Faculty Technology Use Survey (Spring 2003)
College of Education & Professional Studies

Name: (Optional) __________________________________

Directions: Please place a check mark next to the appropriate response.

125 Surveys were sent out with 85 returned
Return Rate = 68%

1) Department: STG 13/20  REC 3/5  HST 6/13  SED 9/12  PED 21/25
   ELE 12/21  CSD 8/10  SPE 10/14  EDA 2/4  Other _1___
2) On a scale from 1 to 5, how would you rate your comfort level with regard to using technology? (1 being least comfortable and 5 being most comfortable)

Comfort Level

- Very Comfortable: 18
- Comfortable: 42
- Neutral: 16
- Uncomfortable: 3
- Very Uncomfortable: 6

n=85
3) How many hours do you spend using a computer for work-related tasks in a typical week?

- I do not use a computer
- Less than 2 hours
- 2 to 4 hours
- 5 to 9 hours
- 10 to 20 hours
- More than 20 hours

**Hours Used Weekly**

- Don't Use: 0
- Less than 2 hours: 4
- 2-5 hours: 16
- 5-10 hours: 15
- 10-20 hours: 27
- More than 20 hours: 23

n=85
4) Which of the following statements **best describes your** use of technology in the courses you teach?

Technology is fully integrated into my instructional program.
I have integrated technology into specific instructional units/projects.
I use technology infrequently with students.
I have not used technology at all in my instructional program.

![Technology Integration Chart](chart.png)

n=85
5) I believe that students from my department who graduate from EIU have the necessary knowledge and skills to successfully utilize technology in their chosen profession.

<table>
<thead>
<tr>
<th>Level of Skill at Graduation</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n=85
6) Do you have your own (separate from the department) webpage?  Yes  No

n=85

Own Web Page

Yes
35

No
50

[Diagram showing the number of faculty members with their own webpage]
6a) If yes, how do you maintain your webpage?
   I do it myself
   I do it with assistance from others

How Web Page

- Self
  - 20
- Others
  - 15

n=85
7) Do you have a course syllabus available online?
   Yes, available from my own webpage
   Yes, available from the department webpage
   No
8) Have you attended any technology-related professional development activities/workshops/training in the last year to improve your technology skills? Check ALL that apply:

- I have not attended any technology-related professional development activities/workshops/training
- I have attended on-campus technology-related professional development opportunities
- I have attended off-campus technology-related professional development opportunities
- I have pursued online technology-related professional development opportunities
- Other ______________________________________________________________

22% of respondents indicated no technology-related professional development activities
63% of respondents indicated they had attended on-campus technology-related professional development activities
32% of respondents indicated they had attended off-campus technology-related professional development activities
16% of respondents indicated they had participated in online technology-related professional development activities

![Training Chart]

n=85
9) Have you attended any CEPS Techshare professional development opportunities, brown bag lunches, or Passport series workshops during this academic year (Fall 2001/Spring 2002)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>50</td>
<td>1</td>
</tr>
</tbody>
</table>

n=85
10) Have you attended any CATS/Library professional development opportunities this academic year (Fall 2001/Spring 2002)?

- Yes: 24
- No: 60
- No Answer: 1

Total: 85
11) What do you think are the biggest challenges/issues related to integrating technology into the courses you teach?

