WebCT Course Management System Training Project

Analysis Summary

Presented by

SPOT ON DEVELOPMENT

SpotOn Development
INVOICE

SpotOn, the Resource You Can Rely on!

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INVOICE # 100
DATE: 3/20/2003

Bill To:
Scott Smith
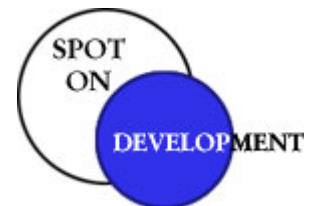c/o College of Education
University of Georgia
Athens, GA 30602

For:
WebCT Training
- Administrative Costs
- Front-End Analysis Costs

DESCRIPTION	AMOUNT
Administrative Costs	**$3,000**
Client meeting	
Client Contact	
Team meeting	
Bookkeeping	
Project Management	
Front-end analysis	**$2,650**
Needs Analysis	
Learner Analysis	
Resource Analysis	
Delivery Analysis	
TOTAL	**$5,650**

Make all checks payable to **SpotOn Development**
If you have any questions concerning this invoice, please contact:
Sarah Grabowski
Project Manager
SpotOn Development
Phone 123.456.7890 Ext. 111

THANK YOU FOR YOUR BUSINESS!

Project Name

WebCT Course Management System Training Project

Client Name

College of Education

University of Georgia

Client Contact

Scott Smith

Distance Learning Specialist

706.583.8255

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SpotOn Development Contact

Sarah Grabowski

Project Manager

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Table of Contents

Executive Summary

The purpose of this analysis brief is to guide the decision making process on a request for WebCT training. The targeted audience would be SETWEB students at the Department of Special Education in the College of Education.

The outcome of a student survey shows that the actual performance reaches about 80% of the overall desired performance. This figure is substantially higher than the initially assumed actual performance. A breakdown of the possible causes for the total performance gap between the actual performance and the desired performance indicates a greater lack of resources and motivation rather than knowledge and skills. Lack of knowledge and skills is responsible for about one-fifth of the performance gap. Therefore, training would raise the overall performance only to about 84%, because training only addresses knowledge and skills issues.

Currently, 230 students are enrolled in the SETWEB program as non-degree seeking graduate students. This means that every SETWEB student has a bachelor degree in hand. The SETWEB students' age range falls between 22 and about 60. However, most of them are probably in their 30s and 40s.

The resource analysis revealed various content and instructional materials concerning WebCT on the Internet. Furthermore, WebCT classes are offered by the University of Georgia. We propose five non-training options and three trainings options. The probable delivery option for training would be a computer- based or web-based one. Four of the five non-trainings options are available without any additional costs. Costs for the fifth option will be minimal. The cost ranges for the trainings options are between $9,476 - $14,214 for the first one, $13,016 - $19,524 for the second one, and $13,516 - $20,274 for the third one.

Performance Analysis

Survey Data Summary

Collecting data from three sources formed this analysis. Sixty-five traditional College of Education students with varied experience on WebCT were surveyed via paper and pencil. Forty-three SETWEB students, who are currently in their first semester of the WebCT-based program, took the same survey on WebCT. In addition, four WebCT instructors recommended by the client were interviewed regarding students' competencies on WebCT.

The desired outcomes were derived from the client's request for training and our meeting with the client on February 12, 2003. The primary causes for the discrepancy in performance were derived from interviewing professors, students and the client meeting on February 12, 2003.

Actual Performance	Desired Performance	Primary Cause	Percent of Total Discrepancy
15 of 43 (34.8%) WebCT students rated themselves as average in their proficiency at accessing course materials. 0% rated themselves as below average or poor.	Independently access materials and course content on WebCT.	• Students are unsure of what link to click on to navigate WebCT and locate course content (K+S) • Students lack experience with picture icons and hypertext options that link them to course content (R)	15%
10 of 43 (37.8%) WebCT students rated themselves as average in their proficiency at replying to messages on the discussion board, while 3 of 43 (8.1%) rated themselves as below average.	Independently reply to messages on the discussion board	• Students do not understand how to thread messages (K+S) • Students have not needed to use the discussion board for a course(M) • Students need experience and time to master the skill (R)	10%
14 of 43 (32.4%) of WebCT users rated themselves as average in their proficiency at posting new messages on the discussion board, while 3 of 43 (8.1%) rated themselves as below average or poor.	Independently post new messages on the discussion board.	• WebCT skills are learned as needed (R) • Not all teachers require students to use the discussion board (R) • Students often reply to messages instead of posting a new message (K+S)	10%
12 of 43 (27.9%) rated themselves as average in their proficiency at communicating in a chat room, while 4 of 43 (9.3%) rated themselves as below average or poor.	Independently participate in a WebCT chat session.	• Students do not know the steps of entering and participating in a WebCT chat room (K+S) • Students have never been required to work in a chat room in WebCT (M)	10%
14 of 43 (32.5%) rated themselves as average in their proficiency at retrieving assignments on WebCT, while 12 of 43 (27.9%) rated themselves as below average or poor.	Independently retrieve and download assignments on WebCT.	• Students do not know where to find assignments and course content (K+S) • Students have not had the need to retrieve and download assignments (M)	15%

