

Results: Web Instructor Survey

Survey Information	
Total surveys disseminated	38
Total surveys returned	25
Surveys returned by non-faculty instructors	5
Surveys returned by Web Enhanced instructors	7

Notes

- All comments of any kind are recorded below regardless of whether or not the question invited a comment or explanation.
- Comments are bulleted, italicized, and *recorded in a different font*.
- Numbers are bracketed, boldfaced, and recorded in a different font: **[9]**.
- If the tabulated numbers do not equal the number of surveys given, it may be for any one of these reasons:
 - The question did not apply to a Web enhanced (or full Web) instructor.
 - The respondent simply did not want to indicate an answer (or forgot to).
 - The respondent preferred to answer with a comment.
- The survey was given in April 2003. It was created, administered, and tabulated by the Senate Web Committee.

Part I

1. What is the total number of full Web courses that you've taught? (Count each time you've taught a course whether you've taught it before or not.)
 - a. **[8]** 1-5
 - b. **[5]** 6-10
 - c. **[4]** 11-15
 - d. **[3]** 16+
 - *What is a full Web course?*
 - *What is a full Web course? [different respondent]*
2. Did you volunteer to teach a Web course or were you asked/told to?
 - a. **[21]** volunteered
 - b. **[1]** asked to
 - c. **[0]** told to
 - d. **[3]** some combination of the above
3. Do you usually require an on-campus orientation session for your Web course?
 - a. **[7]** yes
 - b. **[17]** no
 - *It is optional.*
4. Do you normally teach Continuing Education or academic Web courses?
 - a. **[24]** Academic
 - b. **[1]** Continuing Education
5. Do you usually use a textbook differently in a Web course than you would in a traditional course?
 - a. **[10]** yes
 - b. **[14]** no

explain: _____

- *The makeup of the class determines how the text is used and the kind of course.*
- *I started with a different text but became confusing to the students.*
- *I found enough materials on the Internet and developed materials myself.*
- *Because of "lecture" material. [respondent selected "yes"]*
- *Do not use textbook for Web class.*
- *Book is the same contents (Web and classroom), but Web course has a code for the students to access quizzes in Blackboard.*
- *Greater reliance on text.*
- *My class is Web enhanced; lecture is conducted weekly.*
- *I try to keep my courses pretty much the same.*
- *No: for [Engl] 1301 my Website is the text, even for non-Web sections.*
- *Yes: for [Engl] 2311 I use a printed text but obviously can't lecture on it. I instead offer chapter summaries and class wide emails with tips, reminders, etc.; also open-book quizzes.*
- *Heavier reading in Web.*
- *No test for Web course.*
- *Depends on students and course material.*
- *I do not use the books any different because the books are tutorial type and the campus and Web class have to use them the same way.*
- *Different text than classroom.*

6. What type of student interaction do you have in your Web courses? Circle all that apply.

- a. **[17]** asynchronous bulletin board discussion
- b. **[3]** live chat room
- c. **[2]** instant messenger
- d. **[7]** student collaboration or group activity
- e. **[6]** other

○ *Have tried [live chat room].*

7. Have you used Blackboard to teach a Web course (including this semester)?

- a. **[14]** yes
- b. **[10]** no

8. Do you use any sort of Web authoring program (Front Page; Dreamweaver; Adobe GoLive; etc.) either in conjunction with Blackboard or by itself? If so, what?

a. yes

____**[17]** Name of program:

- *Front Page 2002*
- *Front Page*
- *Front Page*
- *Coffee Cup software*
- *Front Page*
- *Front Page*
- *GoLive*
- *Front Page*
- *Front Page*
- *Netscape*
- *Composer*
- *Front Page*
- *Front Page*
- *Claris Home Page*
- *Net Objects*
- *Front Page*
- *Front Page*

____**[9]** By itself

____**[6]** With Blackboard

b. **[0]** no

9. Circle the Blackboard modules you have used:

- a. [15] testing
- b. [15] gradebook
- c. [8] drop box assignments
- d. [12] discussion board
- e. [2] live chat
- f. [6] module from publisher
- g. [4] other:

Calendar, external links, announcements, info.

