Faculty Training Times Survey (April 2009)

METHOD:

Members of the Online Task Force, ANGEL Pilot Team, AtD Online Student Success, and the Online Learning Committee were asked to list the four best and four worst times of the day for training as well as the four best and four worst weeks for training. Participants could enter more or less than suggested four as they felt appropriate. There were a total of fourteen participants which included at least one representative from each Division. A simple tally was done of the times indicated by the participants.

TIMES RESULTS:

Best	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:29	2	2	2	3	3
8:30-8:50	2	2	2	3	3
9:00-9:29	2	2	2	4	2
9:30-9:50	2	2	2	4	2
10:00-10:29	4	2	4	3	3
10:30-10:59	4	2	4	3	3
11:00-11:29	3	2	3	3	4
11:30-11:59	3	2	3	3	4
12:00-12:29	3	2	2	2	4
12:30-12:59	2	2	2	4	5
1:00-1:29	3	2	6	5	5
1:30-1:59	3	1	5	3	4
2:00-2:29	2	1	5	4	3
2:30-2:59	3	1	7	4	3
3:00-3:29	3	6	6	7	3
3:30-3:59	3	6	7	7	3
4:00-4:29		1	1	3	3
4:30-4:59		1	1	3	3

Worst	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:29	5	4	3	4	3
8:30-8:50	5	4	3	4	3
9:00-9:29	7	5	5	5	5
9:30-9:50	7	7	5	7	5
10:00-10:29	7	8	5	8	4
10:30-10:59	7	8	5	8	4
11:00-11:29	6	6	4	6	3
11:30-11:59	6	6	4	6	3
12:00-12:29	4	6	1	6	3
12:30-12:59	4	8	1	6	3
1:00-1:29	5	7	2	6	3
1:30-1:59	6	6	3	6	4
2:00-2:29	6	6	2	6	4
2:30-2:59	6	6	2	6	4
3:00-3:29	6	3	3	4	6
3:30-3:59	6	3	3	4	6
4:00-4:29	5	1	2	2	5
4:30-4:59	5	1	2	2	5

WEEK RESULTS

Best Weeks	
Prep and Planning	**6**
Week 1	
Week 2	
Week 3 *(After add/drop)*	**8**
Week 4	**9**
Week 5	**9**
Week 6	**10**
Week 7	4
Week 8 *(Midterm Grades)*	4
Week 9	**8**
Week 10	**9**
Week 11	4
Week 12 *(Final Withdrawal Week)*	4
Week 13	4
Week 14	3
Week 15	
Week 16	
Summer	4
Fall Intersession	*1*
Summer Intersession	*1*
Week After Fall Break	*1*
Week After Spring Break	*1*
May- immediately after grades are due	*1*

Worst Weeks	
Prep and Planning	3
Week 1	**13**
Week 2	**11**
Week 3	2
Week 4	
Week 5	
Week 6	
Week 7	2
Week 8 *(Midterm Grades)*	2
Week 9	
Week 10	
Week 11	2
Week 12 *(Final Withdrawal Week)*	3
Week 13	2
Week 14	**5**
Week 15	**11**
Week 16	**14**
Week after the end of the semester	2

COMMENTS

- The items in italics were items written in by some of the respondents. It is possible that more faculty would have agreed, if they had thought about it. So while the numbers are not large on these items, they should still be taken into consideration when scheduling training.
- A number of faculty mentioned that Summer, Friday, and less popular times should still be considered as long as it was ***not the only time.*** It is recommended that the session also be scheduled at other times during the week and/or during the regular academic year.
- It would be most beneficial if session were offered at a variety of times and days. For instance, if a session is offered on Wednesday at 1:00 the alternative should not be Monday at 1:00 since most classes are Monday/Wednesday, Tuesday/Thursday, or Monday/Wednesday/Friday. A better alternative would be Wednesday at 1:00 and maybe Tuesday at 3:00. One or two more sessions would be ideal, including perhaps in the morning.

- At times faculty may be at conferences, off campus for various reasons, or just have a really busy week. It would be most helpful if the sessions on a topic were offered over a several week period to allow for weekly variance in schedules.
- It would be best if training sessions were repeated on a regular basis for new faculty, new-to-online faculty, or those needing a refresher.
- Adjuncts will also need training. So, perhaps in the evening or weekend sessions may need to be scheduled for them.

CONCLUSION:

The results were as diversified as the faculties' teaching schedules. The theme that resonated throughout the results was to offer the training at a variety of times when the majority of the faculty would be available. Also, several faculty asked that they be notified and a training schedule be posted well in advance (with perhaps reminders of upcoming sessions). With enough notice, it might be possible to rearrange a schedule to attend a session. Other suggestions were to record the sessions and make streamed versions available over the Internet/Intranet, provide the training in an online format, or have handouts that could be downloaded.

Finally, it is realized that this report is a bit detailed but hopefully it will help maximize the attendance at the sessions. Faculty appreciates the time and effort that goes into preparing training as well as all of the hard work of the Online Learning staff. Thank you for being receptive to faculty input. This will help us work together to increase the success of our online students.