Actual Performance	Desired Performance	Primary Cause	Percent of Total Discrepancy
21 of 43 (48.8%) rated themselves as average in their proficiency at sending assignments via WebCT, while 6 of 43 (14.0%) rated themselves as below average or poor.	Independently send assignments to professors via WebCT.	• Students do not know where to go to send assignments to their professors (K+S) • Students do not hit the attach button after locating a file in the e-mail message (K+S, R)	15%
21 of 42 (50.0%) rated themselves as average in their proficiency to use the on-line help menu, while 4 of 42 (9.3%) rated themselves as below average or poor.	Independently troubleshoot problems with WebCT	• Students do not know who to contact with WebCT problems (K+S) • Students experience problems at the beginning of a WebCT course (M, R)	15%

Performance Discrepancy
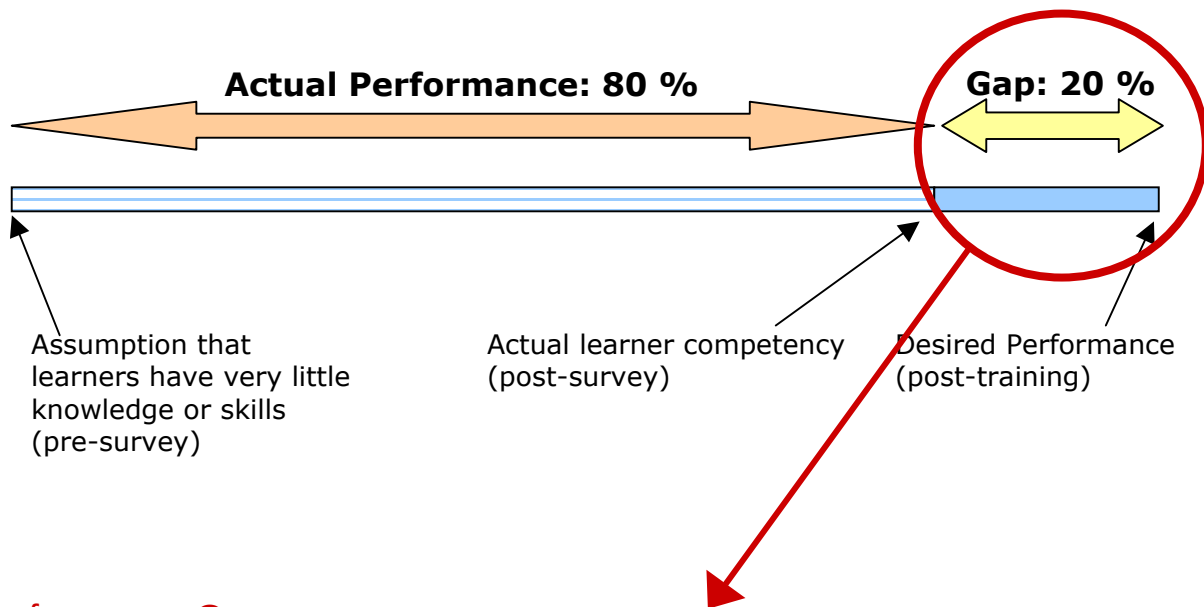
Performance Gap
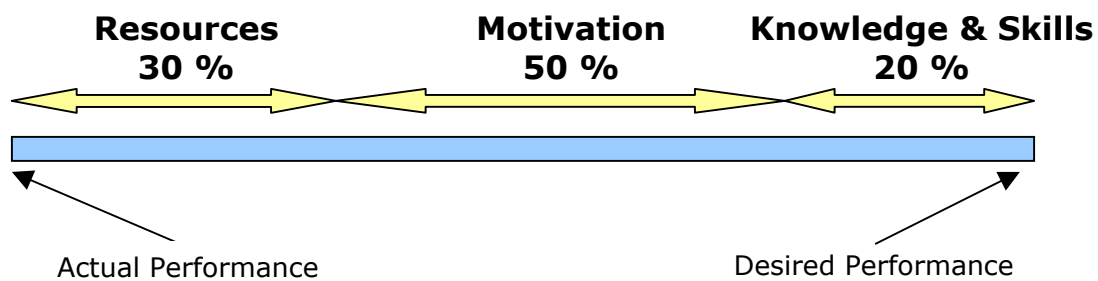
Lack of Resources

30%   Approximately thirty percent of the performance gap is due to lack of resources. Some learners are new to the internet and do not have a computer with internet account and access at home and even if they have, it takes time for some of these folks to learn. Thus lack of time seemed to be the main problem under "Lack of Resources" for them to learn WebCT. The other possible factor could be highly likely that the learners do not know that there are many good and comprehensive online tutorials that are already available 24/7.

Lack of Motivation

50%   Approximately fifty percent of the performance gap is due to lack of motivation. This is a major issue as some learners are not accustomed to the internet and would prefer not to dwell too much into IT. Some of them would just want to scrap thru if they can in terms of learning WebCT.

