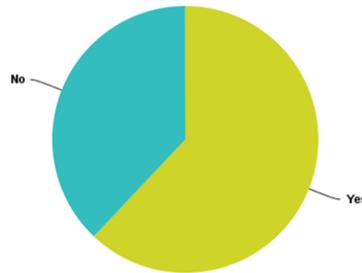
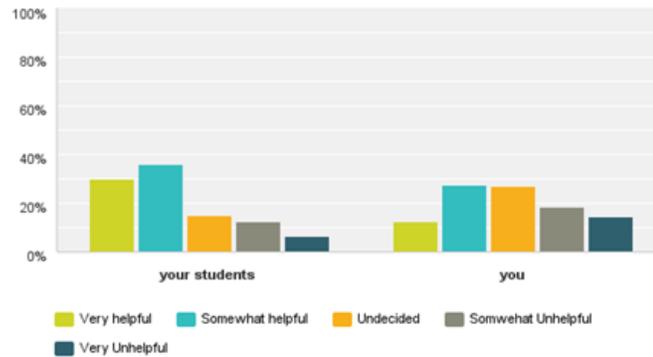


OPSEU 415
Survey Results on
The Fall 2016 Semester

Q1 The first day of classes was replaced with orientation. Did you participate in the orientation activities?



Q2 If you answered yes to Question 2, please rate how helpful the day of orientation was for



How useful was the full day of orientation for your students? Comments:

Useful

- We did a program orientation in the morning which I think was very helpful for the students
- They were able to meet some faculty. They were able to hear about program specific expectations They were able to have some program specific questions answered.
- A lot of information is given about the program and this year I had many of our part-time staff participate and I believe this created a great bond with the staff and students.
- Students had an opportunity to meet all the faculty and to connect with other current students within the program - feedback was largely positive.
- The students were able to get a better understanding of what's to come ahead.
- Good to make sure all students have access to blackboard and their timetables and make sure they're ready for their first classes.
- I was pleasantly surprised that the vast majority Level 01 students starting our Civil/Construction programs attended and participated in the orientation.

- Those who attended appreciated having the orientation day to clarify their questions. Students really appreciated meeting the whole team and getting a sense of the program.
- For the first time in years, we had standing room only. Students want this program orientation and not college orientation. I believe that our retention rate is better (unofficially) over the past few years.
- I heard that the students enjoyed the activities and getting to know their classmates and professors. It took away some of those first day jitters.
- Great that there were services for orientation on campus...getting started with Blackboard, tech support, etc...
- They may have met each other and picked up some information about the college.
- We had a wonderful attendance rate for our first year students. We were able to pair them with 3rd year students as peer mentors
- Those students who attended did receive useful information. The event was primarily aimed at new students, while mine are all from a graduate certificate.
- I had some very positive feedback.
- This was our opportunity to officially welcome new students and help them prepare for the upcoming program.
- They met the faculty and their peers. Not sure on rest as not a lot of contact with level 1
- They ALL showed up and so they were able to meet all their faculty and find out about all their courses. The timing gave them the scope to explore the campus and its services as much as they needed to. Lots of help on-hand.
- Most of the first year students were happy with the information they received during orientation.
- I think this answers a lot of questions many of my students have and is also good for newer faculty to know the answers to. As well, it creates community among classes.
- The event created great atmosphere.
- I work in student support services and so it was helpful to have the students take the day to figure out where things were, speak to their school and be oriented to what is offered at the College.
- Were able to be better prepared to start college
- I think meeting the faculty and seeing all other students before helps with first day nerves, attention spans and over all success.
- It got them on-campus
- A lot where able to their whereabouts by asking very pertinent questions.
- I think it was somewhat helpful as not enough students actually went to the blackboard, email and etext forums. It was obvious in week 1 and 2.
- Students were introduced to their professors and they briefly got to know each other.
- Very positive feedback from learners. They found the orientation both helpful and motivational.
- Seemed okay, students did not say.
- For those that could attend it allowed them to meet their teachers and classmates and get an overview of what to expect in the program
- it answered some questions for new students
- It gave the students an idea of the program, and start developing friendships.
- At our program council meeting the student reps for year one students said orientation was a valuable experience.
- Finding their way around, basic course information, meeting their profs
- the students who did attend (less than 40%) got a general overview of the program, got to meet some professor, and met other students
- Meeting as a large group has merit, which the students did. They were able to meet me outside of the classroom, which helps to build rapport.