10. Have you used a publisher's Web course? (Not just a publisher's resource page, but a publisher-constructed/publisher-hosted course.)

- a. [7] yes
- b. [18] no

11. Are you required to construct your Web course in a particular way or cover particular material to meet external certificate or degree requirements?

- a. [4] yes
- b. [18] no

- I don't know what you mean.*
- All English courses must meet certain degree expectations.*
- I don't understand the question.*

12. Indicate by circling if you upload audio or video files to the OC server as part of your course.

- a. [0] video
- b. [3] audio

I did once [audio].

13. Is your Web course self-paced?

- a. [3] yes
- b. [23] no

explain: _____

- Specific due dates.*
- Dated assignments due; weekly email assignments due.*
- I have due dates.*
- I have test weeks and deadlines for assignments.*
- Due dates for chapters.*
- One is; other I assign dates.*
- Web enhanced classroom discussion.*
- There are deadlines for postings and tests.*
- Regular due dates—just as in any other course.*
- The syllabus states one lesson each week.*
- It is a self-paced class with testing on Blackboard.*
- My classes use weekly due dates for course work and the students have all week to take online quizzes, post to the Discussion Board, etc. The weeks are from midnight Sunday until midnight Saturday.*

14. Do you normally require campus visits for testing?

- a. [3] yes
- b. [14] no
- c. [6] only for final

But they can arrange to test at an out-of-town school with a school employee as proctor.

15. For which of the following did you utilize OC staff support in your Web courses?
- [11] designing/constructing
 - [7] uploading
 - [10] maintaining
 - [7] building with Blackboard
 - [10] did everything myself
- Mostly myself.*
 - Some by myself also.*
 - For first course last semester—help building shell. [respondent circled “building with Blackboard”]*
 - A colleague helped.*
 - Some minor questions from time to time, to April.*
 - Just initial uploading.*
 - OC faculty.*
16. Generally what is your turnaround time for answering student email (excluding weekends)?
- [19] same day
 - [6] 1-2 days
 - [1] more than 2 days
- Same day for questions.*
 - I check once a day, so it depends on when they send it.*
 - Except for returning graded assignments. [respondent circled “same day”]*
17. Do you normally answer student email on weekends?
- [12] yes
 - [14] no
- Sunday, not Saturday.*
 - They are given my home email address. [respondent circled “yes”]*
18. Do you require your Web students to use a particular piece of software?
- [6] yes
 - [19] no
- explain: _____
- I convert papers written in Word perfect, Works, etc., to Microsoft Word.*
 - Word: my office computer will not open .wpd files; techs have not been able to fix.*
 - I require Word.*
 - Attachments must be sent in MS Word or Rich Text.*
 - [No] but they must have a fully functional word processing program.*
 - Have asked for Word/Word Perfect.*
 - For email.*
 - MS Office Pro.*

Part II

19. Regarding your own Web courses, what is your perception of student retention?
- [10] less than classroom retention for the same course
 - [1] more than classroom retention for the same course
 - [13] about the same as the classroom retention for the same course
 - [0] have no idea and wouldn't care to guess
- Most semesters; some exceptions.*
 - Equivalent in Engl 1301; less in Engl 1302.*
 - Probably—but it seems to vary more widely from one section to another than on campus. [Respondent circled “a”]*

