EXECUTIVE SUMMARY OF CCT TEACHING NEEDS SURVEY -- KLAMATH FALLS RESPONSES

- Forty-five faculty from the Klamath Falls campus responded to the CCT Classroom Needs Survey administered in November 2015.

- Less than 20% of faculty reported feeling "very satisfied" with classroom configurations and technology, while roughly half of faculty report feeling very dissatisfied, somewhat dissatisfied, or neutral (a response which, as is evident in the comments, represents a mix of positive and negative experiences). Common complaints include poor configuration of existing furniture and technology, cramped classrooms, lack of group seating, slow and unreliable technology, and lack of options such as Smartboards and Sympodiums. Classrooms such as DOW 100, PV 208, and certain rooms in Owens Hall, particularly OW 111, were cited as typical examples exhibiting these issues (see photos in full report, below).

- In contrast, when describing their favorite classrooms, respondents frequently cited spaciousness, group table configurations, flexible and modular furniture, extensive writing/presentation surfaces, good lighting, and reliable technology. Certain Owens Hall classrooms were among the most frequently praised classrooms, including OW 202, 207, 217, 220. Many respondents favored OW 217, SE 142, CO 149, and DOW E240 for their small group seating configurations (see photos in full report, below).

- According to percentage of faculty responses, the "**most wanted" classroom configurations** were:
    - easily rearranged rooms (71%)
    - front-facing rows of tables (67%)
    - computer labs (53%)
    - 4-person group seating (i.e., "SCALE-UP") rooms (49%)
    - U-shaped boardroom/seminar rooms (43%)

  The configurations that faculty most frequently responded that they "**never want**" to teach in (i.e., the **"least wanted"** configurations) included:
    - fixed stadium seating (58%)
    - 8-person group seating rooms (42%)
    - outdoor seating (42%)

- The "**most wanted" technologies**, according to percentage of faculty responses, include typical classroom features such as:
    - networked computers (91%) and projectors (87%)
    - whiteboards (75%) or chalkboards (56%)
    - lighting controls (73%)
    - standing-height (71%) and moveable (58%) computer podiums

After these standard classroom features, the **most-wanted "newer" technologies** included:

- Smartboards (56%)
- Student laptop connections (51%)
- Dedicated slide advancers (51%)
- Bluetooth- or wireless-connected digital projectors (47%)
- Student clickers/classroom response systems (38%)
- Document cameras and Sympodiums (33% and 31%)
- Video recording and conferencing technologies (36% and 33%)
- Bring Your Own Device (BYOD, 31%).

These newer classroom technologies were often rated as "never available" to faculty when they wanted them (see data in report, below). The **"least wanted"** technologies included transparency projectors (67%), intercampus connected-classroom technology (49%), clickers (42%), document cameras (40%), and chalkboards (40%).

- Many faculty were interested in instruction in the use of Sympodiums and Smartboards (22% and 20%), video conferencing and recording technology (20% and 18%), intercampus connected-classroom technologies (16%), and group seating/SCALE-UP rooms (15%).

> *"Investing in classrooms should be a huge priority for Oregon Tech overall….. [T]he classrooms I teach in generally feel like they belong in an underfunded high school, with chalkboards that won't erase, computers and projectors that are slow or nonfunctional, etc. If classrooms across the university were updated--with whiteboards, modular furniture, up-to-date technology--it would communicate to students that their educations are Oregon Tech are first-rate across the board, from Gen Ed onwards."*
>
> -- Klamath Falls faculty member

EXECUTIVE SUMMARY OF CCT TEACHING NEEDS SURVEY -- WILSONVILLE RESPONSES

- Eleven faculty from the Wilsonville campus responded to the CCT Classroom Needs Survey administered in November 2015.

- Overall, there is more faculty satisfaction with classrooms on the Wilsonville campus. Roughly two thirds of the survey respondents (7/11) were somewhat or very satisfied with classroom technology, and over three quarters (9/11) were somewhat or very satisfied with classroom configurations.

- There was not consensus of favorite or least favorite classrooms, as most of the respondents have not had an opportunity to teach in a variety of classrooms. Some faculty appreciate using classrooms with Smartboards, while others preferred standard digital projectors with larger screens. Respondents' primary complaints focused on the lack of adequate lighting controls, slow or outdated technology, poor screen placement, and inadequate/poorly placed podiums.

- According to percentage of faculty responses, the "**most wanted" classroom configurations** were:
    - rows of front-facing tables and computer labs (82%)
    - easily-rearranged rooms (55%)
    - U-shaped boardroom/seminar rooms (45%)
    - fixed stadium seating (36%)
    - "SCALE-UP"-style group seating (27%).

  The **"least wanted"** configurations included outdoor seating (64%) and fixed stadium seating (55%).

- The "**most wanted"** technologies, according to percentage of faculty responses, included typical classroom features such as:
    - networked computers and projectors (91%)
    - whiteboards and lighting controls (82%)
    - standing-height and moveable computer podiums (64%)

  After these more standard classroom features, the **most wanted "newer" technologies** included:
    - Smartboards (64%)
    - video recording and conferencing technologies (55%)
    - student laptop connections (55%)
    - dedicated slide advancers (55%)
    - Bluetooth- or wireless-connected digital projectors (36%)
    - student clickers/classroom response systems (36%)
    - document cameras (36%)

- The **"least wanted"** technologies included transparency projectors and chalkboards (73%), clickers/classroom response systems (45%), and intercampus connected-classroom technology (36%).

- Several Wilsonville faculty were interested in instruction on how to take advantage of group-Sympodiums and Smartboards (36%), "SCALE-UP"-style group seating rooms (27%), intercampus connected-classroom technologies (27%), bluetooth- or wireless-connected projectors (27%), and document cameras (27%).

