles Harbor College	3	2.52%
Los Angeles Mission College	1	0.84%
Los Angeles Trade-Technical College	1	0.84%
Los Medanos College	2	1.68%
Merced College	1	0.84%
MiraCosta College	1	0.84%
Monterey Peninsula College	1	0.84%
Moorpark College	1	0.84%
Ohlone College	3	2.52%
Other	2	1.68%
Palo Verde College	1	0.84%
Riverside City College	1	0.84%
Sacramento City College	1	0.84%
San Bernardino College	1	0.84%

San Diego City College	3	2.52%
San Diego Mesa College	6	5.04%
San Diego Miramar College	1	0.84%
San Jose City College	1	0.84%
Santa Ana College	2	1.68%
Santa Monica City College	2	1.68%
Santa Rosa Junior College	2	1.68%
Shasta College	1	0.84%
West Valley College	3	2.52%
Total	119	100.00%

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## ***Appendix E—Respondent Comments from Survey***

**Q8. Other @ONE training activity:**

- Used the @ONE web site to look for training resources
- trainers' email news
- This was my 1st on line training.
- test
- Signed up for the Winter Institute but was unable to attend.
- On campus WebCT workshops
- My school is out of money, so I chose to delay taking the Winter Institute on WXP this year.
- It was a WebCT course.
- If you are affiliated with ed2go, I have done two online courses, 12 - 18 months ago. If you are not...then all answers are "no"
- I signed up but, due to a confluence of unexpected events, never did participate in any training at all.
- I have only attended one because I was only made aware of the @ONE program this past year.
- How to use your digital camera to create presentations
- CD-ROM materials were provided for me to distribute to faculty
- Can't recall, so I wrote "other".

**Q10. Other @ONE training activity most recently participated in:**

- none, as described above
- My school is out of money, so I chose to delay taking the Winter Institute on WXP this year.
- Introduction to online learning "Spring workshop"
- I was in a digital video editing workshop.
- How to enhance your ESL course using the internet--I'm not sure which category to check for this

**Q13. Other barrier to completing @ONE training activity:**

- They were personal - non-related to @One
- They course required more time than I had available for some weeks, BUT a catch-up period was allowed at the end. This was a very good idea because I knew I could complete the course even though behind for some assignments.
- There was not enough time for practice built in to the training. We got a lot of information (all new to me) but we did not have an opportunity to practice while in the workshop where we could get assistance.
- still ongoing
- slight technical difficulty with presenter's computer not being configured proper
- Signed up for the Winter Institute but was unable to attend because my school has run out of money.
- My school is out of money, so I chose to delay taking the Winter Institute on WXP this year.
- My problem was a meeting got called after I had signed up for the course. Since it was a meeting with my department I was obligated to attend.
- My duties interfered with my completing the course.
- My computer didn't work at that time.
- My brother was involved in an accident. I had to leave early.
- MIT Open Courseware presentation
- Instructor did not respond to questions.
- I was very dissatisfied with the interface. It was very difficult to determine if there were new postings in the discussion board; therefore, postings by students were often missed or not responded to by fellow students (the instructor was pretty good about catching most postings). I also found that I would get bounced out of the site after going to another link and would have to log in again--with the numerous steps required for that. Very non-user-friendly.
- I was slightly disappointed that it was not more challenging and with my own performance, I let life "get in the way"
- I simply didn't have time, but the course/workshop was not falsely advertised. I expected I might not have time for it, but I wanted to try.
- I needed more hand-holding as much as I tried to keep up. Sometimes I felt like there was information missing, then I realized it was up to me to figure it out.
- I happened to have a lot to do--just no time to do the work. My problem only.
- I got stuck during the third week and did not get the help I needed. I was working on finding campus help, but time slipped by. I did download the materials to go back to the course to try and pick up where I left off. Basically, I'm trying to create a website through FrontPage. I have been partially successful, but did not officially finish the course.
- I did not plan my time effectively.
- I did not have the time to complete the course as much as I wanted to.

- I did not experienced technical problems but the entire workshop due to equipment not working.
- I did have trouble finding the course after registering. However, I did not drop because of that; my barriers were personal.
- At the last minute I had to assist in the development of 3 online courses that were scheduled to begin in a little over a month, so my time was greatly impacted. I was hoping to be able to take the online workshops again in the future.