20. Do you think that Web instruction on the OC campus will continue to grow?
- [22]** yes
 - [1]** no
 - [1]** not sure
- Not if the administration decides to run capless courses. [respondent circled "not sure"]*
21. Circle the answer which best fills in the blank in this statement: I spend _____ time teaching a Web class than I do a traditional one.
- [13]** significantly more
 - [6]** somewhat more
 - [5]** about the same
 - [0]** less
22. If you find Web instruction more time consuming, can you suggest some ways that Web instructors might be given some relief?
- Limit class size to 15 students.*
 - Reduce office hours on campus.*
 - Limit class size and number of sections.*
 - Release on some office hours.*
 - Faculty release time (I don't know what you could do for us part timers who teach as adjuncts).*
 - At least put software on their (faculty) office and home computers.*
 - Adjust class times they teach.*
 - Smaller class size.*
 - Limit enrollment.*
 - Be better furnished students' email addresses. [sic]*
 - One class load reduction.*
 - Keep class sections lower.*
 - Reduce office hours.*
 - Reduced class...[illegible word]*
 - Financial compensation—most instructors work part time at another job.*
 - I think to do it right, it will be more time consuming.*
 - Lower headcount caps than the same course on campus. [sic]*
 - Reduce office hours.*
 - Limit class size to 15 students.*
 - Reduce office hours on campus.*
 - The current class limit for classes is 20 for me. I would have a problem keeping up with that many students on the Web, but since I teach intro classes, the dropout rate is about 50 percent.*
 - Reduced office hours.*
23. Indicate your level of satisfaction with Blackboard (only the software itself).
- [5]** very satisfied
 - [4]** satisfied
 - [5]** partially satisfied
 - [1]** not satisfied
 - [7]** na
- Would like to see some changes with grade book.*
24. Indicate your level of satisfaction with on-campus support and help for Blackboard.
- [6]** very satisfied
 - [6]** satisfied
 - [3]** partially satisfied
 - [1]** not satisfied
 - [6]** na
- April is great!*

25. Insert below any comments you have about Blackboard.

- I have found that my students often get kicked off during tests: very inconvenient (although not as much as in previous semesters).*
- Blackboard is too limiting—very flat—too confined. No room for backgrounds, etc., to make it more visually appealing to students who are predominately visual learners.*
- Grade book: freeze the students names and be able to scan the entire grade book.*
- Has significantly increased my student confusion—possibly because I've tried to use it as a supplement to my Website and students are used to it functioning exclusively as the Website.*
- Need updated version with a grade book that gives a running average as we add new grades.*
- Very user friendly. Have no complaints.*
- Very good. Student and teacher friendly.*
- I've been taking online classes using Web CT and find each to have their own drawbacks; however, both are user friendly. My husband is taking classes on Nicenet—it seems less user friendly.*
- It has a lot of flaws.*
- No problems with Blackboard itself. However, I think any change with the program should be discussed between users and IT. We need more input. Not just a notice and what is going to happen.*
- I've been pleased with it, but look forward to updates in the system.*
- Students experience too many browser failures.*
- Test construction is tedious.*
- On campus support (April) has been excellent!*
- I am ready for the new version.*

26. Do you favor a technology skills assessment to determine student eligibility to take a Web course?

- a. [17] yes
 - b. [5] no
 - c. [1] unsure
- Not particularly. [respondent did not circle an answer]*
 - Only for true Web classes; however, my husband has become quite good at using the Internet in only two semesters.*

27. Do you favor a registration checklist for students which identifies basic skills and expectations in Web students?

- a. [19] yes
 - b. [3] no
 - c. [3] unsure
- Are they being honest? [respondent selected "unsure"]*
 - They fib. [respondent selected "unsure"]*

28. Has class size in Web courses been a concern for you?

- a. [7] yes
 - b. [10] no
 - c. [3] unsure
- explain: _____

- I am adjunct and my class size was not limited to 15 students.*
- It's been held to 20-22 as requested.*
- But it could if they get too big.*
- Too many students—too much grading—too time consuming.*
- I have a high drop rate.*
- I have talked with others who are often overwhelmed. [respondent circled "no"]*
- I can see both sides of the issue. [respondent circled "unsure"]*
- Class size is an issue when your limit can be raised without your approval.*
- Due to actions by [vice president] concerning [instructor's name] courses and due to words by [president] saying that Web courses should have no caps. [respondent circled "a"]*
- Consistency needed.*
- [Yes] and no. If all the students stuck it out I would have a hard time keeping up. [respondent circled "yes"]*

29. Do you feel that supervisors and administrators have a reasonably good understanding of the problems and needs of Web instructors?

