Needs Assessment

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EDET 650-J50

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Center for Teaching Excellence
University of South Carolina

Purpose

INTRODUCTION

This Needs Assessment was conducted for the purpose of better understanding the needs of the Center for Teaching Excellence (CTE) at the University of South Carolina as it relates to instructional content for the creation of video-based lectures. The primary sections of this report will outline the study's purpose, process, results, and recommendations following Morrison, Ross, Morrison, and Kalman's model in *Designing Effective Instruction* (2013), p. 39. The assessment was created by Chris Hallum with assistance from Shirelle Hallum, a researcher and data visualization expert, and Dr. Aisha Haynes, Assistant Director at the Center for Teaching Excellence (CTE) at the University of South Carolina.

TARGET AUDIENCE

Faculty, Staff, and Graduate Students at University of South Carolina who have previously taken a CTE Short Course.

Process

STRATEGY

Dr. Aisha Haynes, Assistant Director at the Center for Teaching Excellence (CTE) at the University of South Carolina, identified a need for instructional content to be created to assist individuals with creating high-quality video-based lectures. Utilizing the framework outlined by Morrison, Ross, Morrison, and Kalman in *Designing Effective Instruction* (2013), the instructional designer, Chris Hallum, thought that this need could best be categorized as a "felt need" (p. 34). Given this, and after consultation with Dr. Haynes, it was recommended that a survey be created and sent to all previous participants of the Short Courses offered in the CTE: Getting Started Teaching Online, Carolina Online Learning and Teaching, Teaching Online for Graduate Students, and Technology for Online Teaching and Learning. The survey was designed in such a way as

to first, confirm Dr. Hayne's "felt need," and second, to understand how this need could best be met, whether via an instructional or other solution.

ANALYSIS

Once the data was collected from the survey, which was sent via Qualtrics, it was analyzed by Chris Hallum, Shirelle Hallum, and Dr. Haynes to determine the type of solution that could best meet the need identified by Dr. Haynes.

DATA COLLECTION

The survey was sent to all previous participants of the Short Courses offered in the CTE: Getting Started Teaching Online, Carolina Online Learning and Teaching, Teaching Online for Graduate Students and/or Technology for Online Teaching and Learning. No individual interview meetings were scheduled for this Needs Assessment. Instead, a short Qualtrics survey was created and linked in a blind carbon copy (BCC) email that was sent to all 262 CTE Short Course participants who took courses between spring 2019 and summer 2021. The email was sent on Thursday, September 2, 2021, and the survey was left live until September 17, 2021, at which point it was closed and the data analyzed for the Results section of the Needs Assessment.

THE SURVEY

The following survey is intended to help the Center for Teaching Excellence support faculty, staff, and graduate students in distance learning activities, particularly as it relates to the creation of video-based instruction.

(Q1) Select your campus:

- ○ UofSC Columbia (1)
- ○ UofSC Aiken (2)
- ○ UofSC Beaufort (3)
- ○ UofSC Lancaster (4)
- ○ UofSC Salkahatchie (5)
- ○ UofSC Sumter (6)
- ○ UofSC Union (7)
- ○ UofSC Upstate (8)
- ○ School of Medicine - Columbia (9)
- ○ School of Medicine - Greenville (10)
- ○ Other: (11) _____

(Q2) Select your College/School/Office:

- ○ Capstone Scholars (1)
- ○ Career Center (2)
- ○ Center for Teaching Excellence (3)
- ○ College of Arts & Sciences (4)
- ○ College of Education (5)
- ○ College of Engineering and Computing (6)
- ○ College of Hospitality, Retail, and Sport Management (7)

- ○ College of Information & Communications (8)
- ○ College of Nursing (9)
- ○ College of Pharmacy (10)
- ○ College of Social Work (11)
- ○ Division of Information Technology (12)
- ○ Education Abroad Office (13)
- ○ Office of the Provost (14)
- ○ Office of Undergraduate Research (15)
- ○ Office of VP for Research (16)
- ○ Palmetto College (17)
- ○ School of Business (18)
- ○ School of Law (19)
- ○ School of Music (20)
- ○ School of Public Health (21)
- ○ Student Affairs and Academic Support (22)
- ○ Student Success Center (23)
- ○ Graduate School (24)
- ○ TRIO (25)
- ○ University 101 (26)
- ○ University Advising Center (27)