**Q17. Other way of finding out about @ONE training activity:**

- Through the CVC mentoring program and conferences
- The College of Marin staff development coordinator, Kathleen Kirkpatrick, informed me of the training.
- Teaching Learning Center at Cosumnes River College: <http://crc.losrios.edu/~tlc>
- My school campus email
- I think it was an email sent by one of the staff member.
- From 4CSD and from a colleague who had attended the summer training before.
- Email sent to faculty listserv from office of the Dean of Faculty

**Q20. Other way of using information and skills learned in @ONE training activity:**

- Those items checked is what I expected to accomplish. We are migrating to WXP as our default browser.
- Teaching some of the same topics in class
- Signed up for the Winter Institute but was unable to attend.
- It exposed me to other's ways of seeking information and opened new avenues to do on-line research.
- I was able to use it to improve my teaching and bridge the gap in my students' learning.
- Allow me to add a more online component to my classes

**Q32. Other training activity you would participate in:**

- Using Blogging software in education.
- Online workshop on digital video for the Mac platform
- I'm open to any sources of training that might be helpful in my day to day activities in support of computer related issues.
- I would like to take additional classes, but currently I am unable to do so. Lack of staffing at this time to leave the office for "x" amount of consecutive days.
- I would like to learn more about editing video footage
- I would like more information regarding the possibility of teaching the online workshops.
- I am interested in all training in technology applicable to our school district. Less in applications, more in operating systems and networking.
- @ONE Trainers' information

**Q44. Other topics you would be most interested in taking in the future:**

- UNIX or LINUX
- Streaming server; Web Audio/Video
- Storing data on CD-R, CD-RW, and DVD Animation software (Flash) Desktop Publishing (InDesign)
- Pedagogy of online instruction and incorporating technology into lesson plans
- Microsoft SQL, SMS 2003
- Any classes that provide some helpful skills in providing networking and computer related skills which allow me to better support our large base of end-users
- All MCSE related courses

**Q24. Please describe what prevents or limits your ability to use the skills you learned in @ONE training activities.**

- Workshop was for personal knowledge, courses I currently teach does not require the information I took from the workshop.
- We don't have any on line courses in my discipline yet at our district. I am hoping to be able to develop one, but need a lot more training in order to do that.
- The skills I learned met my basic needs. However, I didn't need to learn as much information as was provided in the course for my basic purposes. I may be able to utilize this information in the future. However, since I have not practiced the skills, I may have difficulty. I am satisfied with the skills I learned at this time.
- Our college doesn't have all of the necessary technology recommended in the workshop.
- My school is out of money, so I chose to delay taking the Winter Institute on WXP this year.
- Much of the material was presented too fast for me to fully comprehend it. The workshop was directed a too wide a range of abilities. Target markets need to be selected and catered to more carefully.
- I won't be teaching a class again until Fall '04.
- I have XP so some of the info didn't exactly cross over; however, it made me aware of what was possible, I just looked for it on my system.
- I have lost all my teaching assignments, due to the budget cuts. So I have not been able to use my new skills yet.
- Haven't yet had an opportunity to apply what I learned.
- Get not much support from my IS department to apply the new technology for Faculty and Staff.