[16] chairs: ___yes [5] ___no [5] ___not sure
 [8] deans: ___yes [10] ___no [7] ___not sure
 [3] vp's: ___yes [13] ___no [9] ___not sure

- Chairs: *If they've taught a Web.*
- Vp's: *No clue.*
- Deans and vp's: *They have no clue.*
- Chair: *[Chair] has not taught Web but at least asks questions.*
- Deans and vp's: *They have no clue.*

30. As a Web instructor only, indicate your satisfaction with the support you've received from these areas of the college:

LRC	Testing Center	Dean /Distance Ed	Registrar
a. [6] very satisfied	a. [2] very satisfied	a. [3] very satisfied	a. [2] very satisfied
b. [7] satisfied	b. [7] satisfied	b. [5] satisfied	b. [11] satisfied
c. [0] unsatisfied	c. [3] unsatisfied	c. [5] unsatisfied	c. [5] unsatisfied
d. [12] na	d. [13] na	d. [10] na	d. [7] na

VP Instruction	Bookstore	IT
a. [2] very satisfied	a. [1] very satisfied	a. [6] very satisfied
b. [5] satisfied	b. [7] satisfied	b. [14] satisfied
c. [9] unsatisfied	c. [10] unsatisfied	c. [3] unsatisfied
d. [8] na	d. [7] na	d. [2] na

- Department chair: *Very satisfied.*
- Bookstore: *No book; all resources were put up on the Web.*
- Registrar: *Can't get email addresses at time of enrollment.*
- Dean/Distance Ed: *No support whatsoever.*
- Registrar: *Need email addresses as part of registration info.*
- IT: *So-so.*

31. Comment on the Virtual College of Texas (VCT).

- *None of my classes are VCT—I choose not to participate.*
- *One big hassle.*
- *It didn't work for my course requirements so I don't participate.*
- *It's okay until you have a situation where you really need to meet with the student and they're too far away to do that.*
- *My VCT students have not done well—usually drop.*
- *It adds to our work, making arrangements for a proctored testing situation, etc. I'd rather not have VCT students.*
- *I like having students other than OC students.*
- *Students are not as dedicated.*
- *I think that the VCT could be opened up to military, thus expanding our student base.*
- *No problems.*
- *Doesn't fairly compensate productive schools like OC!*
- *Good for the college but bad for the instructors. Faculty has made OC a key player in VCT, yet VCT students are almost invisible to administration in our load.*
- *It works, if you work with it.*
- *Some great aspects to it, but also some concerns: book orders, communication re student withdrawal, etc.*
- *I don't participate.*
- *Mixed feelings: it's a good thing, but lack of support at state and client college levels makes extra work for OC Web instructors.*

32. Do you endorse the concept of a Senate Web Committee?

a. [21] yes

b. [2] no

why or why not? _____

- To give some focus on Web instruction and a forum to discuss issues and concerns.
- Web instructors need representation that non-Web instructors might not understand or provide.
- No other entity on campus is looking at Web courses and their delivery.
- It's a major part of instruction.
- Web instruction is so different than the traditional classroom.
- It's vital that faculty be heard on this issue of growing importance.
- Advocacy, education.
- I think you have worked hard and are making progress.
- It is a voice that needs to educate upper administration.
- Provide adequate training and support for faculty; mentor.
- Serve as a lobbyist with administration.
- Continue insuring OC uses most user friendly training packages.
- The committee helps keep administration apprised of trends, problems, and possible solutions.
- I think issues in its regard are very specific—too specific for the Senate as a whole.
- I question the makeup of the committee as it now stands. [respondent circled "yes"]
- If it is set up as a witch hunt for the negative few, no. [respondent added "not sure" to options]
- Definitely needed on campus.
- Good people do good work.
- Yes. I hope that this committee will be able to educate that campus to the fact that Web-based and self-paced are not the same and that Web-based classes require a stronger student commitment.