- ○ University Housing (28)
- ○ University Libraries (29)
- ○ USC Press (30)
- ○ School of Medicine - Columbia (31)
- ○ School of Medicine - Greenville (32)
- ○ Office of Distributed Learning (33)
- ○ Division of Law Enforcement and Safety (34)
- ○ Extended University (35)
- ○ Global Carolina (36)
- ○ Honors College (37)
- ○ International Student Services (38)
- ○ McKissick Museum (39)
- ○ Office of Academic Integrity (40)
- ○ Office of Communications and Marketing (41)
- ○ Office of Student Conduct (42)
- ○ Student Disability Resource Center (43)
- ○ Office of Student Engagement (44)
- ○ Office of the President (45)
- ○ Other (46) _____

(Q3) Your position:

- ☐ Adjunct (1)
- ☐ Clinical Faculty (2)
- ☐ Administrator (Dean, Assoc. Dean, Director, Dept. Chair, Other) (3)
- ☐ Tenured/Tenure track Faculty (4)
- ☐ GTA/IA (5)
- ☐ Instructor/Lecturer (Sr. Instructor, Instructor, Sr. Lecturer, Lecturer) (6)
- ☐ Post Doc (7)
- ☐ Staff (8)
- ☐ Student (9)
- ☐ Other: (10) _____

(Q4) Select CTE Short Courses you've taken (select all that apply):

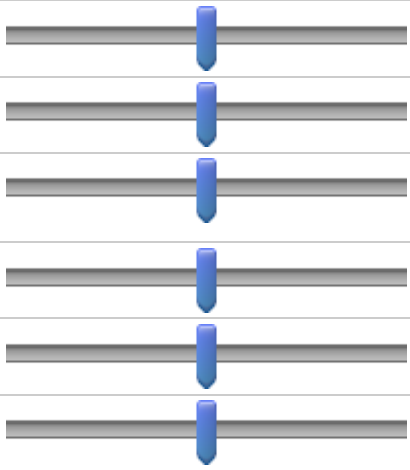
- ☐ Getting Started Teaching Online (1)
- ☐ Carolina Online Learning and Teaching (2)
- ☐ Teaching Online for Graduate Students (3)
- ☐ Technology for Online Teaching and Learning (4)

(Q5) Think about the short course(s) you completed through the Center for Teaching Excellence (Getting Started Teaching Online, Carolina Online Learning and Teaching, Teaching Online for Graduate Students and/or Technology for Online Teaching and Learning), which types of learning materials and assignments were most effective for learning new skills? Rate each activity by level of benefit you received by completing those activities (very beneficial, somewhat beneficial, or not useful).

	Not useful (1)	Somewhat beneficial (2)	Very beneficial (3)	Not applicable (4)
How-to videos (1)	○	○	○	○
Lectures (2)	○	○	○	○
Tests and quizzes (3)	○	○	○	○
Step by step how-to handouts (4)	○	○	○	○
Interactive assignments (5)	○	○	○	○
Follow-the steps assignments (6)	○	○	○	○
Research papers (7)	○	○	○	○
Final projects that require you to utilize all the skills from the course (8)	○	○	○	○
Live sessions with the facilitator (9)	○	○	○	○
Discussion boards (10)	○	○	○	○
One-on-one consultations (11)	○	○	○	○
Other (12)	○	○	○	○

(Q6) Please rate your skill-level for each of the following.

	Novice - No experience	Some experience	Competent	Expert
Camtasia ()				
PowerPoint ()				
Creating videos using PowerPoint ()				
Adding captions to videos ()				
Adding graphics to videos ()				
Editing audio ()				



(Q7) If the Center for Teaching Excellence were to offer a short course on creating quality videos for online courses, which components would be most important to include? Rank the components from most important to include in the course, to least important to include in the course.