<table>
<thead>
<tr>
<th>Challenges/Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security.</td>
</tr>
<tr>
<td>Student accessibility, Dealing with glitches.</td>
</tr>
<tr>
<td>Support and infrastructure.</td>
</tr>
<tr>
<td>Time!</td>
</tr>
<tr>
<td>1) Access by students—we've had problems during their class presentations because it takes so long to download material. It's frustrating for them and for me because it wastes a lot of time. 2) Students do weekly threaded discussions—it takes a lot of time for me to keep up—e.g. commenting on each posting because WebCT is sometimes slow.</td>
</tr>
<tr>
<td>Access for our students.</td>
</tr>
<tr>
<td>Time to learn the new tech!</td>
</tr>
<tr>
<td>Truly gauging whether the integration of technology has a direct effect upon improving student understanding and learning - or am I using technology just for the sake of saying I use it and how that is perceived by others.</td>
</tr>
<tr>
<td>Time to set up what I want to do.</td>
</tr>
<tr>
<td>Time to learn and implement new software/technology.</td>
</tr>
<tr>
<td>Variety of skill levels of students. Hardware, software and web that work when needed.</td>
</tr>
<tr>
<td>Time constraints.</td>
</tr>
<tr>
<td>Time to incorporate all that is out there for the &quot;best fit&quot; for the courses and students</td>
</tr>
<tr>
<td>Time. Comfort Level.</td>
</tr>
<tr>
<td>Teaching the students to use the tools that we are integrating into our curriculum - like WebCT. Also, it is difficult to get students to do open-ended exercises with technology. They want to be told exactly what to do when integrating software into lessons. They do not want to come up with some of their own ideas.</td>
</tr>
<tr>
<td>Access and dependability of the system.</td>
</tr>
<tr>
<td>Availability of carts (wireless and comp. carts from ITC) Time to learn software, programs, etc.</td>
</tr>
<tr>
<td>TIME to develop; lack of a plan—projects are forced on people no matter whether it benefits students or not. Technology is a TOOL not the end all- be all of teaching.</td>
</tr>
<tr>
<td>TIME to learn new technology (both professors and students)</td>
</tr>
<tr>
<td>Knowledge/info overload while trying to maintain the demands of an understaffed/overworked department, and the demands of raising a family.</td>
</tr>
<tr>
<td>Only pertinent to one course: HST 2250 Students should be conducting information/research searches via technology, however I have a philosophical bias toward student/faculty interaction in the classroom.</td>
</tr>
<tr>
<td>Time to further develop the activities I have.</td>
</tr>
<tr>
<td>Finding the time to get the training and maintaining the technology components.</td>
</tr>
<tr>
<td>Keeping up with new stuff.</td>
</tr>
<tr>
<td>Having the time to set everything up on the computer, along with all of my other duties.</td>
</tr>
<tr>
<td>Finding the time to do it. Faculty at Eastern are under greater individual pressure to integrate technology into their courses on their own. At larger institutions, GA's are often available for this purpose which logistically eases workload on faculty.</td>
</tr>
<tr>
<td>Time--there doesn't seem to be enough time to work as much on technology as I would like to.</td>
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<tr>
<td>Connection Reliability, Server Reliability</td>
</tr>
<tr>
<td>Available classroom computers.</td>
</tr>
<tr>
<td>Time. $</td>
</tr>
<tr>
<td>Classrooms -- not being up to date.</td>
</tr>
<tr>
<td>Need to have access to classrooms set up with appropriate equipment.</td>
</tr>
<tr>
<td>Slow Server.</td>
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<tr>
<td>The limitations of scheduling a class to be in a computer lab.</td>
</tr>
<tr>
<td>Time needed to interact/manage students online.</td>
</tr>
<tr>
<td>Time. Keeping technology current.</td>
</tr>
<tr>
<td>Insufficient time to implement necessary changes. Insufficient knowledge to function independently regarding program maintenance. Insufficient support to try new approaches.</td>
</tr>
</tbody>
</table>
I prefer the one on one support and I know there is limited time for this type of instruction. I am so overwhelmed with my responsibilities that I do not have time to go to a workshop that may not relate directly to my needs.

Becoming proficient enough myself to help students who encounter problems.

Having the expertise so you can handle any problems or questions that your students have.

Biggest challenges for me are the lack of my skills with web page, WebCT and those more technical uses and the time to learn them. Another's I am not sure if EIU infrastructure can support some applications.

Time.

Making sure material (video) is accessible on campus computers.

Time to prepare and learn.

Equipment/Software, but mostly time.

Student resistance—even with departmental support!

Students having personal easy access to adequate hardware.

Limitations of technology in the schools/districts in which student teachers are placed.

Distance, Availability of Equipment, Knowledge, Time.

Utilizing Microsoft Outlook to Track Records, contacts of my student teachers, and placement coordinators.

My own insecurity!

Time and space.

For student teachers it is integrating tech—-not making it run a program/activity.

Comments/Suggestions:

Technology should be a TOOL, not the goal.

Much gratitude and many thanks for the opportunities and for assistance.

EIU needs a network specialist - ?

There are several available--but many courses take place at the same time---there are peak class times.

I made the mistake of being overly ambitious and tackling too much at once. I would recommend to others that they take it slowly—-one technology at a time or one course at a time. I did a complete overhaul of all 3 of my courses in the same semester.