33. What do you think the priorities of the Senate Web Committee should be?

- To continue to give Web instructors support and feedback.
- Get class sizes limited: if too large open multiple sections.
- Deliver quality products to our students.
- Support faculty adjuncts as they develop courses.
- Make others on campus aware of the work it takes to build and deliver a quality Web course.
- Gather student feedback—then act on it.
- Have meetings to exchange info and concerns.
- Pass on concerns to appropriate parties.
- Assuring more training sessions.
- A voice for Web instructors w/ chairs, deans and vp Alred.
- Lobby to get the Web Student Checklist mandatory at registration.
- Guarantee Web instructors have updated (new) hardware and software ASAP.
- Keeping issues "front and center" on behalf of Web faculty.
- QA ["quality"?] of Web courses—ensuring it by education and advocacy.
- I think you are doing a great job.
- Work with administration.
- Staff development.
- Current trends.
- Problem solving, creative solutions.
- If it is a Senate Web committee, then it should [word missing] faculty issues in regard to Web teaching—not policy making but addressing issues perhaps for the Senate.
- Faculty representation on tech budget cuts. (new computers)
- Training.
- Software licenses.
- Class limits
- Support and protect faculty.
- Protect students against administrative stupidities such as no-cap Web courses.
- Aiding instructors through information.
- Representing faculty needs.
- Support for Web instructors.
- Design of Web courses.
- Student support.

- *Monitor and advise on number of Web courses offered.*
- *Devise checklist of necessary student skills for Web courses.*
- *Education of faculty and administration about the pros and cons of Web-based courses.*
- *Establish a procedure and guidelines for all Web-based classes using Blackboard and require all Web-based classes to use Blackboard.*
- *Establish minimum qualifications for anyone wanting to take a Web-based course to stop the large number of withdrawals and failures.*
- *Make administration aware that email addresses and contact phone numbers are required for a student to successfully complete a Web-based course.*

34. Briefly describe three things that would improve your ability to teach effectively on the Web (include actions, software, technology).

- *More time: release from office hours, etc.*
- *Training, which is beginning to happen.*
- *Software in my office that I don't need to buy myself.*
- *As an adjunct: I would like some consideration (pay wise) that I spent a great deal of time building the course [on] my personal time.*
- *I'm planning to take a Front page short course.*
- *The video capture would be good—I couldn't attend when offered before.*
- *2-4 p.m. is a good time for me.*
- *Meeting students more often face-to-face.*
- *Getting students to come in for tutoring.*
- *Being able to access my email from home.*
- *Updated Blackboard software.*
- *A laptop for summer when we are teaching Web courses with no a/c in our offices.*
- *Learning to use audio/video files.*
- *Access to students' email at registration.*
- *Smaller classes.*
- *More info handed to students at registration—maybe have a Web registration table.*
- *Earlier deadlines for registration.*
- *Being able to access my "odessa.edu" from home.*
- *Continuously Webmaster availability and instruction. [sic]*
- *Either attend conference or being in Publisher's training.*
- *In-office training.*
- *Learn how to create audio and film files.*
- *More training on loading streaming media, etc. There was one offered.*
- *Training on visual oriented software (Photoshop, Powerpoint).*
- *A new computer. My 5-year-old will not now be replaced.*
- *Training on Web teaching.*
- *Reasonable caps.*
- *Training.*
- *Publisher software.*
- *Clear mission (College)—e.g., future of Web courses and commitment.*
- *Better support: testing center, bookstore.*
- *More training, when possible, by professionals in the field.*
- *More time to adapt Web course to current needs.*
- *Higher bandwidth to the Blackboard Server (its own T1 line) to enable the use of streaming video, etc., for assisting students.*
- *Purchase campus-wide subscriptions for Microsoft Office, etc., and allow the students to purchase the software for a minimal fee similar to the UT system program.*
- *Have a program to educate students on how Web-based courses work and what will be required of them before they register for the Web-based course.*
- *More Testing Center support.*
- *More support from registrar.*