_____ Using PowerPoint to record lectures (1)
_____ How to use PowerPoint and video editing software together (2)
_____ Editing audio (3)
_____ Editing video (4)
_____ Adding graphics (5)
_____ Best microphones for recording audio (6)
_____ Best webcams for creating quality videos (7)
_____ Making videos ADA-compliant (8)
_____ Adding simple animations to video (9)
_____ Adding quiz questions to a video (10)
_____ Making videos more interactive (11)

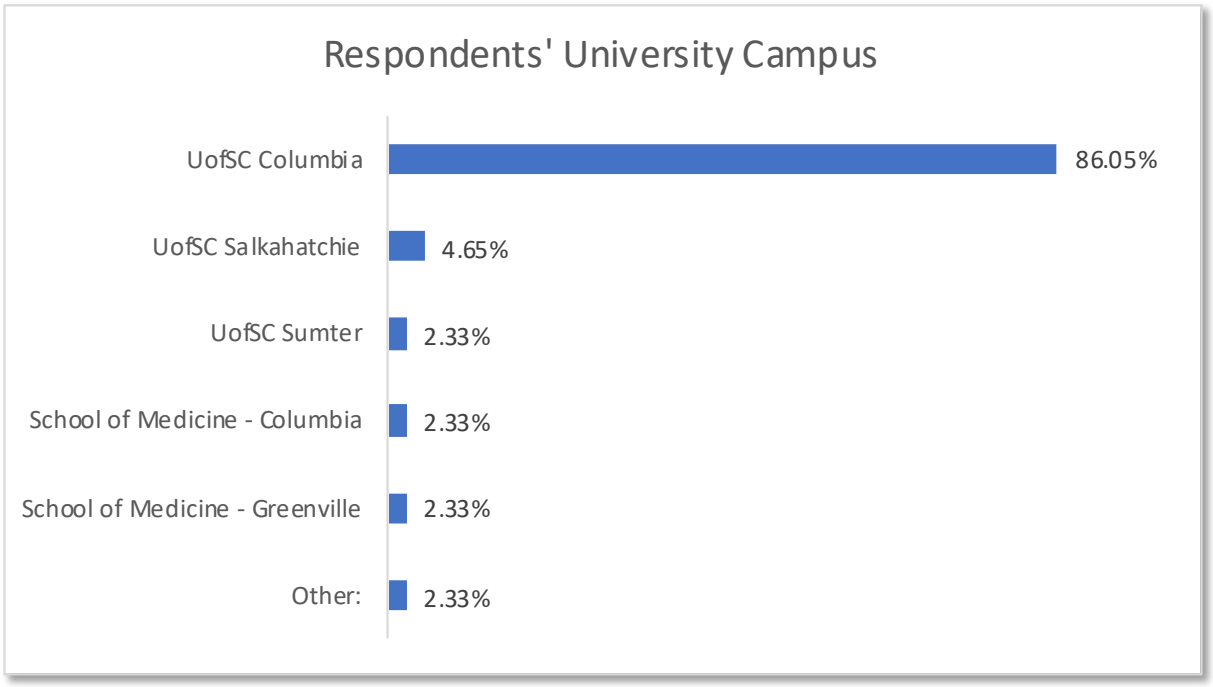
Results

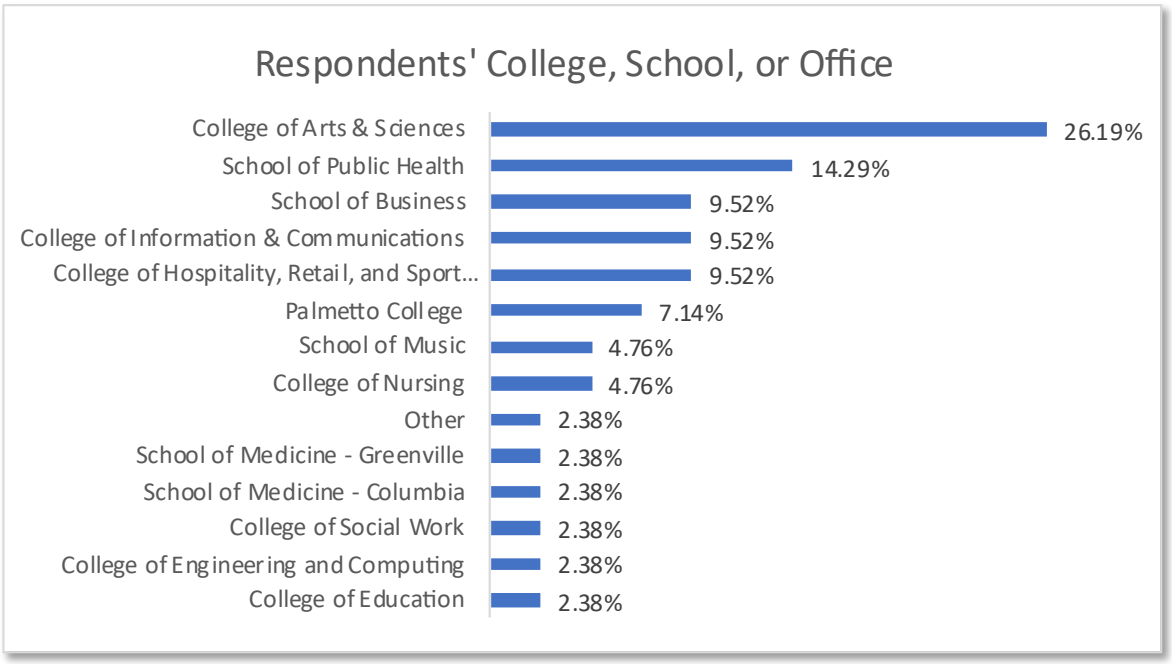
SAMPLE CHARACTERISTICS