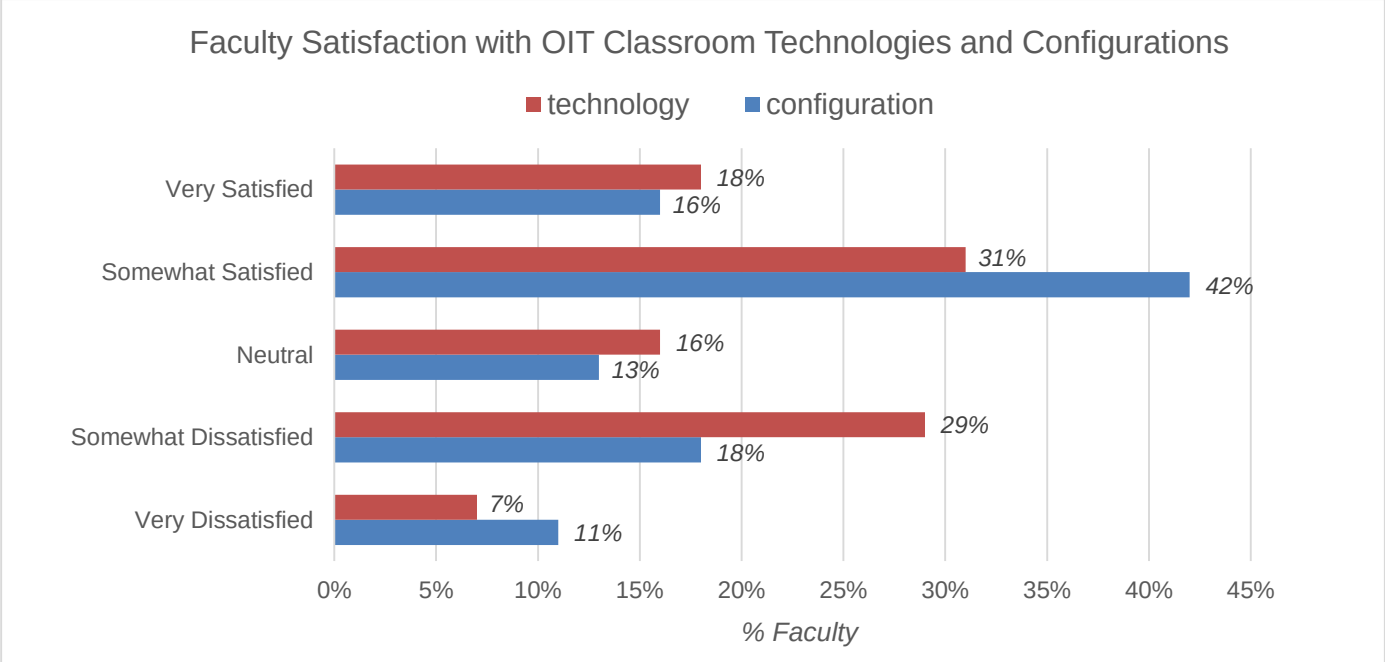
“All equipment is old and fairly low quality (cheap). Students regularly complain that the technology doesn't work. Most bring their own laptops which are much faster and more powerful than the classroom PCs but sometimes they can't use them because of the software requirements for the class. I frequently hear that we are Oregon TECH and we have some of the worst Technology out there.”

-- Wilsonville faculty member

FULL REPORT OF FACULTY REPONSES – KLAMATH FALLS CAMPUS

Faculty Satisfaction with Classroom Configurations and Technologies

When asked about Oregon Tech classrooms, the 45 Klamath Falls faculty respondents expressed a range of satisfaction level; about a third of faculty are somewhat or very dissatisfied with classroom configurations and technologies.



Faculty frequently identified classroom technologies as a major frustration. Respondents raised concerns about nonfunctional and old technology including slow and old computers and projectors, inaccessible network, or lighting and sound issues. Many faculty comments on problems with consistent operations of smartboards, projectors, and the computers connected to them, including issues with slowness and function problems. Some respondents noted the need for more Smartboards and Sympodiums in more classrooms, and a need for more consistent offerings of these technologies across the campus. Overall, respondents want up to date technology that is reliable, consistent across classrooms, and configured or placed correctly for appropriate use.

> *"Projectors are slow to turn on, as are computers…. What I really wish we had in classrooms were document cameras, not to mention quick-loading projectors (ideally with screens that move with a button rather than by pulling the cord). KCC apparently has seamlessly integrated (and up-to-date) computer terminals, media terminals, projectors, and document cameras in every classroom. Wouldn't our students (and faculty) feel like Oregon Tech invested in their success if we had up-to-date classrooms that at least matched our local community college's?"*
>
> -- Klamath Falls faculty member

"The most challenging part of the classrooms is the technology. I've had difficulties showing DVD's that I paid ~$100 for an educational license, because the computer is slow. Sometimes you can't access the S or T drive because the network is so slow."

-- Klamath Falls faculty member

"The biggest problem that I see is that the wireless internet just is not reliable or all that functional especially for a 'Technical' college."

-- Klamath Falls faculty member

I have ended classes early this term because the computer has failed. I have been taking department lap tops because the classroom computers have too little memory.

-- Klamath Falls faculty member

Regarding classroom configuration, faculty commented that they feel limited by old furniture and/or an excess of furniture cluttering the classroom, either of which greatly constrict configuration options. Respondents want functional, reconfigurable furniture in classrooms to meet various teaching modalities, including group work and whole-class discussions. An additional major concern was the obstruction of white/chalkboards by the projector screen, restricting faculty to using one modality at a time – 35% of faculty spontaneously mentioned this issue at some point in their comments.

"Because we have large tables rather than desks, it is practically impossible to rearrange the furniture to form a circle, which makes discussion significantly harder -- students can't see each other, so their comments are usually mediated by me at the front of the room, and they're just answering questions rather than engaging each other in a discussion of ideas and texts (as I ask them to do in writing classes). This also makes it hard to do large group activities, as I do in both writing and speech. In short, I really wish we had classrooms with modular furniture, even just basic desks, to make moving around for discussion, peer review, etc easy (rather than impossible)."

-- Klamath Falls faculty member

"[There is] too much furniture in some rooms, which makes it hard to breathe, let alone conveniently move around. Tables need to be easily movable--some are ancient and very heavy."

-- Klamath Falls faculty member

"Most rooms that have a ceiling mounted projector have it placed directly in front of the writable boards. You can only use one or the other. Working seamlessly between electronic resources and physical boards is impossible."

-- Klamath Falls faculty member

"The computer is on a table that is very low. It would be nice to have a taller podium with the computer/Elmo projector so I can stand and lecture at the same time, instead of hunched over to initiate powerpoint presentations or video clips. I feel like I am ignoring the students when I have to do this."

-- Klamath Falls faculty member

Favorite Classrooms

When describing their favorite classrooms, respondents very frequently cited spaciousness, group table configurations, and flexible, modular furniture as features they valued. They also often mentioned the availability of extensive writing/presentation surfaces, good lighting, and reliable technology. Owens Hall classrooms were among the most frequently praised, including OW 202, 207, 217, 220, and several others. Several faculty mentioned highly valuing OW 217, SE 142, CO 149, and DOW E240 for their group seating arrangements.

OW 202.

OW 207.