- The full-day orientation program created an opportunity for students to connect academically and socially through a variety of format.
- The students had the opportunity to meet the profs and learn more about their courses first-hand.
- I think it gave them the opportunity to meet each other and interact with their profs and gave them a sense of place and belonging. If we'd had it the week before, we would not have had as many students there - many of whom could need this information and community building the most. I think this orientation can help our students get settled in - I assume that the training on ACSIS, Blackboard and Algonquinlive email was somewhat mandatory.
- Along with the general campus orientation we hold a separate program orientation for our Social Service Worker Program in Perth. Our students find this program orientation is extremely valuable.
- Q & A with program faculty was an excellent way to answer common questions. Time spent once instead of during multiple classes separately was efficient.
- I think it is worth doing as I get to know some of the students in a more informal setting.
- The activities I participated in were geared to help second-year online students who were transitioning to the classroom get acquainted with their classroom peers.
- Helps somewhat overwhelmed students acclimatize to the campus, profs and peers
- Provided them with college wide information along with specific program information.
- as well as meet their profs and classmates, they were able to discover the college both physically and service wise.
- Attendance was very good and was able to outline important program material.
- helps get them oriented to the college
- We planned a good orientation activity, a scavenger hunt, where they students had to go around, and learn about the different services, and we gave them clues to find them, very fun, and students got to meet each other.
- Many students attended, big picture program questions were answered.

Yes and No

- It is hard to determine how helpful it was for students because this can incorporate a number of different variables. I think it helped to create a strong sense of community among many students, which I think has value. Speaking to 'hard' info or skills, like logins, bb, ACSIS, etc, I did not notice any discernible difference in comparison to previous years
- Lots of information, maybe too much
- I thought it could have been more substantive for them. It was a bit of a meet and greet and less of an actual intro to the program.
- For first year students it's beneficial, for 2 and 3 year students it a waste of time
- I believe that orientation was helpful for first year students, but cancelling classes for second and third year students was very detrimental to their year! I had one second year 5 hour class which was cancelled on the orientation day.
- As all levels of classes were cancelled for orientation, the loss of the very first week was critical to establishing expectations and matching alignment with other sections. For level 1 incoming students, I think there is value.
- I believe it was a bit of a lot of things in too much time for students to get the full benefits of the orientation information was presented to them on the very first day. However, the activities presented lent themselves to students gathering together in a very social way instead of only in the classroom. I saw several of my students lined up together waiting to get their entrance ticket for the concert in the evening. A good way to encourage students to build friendships and camaraderie at school and social networks for support.

- I can't speak for my students but the impression I received was that they are more interested in program specific information, rather than college wide info.
- It gave them a chance to find their way around the college a bit and introduced them to their teachers, but it wasn't all that useful since they could've done that with regular classes operating.
- Would have been better to have the program specific orientation in the morning and then send them off to enjoy the campus activities in the afternoon. That way they would have had the chance to make some friends to explore the campus, instead of walking around by themselves. Also, at program orientation students received a gift card for the cafeteria and other food places on campus which was a great welcome gift. Once the orientation was completed at 4:30, most students wanted to go home and the gift cards expired that day. Most gift cards handed out were not used because of this.
- My students told me it was not very useful to them but it was fun.
- The program orientation was good in principle. However the students were then on their own and there was no college wide structure. Food arrangements were useless. The prior year of having pre-made wraps worked much better.
- I participated in three program orientations as I teach in three areas. Two were well conducted as they had agenda, one was not. It depends on the coordinator.
- I don't know if students really attended and what they learned from it. The 2 hours had with them was okay but timing was poor (end of day)
- The students were able to get to know their classmates and professors in a social environment.
- It enabled me to show new students around the facilities and to point out major places of interest. It also reassured them that we were available and willing to answer questions and help them get acquainted with the campus and the program.
- Getting students off to a good start, feeling comfortable, having met a couple of classmates makes the semester much smoother for me. Helps more of them pass
- Couldn't tell. They were pretty quiet.
- We used the time we had with them to go over important topics. We would have done this in separate orientation if there wasn't this one.
- The orientation should have focused more on how to access e-books.
- I work with 3rd year students and only a few students from that year participated. They helped out with some of the orientation activities.
- Very. However, most is forgotten and must be repeated later on.
- I think they appreciated the program orientation session, but they are grad cert students and so most of the other activities weren't appealing to them.
- No idea if it helped students

Not useful

- I teach 3 semester, so it was a day off for them.
- Some students missed lab classes which put them off-schedule with other groups in the same course.
- Not everyone attends. So much of what you present isn't reaching all of the students. As well one more day with students missing any classes scheduled that day.
- Students need program specific orientation! We do this whether the college provides a day for orientation or not. However, losing one day of classes cause confusion, unbalanced sections, and overburdened our students with extra work later on in the semester.
- Our 2nd year students would have benefitted more from having regular classes and missing less course information. They already know there way around the College only a few were involved in the orientation for first year classes