**Q45. Do you have suggestions for how we can improve @ONE?**

- Your CMS system leaves a lot to be desired, at least for the classes I've taken (thinking of my current class). The message board interface is incredibly frustrating.
- You are doing a great job. Adding sessions per year---The San Diego addition, for instance, was a good move.
- Use different CMS than Docutek.
- The Winter Institute in January was held during the second week of classes at my college (on quarters). Could it be moved to later in the month? Also, could anything be offered during July or August? My college's summer begins in late June.
- The courses offered are more than adequate and I cannot make any suggestions on improvements.
- Since it is May, what courses can we look forward to in the summer and Fall months? I noticed that there were only courses that have passed listed on your website. It would be nice to start a June or July course. :)
- Provide for materials prior to the workshops either on-line or allow us the opportunity to review our manuals, in order to have some sort of idea the topics covered so that we can incorporate our day to day activities into questions that can be addressed during the course of our workshop.
- Please change the online course interface, including the log in and discussion board.
- Offer more self-paced on-line courses.
- More promoting the classes more, or more reminders about the classes.
- More courses should relate directly to real (as opposed to @ONE certificates) certification exams such as A+, CCP, CCP, CNE, Networking+, etc. Courses that have direct impact on how we are perceived and assessed by the community outside of the campus.
- Maybe make the on-line courses a bit long so that the assignments could be spread out a bit more therefore requiring somewhat less time on a weekly bases to complete the assignments but then also affording more time to practice using what you have just learned before having to move on to the next assignment.
- Keep up the good work and the high standards.
- I've enjoyed the online workshops that I've completed. They've given me a lot of useful information and techniques to incorporate into my teaching. Thanks!
- Instructors are too slow paced. Also, Desktop seminars should star ON TIME!!!! Las tona start 15 minutes after scheduled time.
- I had some technical problems doing the assignments...and not enough instructor help to solve them.
- I feel you do a great job. I have taken classes in the past (although not the past 2 years), and plan to do so again.
- Hold them in the Bay Area, possibly Marin.
- Have an 800 number to call with tech problems.
- Have a workshop in Orange County.

- Existing workshops seem to be excellent. Our instructor was the very best I have had in computer science. Groups need to be broken down according to skill levels. More than one laboratory assistant need to be assigned to each session. This would conserve valuable time of the instructor at very low cost.
- Continued development of the online workshops program.

***Appendix F—Contact and Follow Up Material for Survey***



April 26, 2004

Dear Colleague,

I am writing to invite you to participate in a **survey about @ONE's on-line courses and institutes**. The survey findings will be used to **strengthen @ONE's technology training program and to establish priorities for the coming year**.

@ONE has commissioned The Center for Student Success (CSS) to conduct the study. CSS is the research and evaluation arm of the Research & Planning Group of the California Community Colleges. The survey is voluntary, and only the research team will have access to the responses. The survey takes about ten minutes to complete.

You can access this survey at:

**<http://CTLSilhouette.wsu.edu/surveys/ZS23580>**

The survey is very important to @ONE and we hope for a high response rate. For this reason, and to thank participants for their input, we will enter the names of all survey respondents into a **drawing for a digital camera**. **The deadline for completing the survey is Friday, May 7, at 5 pm.**

Thank you in advance for your time and interest in contributing to shape next year's technology training program. If you have any questions about this survey, please contact CSS researcher Lisel Blash at: [lblash@yahoo.com](mailto:lblash@yahoo.com), or at 415-305-5493

Sincerely,

Dr. Robert Gabriner  
Director  
Center for Student Success  
Dean of Research, Planning & Grants  
City College of San Francisco

Lisel Blash  
Senior Researcher  
Center for Student Success  
[lblash@yahoo.com](mailto:lblash@yahoo.com)  
415-305-5493

**Forwarded Message** [ [Save to my Yahoo! Briefcase](#) | [Download File](#) ]

**Date:** Mon, 26 Apr 2004 13:23:56 -0700 (PDT)

**From:** "Lisel Blash" <lblash@yahoo.com>

**Subject:** @ONE Users Survey

**To:** AT-ONE-INSTRUCTIONALTECH@LISTSERV.CCCNEXT.NET

**HTML Attachment** [ [Scan and Download](#) | [Scan and Save to my Yahoo! Briefcase](#) ]

Dear @One Users:

Thank you so much for your wonderful response to our survey. We must unfortunately report that due to technical problems, we are having some difficulty with the online questionnaire at this time. Please wait on taking the survey until you hear further word from me, probably a little later this afternoon when the glitch has been identified and fixed. Thanks again for your responsiveness, and your patience. We look forward to hearing from even more of you once the survey is back up and running properly.

Sincerely,

Lisel Blash (& Eva Schiorring)  
Senior Researcher (s)  
Center for Student Success



April 27, 2004

Dear Colleague,

I am writing to invite you to participate in the **revised** survey about **@ONE's on-line courses and institutes**. Please discard the prior letter and URL dated April 26, 2004. If you took the survey on April 26—our apologies, please retake the survey at the new address.