> *"OW 202 and OW 207. Spacious enough for group work with opportunities to use multiple 'technologies' at once."*
>
> -- Klamath Falls faculty member

> *"OW 220: plenty of space, easily movable furniture, the computer works (most of the time)"*
>
> -- Klamath Falls faculty member

OW 217. *The fourth wall (not pictured in this photo) includes a whiteboard; i.e., there are screens or whiteboards on all four walls.*

SE 142

DOW E240

> *"I prefer the scale up model with pods of 4 students (OW 217). This allows the instructor to easily move around the room and encourages collaborative learning. It is easy to write and project on multiple surfaces around the room, not just limited to the front of the room. Allows easy transition from lecture to problem based learning exercises without the disruption of having to reconfigure the room."*
>
> -- Klamath Falls faculty member

> *"SE142 is still my favorite classroom, despite the fact that the technology is unbearably slow and broken. Having students in tables with groups of 3-5 makes worlds of difference for group activities (which comprise the bulk of my class time) and therefore student learning. Having screens on multiple walls makes the room a lot more flexible."*
>
> -- Klamath Falls faculty member

Least Favorite Classrooms

In contrast with the previous question, the most common faculty frustrations focused on cramped, overcrowded rooms, with poorly configured seating, computers, projectors, or writing surfaces. DOW 100, PV 208, and a variety of rooms in Owens Hall, particularly OW 111, were cited as problematic in terms of overcrowdedness, poor board visibility from the back of the room, and bad layout of the technology (projector, screen, whiteboards, etc). In addition, old furniture and unreliable technology (computers, Smartboards, projectors) were mentioned by several faculty.

DOW 100

> *"DOW 100. The rows are so close together I cannot help individual students b/c they are crammed in like sardines. I'm pretty skinny, but I still can't get in there."*
>
> -- Klamath Falls faculty member

> *"DOW 100, terrible sight lines for students."*
>
> -- Klamath Falls faculty member

> *"OW 224. With eight rows of tables and lights hanging from the ceiling in the incorrect orientation, the projector must be mounted very low. In turn the screen is mounted low and the last 4 rows of the classroom cannot see the bottom of the screen. Students complain every year."*
>
> -- Klamath Falls faculty member

OW 111

OW 123

"OW 111. Small, cramped, can't use projector and chalkboards at same time."
-- Klamath Falls faculty member

"OW111 for worst screen/board conflict. Move screen to side as far as possible and add a side board on adjacent wall. OW123 for worst combination of projection/Smart/chalk/white boards. Consistent side boards in appropriate locations would help enormously!"
-- Klamath Falls faculty member

"Many of the OWENS hall classrooms. Crowded, no technology."
-- Klamath Falls faculty member

"Any one with a single 8 foot wide board - especially if it is chalk."

-- Klamath Falls faculty member

"Writeable space is at a minimum in many rooms…. It would be a real benefit to have nearly every wall covered in white or chalk boards in a room. If an instructor can leave a full lesson's worth of notes up and refer back to early notes at the end of a class, there are real benefits."

-- Klamath Falls faculty member

"Almost all of them. Poor furniture, poorly-placed projector screens, the electrical cords on the computer are almost all too short, the smartboards do not work very well, too much variation from term-to-term in what you can expect for the rooms (so you cannot plan to set up things with a smartboard, since you might no have one the next time you teach the course), broken/useless chairs (such as in CO 151), Need more rooms with tables instead of tiny desks."

-- Klamath Falls faculty member

"Either of the Purvine's upper level auditoriums, 205 and 208. They have very old and not very useful technology, the chairs are bad, and the lighting system is very confusing. The screens are bad too."