Thank You.

Faculty Devt. Release time!

The wireless lab has been a fantastic addition and has allowed me to have all students working on tech. in class.

The Brown Bag sessions need to be more focused on "how-to-do," rather than "well, here is a nice thing that we did."

It has been great to have Tom Grissom's input and support. I find that the consultation approach is the most beneficial for me and my time problem.

Brown bags are difficult for me to attend due to class schedule, maybe an afternoon coffee or breakfast chat. Also, would like to have chat/bulletin board for practicum, difficult to get us together during regular semester for training as group. How about summer training?
The results for the **Frequency of Use** for each tool/application are below. A comprehensive table of the results for the frequency of use for each tool/application follows.

<table>
<thead>
<tr>
<th></th>
<th>Never (I have never used this tool)</th>
<th>Rarely (Once or twice per semester)</th>
<th>Sometimes (Several times per semester)</th>
<th>Frequently (Approx. once or twice per week)</th>
<th>Daily (Nearly every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Processor</strong></td>
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<td></td>
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<tr>
<td>Never</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>Sometimes</td>
<td>14</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Frequently</td>
<td>63</td>
<td>1</td>
<td>13</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Daily</td>
<td>0</td>
<td>0</td>
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<td>8</td>
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</table>

**Spreadsheet**

<table>
<thead>
<tr>
<th></th>
<th>Never (I have never used this tool)</th>
<th>Rarely (Once or twice per semester)</th>
<th>Sometimes (Several times per semester)</th>
<th>Frequently (Approx. once or twice per week)</th>
<th>Daily (Nearly every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>8</td>
<td>3</td>
<td>14</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Frequently</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rarely</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>14</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Database

- Daily: 3
- Frequently: 10
- Sometimes: 21
- Rarely: 19
- Never: 32
- No Answer: 3

Presentation Application

- Daily: 16
- Frequently: 34
- Sometimes: 11
- Rarely: 7
- Never: 15
- No Answer: 2

Legend:
- No Answer
- Never
- Rarely
- Sometimes
- Frequently
- Daily
### Projection Unit Use

- **No Answer**: 3
- **Never**: 23
- **Rarely**: 4
- **Sometimes**: 11
- **Frequently**: 22
- **Daily**: 22

### Desktop Publishing Use

- **No Answer**: 3
- **Never**: 45
- **Rarely**: 19
- **Sometimes**: 14
- **Frequently**: 4
- **Daily**: 0
Statistical Program Use

- Never: 46
- Rarely: 19
- Sometimes: 15
- Frequently: 2
- No Answer: 3
- Daily: 0

Legend:
- No Answer
- Never
- Rarely
- Sometimes
- Frequently
- Daily
FTP Application Use

- Never: 53
- Rarely: 10
- Sometimes: 10
- Frequently: 8
- Daily: 0
- No Answer: 4

Digital Camera Use

- Never: 35
- Rarely: 10
- Sometimes: 28
- Frequently: 9
- Daily: 0
- No Answer: 3
Imaging Software Use

- Never: 46
- Rarely: 15
- Sometimes: 16
- Frequently: 4
- Daily: 0
- No Answer: 4

Content Specific Software

- Never: 32
- Rarely: 20
- Sometimes: 8
- Frequently: 1
- Daily: 1
- No Answer: 6

06/12/03
**Graphing Calculator**

- Never, 63
- Rarely, 11
- Sometimes, 6
- Frequently, 1
- Daily, 0
- No Answer, 4

**Gradebook Software**

- Never, 50
- Rarely, 6
- Sometimes, 6
- Frequently, 14
- Daily, 5
- No Answer, 4
Computer Simulation

- Never: 56
- Rarely: 10
- Sometimes: 13
- Frequently: 0
- Daily: 0
- No Answer: 6

Online News

- Never: 30
- Sometimes: 21
- Frequently: 9
- Daily: 10
- No Answer: 6
- Rarely: 9

Legend:
- Blue: No Answer
- Dark Red: Never
- Light Red: Rarely
- Light Blue: Sometimes
- Purple: Frequently
- Orange: Daily
### Online Exchanges

- **Never**: 39
- **Rarely**: 15
- **Sometimes**: 13
- **Frequently**: 9
- **Daily**: 2
- **No Answer**: 7