@ONE has commissioned The Center for Student Success (CSS) to conduct this survey. CSS is the research and evaluation arm of the Research & Planning Group of the California Community Colleges. The survey findings will be used **to strengthen @ONE's technology training program and to establish priorities for the coming year**.

The survey is voluntary, and only the research team will have access to the responses. The survey takes about ten minutes to complete. You can access the new survey at: **<http://CTLSilhouette.wsu.edu/surveys/ZS23631>**

The survey is very important to @ONE and we hope for a high response rate. For this reason, and to thank participants for their input, we will enter the names of all survey respondents into a **drawing for a Sony Cybershot 3.2 Megapixel Digital Camera**. **The deadline for completing the survey is Friday, May 7, at 5 pm.**

Thank you in advance for your time and interest in contributing to shape next year's technology training program. If you have any questions about this survey, please contact CSS researcher Lisel Blash at: [lblash@yahoo.com](mailto:lblash@yahoo.com), or at 415-305-5493

Sincerely,

Dr. Robert Gabriner  
Director  
Center for Student Success  
Dean of Research, Planning & Grants  
City College of San Francisco

Lisel Blash  
Senior Researcher  
Center for Student Success  
[lblash@yahoo.com](mailto:lblash@yahoo.com)  
415-305-5493



May 3, 2004

Dear Colleague,

A week ago, we asked you to participate in a survey about @ONE's on-line courses and institutes. This is a reminder that the **deadline for completing the survey is Friday, May 7th at 5 pm**. As you may recall, we will enter the names of survey respondents into a **drawing for a Sony Cybershot 3.2 Megapixel Digital Camera**. **If you have already completed the survey, we thank you so much, and ask you to please ignore this reminder.**

@ONE has commissioned The Center for Student Success (CSS) to conduct the study. CSS is the research and evaluation arm of the Research & Planning Group of the California Community Colleges. The survey, which takes about ten minutes to complete, is voluntary and only the research team will have access to the responses. @ONE will use the findings to establish training priorities for next year's services.

You can access the survey at:

**<http://CTLSilhouette.wsu.edu/surveys/ZS23631>**

Thank you in advance for your time and interest in contributing to shape next year's technology training program. If you have any questions about this survey, please contact CSS researcher Lisel Blash at: [lplash@yahoo.com](mailto:lplash@yahoo.com), or at 415-305-5493

Sincerely,

Dr. Robert Gabriner  
Director  
Center for Student Success  
Dean of Research, Planning & Grants  
City College of San Francisco

Lisel Blash  
Senior Researcher  
Center for Student Success  
[lplash@yahoo.com](mailto:lplash@yahoo.com)  
415-305-5493



May 7, 2004

Dear Colleague,

Two weeks ago, we asked you to participate in a survey about @ONE's on-line courses and institutes. We have received great response so far, but we would like to hear from even more of you. Therefore, we have decided to **extend the deadline for completing the survey for one more week to Friday, May 14th at 5 pm.** As you may recall, we will enter the names of survey respondents into a **drawing for a Sony Cybershot 3.2 Megapixel Digital Camera.** **If you have already completed the survey, we thank you so much, and ask you to please ignore this reminder.**

**Please take the survey whether you completed your most recent @ONE course or not—we want to hear everyone's opinions.**

@ONE has commissioned The Center for Student Success (CSS) to conduct the study. CSS is the research and evaluation arm of the Research & Planning Group of the California Community Colleges. The survey, which takes about ten minutes to complete, is voluntary and only the research team will have access to the responses. @ONE will use the findings to establish training priorities for next year's services.

You can access the survey at:

**<http://CTLSilhouette.wsu.edu/surveys/ZS23631>**

Thank you in advance for your time and interest in contributing to shape next year's technology training program. If you have any questions about this survey, please contact CSS researcher Lisel Blash at: [lblash@yahoo.com](mailto:lblash@yahoo.com), or at 415-305-5493

Sincerely,

Dr. Robert Gabriner  
Director  
Center for Student Success  
Dean of Research, Planning & Grants  
City College of San Francisco

Lisel Blash  
Senior Researcher  
Center for Student Success  
[lblash@yahoo.com](mailto:lblash@yahoo.com)  
415-305-5493

## **@ONE USERS SURVEY PHONE FOLLOW-UP**

### **ANSWERING MACHINE**

#### **Introduction:**

My name is..., I'm calling from the @ONE technology training program to remind you to take the online @ONE Users' Survey by Friday, May 14. The survey takes only 10 minutes, and your answers are completely confidential. If you participate we will enter your name into a drawing for a digital camera.