-- Klamath Falls faculty member

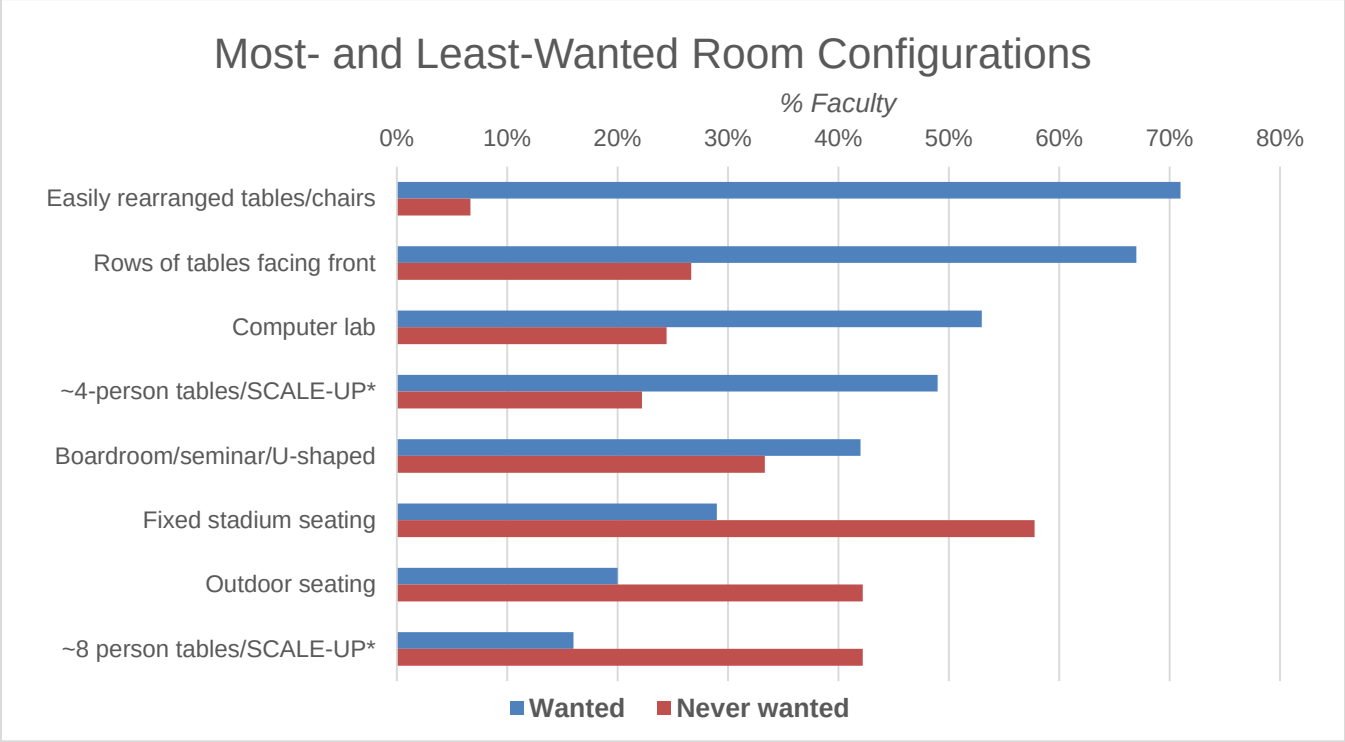
Classroom Configurations and Furniture

	I usually have this available when I want it	*I some-times have this available when I want it*	*I never have this available when I want it*	*Total percentage of faculty who "want" the config. at some point*	*I never want it*	*I use teaching methods that greatly benefit from it*	*I want more instruction on how to take advantage of it*
Fixed stadium seating	18%	11%	0%	**29%**	**58%**	2%	0%
Rows of tables facing front	56%	11%	0%	**67%**	**27%**	9%	2%
Boardroom/seminar/U-shaped	7%	27%	9%	**43%**	**33%**	22%	9%
~4-person tables/SCALE-UP*	11%	27%	11%	**49%**	**22%**	36%	13%
~8 person tables/SCALE-UP*	2%	4%	9%	**16%**	**42%**	29%	16%
Easily rearranged tables/chairs	22%	40%	9%	**71%**	**7%**	33%	4%
Computer lab	18%	24%	11%	**53%**	**24%**	16%	4%
Outdoor seating	7%	0%	13%	**20%**	**42%**	11%	4%
Other	0%	2%	2%	**4%**	**2%**	0%	2%

**SCALE-UP stands for Student-Centered Active Learning Environment with Upside-down Pedagogies*

As seen in the table above, faculty report that the most "**available**" configurations were rows of table facing front (cited by over half of faculty) and easily rearranged tables and chairs (cited by almost a quarter of faculty). The most **"semi-available"** configurations were easily rearranged rooms (cited by 40% of faculty); about of quarter of faculty also cited boardroom/seminar rooms, 4-person SCALE-UP

rooms, and computer labs. About 10% of faculty reported **never** being able to access SCALE-UP rooms, boardroom/seminar rooms, easily rearranged rooms, computer labs, and outdoor seating when they wanted to.



Overall (ignoring availability), the **"most wanted"** room configurations were easily-rearranged rooms (71%), rows of tables (67%), Computer labs (53%), 4-person SCALE-UP (49%), and boardroom/seminar rooms (43%). The **"least wanted"** configurations were fixed stadium seating (58%), 8-person SCALE-UP rooms (42%), and outdoor seating (42%). Very few faculty (7%) reported never wanting easily rearranged tables and chairs.

The largest percentage of faculty (about a third) reported using teaching methods that would benefit from small group seating and flexible, easily-rearranged tables and chairs. The largest percentage of faculty (roughly 15%) were interested in instruction on how to take advantage of group-table/SCALE-UP rooms.

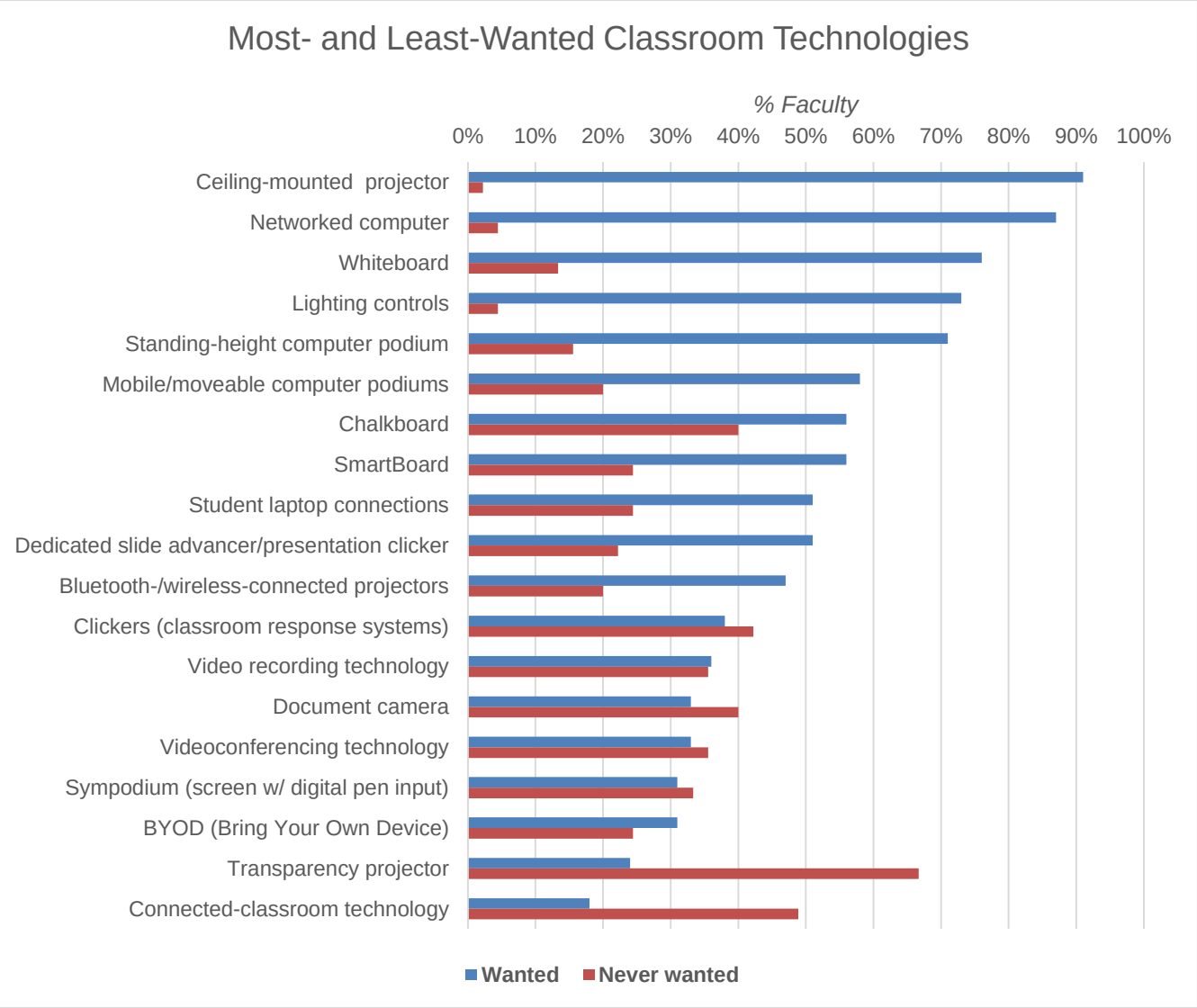
Faculty comments were very reflective of these trends in the data. Overall, respondents are eager to take advantage of SCALE-UP classrooms and classrooms with flexible, modular furniture.