Lack of Knowledge and Skills

20%   Approximately twenty percent of the performance gap is due to lack of knowledge and skills. Most students have expressed that they were self-taught which points to the fact that there are enough good training packages within and without UGA (from the Web—on line tutorials) which have facilitated their own learning. Some of the more formal training could be insufficient but the learners made up for it by learning from extra tutorials informally. If they can be directed to more of such online tutorials (there are quite many listed in our resource analysis)

Summary of Performance Assessment and Recommendation

In view of the analysis of the performance, the major contributor to the performance deficiency is the not the result of lack of knowledge and skills but the combined lack of resources and lack of motivation. The impact of training (if there should be one) could only close the gap by at most 4 % (20 % of the performance gap), however, training cannot address the other 16 % of performance discrepancy as it is due, mainly, to lack of motivation and resources.

Purpose Statement

The purpose of this WebCT Course Management System Training is to provide students with opportunities to master the tools and skills to navigate through the WebCT environment, communicate with peers and instructors, manage course tasks and grades, and seek support.

Instructional Goals

1. Manage course progress and grades within WebCT
2. Evaluate, select, and employ the different levels of available WebCT support when necessary
3. Communicate using WebCT's bulletin boards and main tools
4. Navigate throughout WebCT to appropriate tools
5. Submit and retrieve course assignments, quizzes, and tests as assigned through WebCT

Learner Analysis

The target audience consists of all new and/or existing SETWEB students at the College of Education. The students can be grouped along the programs they chose. Three tracks/groups exist:

- Add-on certification students
- Initial Certification students
- Winning Team students

Characteristics

Common characteristic of the learners is their enrollment as non-degree seeking graduate students. This means that every SETWEB student has a bachelor degree in hand. The students participating in the Add-on program are already teachers who seek an additional certification in interrelated special education. The Initial Certification track is addressed towards individuals who hold a bachelor's degree and who are interested in a certification in interrelated special education. Students of the Winning Team are mostly teachers who seek an add-on certification, which is funded from the Georgia Department of Education.

According to Theresa Miller, the SETWEB students' age range from 22 to about 60. However, most of them are probably in there 30's and 40's. Most of the students have been out of a learning environment for several years with some being out for almost or even more than 20 years. Considering the fact that all participants have their bachelor's degree and many of them already were/are in a working environment, we can assume that the minimum age for the learner audience will be around 25 years. Taken further into consideration that SETWEB students make about 60% to 70% of the graduate and more than 50% of all of the special education students, the following reference points can be made considering their age breakdown. Unfortunately there are no statistical data available regarding a more detailed background of the SETWEB students. The percentages below, therefore, can be seen only as tentative concerning the age breakdown of the SETWEB students:

- Approximately 10-15% are 29 years old or younger
- Approximately 20-30% are between 30 and 34 years old
- Approximately 10-20% are between 35 and 39 years old
- Approximately 20-40% are between 40 and 49 years old
- Approximately 10-15% are 50 or older

Numbers

Currently (Spring 2003) 230 students are enrolled in the SETWEB courses, which is about 74% of the total of enrolled graduate students in the Special Education Program. If we compare this proportion with the percentage of non-degree students from passed semester it becomes clear that the SETWEB audience is growing:

- In Spring 2002, ca. 66% (124 in numbers) of the enrolled graduate students (189) were non-degree students.
- During the summer semester 2002, 77% (215) of the enrolled graduate students (279) were non-degree students.

29 students are currently enrolled in the Add-on Certification program. 183 students are enrolled in the Initial certification program and 18 students are enrolled in the Winning team program. 76 students of the Initial Certification program started in Spring 2003.

Location

The training will be computer based and accessible 24 hours per day, seven days per week from both on and off campus. Learners who do not have computer access at home will be able to avail themselves of the training at one of the many computer labs on the UGA campus. The training does not require real-time interaction with a facilitator.

Attitude

It can be presumed from the data that the overall attitude toward the study is positive and highly motivated. Supposing that the envisaged training will enhance the general ability to handle the distance-learning environment, the likely attitude toward the training can be expected as a positive one.

Skills That Impact Training Delivery

It is understood that every student has the minimum skills required to turn a computer on and off. Most of the learners are sufficiently computer literate to the extent that they are able to:

- Retrieve, view and author within their electronic mail application.
- Navigate the World Wide Web on the Internet.
- Use a text-processing program at a basic level.

There are some students who seem substantially more computer literate. There are also students who simply are not computer literate at all. These students fall outside the normal range.