@ONE is funded by the State Chancellor's Office to provide technology training to faculty and staff at California Community Colleges. @ONE has commissioned the community college evaluation group, the Center for Student Success, to get feedback and input from @ONE users like yourself.

To access the survey online, go to [CTLSilhouette.wsu.edu/surveys/ZS23631](http://CTLSilhouette.wsu.edu/surveys/ZS23631). (*you might want to spell out C(as in Charlie) T(as in tom) L(as in Lisa) SiI h o u e t t e.*) If you have any questions about this survey, please contact Center for Student Success Researcher Lisel Blash at 415-305-5493. If you have already completed the survey, please disregard this message.

### **LIVE PERSON**

Hi, is this (respondent's name)? (If not, get info on how to reach them.)

.My name is..., I'm calling from the @ONE technology training program to remind you to take the online @ONE Users' survey by Friday, May 14. The survey takes only 10 minutes, and your answers are completely confidential. If you participate we will enter your name into a drawing for a digital camera.

@ONE is funded by the State Chancellor's Office to provide technology training to faculty and staff at California community colleges. @ONE has commissioned the community college evaluation group, the Center for Student Success, to get feedback and input from @ONE users like yourself

If you would like to do the survey now by phone, I would be happy to read it to you and transmit the answers to the Center for Student Success. I can also give you the link to the survey so you can do it yourself online. (If the latter: To access the survey online, go to [CTLSilhouette.wsu.edu/surveys/ZS23631](http://CTLSilhouette.wsu.edu/surveys/ZS23631).) (*you might want to spell out C T L S I I h o u e t t e.*) If you have any questions about this survey, please contact Researcher Lisel Blash at 415-305-5493.

## FREQUENTLY ASKED QUESTIONS (GENERAL)

### @ONE Online Users' Survey

**You should be prepared to explain the study using simple, direct responses to R's questions. Don't go out of your way to offer long, detailed explanations. If people have questions, they will ask. Below are some of the questions that have come up on similar studies. Although we have tried to anticipate the concerns respondents may have, you may find that over the course of the study, additional questions will come up. .**

**Q: WHO IS CONDUCTING THIS STUDY?**

A: @ONE contracted the Center for Student Success to conduct an independent evaluation of the technology training services @ONE provides to the Community College System. The Center for Student Success is the research and evaluation arm of the California Community Colleges' Research and Planning Group. If you have any questions you can contact Lisel Blash with the Center for Student Success at 415-305-5493.

**Q: WHO IS PAYING FOR THIS SURVEY?**

A: @ONE is paying for the survey. @ONE provides educational technology resources to California Community College staff and faculty.

**Q: WHAT IS THE PURPOSE OF THE SURVEY?**

A: The purpose is to assess the long term impact of the training @ONE provides and to get input that will improve @ONE's ability to meet the colleges' need for technology training.

**Q: WHY IS THIS STUDY SO IMPORTANT? WHAT WILL THE INFORMATION BE USED FOR?**

A: It will help us understand what @ONE does well, and help @ONE improve its services. The Center for Student Success will prepare an evaluation report with the information from the survey.

**Q: HOW LONG WILL THIS TAKE?**

A: The survey usually takes about 7 to 10 minutes online, 10-15 by phone.

Q: DO I HAVE TO DO THE SURVEY?

A: No, the survey is voluntary.

Q: WITH WHOM DO I TALK TO COMPLAIN ABOUT THIS?

A: If you have any questions or concerns, you can contact Lisel Blash the Center for Student Success at (415) 305-5493.

Q: WHERE DID YOU GET MY NAME AND NUMBER?

A: We have the contact information you provided when you registered for your most recent @ONE training activity.

Q: WHY CAN'T YOU JUST MAIL ME THE SURVEY?