### PDA

- **Never**: 56
- **Rarely**: 4
- **Sometimes**: 8
- **Frequently**: 6
- **Daily**: 8
- **No Answer**: 3
### Online Research

- **No Answer**: 3
- **Daily**: 8
- **Never**: 9
- **Rarely**: 1
- **Sometimes**: 24

### Web Page Development

- **No Answer**: 3
- **Daily**: 3
- **Frequently**: 8
- **Sometimes**: 14
- **Never**: 44
- **Rarely**: 13
Video Conferencing Use

- Never: 73
- Rarely: 6
- Sometimes: 2
- Frequently: 0
- Daily: 0
- No Answer: 4
WebCT Use

- Never: 47
- Rarely: 10
- Sometimes: 7
- Frequently: 8
- Daily: 9
- No Answer: 4

Listserv Use

- Never: 35
- Rarely: 6
- Sometimes: 14
- Frequently: 14
- Daily: 10
- No Answer: 6
## Computer Tools / Applications Faculty Survey (Spring 2003)

For every computer tool/application you checked indicate how often it was used.

**Frequency of Use**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Never (I have never used this tool)</th>
<th>Rarely (Once or twice per semester)</th>
<th>Sometimes (Several times per semester)</th>
<th>Frequently (Approx. once or twice per week)</th>
<th>Daily (Nearly every day)</th>
<th>No answer</th>
<th>Instructor used directly in course</th>
<th>Students used directly in course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing (e.g., Word, WordPerfect, etc...)</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>13</td>
<td>63</td>
<td>3</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>Spreadsheet (e.g., Excel, Lotus, etc...)</td>
<td>18</td>
<td>17</td>
<td>14</td>
<td>25</td>
<td>8</td>
<td>3</td>
<td>37</td>
<td>10</td>
</tr>
<tr>
<td>Database (e.g., dBase, Access, etc...)</td>
<td>32</td>
<td>19</td>
<td>21</td>
<td>10</td>
<td>0</td>
<td>3</td>
<td>28</td>
<td>8</td>
</tr>
<tr>
<td>Presentation Application (e.g., Powerpoint, Hyperstudio, etc...)</td>
<td>15</td>
<td>7</td>
<td>11</td>
<td>34</td>
<td>16</td>
<td>2</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>Browsers (e.g. Netscape, Internet Explorer, etc...)</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>19</td>
<td>49</td>
<td>3</td>
<td>58</td>
<td>64</td>
</tr>
<tr>
<td>E-mail (e.g. Outlook, Eudora)</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>67</td>
<td>4</td>
<td>60</td>
<td>48</td>
</tr>
<tr>
<td>Projection Unit (Used to display computer image to screen or TV)</td>
<td>23</td>
<td>4</td>
<td>11</td>
<td>22</td>
<td>22</td>
<td>3</td>
<td>52</td>
<td>31</td>
</tr>
<tr>
<td>Desktop Publishing (e.g., Publisher, Pagemaker, Quark, etc...)</td>
<td>45</td>
<td>19</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Statistical Program (e.g. SPSS, SAS, etc...)</td>
<td>46</td>
<td>19</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>File Transfer Protocol (FTP) (WS-FTP, Fetch, etc...)</td>
<td>53</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>4</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Digital Camera</td>
<td>35</td>
<td>10</td>
<td>28</td>
<td>9</td>
<td>0</td>
<td>3</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>Scanner</td>
<td>29</td>
<td>19</td>
<td>28</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>Image software (e.g., Photoshop, Painter, etc...)</td>
<td>46</td>
<td>15</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>Content specific software or CD-ROM’s</td>
<td>32</td>
<td>18</td>
<td>20</td>
<td>8</td>
<td>1</td>
<td>6</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>Graphing Calculator / CBL / Probeware</td>
<td>63</td>
<td>11</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>6</td>
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<tr>
<td>Gradebook software</td>
<td>50</td>
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<td>6</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>21</td>
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<tr>
<td>Computer Simulations</td>
<td>56</td>
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<td>13</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>17</td>
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<tr>
<td>Online Newspapers/Magazines</td>
<td>30</td>
<td>9</td>
<td>21</td>
<td>9</td>
<td>10</td>
<td>6</td>
<td>30</td>
<td>9</td>
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<tr>
<td>Online exchanges (Chat, Bulletin Board)</td>
<td>39</td>
<td>15</td>
<td>13</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>25</td>
<td>14</td>
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<tr>
<td>Personal Digital Assistants Palm Pilot, Pocket PC, etc...</td>
<td>56</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>3</td>
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<td>Online Research</td>
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<td>24</td>
<td>40</td>
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<td>51</td>
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<tr>
<td>Web Page development (HTML)</td>
<td>44</td>
<td>13</td>
<td>14</td>
<td>8</td>
<td>3</td>
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<tr>
<td>Video Conferencing</td>
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<td>0</td>
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<td>4</td>
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<td>WebCT</td>
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<td>14</td>
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<td>6</td>
<td>27</td>
<td>9</td>
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<td>----</td>
</tr>
<tr>
<td>Other____________</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>76</td>
<td>1</td>
</tr>
</tbody>
</table>
The results for the **Proficiency Level** for each tool/application are below. A comprehensive table of the results for the proficiency for each tool/application follows.