Resource Analysis

Human Resources

Michael Weilan	Technology Support Analyst Arizona State University (480) 727-6567
Patrick Reidenbaugh	University of Georgia (706) 542-0656
Sherry Clark	Instructional Design & Technology Specialist OISD, University of Georgia (706) 542-1355
Shannon Wilder	Instructional Design & Technology Specialist OISD, University of Georgia (706) 542-1355
Tom Stone	WebCT Management, Ohio State (614) 292-9689 Referred by V. Getis
D. Scott Smith	Distance Learning Specialist College of Education, University of Georgia (706) 583-8255
Barry Robinson	Help Desk Services Manager College of Education, University of Georgia (706) 542-4357
Dr. Chris Hayes	Associate Professor Academic Enhancement (706) 542-0460
Theresa Miller	Program Manager of SETWEB University of Georgia (706) 542-1315
Kevin Ayres	GUC Program Advisor Department of Special Education UGA Gwinnett (678) 407-5374

Instructional Materials Resources

Arizona State University's online tutorials for Blackboard http://asuonline.asu.edu/StudentSupport/Tutorials/StudentTutorialFlash.cfm
Ultimate Guide to WebCT Georgia State University http://www.ultimatehandbooks.net/
Columbia Basin College WebCT Tutorial http://www.cbc2.org/distance/tutorial/content2.htm
TAFE South Australia WebCT Tutorial http://www.tafe.sa.edu.au/top/ettp/student_induct/index.html

Content Resources

Ultimate Guide to WebCT, Georgia State University

WebCT Help Files
http://webct.uga.edu

OISD Resources
http://www.isd.uga.edu

WebCT.com
https://webct.uga.edu/www/

WebCT.com (Student Resources, Ask Dr. C)
http://www.webct.com/quickstart/viewpage?name=quickstart_student

UNIV 1120 Academic Enhancement Course
http://www.uga.edu/online/index.htm

On UGA WebCT, *WebCT Learner Guide* class - material is taken directly for TAFE

On UGA WebCT, *The University of Georgia Yesterday and Today* class - material is taken directly for TAFE

Technology Resources

College of Education Computer Labs

OISD Labs

WebCT Server

Video Editing Suites

Camtasia
http://www.techsmith.com/products/studio/default.asp

Qarbon Viewlet Builder
http://www.qarbon.com/

Community Resources

WebCT Survey
https://webct.uga.edu/www/about/survey/

SETWEB
http://www.coe.uga.edu/SETWEB/index.html

GUC
http://www.uga.edu/gwinnett/

WebCT Survey conducted by Academic Enhancement Office
Dr. Chris Hayes

Probable Delivery Systems for Training

Instructional Options - No Training Implemented

Option A

Learners may readily access student resources currently available through UGA's WebCT website. This includes, but is not limited to, the WebCT 3 Student Tour and Student FAQ, and EITS Computer Service sites for basic answers to WebCT inquiries. This option permits users to use existing technology and does not require the learner to log into WebCT. As this resource is already available, there are no costs for the learner or the College of Education associated with this option.

Option B

Learner may attend, in person, a WebCT orientation course offered through the UGA Library at the beginning of each semester. This orientation is available to all students. Those interested should contact either the UGA Library, or the instructor, Patrick Reindenbaugh. This resource is periodically available and has no associated costs for the learner or the College of Education.

Option C

Learner may access the WebCT tutorials available thorough other university websites including, but not limited to, those listed in the resource analysis. The learner will access existing training and tutorials available at multiple websites. This allows the user the opportunity to experience various approaches to learning about WebCT. There are no learner or College of Education direct costs associated with this option.

Option D

Learner may register for and attend a one-hour course titled, Topics in Academic Assistance. This course is listed through online@UGAcourse as UNIV 1120. It is a one-hour course that offers training for a variety of UGA related computer skills, including WebCT. The learner will be billed tuition for a 1-hour course; there are no direct costs associated with this option for the College of Education

Option E

Learner will receive a list of resources prior to the semester that includes the necessary resources to access the previously discussed instructional options A-D, any additional information regarding expectations of WebCT uses as well as available support channels offered through UGA. The learner will have access to the resources before classes begin and will be able to explore and learn WebCT. There are no direct costs for the learner, however there are minimal cost for the College of Education. Cost will be minimal depending on the man-hours required for compiling information and the choice of paper or electronic distribution

Instructional Options - Training Implemented

Option F

Learner will use a self-guided web based training (WBT) program built and provided internally through WebCT. A quick start guide with in printed format will guide the learner through the process of logging in and accessing the web-based training. This option allows tracking of the learner using WebCT's existing technology. The WebCT administrator will maintain and trouble shoot the training package.

Option G

Learner will use a self-guided WBT built and provided externally from WebCT in a stand-alone website. The interactive on-line multimedia training will guide the leaner in a step-by-step manner. This option will not be able to track learner activity.

Option H

A multi-module WebCT tutorial provided on CD ROM. Allows accessibility without need for the Internet.

Method of Instruction	Advantages	Disadvantages
Classroom Training	Focus on learning Personal interaction Question/answer format with flexibility.	Requires extensive and costly resources such as trainers, classroom space, materials,
Computer-based Training (CBT)	Available 24 hours/7 days per week. Objectivity	Lack of necessary resources
Web-based Training (WBT)	Available 24 hours/7 days per week Convenient Minimal skills required	Requires Internet access Insufficient technical support
Combination	Offers more flexibility Better organization More interaction	Higher cost Requires more resources

Based on discussions within Spot On Development and with the Stakeholders, the probable delivery system is based on a hybrid from the above options with an emphasis on option B:

- Web Based Training will be built outside WebCT in a separate Website
- The learner will access from an On-line learning website for the interactive multimedia training
- A one or two page step-by-step manual with text and graphical explanation will direct the learner to use the Internet and access the training from this website.
- The interactive multimedia training will guide the leaner in a step-by-step manner to achieve the learning objectives set out.
- This option will not be able to track learner activity
- The training package will be able to be transferred to other servers
- The learner does not have to learn how to log into WebCT the to access training
- The learning package may possibly be downloadable so that the leaner does not have to be constantly online to access the training
- If funds and time for production of CD Rom permit, the learner may possibly be given a CD Rom for those that have problems (for whatever reason) accessing the Internet initially

The delivery method chosen was in response to the learners' desire to have training delivered to them in the easiest and most convenient method possible. While the budget constraints prevent CD Rom production for this training, the design team does not want to exclude this option for those learners who are unable to access the Internet initially. The final decision will be entirely up to the client

Cost Analysis Projection for Training Options

	F: WebCT Training Internal			G: WebCT Training External			H: WebCT Training CD-ROM		
	rate	hours	cost	rate	hours	cost	rate	hours	cost
Project Management	$37.50	80	$3,000.00	$37.50	80	$3,000.00	$37.50	80	$3,000.00
Planning Phase									
Analysis costs:	$35.00	25	$875.00	$30.00	25	$750.00	$30.00	25	$750.00
Learner analysis									
Performance gap survey									
Resource analysis									
Cost analysis									
Goals/Objectives									
Probable delivery									
Design Phase									
Research/design instruction	$45.00	20	$900.00	$45.00	40	$1,800.00	$45.00	40	$1,800.00
Subject Matter Expert	$45.00	30	$1,350.00	$45.00	30	$1,350.00	$45.00	30	$1,350.00
Development Phase									
Build web pages	$60.00	50	$3,000.00	$78.00	75	$5,850.00	$78.00	75	$5,850.00
Create graphics	$36.00	20	$720.00	$36.00	20	$720.00	$36.00	20	$720.00
Final training production	$40.00	50	$2,000.00	$40.00	70	$2,800.00	$40.00	70	$2,800.00
Duplication (2.50/CD-ROM)								$2.50x250=	$625.00
Evaluation Process									
Evaluator	$50.00	30	$1,500.00	$50.00	30	$1,500.00	$50.00	30	$1,500.00
Total Cost for each option		A:	$ 11,845		B:	$16,270.00		C:	$16,895.00
variance +/- 20%			$9,476 - $14,214			$13,016 - $19,524			$13,516 - $20,274

SpotOn Development will be absorbing all costs for this project as a courtesy to the University of Georgia.

Analysis Sign-Off

Results for the analysis summary have been reviewed and agreed upon for the WebCT Course Management System Training Project for SETWEB students training request. All information is accepted without discrepancies. It is understood that any changes proposed at a later date will delay the end training product as well as increase overall cost estimate.

Based on the analysis, SpotOn Development has determined that alternatives to training would be more beneficial in addressing the performance gap.

_____   _____

D. Scott Smith   Date
Distance Learning Specialist

_____   _____

Sarah Grabowski   Date
SpotOn Development

_____   _____

Rob Branch   Date
EDIT 6180 Instructor

Appendices

Appendix A: Analysis Management Plan

Project Name

WebCT Course Management System Training Project

Client Name

College of Education
University of Georgia

Client Contact

Scott Smith
Distance Learning Specialist
706.583.8255
dss@coe.uga.edu

SpotOn Development Contact

Sarah Grabowski
Project Manager
706.549.5101
sarahlee@arches.uga.edu

Introduction

        The Distance and Flexible Delivery of Instruction Unit within the College of Education's Office of Information Technology at the University of Georgia would like to develop a training program for incoming Special Education Training students, SETWEB, that will provide them with opportunities to master using WebCT course elements as an entering student.

        According to the request for training, the increased use of WebCT, as required by faculty, has demonstrated a need to prepare students more adequately to undertake these requirements. Most faculty see the value in using this supplemental technology, but agonize over the amount of time it takes students who are new to WebCT to become familiar with the system. Currently, there is no training in place for new users of WebCT, specifically in the SETWEB program.

        As a result of the request for training, SpotOn Development has accepted the assignment to conduct a front-end analysis to establish the need for producing a WebCT training product.

Project Scope

        SpotOn Development will conduct a front-end analysis focused on the SETWEB students in the College of Education at the University of Georgia. Depending on the results gathered from the analysis, SpotOn will make a determination as to what part of the performance gap can be addressed by training. It is company policy that a minimum of 50% of the performance gap should be attributable to a lack of knowledge and/or skills for SpotOn Development to contract a training project.

Project Goals

1. SpotOn Development will conduct a thorough needs assessment to determine the need for a WebCT Tutorial within the SETWEB program in the College of Education at the University of Georgia.
2. SpotOn Development will review existing WebCT resources within the University of Georgia system to assure that there are no existing products that serve the needs of the SETWEB students.
3. SpotOn Development will review existing WebCT resources outside of the University of Georgia system to assure that there are no existing products that serve the needs of the SETWEB students.
4. SpotOn Development will present the findings to the client with options and projected costs to address the performance gap discrepancies.