35. Briefly describe the three biggest problems you've experienced as a Web instructor.

- *Students who were inadequately prepared to engage [in] a Web class.*
- *The lack of understanding of the concept [of a Web class].*
- *Students seem unable to follow written instructions—no matter how simple or detailed.*
- *Students lacking computer skills and experience.*
- *Getting students to take the class seriously and realize the level of commitment I expect of them (Web based is not self paced).*
- *Each student almost has a separate contract with me, which we have to almost individually negotiate. In some respects it's like teaching a separate course for each student.*
- *Getting students rounded up to start the semester.*
- *Keeping them doing classwork.*
- *I think that students who just want to be enrolled in a class for financial aid purposes, getting cheap insurance, or just meeting job requirements are more likely to use this more anonymous method.*
- *Getting students to turn in work on time.*
- *Students who do not know computers, Internet, etc., and still take a Web course.*
- *Not being to access my email from home.*
- *[My] lack of expertise on Excel spreadsheet for my gradebook.*
- *Students lacking the expertise and software to take a Web course.*
- *Not having reliable email addresses for all Web students; it should be required to be given during registration and if they don't contact us by end of first week we should be able to drop them.*
- *Student retention—or lack of*
- *"Wrong" students trying to take Web course.*
- *Students' email addresses.*
- *Students not having the correct hardware and software.*
- *Students can't get books timely. [sic]*
- *More time spent with logistics than instruction.*
- *Retention.*
- *First semester teaching, so I had little problems and was still earning.*
- *Motivating students to use discussion component [referring to Blackboard].*
- *Technology glitches.*
- *Lack of time to respond to all emails in depth.*
- *Enormous amount of time required to design [BE?] exams.*
- *Students sign up but never attend even once.*
- *Students say they can do certain things and cannot.*
- *Email [addresses?] that are either bogus or dropped.*
- *Time management.*
- *Computer problems.*
- *Software training.*
- *Student apathy.*
- *Administrative ignorance.*
- *Student inability (work schedule, use technology, demonstrate maturity).*
- *Administration attitude toward Web courses—unclear, inconsistent.*
- *Time.*
- *Students change email address or have no account.*
- *Students do not follow instructions.*
- *Students are not current with lessons.*
- *Frustrations (students and my own) with Blackboard.*
- *Students not understanding what they are required to do in the class.*
- *Trying to instruct a student on something they do not understand with only email as a tool.*
- *Keeping the students motivated to learn without direct interaction.*
- *Difficulty of contacting students at beginning of semester.*
- *Setting up proctors at VCT sites.*
- *Lack of OC Testing Center support (night sessions).*

36. Would you be interested in occasional (or regular) staff development sessions on matters relating to Web instruction? If so, list a few of the items you would like to see covered.

a. **[18]** yes

Suggestions:

- *Front Page training*
- *Blackboard training*
- *Others: Dream Weaver*

- Front Page training
- Blackboard Training
- Using audio-video files
- Learning Adm. short-cuts, time saving techniques—email files, updates to students.
- Blackboard.
- Front Page (advanced)
- Instructors should go through a short Web-based course as a student to learn the pitfalls from the student perspective.
- Creating audio/film files.
- Blackboard—train someone from OC; don't bring in an outsider.
- Instruction: media capabilities. I'm not really sure what our server can hold, etc.—would like more information from IT on what is available to use.
- Use of graphics.
- Creative ideas.
- Advanced technology.
- General bull sessions.