Classroom Technologies

	I usually have this available when I want it	*I some-times have this available when I want it*	*I never have this available when I want it*	*Total percentage of faculty who "want" the tech. at some point*	*I never want it*	*I want more instruct-ion on how to use it*
Chalkboard	24%	31%	0%	**56%**	**40%**	0%
Whiteboard	33%	40%	2%	**76%**	**13%**	0%
Transparency projector	9%	13%	2%	**24%**	**67%**	0%
Document camera	9%	2%	22%	**33%**	**40%**	13%
Networked computer	80%	7%	0%	**87%**	**4%**	2%
Student laptop connections	4%	20%	27%	**51%**	**24%**	7%
Ceiling-mounted digital projector	84%	4%	2%	**91%**	**2%**	0%
SmartBoard	9%	33%	13%	**56%**	**24%**	20%
Sympodium (screen w/digital pen input)	2%	13%	16%	**31%**	**33%**	22%
Video recording technology	4%	11%	20%	**36%**	**36%**	18%
Clickers (classroom response systems)	7%	4%	27%	**38%**	**42%**	7%
Dedicated slide advancer/presentation clicker	9%	7%	36%	**51%**	**22%**	0%
Lighting controls	20%	47%	7%	**73%**	**4%**	0%
Standing-height computer podium	9%	27%	36%	**71%**	**16%**	4%
Mobile/moveable computer podiums	20%	22%	16%	**58%**	**20%**	4%
Connected-class (intercampus) technology	0%	2%	16%	**18%**	**49%**	16%
Videoconferencing technology	4%	20%	9%	**33%**	**36%**	20%
BYOD (Bring Your Own Device)	11%	9%	11%	**31%**	**24%**	7%
Bluetooth-/wireless-connected projector	2%	7%	38%	**47%**	**20%**	13%
Other:	0%	2%	2%	**4%**	**0%**	0%

The most "**available**" technologies were, unsurprisingly, networked computers and ceiling projectors (≥80%), followed by whiteboards and chalkboards (33% and 24%, respectively). Notably, very few other technologies were "usually available" when faculty wanted them. The most **"semi-available"** technologies after standard features such as lighting controls (47%) and whiteboards/chalkboards (40% and 31%) included Smartboards (33%), standing-height and moveable computer podiums (27% and 22%, respectively), student laptop connections (20%), and videoconferencing technology (20%).

The most widely-cited "**never available" (but desired)** technologies included Bluetooth-/wireless-connected projectors (38%), dedicated slide advancers and standing-height computer podiums (36%), student laptop connections and clickers/classroom response systems (27%), document cameras and Sympodiums (22% and 16%), and video recording or intercampus connected-classroom technology (20% and 16%).



Overall (ignoring availability), the "**most wanted"** technologies include typical classroom features such as networked computers and projectors (91% and 87%), whiteboards or chalkboards (75% and 56%), lighting controls (73%), and standing-height and moveable computer podiums (71% and 58%). After these standard classroom features, the **most wanted "newer" technologies** included Smartboards (56%), student laptop connections (51%), dedicated slide advancers (51%), Bluetooth- or wireless-connected digital projectors (47%), student clickers/classroom response systems (38%), document cameras and Sympodiums (33% and 31%), video recording and conferencing technologies (36% and 33%), and Bring Your Own Device (BYOD, 31%). *[Note: Only 18% of Klamath Falls faculty expressed interest in intercampus, connected-classroom technology; 27% (three of the eleven) Wilsonville respondents expressed interest in this technology.]*

The **"least wanted"** technologies (i.e, those that the most faculty reported "never wanting" in their classrooms) included transparency projectors (67%), intercampus connected-classroom technology (49%), clickers (42%), document cameras (40%), and chalkboards (40%).

The largest percentage of faculty were interested in instruction on how to take advantage of Sympodiums and Smartboards (22% and 20%), video conferencing and recording technology (20% and 18%), and intercampus connected-classroom technologies (16%).

Once again, faculty comments confirmed these trends. More than anything, respondents want working and reliable technology in the classroom. There were many comments related to the need for technology upgrades in classrooms, specifically smartboards and computers. Instructor mobility, student and instructor wireless connectivity, flexibility in changing instructional modes, and standardization of technology across campus were also requested.

"If you could spend money on one or two specific items of classroom furniture or technology, what would they be?"

The responses to this question were highly in favor of computer upgrades and SCALE-UP /modular furniture. Respondents also asked for repositioning of whiteboards and projector screens to facilitate their concurrent use, installing additional whiteboards, replacing Sympodiums, and purchasing improved sound systems, standing-height podiums, student response systems ("clickers") and new desks and chairs.

> *"New computers and projectors and speakers, and re-positioning of whiteboards and smart boards."*
>
> -- Klamath Falls faculty member

> *"Scale-up table/chair configurations; then enhanced multiple projection/smart-boards in more classrooms."*
>
> -- Klamath Falls faculty member

> *"Updated computer, updated lighting, adequate writeable sideboards (white or chalk). Clickers available for check out from admin assistants would be awesome!"*
>
> -- Klamath Falls faculty member

> *"SmartBoard and modular designs, tables, movable and comfy chairs (like PV 213)."*
>
> -- Klamath Falls faculty member

> *"More white boards positioned not behind the projector screens. Maybe motorized projection screens so there isn't a rope hanging in front of white board when screen is not in use. I'm short so I definitely need those ropes!"*
>
> -- Klamath Falls faculty member

> *"More SCALE-UP arrangements in rooms smaller than SE142."*
>
> -- Klamath Falls faculty member

Additional comments/requests/suggestions

Respondent closing comments were forward-looking and positive. Some stressed that technology upgrades would greatly enhance the student learning experience; others suggested considering a requirement for students to have mobile devices, with a funding source to assist in this. Some mentioned a need for renovations to older buildings and additions of study areas. Many stressed that flexible furniture placed in SCALE-UP configurations were foundational.