Project Assumptions

1. Design and development stages will not take place until the completion of analysis and the establishment of a need for training.
2. Final timelines will be determined at analysis summary sign-off
3. SpotOn Development and client sign-off's will adhere to established timeline
4. Project scope stay within established guidelines
5. SpotOn Development will not be responsible for maintaining any products developed
6. SpotOn Development will not be responsible for tracking

Timeline & Scheduling

According to the existing scope of the project, analysis will be complete and submitted for client review by March 14[th.] Production will begin when the sign-off has been received for the analysis summary and expectations have been agreed upon.

Communication Plan

A kick-off meeting is scheduled with team members from SpotOn Development and Scott Smith for February 12th. Following, bi-weekly communication with the client will occur via email. The SpotOn Development team will meet bi-weekly as well, via face-to-face. The project manager will be the lead communication between all involved parties. All changes, problems, or suggestions should be directed to the project manager.

Risks & Contingencies

Risks	Contingencies
Scope creep.	Maintain focus on project scope through communication with client.
Survey results skewed due to administration four weeks into the semester.	Disclaimer located on the survey that requests students to answer based on their first encounters with WebCT.

Quality Assurance

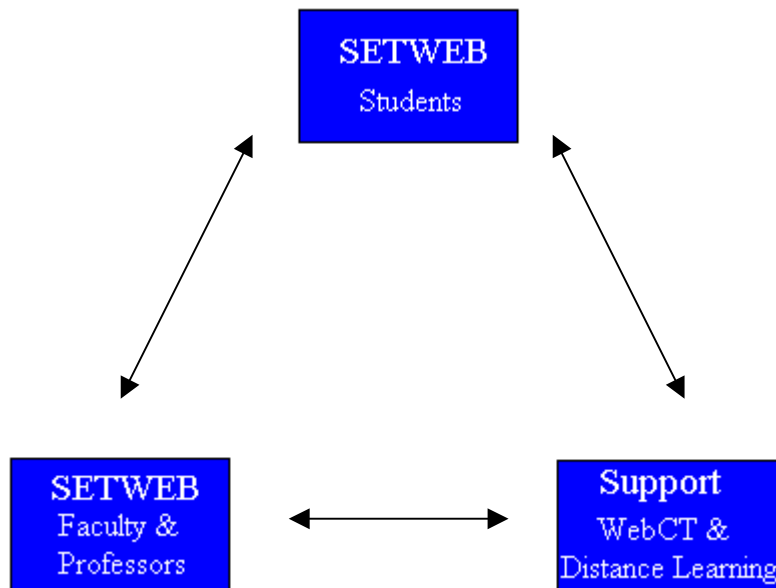Quality will be assured by continuous evaluation, feedback, and adjustments throughout the development process. SpotOn Development follows the philosophy of a team orientation with the client, which ensures a successful venture.

Clients

D. Scott Smith ~ Distance Learning Specialist
Theresa Miller ~ Program Manager SETWEB

Stakeholders

Distance Learning Support & WebCT @ UGA Support
SETWEB Faculty & Professors
SETWEB Students

SpotOn Development Team Members

Sarah Grabowski		
	Position:	Master's Student in Instructional Technology, UGA
	Education:	BSED Mathematics, UGA
	Experience:	Education
	Expertise:	Instructional design and content development in mathematics

Julie Conlan		
	Position:	Master's Student in Instructional Technology, UGA
	Education:	BS Communication Disorders, West Georgia
	Experience:	Medical Software
	Expertise:	Software documentation, content & curriculum development, and facilitating

Arthur An		
	Position:	Master's Student in Instructional Technology, UGA
	Education:	Master's of Internet Technology, UGA
	Experience:	Webmaster, multimedia designer & developer, Chinese Language Program
	Expertise:	Instructional design, digital streaming technology

Reena Lederman Gerard		
	Position:	Master's Student in Instructional Technology, UGA
	Education:	Studied graphic design and photography
	Experience:	Developed multiple instructional products, including training for a division of Bank of America
	Expertise:	Instructional design, graphic design, educator, creativity, innovation

Sangmin Lee		
	Position:	Master's Student in Instructional Technology, UGA
	Education:	BS Computer Science, UGA
	Experience:	Education
	Expertise:	Instructional Design and programming

Drew Polly		
	Position:	PhD Student in Instructional Technology, UGA
	Education:	MSED Curriculum and Instruction
	Experience:	5 years as an educator
	Expertise:	Classroom instruction

Greg Sing		
	Position:	Master's Student in Instructional Technology, UGA
	Education:	BS & Post Graduate Diploma in Education
	Experience:	7 years as an educator
	Expertise:	Instruction, designing courseware in math & science

Beate Vagt-Traore		
	Position:	Master's Student in Instructional Technology, UGA
	Education:	Magister Artium in African Linguistics, University of Bayreuth/Germany
	Experience:	Teaching assistant in Linguistics and Social/Sociolinguistics Research
	Expertise:	Adult learning, sociology, second language acquisition, analysis & research, creativity