- I mainly teach level 5 students. Even though the intent was to have them involved, it was a day of for 99% of them. I missed a 3 hour lecture with them. At least this year everyone was affected the same.
- pure wasted day
- The orientation session was an in-class session that didn't really do much to ice-break with the students
- Missed class.
- Disruptive to regularly scheduled classes, I would prefer holding this event the Friday prior to first week.
- I have heard anecdotally that some of the students at the rural campuses misunderstood the Ottawa-specific nature of the College's message and missed class that day by mistake. Actually, this survey is also too Ottawa-specific.
- Just lost classroom time.
- Only benefitted those that came....and then had to be repeated in class for the others...so in many ways, a waste of time.
- I do not understand why classes are cancelled for students other than Level #1 students. Students already miss two Monday's due to statutory holidays during the first semester. Missing another class with students other than level #1 students really puts me "behind the 8 ball." I think classes should be cancelled for level #1 students only! All classes should begin on the Tuesday after Labour Day, with the exception of level #1 students!
- We have a program orientation as well, which confused students. Most students did not show up to the college orientation.
- They thought it was a waste of time.
- Students need to feel welcomed to the College and to have an opportunity to meet fellow classmates and faculty in an informal and friendly setting. However, due to the rate of participation (less than 1/2), orientation activities could not include key program orientation details. this material had to be addressed within a course/class setting to ensure better coverage of students.
- Didn't get introduced to all their professors full and part time. Just repeated it was a 45 week course and the coordinator is the only one you should be speaking with. Now the students don't ask too many questions.
- Attendance is an issue which force us to cover that same content the 1st official day of classes. Instead of being down one day, we are now down 2 days.
- The important information is given regardless of orientation day. It just represents a lost day.
- Students were overwhelmed and confused. MANY complaints regarding the food concept and lineups, many students gave up and there were some areas where it seemed there was not enough food.
- I hope someone studied the usefulness of this, if not it should be studied and applied only if positive. In my opinion it was a waste of resources.
- I teach in the BIT program with Carleton. The students see Carleton as their school and no students attended the Algonquin orientation.
- Not all students were in attendance. Many of the points that were discussed at the sessions needed to be repeated in the first class anyway.
- My program has a 16 week semester, so for my students orientation was in week 2. We already had to use class time in our week one to cover orientation and then lost an entire day to the rest of the college having orientation during our week 2.
- I didn't participate this year because I had to prep for a class I was parachuted into.
- The had to miss critical classes which cannot be recovered.
- Not all students attended- a lot of information to convey in a short period of time.
- Not helpful at all. The 2nd year students do not need orientation and had classes cancelled. Those classes should still be held.

How useful was orientation for the teacher? Comments:

Useful

- It was a good chance to meet all of the students together and deliver pertinent information to them. It is the sole opportunity to do so with only these program students.
- Nice to meet 1st years and have one on one conversations to help them
- Always good to meet students in a fun, social environment
- Got to know some of the new students in a less formal way.
- It was good to get a sense of who the new students were and to make some early meaningful connections.
- Areas such as IT help and ETEXT help was good
- Teachers don't need the orientation obviously but it is nice to meet the students.
- It was a chance to see and meet new faces that will be in my classes.
- Having orientation day meant fewer questions in subsequent days about the college and where things are.
- faculty were able to meet and greet students, calm down some nerves, anxiety. Was 100% worthwhile IT was also great for faculty to hear what the students were being told first hand.
- I have my own orientation season so I do believe in the value of orientations where possible.
- It was a good opportunity for students to meet faculty. If it worked for them, it worked for me.
- Helpful in identifying new faces, answering questions that would typically take up class time
- Much better than last year when, frankly, the day was almost a write-off.
- I got to meet our students this year, which was a big improvement from last year.
- I knew most of the info, but I can see newer teachers not knowing.
- A great chance to meet new students and welcome them. It did not allow me to skip program/course orientation activities that I usually held during course time due to the participation rate.
- It was helpful because I learn from the students what kind of questions they have and what concerns them. It also helps me get out and network with others in the College and find out any changes or additional services being offered.
- Great time for the students to meet the faculty, learn about the facility, the academic expectations and resources we have available to them. Was also a great opportunity to have some senior students join the first years' in welcoming them and answering their questions from a student perspective.
- It was helpful to see any questions for students starting and to start learning names.
- Very helpful to newcomers
- Received updates about new program/college news. Was able to meet a large number of learners.
- Gave me a sense of the students
- I got to meet my students.
- I was able to interact with the students in a fun a social environment and get to know them from a different perspective.
- It was nice to be able to reach out in advance and meet the group with the other teachers.
- As a program coordinator, it is exceptionally helpful!
- A rapport building opportunity.
- The full-day orientation program provided an opportunity for me to meet all the first-year students and participate in some leadership development with second year students.
- We had a chance to meet the students. Since there were so many we could not get to know them much, but at least got introduced. And we were able to set their expectations.
- was able to establish myself as a point of contact for support to first year students.
- Intro to students prior to subject matter delivery
- I made connections with the on-line students.