A: This is the most economical way to collect this information. We apologize for any inconvenience.

Q: IS THIS CONFIDENTIAL?

A: Yes, the Center for Student Success works hard to protect the confidentiality of the data it collects. Data are only reported for groups of participants, never for an identifiable individual.

Q: WHY TALK TO ME? I DON'T KNOW THAT MUCH ABOUT @ONE.

A: We are hoping to survey a wide cross-section of @ONE Users, from those who are very familiar with @ONE to those who have had relatively little experience. Your opinions about your experience are important to our understanding of how the training works for different people.

## ***Appendix G—Contact and Follow Up Material for Interviews***

May 2, 2004

Dear Colleague,

I am writing to ask you to participate in a ten minute phone interview about the experience you have had with the @ONE technology training program. The interview findings will help shape @ONE's 04-05 offerings.

To make this as easy for you as possible **we have included below a chart of time slots available for the interview.** We would greatly appreciate it if you could **indicate on the chart a minimum of three times that would work for you and email this information back to us by Wednesday, May 5<sup>th</sup>.** We realize this is a short time frame, but know from experience that the longer we wait, the less the chance of a response. After we hear from you, we will email you back within the next 48 hours to confirm the interview time.

The phone interview will be conducted by Senior Researchers from The Center for Student Success, the research and evaluation arm of the California Community Colleges' Research and Planning Group. CSS will analyze the result of the phone interviews and provide @ONE with a report on the overall findings. Data from individual interviews will remain strictly confidential and only available to CSS researchers.

The phone interview is follow-up to an on-line survey that the CSS recently conducted of @ONE's training activities. It is very likely that you participated in this survey which was designed to provide @ONE with a general understanding of participants' satisfaction with the training that is currently available, and with input that can be used to prioritize next year's offerings. The phone interview explores in more depth questions raised in the survey.

"Why me," you may wonder. The answer is that we selected at random for the phone interviews a limited number of @ONE users and you were one of them. CSS's report on the interview findings will be carefully scrutinized by @ONE's staff and board and we really hope you will be able to find the time to participate.

On behalf of @ONE, we want to thank you in advance for your willingness to be a spokes person for @ONE users and for helping @ONE develop training activities that reflect faculty and staff needs and priorities.

Feel free to email me at [eschiorring@sbcglobal.net](mailto:eschiorring@sbcglobal.net) if you have questions. You can also reach me at 415 595 4824.

Regards,

Eva Schiorring  
Senior Researcher  
Center for Student Success

**PLEASE CONTINUE**

**CHART OF AVAILABLE INTERVIEW TIMES**

Please check below a minimum of 3 different times you will be available for at 10 minute interview with CSS Researchers. Although each slot is 20 minutes, the interviews should last no more than 10 minutes. The remaining time is built in for interviews that start late, and for interviewers to organize their notes.

Tu, 5/4	Wd, 5/5	Th, 5/6	Fri 5/7	Mon 5/10	Tu, 5/11	Wd 5/12	Th, 5/13	Fri, 5/14	Mon 5/17	Tu, 5/18	Wd, 5/19	Mon 5/24	Tu, 5/25	Tu, 5/4
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## Email Reminder--Example

Dear <respondent>:

I work with the Center for Student Success (CSS), part of Research and Planning for the California Community Colleges. @ONE has commissioned us to conduct an independent evaluation of its services. @ONE is funded by the State Chancellor's Office to provide technology training to faculty and staff at California Community Colleges. We have selected a random sample of @ONE participants to take part in a brief phone interview about their experiences with the trainings. This is related to but separate from the online survey that is also part of our evaluation.

**Would you be willing to schedule a time with me for a brief phone conversation of approximately 10-15 minutes as part of our evaluation?** The interview is confidential, and the purpose of the interview is to gain more in depth information about participants' experience with the training so @ONE can improve and expand the services it provides.

I can be reached via email at [lplash@yahoo.com](mailto:lplash@yahoo.com), or via my cell phone at 415-305-5493. Your assistance in evaluating @ONE's services would be greatly appreciated.

Sincerely,  
Lisel Blash  
Senior Researcher  
Center for Student Success  
<http://css.rpgroup.org>