SpotOn Development
University of Georgia WebCT Training Analysis Summary

Appendix B: WebCT Student Survey

Please answer the question based on your experience when you enrolled in the College of Education. 5= excellent proficiency, 4= above average proficiency, 3= average proficiency, 2=below average proficiency, 1= poor proficiency

Access and Functionality	Proficiency
1. I am able to find WebCT's homepage.	1 2 3 4 5
2. I am able to log on to a specific WebCT page for my class.	1 2 3 4 5
3. I am able to navigate using both the side bar and the picture icons.	1 2 3 4 5
4. I am able to access documents from the Course Content section.	1 2 3 4 5
5. I am able to access the course syllabus on WebCT.	1 2 3 4 5
6. I am able to print documents that are on WebCT.	1 2 3 4 5
7. I am able to access my grades from WebCT.	1 2 3 4 5
8. I am able to figure things out from using the WebCT help menu.	1 2 3 4 5

Discussion Board	Proficiency
1. I am able to log on to the discussion board.	1 2 3 4 5
2. I am able to read messages on the discussion board.	1 2 3 4 5
3. I am able to reply to postings on the discussion board.	1 2 3 4 5
4. I am able to post messages for new topics on the discussion board.	1 2 3 4 5

Communication with Others	Proficiency
1. I am able to read e-mail messages on WebCT.	1 2 3 4 5
2. I am able to reply to e-mail messages on WebCT.	1 2 3 4 5
3. I am able to write new e-mail messages on WebCT.	1 2 3 4 5
4. I am able to configure my personal e-mail settings on WebCT.	1 2 3 4 5
5. I am able to enter a chat room on WebCT.	1 2 3 4 5
6. I am able to communicate in a chat room on WebCT.	1 2 3 4 5

Course Work	Proficiency
1. I am able to find assignments listed on the WebCT calendar.	1 2 3 4 5
2. I am able to retrieve and download assignments from the assignment dropbox.	1 2 3 4 5
3. I am able to send assignments to my professor via WebCT.	1 2 3 4 5
4. I am able to find study exams and supplemental course material on WebCT.	1 2 3 4 5
5. I am able to take quizzes on WebCT.	1 2 3 4 5
6. I am able to review test items for quizzes that I took on WebCT.	1 2 3 4 5

How many classes in the College of Education have required you to use WebCT?

none   1   2   3 or more   All of them

How did you first learn how to use WebCT?

taught myself   attended a workshop   a professor   On-line help menu

How comfortable are you with using WebCT?

I could teach a class.   I could help a friend.   I can use it fairly well.   I do not feel comfortable.

Appendix C: Learner Data

Special Education and SETWEB Data

Enrollment Spring 2003:
- Special Education: 407
- Graduate: 310
- SETWEB: 230
- Initial Certification new students: 76

Enrollment Fall 2002:
- Special Education: 332
- Graduate: 258
- Non-degree: no data

Special Education Degree

	Fall 2002	Summer 2002	Spring 2002	Fall 2001
Total	332	299	249	256
Graduate	258	279	189	193
Non-degree	No data	214	124	132

Age breakdown Special Education

The following table illustrates the age breakdown for the graduate (turquoise shaded) and the undergraduate students as well as the age breakdown for all students enrolled in special education (orange shaded). The percentages refer to the total enrollment each semester.

	18-20	21-24	25-29	30-34	35-39	40-49	50-61	62+
Fall 2001 (256)		16/**6.3%**	38/**14.8%**	42/**16.4%**	22/**8.6%**	52/**20.3%**	23/**9%**	
	13/5.1%	46/18%	3/1.2%		1/0.4%			
	13/5.1%	62/24.2%	41/16%	42/16.4%	23/9%	52/20.3%	23/9%	
Spring 2002 (249)		19/**7.6%**	44/**17.7%**	36/**14.5%**	27/**10.8%**	47/**18.9%**	16/**6.4%**	
	8/3.2%	47/18.9%	4/1.6%			1/0.4%		
	8/3.2%	66/26.5%	48/19.3%	36/14.5%	27/10.8%	48/19.3%	16/6.4%	
Summer 2002 (299)		24/**8%**	68/**22.7%**	52/**17.4%**	45/**15.1%**	61/**20.4%**	27/**9%**	2/**0.7%**
	5/1.7%	14/4.7%				1/0.3%		
	5/1.7%	38/12.7	68/22.7%	52/17.4%	45/15.1%	62/20.7%	27/9%	2/0.7%

Age breakdown Graduate Students in special Education

The following table illustrates the age breakdown for the graduate students in the Special Education Department. The percentages refer to the graduate enrollment.