- Good way to meet students in an informal setting. Paves the way for a better Day 1 in class.
- Provided me an opportunity its to meet the new students.
- It avoids holding a second orientation in week 2, which use to take up valuable class time. Orientation in one day is a great idea, you can then move on with the semester.
- I learned things I was unaware of before
- provided introduction to whole team at once

Yes and No

- I was able to know what program specific information the students were being given as I was one of many staff given the task of providing it in a set format My concern is that if I have a class on orientation day, the students are behind in material and it affects both lesson plans for all subsequent classes and students learning I would think that the first week could be dedicated to college as a whole and program orientation activities and have a set 14 week program for the fall which would allow for professors pre-planning multiple sections of a course and both students and staff curriculum and learning acquisition not be negatively affected by the orientation
- There is a lot of information still missed by those who DO NOT ATTEND...which is annoying, but this year we had the best attendance ever...42/52
- I was not oriented at all really. I met a few teachers in my new program area. Talked to students about a course I knew very little about.
- Whether the college provides a "day" for orientation or not, we have always provided a program specific orientation day prior to classes. Having someone else organizing the day and requiring so much interaction with the organizer just provided more overhead for me, the coordinator. This being said, the organization was well done and receiving documentation and buttons for our students was a nice touch.
- I was present for initial intros and assembly of level 1 students. The format could be better prepared. The los of level 3 class added additional confusion to week 2 which now became the first class.
- For myself, Orientation did not really do much in the way of being helpful. There was nothing that was really useful to me. in fact, it took time away from other things and I felt vaguely inconvenienced. (in a minor sort of way) At the same time I did appreciate the more relaxed atmosphere of the whole day - in that it was a really good way to get to meet the students for the first time. Overall, it was worth it because it was a good way to get to know my students.
- I did not have classes scheduled and did not participate
- I am not sure what value I provided by being in attendance at a program specific orientation
- Allowed me to meet the new students. Other than that... not helpful at all!
- Program orientations should be in the morning and general college orientation in the afternoon. We can then direct our students to the college orientation so they show up.
- I got to introduce myself to them for 2 minutes and take any questions. A reason why it did not help me is that it put another one of my classes behind a week
- undecided
- It's great to meet the students, but it seems ineffective to have to repeat information on the first day of classes. There was not a lot of advanced info from the Chair re: the plans for the day.
- Still undecided.
- it was more for the students then for me.