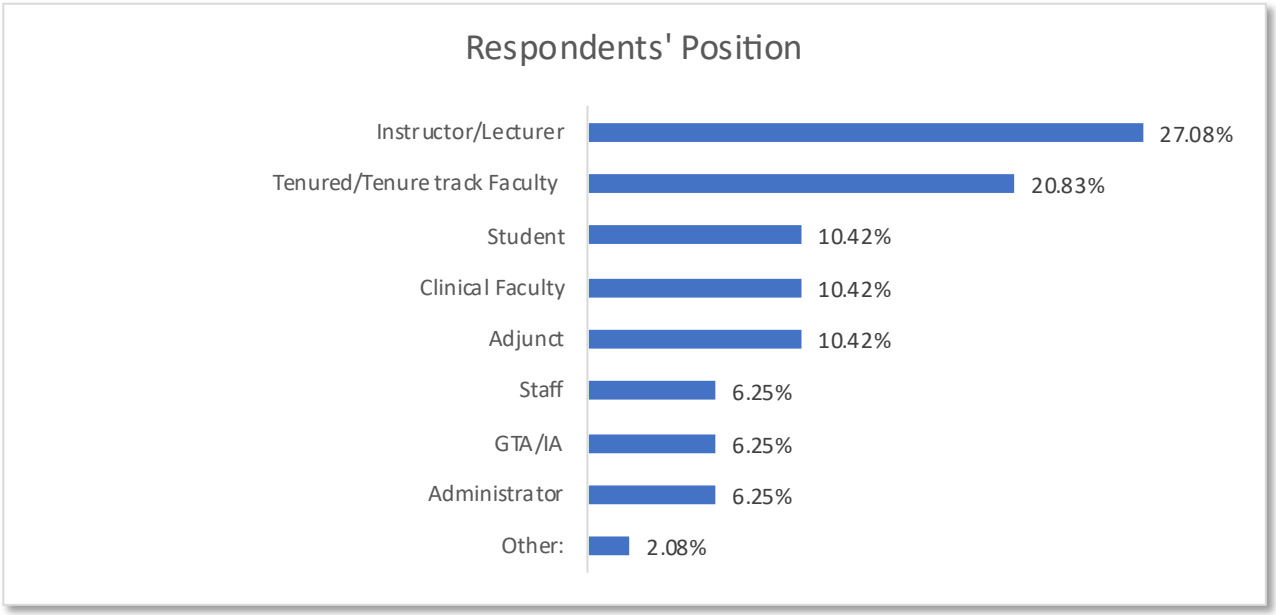
The respondents are primarily based at University of South Carolina-Columbia campus (86.05%), but the sample also included participants from Salkehatchie (4.65%), Sumter (2.33%), School of Medicine – Columbia (2.33%), and School of Medicine – Greenville (2.33%). Respondents are located across campus(es) and include the College of Arts & Sciences (26%), School of Public Health (14.3%), and the School of Business (9.5%). Respondents' positions are widely varied and include Instructor/Lecturer (27.08%),