> *"We need better study areas in some of the buildings. Owens has really improved. Semon, Boivin, and the college union could all use better study areas, or more study areas."*
>
> -- Klamath Falls faculty member

> *"Just to reiterate: For me, the most important things now are tables for groups of four and a reliable, clean writing surface."*
>
> -- Klamath Falls faculty member

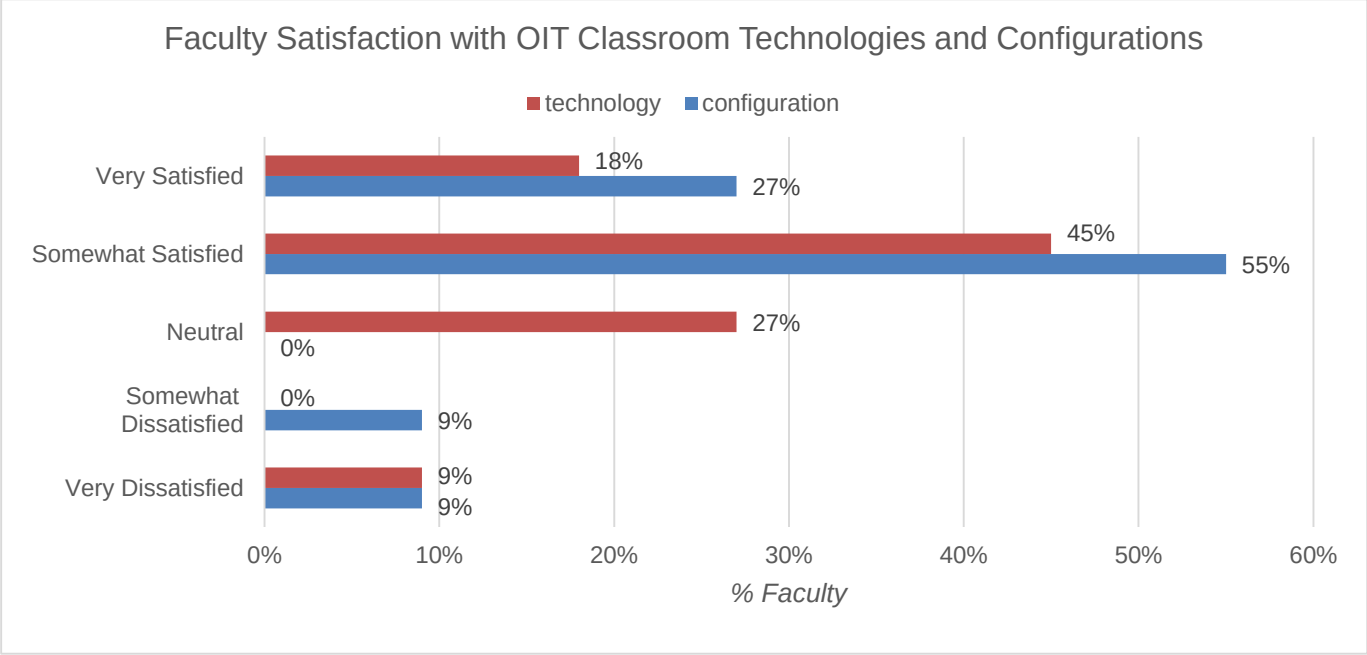
> *"It would be nice if OIT had a technology requirement for incoming students so that all students would have personal devices available to them. If it's required, would they have access to financial aid to support the cost? Just a thought. This would also relieve some of the burden of various departments having to continually upgrade computers for use in classrooms."*
>
> -- Klamath Falls faculty member

> *"Investing in classrooms should be a huge priority for Oregon Tech overall. I teach primarily Gen Ed courses, courses that are thus foundational to and formative of students' first Oregon Tech experiences, and yet the classrooms I teach in generally feel like they belong in an underfunded high school, with chalkboards that won't erase, computers and projectors that are slow or nonfunctional, etc. If classrooms across the university were updated--with whiteboards, modular furniture, up-to-date technology--it would communicate to students that their educations are Oregon Tech are first-rate across the board, from Gen Ed onwards."*
>
> -- Klamath Falls faculty member

FULL REPORT OF FACULTY REPONSES – WILSONVILLE CAMPUS

Faculty Satisfaction with Classroom Configurations and Technologies

When asked about Oregon Tech classrooms, the 11 Wilsonville faculty respondents primarily expressed satisfaction with classroom configurations and technologies. Only one faculty member reported feeling very dissatisfied with both technology and configuration. One other faculty member reported feeling somewhat dissatisfied with room configuration, and three faculty members felt neutral about classroom technology (i.e., they had mixed feelings about technology, as evidenced by their supporting comments).



Regarding classroom technology, the most common faculty response was in regard to the lighting in classrooms. The lack of dimmer switches requires the lights to be turned either on or off, which can make it challenging to view PowerPoint presentations. It was also mentioned that the light motion sensors do not work correctly in certain classrooms (Wilsonville 203 and 408). Some faculty like using Smartboards, while other faculty do not like the Smartboards at all and would prefer their rooms had traditional PC connected projectors with larger projection screens. A few faculty expressed interest in more technologically-enabled classrooms that would facilitate distance education, recording lectures, and videoconferencing.

Regarding classroom configuration, faculty commented that the classrooms are difficult to reconfigure to meet the needs of individual instructors. While some classrooms have folding tables that are easily rearranged, these classrooms are typically occupied by courses that require lab equipment or computers. On the other hand, some rooms with fixed computer stations have classes that would work better in group table arrangements, but the tables cannot be moved. There are very few rooms that are already set up for SCALE-UP teaching approaches. Several faculty also commented on poor screen placement (low and in front of the room's whiteboard).

Favorite Classroom

Many faculty commented that they did not have a favorite classroom, either because most classrooms are adequate for their needs, or because they had only taught in one or two rooms. Generally, faculty like rooms that are well equipped with technology that is reliable. Rooms 106, 201, 215, and 246 were each listed once as favorites.

> *"I have only used room 201 so far. I like it."*
>
> -- Wilsonville faculty member

> *"Wilsonville room 215. It has a very large screen, projector in the ceiling (versus a dinky useless smart board), and a good amount of whiteboard space."*
>
> -- Wilsonville faculty member

Wilsonville 246

Least Favorite Classroom

Again, many faculty commented that they did not have a specific least favorite classroom, either because most classrooms are adequate or because they had not taught in many rooms. Two faculty mentioned not liking rooms with Smartboards, and two mentioned not liking rooms with poor lighting controls (including Room 203). Room 120 was mentioned once for having a loud fan.