<table>
<thead>
<tr>
<th>Never Used</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have never used this tool/application before.</td>
<td>I can use this tool/application with some assistance.</td>
<td>I can use this tool/application with little or no assistance.</td>
<td>I can teach others how to use this tool/application.</td>
</tr>
</tbody>
</table>

### Word Processor Proficiency

- **No Answer**: 12
- **Never Used**: 0
- **Beginner**: 5
- **Intermediate**: 28
- **Advanced**: 40

![Pie chart showing proficiency levels for Word Processor](image)
Presentation Application Proficiency

No Answer: 9
Never Used: 10
Beginner: 18
Intermediate: 25
Advanced: 23

Browser Proficiency

No Answer: 13
Never Used: 3
Beginner: 6
Intermediate: 27
Advanced: 36
Email Proficiency

- No Answer: 13
- Never Used: 0
- Beginner: 1
- Intermediate: 29
- Advanced: 42

Projection Unit Proficiency

- No Answer: 13
- Never Used: 19
- Beginner: 11
- Intermediate: 16
- Advanced: 26
Desktop Publishing Proficiency

- Beginner: 17
- Intermediate: 11
- Advanced: 3
- No Answer: 13
- Never Used: 41

Statistical Program Proficiency

- Beginner: 20
- Intermediate: 12
- Advanced: 2
- No Answer: 16
- Never Used: 35
FTP Application Proficiency

- Advanced: 5
- Intermediate: 8
- Beginner: 14
- No Answer: 16
- Never Used: 42

Digital Camera Proficiency

- Advanced: 10
- Intermediate: 13
- Beginner: 28
- No Answer: 15
- Never Used: 19
**Scanner Proficiency**

- **Beginner**: 27
- **Intermediate**: 15
- **Advanced**: 8
- **Never Used**: 22
- **No Answer**: 13

**Imaging Software Proficiency**

- **Beginner**: 23
- **Intermediate**: 6
- **Advanced**: 5
- **Never Used**: 37
- **No Answer**: 14
Content Specific Software Proficiency

- No Answer: 20
- Never Used: 32
- Beginner: 14
- Intermediate: 13
- Advanced: 6

Graphing Calculator Proficiency

- No Answer: 14
- Never Used: 59
- Beginner: 8
- Intermediate: 4
- Advanced: 0
Gradebook Software Proficiency

- Advanced: 11
- Intermediate: 5
- Beginner: 7
- No Answer: 16

Computer Simulation Proficiency

- Advanced: 2
- Intermediate: 4
- Beginner: 8
- No Answer: 16

- Never Used: 55
Online News Proficiency

- Advanced: 8
- Intermediate: 28
- Beginner: 14
- Never Used: 17
- No Answer: 18

Online Exchanges Proficiency

- Advanced: 4
- Intermediate: 16
- Beginner: 22
- Never Used: 29
- No Answer: 14
PDA Proficiency

- Never Used: 45
- Beginner: 12
- Intermediate: 10
- Advanced: 4
- No Answer: 14

Legend:
- Purple: No Answer
- Red: Never Used
- Yellow: Beginner
- Blue: Intermediate
- Brown: Advanced
Video Conferencing Proficiency

- Never Used: 59
- Beginner: 10
- Intermediate: 3
- Advanced: 0
- No Answer: 13

WebCT Proficiency

- Never Used: 37
- Beginner: 17
- Intermediate: 13
- Advanced: 6
- No Answer: 12
**Listserv Proficiency**

- Never Used: 29
- Beginner: 16
- Intermediate: 13
- Advanced: 10
- No Answer: 17

Legend:
- No Answer
- Never Used
- Beginner
- Intermediate
- Advanced
### Computer Tools / Applications Faculty Survey (Spring 2003)

Place a check mark next to any computer tool / application that you would be interested in receiving additional training.