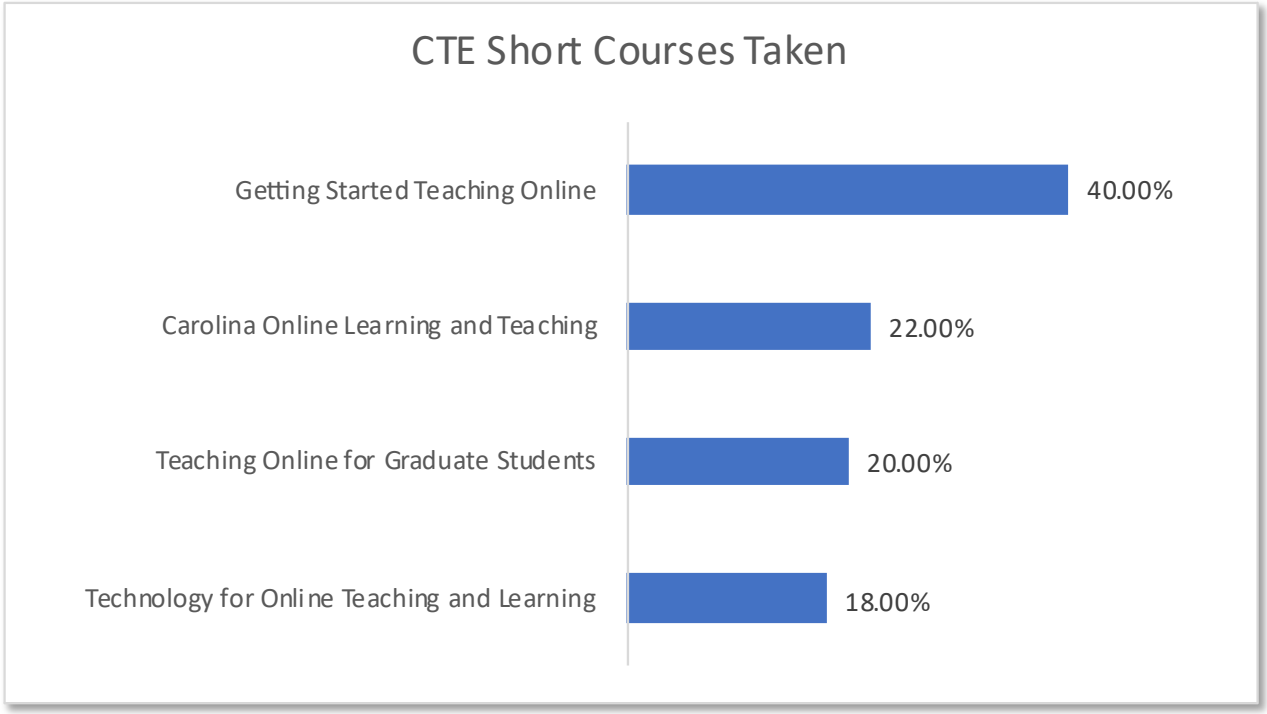
Tenured/Tenure track Faculty (20.83%), and Student (10.42%). Finally, of the four Short Courses offered by CTE, the highest number of respondents reported having taken Getting Started Teaching Online (40%).