> *"I've taught in only two rooms -- don't have a least favorite."*
>
> -- Wilsonville faculty member

> *"All of them are about the same. I don't really like the rooms with smart boards. Wilsonville 203 is particularly bad because the light motion sensor doesn't work and the lights turn out on you all the time."*
>
> -- Wilsonville faculty member

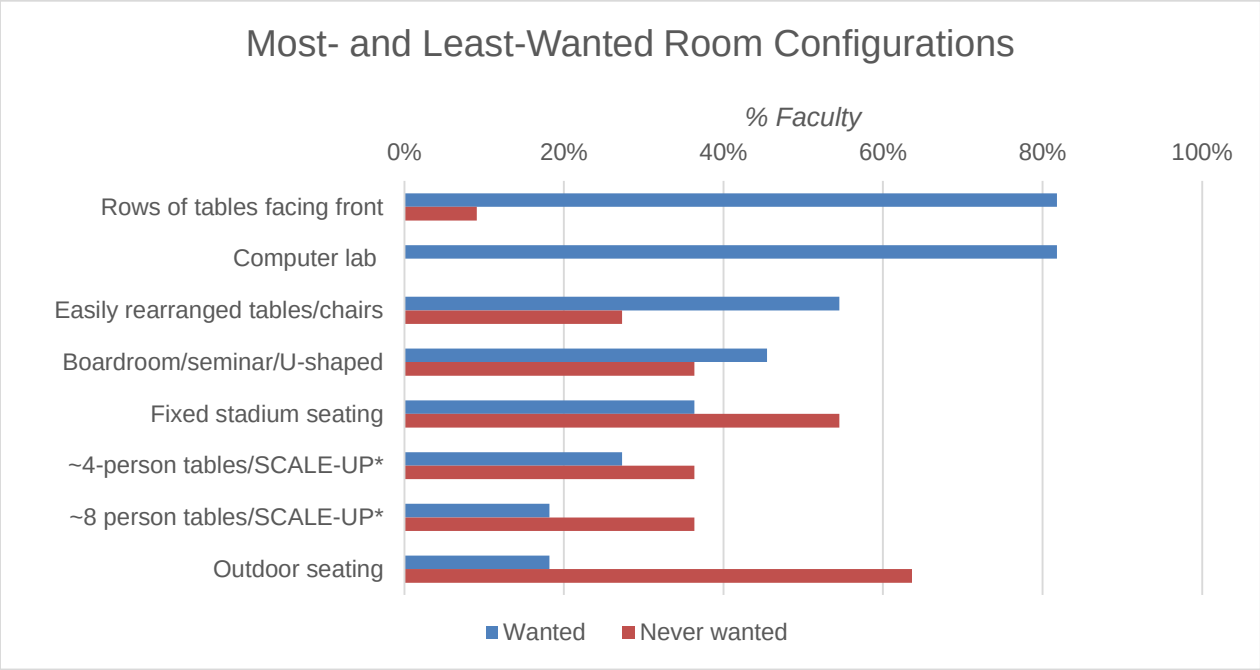
> *"For some reason I don't believe the classrooms were well designed from the user's point of view. It is adequate but not great."*
>
> -- Wilsonville faculty member

Classroom Configurations and Furniture

	I usually have this available when I want it	*I some-times have this available when I want it*	*I never have this available when I want it*	*Total percentage of faculty who "want" the config. at some point*	*I never want it*	*I use teaching methods that greatly benefit from it*	*I want more instruction on how to take advantage of it*
Fixed stadium seating	9%	0%	27%	36%	55%	9%	0%
Rows of tables facing front	73%	9%	0%	82%	9%	18%	9%
Boardroom/seminar/U-shaped	9%	18%	18%	45%	36%	18%	9%
~4-person tables/SCALE-UP*	9%	0%	18%	27%	36%	27%	18%
~8 person tables/SCALE-UP*	0%	0%	18%	18%	36%	9%	27%
Easily rearranged tables/chairs	27%	18%	9%	55%	27%	36%	0%
Computer lab	55%	18%	9%	82%	0%	27%	18%
Outdoor seating	0%	0%	18%	18%	64%	0%	0%

**SCALE-UP stands for Student-Centered Active Learning Environment with Upside-down Pedagogies*

As seen in the table above, faculty report that the most "**available**" configurations were rows of table facing front (cited by three quarters of faculty), computer labs (cited by half of faculty), and easily rearranged tables and chairs (cited by a quarter of faculty). The most **"semi-available"** configurations, cited by two faculty each, were U-shaped boardroom/seminar rooms, easily rearranged rooms, and computer labs. Three faculty reported wanting, but **never** being able to access, stadium seating; two faculty each also reported wanting, but not being able to access, boardroom/seminar rooms, group seating rooms (with either 4- or 8-person tables), and outdoor seating.



Overall (ignoring availability), the **"most wanted"** room configurations were rows of front-facing tables and computer labs (82%), easily-rearranged rooms (55%), and U-shaped boardroom/seminar rooms (45%). There was also some interest in fixed stadium seating and group seating. The **"least wanted"** configurations included outdoor seating (64%) and fixed stadium seating (55%).

The largest percentage of faculty (36%) reported using teaching methods that would benefit from flexible, easily-rearranged tables and chairs, while about a quarter of faculty reported benefiting from small, 4-person group seating and computer labs. The largest percentage of faculty were interested in instruction on how to take advantage of group-table/SCALE-UP rooms and computer labs.