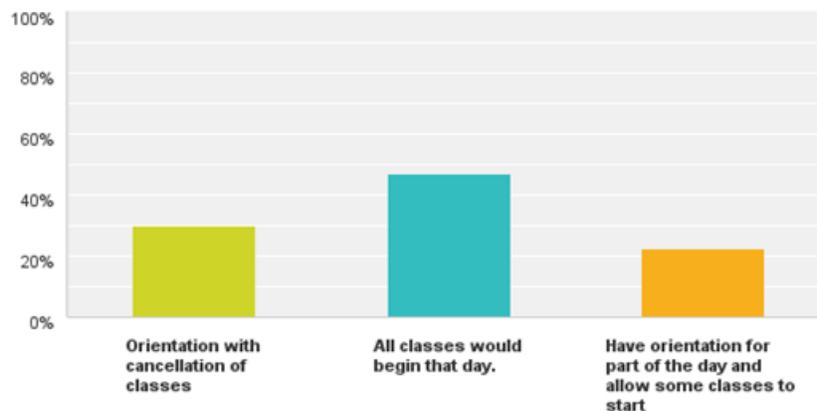
Not useful

- not helpful at all! the students lost a day.
- It wasn't. In fact, it was a huge time commitment at an incredibly busy time of year. I did not like the 'top-down' approach, dictating to others how things were going to go, especially when those telling others what to do dropped the ball many times and were disorganized in many respects. I gave it full buy-in to give it an honest chance, but many of my concerns going in were realized. We subsequently held a program-specific orientation on day 10 and had to repeat much of the same info that was apparently supposed to be covered by the college orientation. And yes, it was being re-explained to those who were at day 1 orientation because I know who was there and who wasn't.
- Had to make up lessons for missed time. Not cool.
- Repeating info Squeezing in learning into fewer weeks
- didn't really help me and I lost a day of class
- Any second or third year classes that occurred on orientation day needed to be reworked for a shorter term, which already has no reading break! Some material could not be taught because of a lack of class time
- It meant that more of the classes I teach were missed meaning more sections of the course were out of sync with the sections that are later in the week. It almost makes the first week ineffective for delivering content as nearly 1/2 of the students miss the first week content due to class cancellations on Tuesday
- It only really served to make two of my four sections behind in material by a week, making teaching awkward.
- pure wasted day
- I found the orientation activity to be not very helpful with establishing a rapport with the students
- Had to condense course content.
- lost one week of course material to cover
- More time dedicated to my program would have been helpful.
- It meant our program had to cancel several course orientations and put them back to back on the Wednesday. Our students were overwhelmed.
- For our program, we used to have an excellent orientation program which we are no longer able to offer. The current Day 1 does not meet our needs and is very frustrating in how it takes away classes for our level 3 and 5 students. given the schedule of our 2nd year courses/placement Day One causes our 2nd year class to lose their entire first week of class (they are only on campus Mon and Tues).
- It didn't really accomplish anything we couldn't have done during class, and we lost an instructional day.
- It removed a day from my teaching, and because not all students were there, we end up repeating introductions anyway.
- Just lost classroom time.
- The information provided in Orientation had to be provided again in a regular class because many students did not attend orientation. The duplication was a waste of time (missed classes on "Orientation Day -Tuesday", and then missed class time for the subsequent classroom orientation).
- Because of scheduling, orientation caused one of my level 3 groups to miss class for all of week 1 (my group is scheduled on Mondays and Tuesdays). Because of the Monday timetabling, this group missed 3 classes out of the semester. Level 3 is particularly hit hard by missed classes, especially for orientation which is not aimed at them.

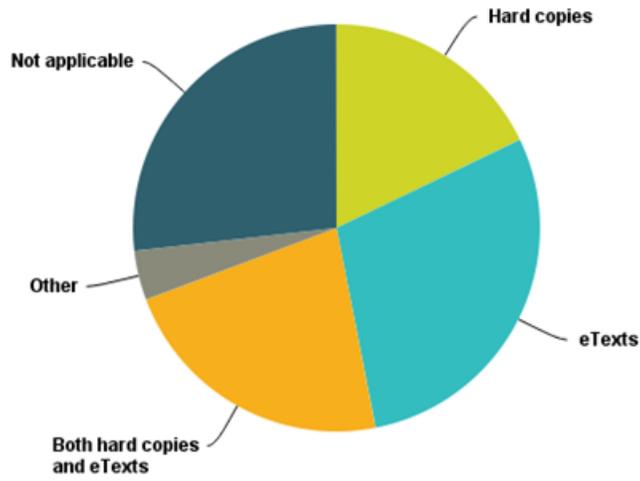
- It mess up my teaching schedule
- The students schedule for class that day lost one week out of fifteen!
- Coordinator boasted all about himself and was a broken record for about 1 hour. It just seemed why was any full or part time staff there? Waste of time for also not being paid!
- Day One impacted my course schedule.
- It is very difficult to make up the lost time
- It was a Challenge to work around CSI when the program have more than 2 sections in a week course Delivery.
- Cancelled classes significantly complicate the course delivery.
- I have been here as a Professor for a long time. I did not require an orientation - in fact it took away class time for two of my four groups.
- Waste of class time. It put my Tuesday section behind one week and I had to compress and accelerate my lessons over three weeks to catch up and get this section back on track and at the same point in the established curriculum with the other sections. It's even worst for my Monday sections with two national holidays.
- Losing one complete day coupled with Thanksgiving and Labour Day makes the students loose TOO MANY hours particularly when it affects a course where students are required to write an industry standards exam and are only able to pass with a 70%. They are now saying they would trade that day of orientation for the hours in class they lost during that orientation and the program orientation.
- Not completely sure it was worth doing or that this couldn't be accomplished in first classes.
- We used to do a more thorough program specific orientation that we can no longer do due to Day One activities. Day One has also set some of our courses back by a week.
- I miss the day for classes so it has potential to put me a week behind right from the get go.
- It disrupted the whole terms schedule.
- The students did not benefit enough which made our first week short two full days for a marginal benefit and adding more than normal distraction for first semester students. Later semester students lost class time for nothing.
- I teach in the BIT program with Carleton. The students see Carleton as their school and no students attended the Algonquin orientation.
- As a PT employee, I was told my attendance was mandatory but as I didn't have regular classes on that day, I was not paid. I think PT and partial load employees should be paid as it is "voluntary" (mandatory) even if we don't have classes scheduled on that day.
- It complicates things for our programs tremendously. Not a helpful trade off of a day
- waste of my time since I had already done orientation with my students and then lost a teaching day. I'd like to have my class exempt for participating in orientation like it was in Fall 2015.
- Same as every year. Not really necessary in my view.
- It did interfere with teaching the second year students which I would have liked to have done
- simply meant that I lost 1 week of class time for my Tuesday class - now needed to cram 15 weeks into 14 - this may be useful for new students but since I teach 3rd term classes I do not agree there is much benefit to those students
- I didn't like that I lost a day of class. That is it.