The following charts display some of the sample characteristics data:



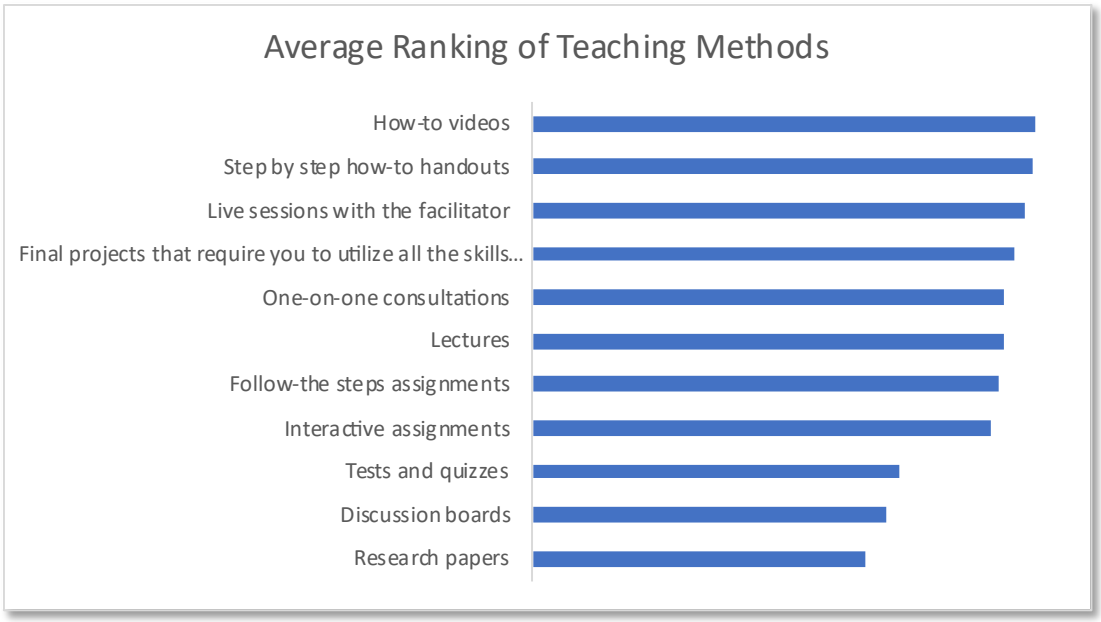


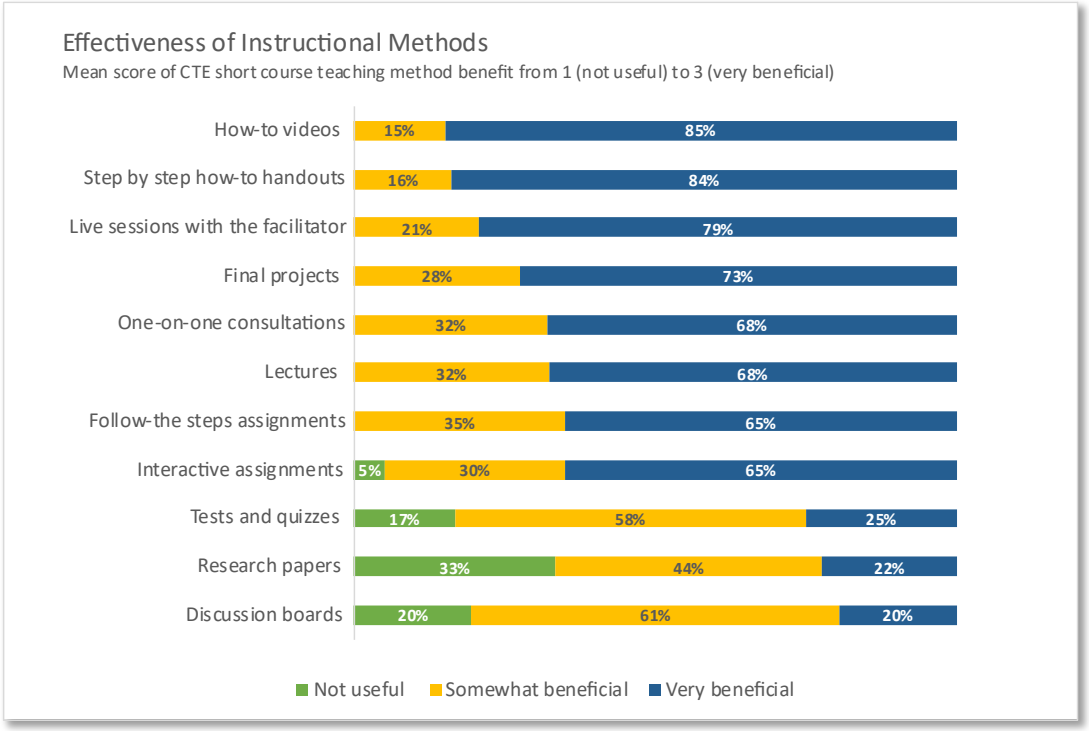

Respondents' Position
Instructor/Lecturer
27.08%
Tenured/Tenure track Faculty
20.83%
Student
10.42%
Clinical Faculty
10.42%
Adjunct
10.42%
Staff
6.25%
GTA/IA
6.25%
Administrator
6.25%
Other:
2.08%


CTE Short Courses Taken