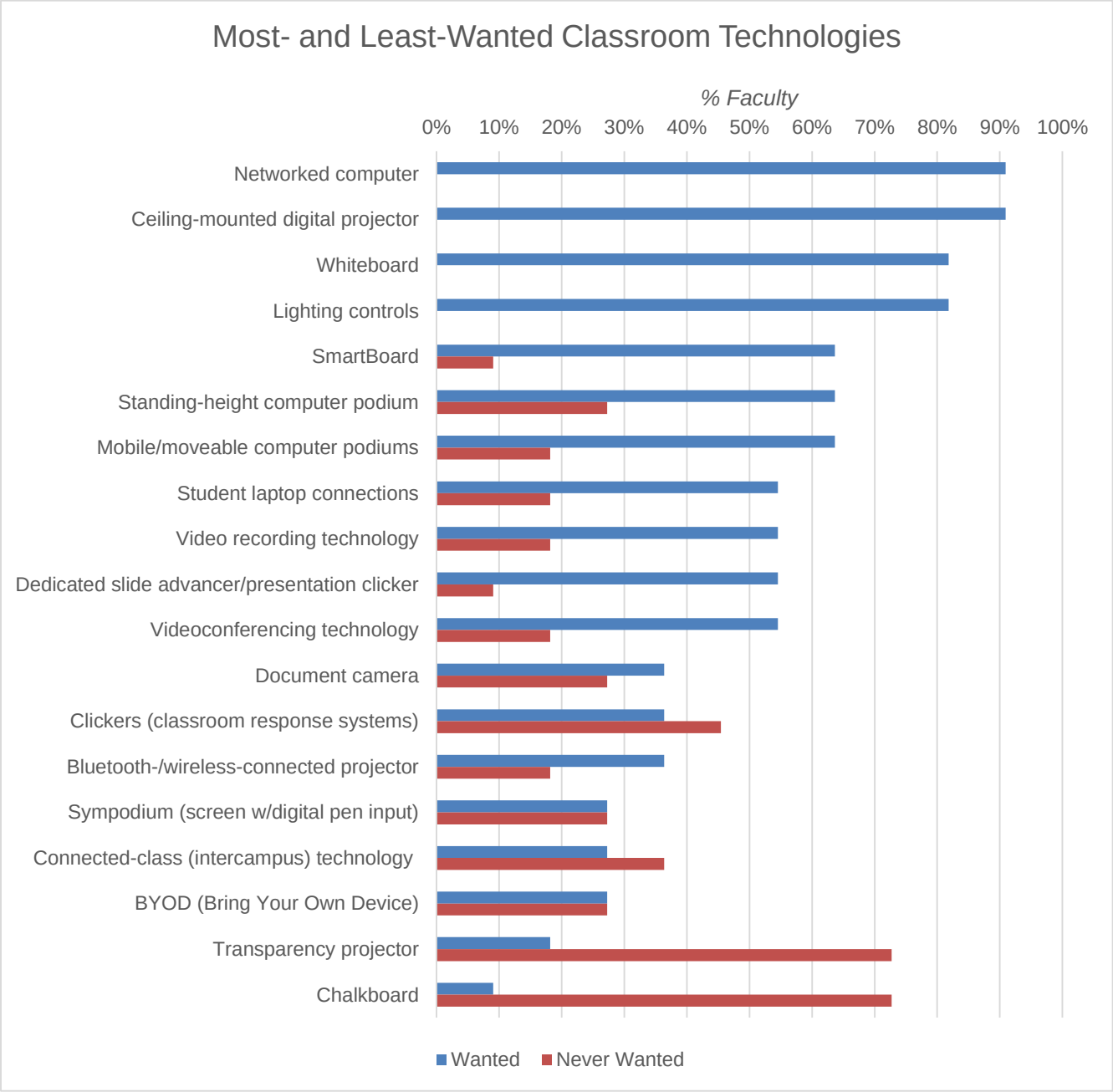
Classroom Technologies

	I usually have this available when I want it	*I some-times have this available when I want it*	*I never have this available when I want it*	*Total percentage of faculty who "want" the tech. at some point*	*I never want it*	*I want more instruct-ion on how to use it*
Chalkboard	0%	0%	9%	9%	73%	0%
Whiteboard	73%	9%	0%	82%	0%	9%
Transparency projector	9%	9%	0%	18%	73%	9%
Document camera	0%	18%	18%	36%	27%	27%
Networked computer	73%	9%	9%	91%	0%	0%
Student laptop connections	27%	18%	9%	55%	18%	9%
Ceiling-mounted digital projector	73%	18%	0%	91%	0%	0%
SmartBoard	9%	36%	18%	64%	9%	36%
Sympodium (screen w/digital pen input)	0%	0%	27%	27%	27%	36%
Video recording technology	9%	0%	45%	55%	18%	18%
Clickers (classroom response systems)	9%	9%	18%	36%	45%	9%
Dedicated slide advancer/presentation clicker	9%	9%	36%	55%	9%	9%
Lighting controls	18%	9%	55%	82%	0%	0%
Standing-height computer podium	0%	0%	64%	64%	27%	9%
Mobile/moveable computer podiums	0%	0%	64%	64%	18%	9%
Connected-class (intercampus) technology	0%	9%	18%	27%	36%	27%
Videoconferencing technology	0%	36%	18%	55%	18%	9%
BYOD (Bring Your Own Device)	18%	0%	9%	27%	27%	18%
Bluetooth-/wireless-connected projector	0%	9%	27%	36%	18%	27%

The most "**available**" technologies were, unsurprisingly, networked computers, ceiling projectors, and whiteboards, with about three quarters of faculty reporting availability of these resources. Notably, very few other technologies were "usually available" when faculty wanted them. The most **"semi-available"** technologies included Smartboards an videoconferencing technology, which about a third of faculty reported as sometimes available when needed. The most widely-cited "**never available" (but desired)** technologies included standing-height and moveable computer podiums (64%), lighting controls (55%), video recording technology (45%), and a dedicated slide advancer/presentation clicker (36%).

Overall (ignoring availability), the "**most wanted"** technologies include typical classroom features such as networked computers and projectors (91%), whiteboards and lighting controls (82%), and standing-height and moveable computer podiums (64%). In addition to these more "standard" classroom features, the **most wanted "newer" technologies** included Smartboards (64%), video recording and conferencing technologies (55%), student laptop connections (55%), and dedicated slide advancers (55%). About a third of faculty were interested in Bluetooth- or wireless-connected digital projectors, student clickers/classroom response systems, and document cameras.

The **"least wanted"** technologies (i.e, those that the most faculty reported "never wanting" in their classrooms) included transparency projectors and chalkboards (73%), clickers/classroom response systems (45%), and intercampus connected-classroom technology (36%).



The largest percentage of faculty were interested in instruction on how to take advantage of Sympodiums and Smartboards (36%). About a quarter of respondents were interested in instruction on the use of document cameras, intercampus connected-classroom technologies, and bluetooth- or wireless-connected projectors.

“If you could spend money on one or two specific items of classroom furniture or technology, what would they be?”

The responses to this question were highly in favor of variable lighting control upgrades. Respondents also asked for purchasing and installing standing-height podiums, wireless microphone systems, modern video recording/conferencing equipment to support distance learning and teaching across campuses, improved Smartboards, document cameras for the podiums, comfortable chairs for the students, adjustable monitors that tilt and swivel for the instructor, and test and measurement equipment that supports wirelessless collecting, analyzing, and saving data over the network. One instructor also requested the ability to disconnect internet/WiFi so students are not tempted to be distracted.

> *“New Vernier LoggerPro interfaces that wirelessly connect to the network for easy screen sharing of data.”*
>
> -- Wilsonville faculty member

> *“video recording/ conferencing or other technology that is the most current for distance learning / wireless mics and lighting controls.”*
>
> -- Wilsonville faculty member

> *“Better lighting control (we just have on & off in Wilsonville SW lecture rooms). Monitors that actually tilt and swivel for the instructor's desk to make lecturing easier.”*
>
> -- Wilsonville faculty member

> *“[We need] the ability to teach across campuses, and better furniture that isn't just rows of computers.”*
>
> -- Wilsonville faculty member

Additional comments/requests/suggestions

One faculty member responded with a closing comment supporting a requirement for students to have laptops.

> *“I would like to see Oregon Tech adopt a policy requiring students to have laptops that meet certain requirements and then find ways to deliver the software needed to them on their laptops rather than the old fashioned computer lab model we still use.”*
>
> -- Wilsonville faculty member