- The general campus orientation isn't useful for me our separate SSW program orientation is very valuable. I get a chance to spend the day with our students in an informal setting which helps me to get to know them as individuals.
- Unfortunately one of my bigger classes was cancelled and I had to develop an online class to make up for some of the information missed. It is hard to miss the first class.
- we use to basically do the same on our own, but at our own pace and on a day where we did not lose a day of classes
- As a service course teacher, I was not included in most orientations. There was almost no clear information given to faculty about what to do. I did attend a program orientation for the grad cert that I am a core faculty member for, but I was basically there as a body in the room. As a coordinator, I was given very little info on how to advise PT staff about attendance and pay.
- It means I lose 1/8 of my teaching time and it throws my lecture schedule out of balance. I start the term a class behind for that section

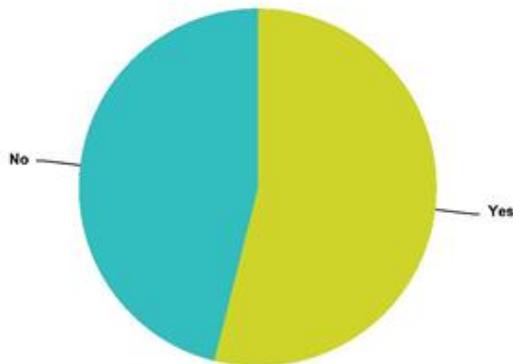
Q5 For Fall 2017, what would you like to see happen on the Tuesday after Labour Day?



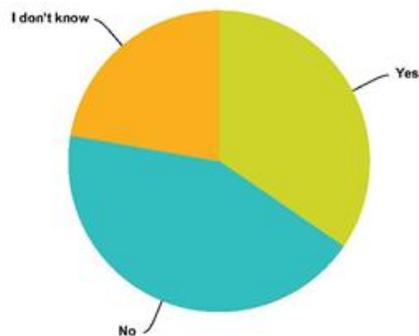
Q6 For this semester, in what form did you request your resources?



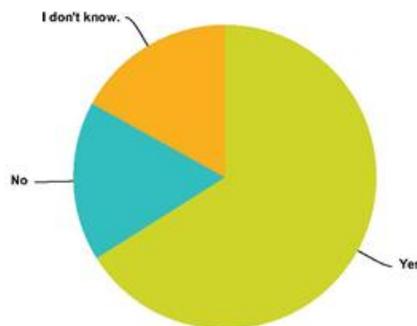
Q7 If you ordered hard copies, did they arrive on time for your students to use?



Q8 If you ordered hard copies, were there enough copies for your students?



Q9 If you ordered eTexts, did your students encounter any problems?



Problems with eTexts

1. Some resources were not ordered at all. Access to resources in some classes did not occur until week 4 or 5 even though the resources were ordered on time and order confirmation emails were sent confirming the orders were received.
2. the textbook was not loaded into the course week 1
3. The etext was supposed to be included in their tuition and the etext was not included. It wasn't even available for purchase initially. The solution for the 360+ students taking that course was to add the e-text to the digital portal/texidium and then charge them for it. A cost students were not anticipating. The resolution of even having access to purchase occurred around week 3-4. I put a hard copy on reserve at the library for students to have access to the text.
4. I was told the text would be etext but it wasn't. Hard copy arrived by week 4
5. Could not log onto Texidium, messages that they had not paid for the book (which they had through fees)
6. etexts come with a code for registration to a 3rd party application (Pearson myItLab) The code did not work/ was not correct
7. Video links were not active - and remain inactive
8. Books missing. Wrong editions ordered
9. Student confusion, delayed access to the resources, and complaints
10. learning how to access eTexts. Some students complained that they had difficulty reading online and preferred having an actual textbook.
11. Some of the required text were not loaded into the system. Had to change my course to accommodate because the reading material was not available as planned.
12. they were not accessible for 2+ weeks
13. Students expressed that they did not have access to some of their eTexts for the first week(s)
14. Etext was ordered but the publisher, Oxford, doesn't provide etext. Hard copies were available at the book store (at the expensive hard copy price). I was not told that etext would not be available (I would have chosen a different text for price reasons), and I was not told that hard copies, instead, were in the bookstore. I spent some time phoning and emailing to try to find out why my students were unable to access their etext.
15. All did not have access to their eTexts until after the second week. Those who did have access did not have access to all required eTexts.
16. Not applicable from my area.
17. Not able to access books for first few weeks of class.
18. slow system, e-text not ready to download, wrong version of book