		21-24	25-29	30-34	35-39	40-49	50-61	62+
Fall 2001	Grad (193=100%)	16 8.3%	38 19.7%	42 21.8%	22 11.4%	52 26.9%	23 11.9%	
Spring 2002	Grad (189=100%)	19 10.1%	44 23.3%	36 19.1%	27 14.3%	47 24.9%	16 8.5%	
Summer 2002	Grad (279=100%)	24 8.6%	68 24.4%	52 18.6%	45 16.1%	61 21.9%	27 9.7%	2 0.7%

The client's assumption is that most of the SETWEB students are non-traditional 'older' students. If we take this into consideration and assume that the non-degree students are only the older students we will receive the following numbers and percentages:

		21-24	25-29	30-34	35-39	40-49	50-61	62+
Fall 2001	ND (132=100%)			35 26.5%	22 16.6%	52 39.4%	23 17.4%	
Spring 2002	ND (124=100%)			34 27.4%	27 21.8%	47 37.9%	16 12.9	
Summer 2002	ND (214=100%)		27 12.6%	52 24.3%	45 21%	61 28.5%	27 12.6%	2 0.9%

These numbers can only serve as a tentative approach to the likely age formation of the learner audience. We can presuppose that the age formation of the learner audience lies somewhere between the age breakdown of all graduate students and the hypothetical age breakdown for the non-degree students in the last table.

Appendix D: Professor's Opinions of Student Proficiency

The client provided names of four professors who had issued complaints about student proficiency on WebCT. The following six questions were e-mailed to the professors. Below are quoted excerpts from their e-mail response.

1) Are your students comfortable with logging onto the WebCT page?	
Professor A, School of Professional Studies	" In general I think the log in is ok as long as they remember their Arches ID. In some instances, students get a little confused if the course does not appear in their "mywebct," and this is mainly an issue of when the faculty member populates the course."
Professor B, Language Education	" As far as I know, they don't have any problems with that."
Professor C, Educational Research	" I think so. I haven't had any complaints after they are shown the procedure. It is pretty easy."
Professor D, Adult Education	" I assume they are."
2) What problems do students have locating course content and resources that you have put onto WebCT?	
Professor A, School of Professional Studies	" It all depends on how it is set up. I have seen some really poor designs where students cannot find anything. I think it is more of a design issue and how the faculty puts things up. Some students do not know to look at the nav bar. Once on a content or organizer page things from my perspective appear pretty simple...click the icon you need. Problem arises when one of the icons represents a PDF for instance and the student's can't figure out that they need the plug in."
Professor B, Language Education	" Infrequently, if the "content modules" in the course are not also visible on the left-hand course navigation area, they can't find it. For the courses I teach, I have made sure to include a direct link to the weekly readings on that part."
Professor C, Educational Research	" Students say they have difficulty maneuvering in WebCTt. I don't understand their problem."
Professor D, Adult Education	" I send them detailed instructions about to navigate and find resources and also allow time in the beginning for them to explore the course. The only difficulty is when the URL sites fail to work for them.

3) What problems do students have attempting to download and send assignments to you via WebCT?	
Professor A, School of Professional Studies	" In email etc, when the students click "browse" to look for a file, they find it but sometimes forget to click "attach file." Some have absolutely no idea how to even send an email. With downloading files the thing that trips ups students is that some files (e.g. some doc, html) you can view right there in the right hand window (the file names on the left), they even try to type into the word docs but cannot figure out how to actually download the file."
Professor B, Language Education	" The main problem is that they forget to click the "attach" button after they've "browsed" for the file-- they think because they selected it, that it's already attached."
Professor C, Educational Research	" Yes they have had problems here. Some have problems with downloading SPSS data sets."
Professor D, Adult Education	"I have used the drop box this semester for the first time and students were able to use the tool without any problems."

4) What problems do students have attempting to receive and send e-mail messages via WebCT?	
Professor A, School of Professional Studies	" Oh, problems with show all/show unread...I always get the comment 'it disappeared' and I have to walk them through clicking show all."
Professor B, Language Education	" I think they're generally successful in that area. Main area for improvement would be figuring out how to send a single message to multiple mail addresses."
Professor C, Educational Research	"No problems that I know of."
Professor D, Adult Education	"None that have been reported."

5) What problems do students have accessing and posting messages on the discussion board?	
Professor A, School of Professional Studies	" Very few students can figure out how to thread messages, include the original message too. A lot also have problems of reading a message, going back out to the main discussion menu then hitting compose thus posting a message in a bbs that is not the one they intended. E.g. assignment to post a message to a certain group I inevitably end up with messages in the main that do not belong."
Professor B, Language Education	" When students just hit "compose" from the main area, their message doesn't go into the right discussion folder for their group and week. So, they need to learn how to select which folder their message is going into. Generally I find students also need to learn how to use the different buttons like threaded/unthreaded and show all/show new. "Probably the most frustrating difficulty is that they may "lose" postings before they are made. If the students try to re-size the box of the message they're composing, WebCT erases their text. Likewise, if they edit text then click something other than "post" it can also erase it. Finally, many have reported that if they get timed out of their dial-up connection it will erase their compositions."
Professor C, Educational Research	" No problem."
Professor D, Adult Education	" In the beginning of the course they have difficulty getting their messages under the correct topic, but usually can after a few attempts."
6) What other specific problems do students encounter with WebCT?	
Professor A, School of Professional Studies	" Not knowing how to do put messages in chat."
Professor B, Language Education	"Things like when WebCt is running slow or is down.
Professor C, Educational Research	" I don't know of any."
Professor D, Adult Education	"The only problems students have reported deal more with being intimidated by technology. After a while they seem fine. It is fairly user friendly."