Getting Started Teaching Online
40.00%
Carolina Online Learning and Teaching
22.00%
Teaching Online for Graduate Students
20.00%
Technology for Online Teaching and Learning
18.00%

PREFERRED TEACHING METHODS

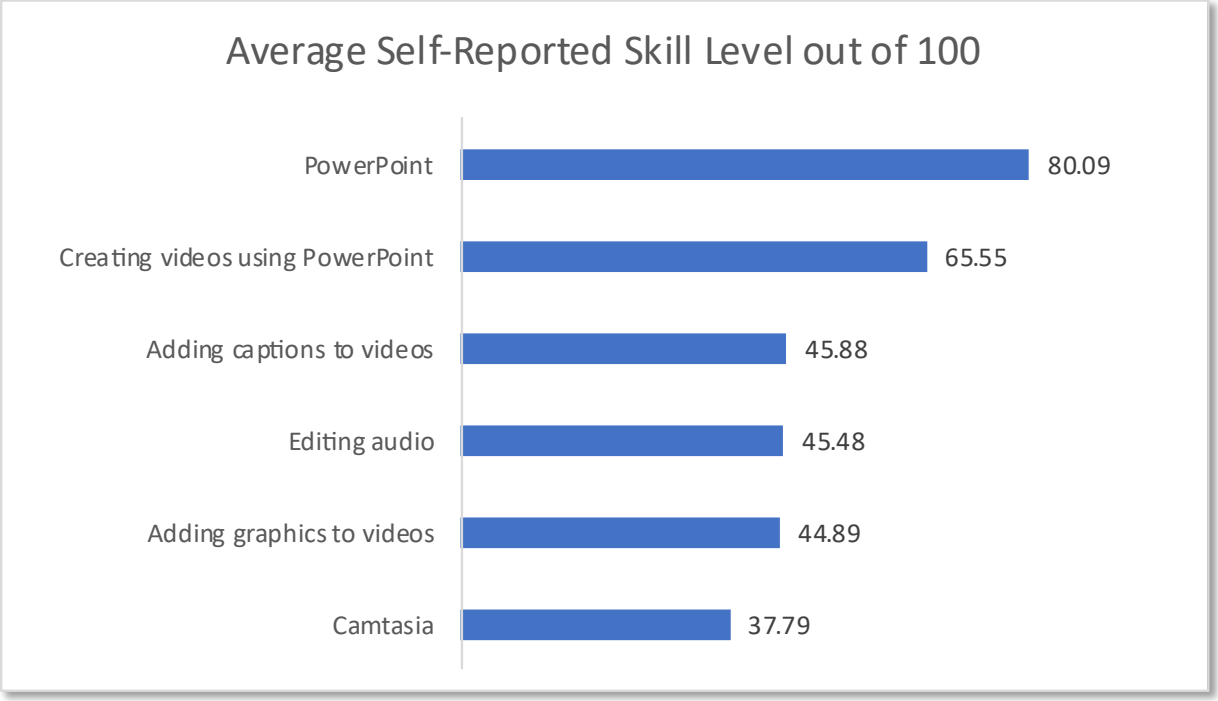
The survey provided a list of preferred teaching methods and asked respondents to rank their preferences. The following charts display this data:

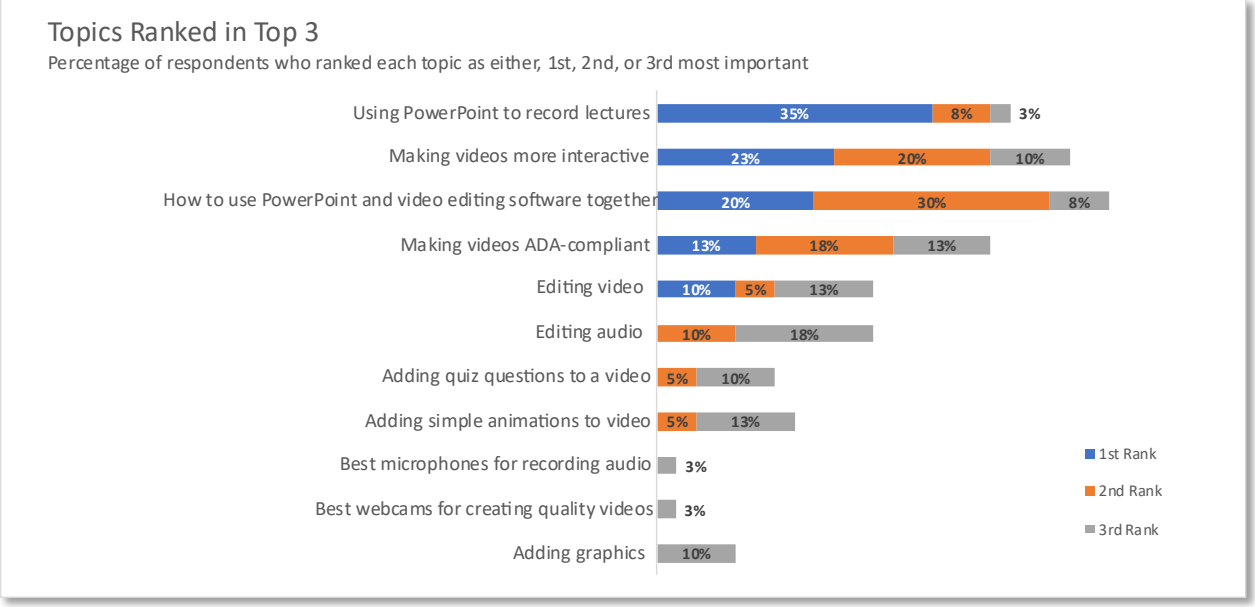




COURSE NEEDS

The survey asked respondents to rank their skill level in various video and presentation-related software and related tasks. The following charts display this data:





Recommendations

GENERAL

In general, respondents ranked the following needs in order from highest to lowest: To learn 1. Using PowerPoint to record lectures, 2. Making videos more interactive, and 3. How to use PowerPoint and video editing software together. Additionally, Camtasia (a video editing software developed by TechSmith) was ranked the lowest on a list of respondents' average self-reported level of skill with various technology-related solutions for creating video-based lectures. Based on this, it is recommended that some additional instructional content be created that focuses on creating interactive videos and the use of PowerPoint and Camtasia together. Further, and given respondents' reported preference for How-To Videos and Step-by-Step How-To Handouts, it is recommended that the content created be in video and/or step-by-step job aid format.

SPECIFIC: TECHNOLOGY FOR ONLINE TEACHING AND LEARNING

Since the analysis of the data in this Needs Assessment was performed, Dr. Gloria Washington, an instructional designer in CTE, informed Mr. Hallum and Dr. Haynes that her Short Course, Technology for Online Teaching and Learning, contains a module on PowerPoint and Camtasia. After reviewing this module, Dr. Haynes has recommended that two instructional videos be created as additions to the existing module in Dr. Washington's Short Course; one on Making Videos Interactive and one on Using PowerPoint and Camtasia Together.

References

Morrison, G. R., Ross, S. J., Morrison J. R., Kalman, H. K. (2013). *Designing Effective Instruction,* 8th Edition. Wiley. Kindle Edition.