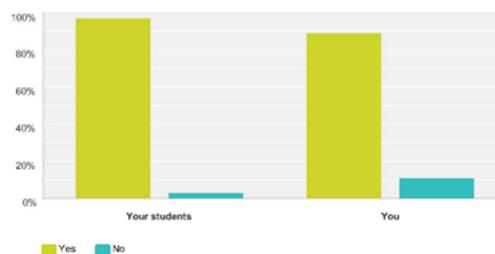
19. Difficulty accessing.
20. Not reliable use of textbook in texidium
21. E-text was not available for download
22. They hate e texts
23. Textbooks arrived weeks late and the bookstore only ordered enough for 50% of our students
24. Texidium is all around a very limited, poor quality e-reader
25. They find the ordering process for texidium etc to be cumbersome.
26. confusing, could not print properly, page number off, Texidium separate from Blackboard, hard to read landscape pages, blocked out on occasions, use of Texidium not clear
27. Too many to list. the whole eText initiative is a big joke!
28. etext were not available for the first week and no notification was made to the professors. I had invited a guest to my class to introduce the students to the accompanying resources. The professors were not notified when the resources became available so that we could pass this information on to students. In addition, the professors did not have access to the etext until much later, which meant that our digital resource portal screen still looked like the etext was not available, when it was available to students and not professors. The formatting of the etext is not consistent with the textbook causing problems in the interpretation of the information included and errors in completing in-class exercises.
29. Texidium not working efficiently with no page numbers on books and students being charged a phantom \$360 fee for one book. E-text staff somewhat rude when questioned.
30. etext was a disaster!! Some etexts didn't get ordered, even though they were listed and etext support was not very good. Not all functions worked and the list goes on.
31. They hate it!
32. Book was available until week 2
33. Wrong version of text was loaded Codes were not supplied on a timely basis
34. Some students are unfamiliar with E-Texts so they do not use them often.
35. eTexts arrived on week 5.
36. Unavailable
37. could not access the etext for more than two weeks into the semester
38. A lot of them were just not prepared for etexts and did not understand how to get their books.
39. McGraw Hills Connects did not work and most assignments were based off the extra resource.
40. Pagination, frustrations getting logged on. They were very frustrated and in a poll a few of us did in our program, students preferred hard copy texts.
41. I had to make hard copies for them, for many weeks after the orientation.
42. access issues
43. Very slow to use, many ordered hard copies on their own
44. blackboard problems
45. Many e-texts were still not available in week 4.
46. Some students received their etexts 2 weeks late
47. one etext did not get posted I posted pertinent chapters to BB
48. But etext platform (Texidium) needs to be re-designed to be a better user experience. Students and myself don't love the interface experience.
49. Trouble with page numbers, highlighting.
50. The text was unavailable. When acquired students had problems using the e-text.
51. We abandoned our textbook due to adoption of e-text
52. Text wasn't available the first week.
53. Textbooks were not available.
54. some of the orders never went through and our students didn't have the texts for courses.
55. The eText was not available to me or the students for the 1st two days of classes.
56. hard to download
57. They couldn't access the etext or the special version of the etext
58. The text was not available the first day of class and many of the access codes for the publisher's online resources were incorrect.

59. Math etexts are a hassle. The software is not up to allowing students interact with them in any way like a hard copy. The only savings is cost. They are a headache which I am fed up with. Next year, I am going to order hard copies unless they make them inexpensive PDFs.
60. System is slow, hangs often
61. Apathy in accessing text. Every class said they preferred to have a hard copy.
62. incorrect code for Etext online resources (ie. MyITLab) delayed registration into Week 2
63. No Access to e-text for 2 weeks.
64. Delivery of 1 textbook was delayed.
65. There were a multitude of problems.
66. e-text was ordered for a course where the e-text was cancelled
67. Bookstore forgot to add the e-text charges to tuition therefor they had to purchase it separately.
68. access to etext but the bigger problem was BB
69. Too many to list. We will be moving away from eTexts and returning to hard copies
70. texts were late, but arrived in time that there were no complaints. only 80 were ordered for a cohort of 140
71. Publisher resource codes were invalid.

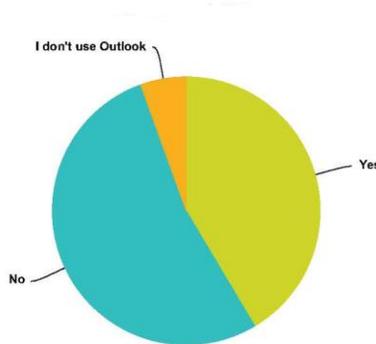
Q11 Do you use Blackboard?