- b. [3] no
- c. [4] indifferent

37. Based on your experience, how does student learning in a Web course compare to student learning in the classroom?

- *The amount of effort a student puts into a class determines the learning outcome; it makes no difference whether the class is self-study, Web, or classroom.*
- *It is actually about the same.*
- *Comparable if the student is self-motivated.*
- *I personally miss the face to face contact. Sometimes students don't vocalize or email their distress; however, you can see it when you work with them at the front of the classroom. I would prefer an "integrated" Web/"Real live class" course. I would like the opportunity to teach one. Then I could fill out Part III. However, I think student learning in Web courses can definitely be empowered [sic] because students have the Internet to almost hide behind—which makes them less afraid to expose their ideas and thoughts and ideas to their peers. These students were much more "talkative" than students in regular classes who are afraid of exposing too much of themselves to others. I really enjoyed teaching the class mainly because of the easy way we communicated.*
- *The Web students can learn the same basic content, but the real people-sharing ideas and experiences part is not there, and that can't be duplicated online.*
- *I think students learn better in classroom, but I had had good success with the Web courses.*
- *Not sure—my grade distribution is better in Web courses, but is that due to cheating or what?*
- *Makes one re-think both types of teaching/classes. Makes one continue to use WWW and learn and do research. By "one," I mean the instructor. It keeps instructor on her toes; keeps teaching from getting stale, habitual.*
- *It depends on the course and the student. I believe the improvement of Web classes has definitely raised the level of learning but not quite to classroom as of yet.*
- *Those who succeed do know the material.*
- *I find in my particular two classes that by doing the Web course instead of self-paced, that it was more educational—got to know students more.*
- *Web enhanced provides the best of both worlds; however as a student in a Web course I believe I retain as much, if not more.*
- *Who knows? However, I do test to determine that my students are reading.*
- *I don't see any difference.*
- *Student responsibility is increased exponentially! Most students don't manage time well at this point in their career.*
- *It depends entirely on whether the student takes the course seriously—just as it does in a classroom.*
- *What they make of it.*
- *For serious, disciplined students, Web courses can lead to superior learning.*
- *Apparently, except for retention, the student learning is much the same. Web students pass the writing section of the TASP.*
- *Students get as much as they want from most any class; I've seen no difference in students whether Web or traditional.*
- *Web learning is at least equal to classroom learning and in some cases superior.*

Part III: For Web Enhanced Instructors Only

38. Which of these comes closest to describing your web-enhanced course:
- a. **[3]** one day a week in the classroom; the rest on the Web
 - b. **[2]** regular classroom attendance with some material on the Web
 - c. **[1]** all course materials on the Web plus scheduled office visits with instructor
 - d. **[1]** other:
 - *Self-paced instruction with scheduled Web-based testing.*
39. Do you use Blackboard for your Web component?
- a. **[5]** Exclusively
 - b. **[1]** Partially
 - c. **[1]** Not at all
 - *Use [Blackboard] in conjunction with Internet site and links.*
40. Approximately what percentage of your course employs the Web?
- a. **[3]** 50 percent
 - b. **[1]** 25 percent
 - c. **[2]** 75 percent
 - d. **[0]** 10 percent
 - *Depends on course.*
41. Based on your experience, can Web enhanced courses have a positive effect on student learning?
- a. **[6]** yes
 - b. **[0]** no
 - c. **[1]** unsure
 - *This course prepares students for a full Internet and it allows them to gain technology experience under the supervision of an instructor.*
42. Based on your experience, can Web Enhanced courses have a positive effect on limited Odessa College resources?
- a. **[5]** yes
 - b. **[1]** no
 - c. **[0]** unsure
 - *Because of our service area.*
 - *Allows students to work in a variety of settings rather than tying up a given classroom.*
 - *Saves limited classroom space.*
 - *Flexible for students.*
 - *Take up less classroom space by occupying a lab only once a week instead of twice.*
 - *Provide non-classroom based instruction appropriate for many, certainly not all, students.*
 - *My Web enhanced courses are most of my campus based courses and they give the student more options to turn in work and receive grades, but they still have to attend classes. I guess I may not fully understand the senate's definition of "Web enhanced" classes.*

— end —