Please rate your ability to use each computer tool/application.

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Additional Training</th>
<th>Never Used</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing (e.g., Word, WordPerfect, etc…)</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>28</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Spreadsheet (e.g., Excel, Lotus, etc…)</td>
<td>12</td>
<td>14</td>
<td>18</td>
<td>27</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Database (e.g., dBase, Access, etc…)</td>
<td>0</td>
<td>27</td>
<td>23</td>
<td>15</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Presentation Application (e.g., Powerpoint, Hyperstudio, etc…)</td>
<td>21</td>
<td>10</td>
<td>18</td>
<td>25</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Browsers (e.g. Netscape, Internet Explorer, etc…)</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>27</td>
<td>36</td>
<td>13</td>
</tr>
<tr>
<td>E-mail (e.g. Outlook, Eudora)</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>29</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>Projection Unit (Used to display computer image to screen or TV)</td>
<td>11</td>
<td>19</td>
<td>11</td>
<td>16</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Desktop Publishing (e.g., Publisher, Pagemaker, Quark, etc…)</td>
<td>18</td>
<td>41</td>
<td>17</td>
<td>11</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Statistical Program (e.g. SPSS, SAS, etc…)</td>
<td>25</td>
<td>35</td>
<td>20</td>
<td>12</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>File Transfer Protocol (FTP) (WS-FTP, Fetch, etc…)</td>
<td>11</td>
<td>42</td>
<td>14</td>
<td>8</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Digital Camera</td>
<td>17</td>
<td>19</td>
<td>28</td>
<td>13</td>
<td>10</td>
<td>15</td>
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<tr>
<td>Scanner</td>
<td>17</td>
<td>22</td>
<td>27</td>
<td>15</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Image software (e.g., Photoshop, Painter, etc…)</td>
<td>22</td>
<td>37</td>
<td>23</td>
<td>6</td>
<td>5</td>
<td>14</td>
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<tr>
<td>Content specific software or CD-ROM’s</td>
<td>9</td>
<td>32</td>
<td>14</td>
<td>13</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Graphing Calculator / CBL / Probeware</td>
<td>7</td>
<td>59</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>14</td>
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<tr>
<td>Gradebook software</td>
<td>16</td>
<td>46</td>
<td>7</td>
<td>5</td>
<td>11</td>
<td>16</td>
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<tr>
<td>Computer Simulations</td>
<td>11</td>
<td>55</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Online Newspapers/Magazines</td>
<td>4</td>
<td>17</td>
<td>14</td>
<td>28</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Online exchanges (Chat, Bulletin Board)</td>
<td>9</td>
<td>29</td>
<td>22</td>
<td>16</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Personal Digital Assistants Palm Pilot, Pocket PC, etc…</td>
<td>8</td>
<td>45</td>
<td>12</td>
<td>10</td>
<td>4</td>
<td>14</td>
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<tr>
<td>Online Research</td>
<td>8</td>
<td>7</td>
<td>13</td>
<td>36</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Web Page development (HTML)</td>
<td>22</td>
<td>33</td>
<td>21</td>
<td>11</td>
<td>6</td>
<td>14</td>
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<tr>
<td>Video Conferencing</td>
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<td>10</td>
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<td>0</td>
<td>13</td>
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<tr>
<td>WebCT</td>
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<td>37</td>
<td>17</td>
<td>13</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Listserv</td>
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<td>29</td>
<td>16</td>
<td>13</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>76</td>
</tr>
</tbody>
</table>
11) Would you be interested in attending evening training sessions?
   Yes  No  No Answer
   24   60   1

12) Would you be interested in attending Saturday training sessions?
   Yes  No  No Answer
   21   62   2