Q12 If you answered yes to the previous question, did either you or your students encounter any technical difficulties with Blackboard?



Q13 Have you experienced any difficulties with the most recent version of Outlook?



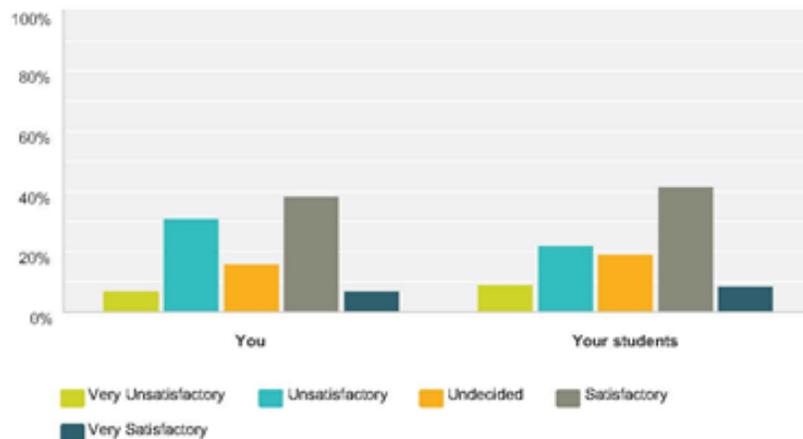
Issues with Outlook

1. some emails I did not receive but sender said they sent them to me. Messages were being grouped and I was missing some as they appeared hidden. I changed it to show all messages as separate, so all is good now.
2. Accessing ALGONQUIN email an issue. ALGONQUIN email seriously messed up.
3. Different threads, finding previous contacts and messages, Reply All should be changes
4. I have found when using the calendar it often says NOT RESPONDING..and then I have to log out and back in again.
5. email not working properly; cannot complete e-mail merge
6. lost data.
7. Unable to recognize the different ways to work with it
8. Less control over folder contents.
9. Only one difficulty. I showed up one hour early for an early morning appointment because the Outlook I accessed online was preset to another time zone!!!
10. email not available
11. Outlook groups together emails that are unrelated. If two emails have the same subject title they are lumped together, it's very difficult to search for a specific email because of this.
12. no difficulties but i dislike it
13. I see no real improvement over the previous version and I find it much more restrictive on my mobile smart phone relative to the previous version
14. The Tasks list does not show on the web version of Outlook so I just discovered a task that I had created (and with a reminder) that I didn't see for more than a month. The task is done now but the task function seems to be a problem.
15. Unable to send attachments.
16. was unable to attach documents; ITS helped solve this problem
17. I hear there are problems with using the new Outlook for scheduling purposes. I just wouldn't want to use it for my everyday work so I use the installed version on my office computer that syncs. That is more robust to me.
18. I have lost the ability to attach documents to my emails.
19. Does not scroll or allow easy access to my email.
20. Missing emails and hidden previous messages from senders. Also, some emails I had sent students went into their "Clutter" folder and it was a week until I saw them in class to figure out this error, find the email and act accordingly.

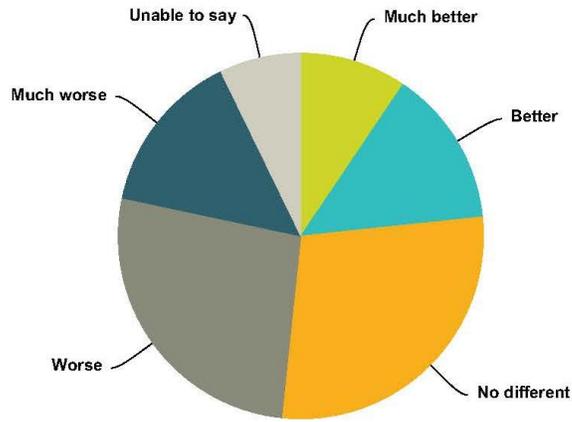
21. It piles up messages on top of one another and no feature to separate them. Again another new tool to learn without warning.
22. I do not use Outlook due to difficulties I experienced in past.
23. Interface of Outlook 360 seems similar to the desktop version but operates differently.
24. Could not stop mail going to junk.
25. lack of training on new system prior to activation
26. Outlook seems to make arbitrary choices of what is junk.
27. calendar not aligning with mobile device, meeting requests not lining up in calendar, chunking of emails means items getting overlooked
28. It's not working well on my iPhone or iPad.
29. Out of office assistant - still indicates that I'm on vacation even though it has been turned off. Got tired of asking for help
30. Some issues with finding my folders that I created with my office version. ITS helped and the problem was resolved.
31. E-mails do not transfer from web application to desktop application.
32. Some important email is getting sent to Clutter folder when they are in my address book. Also very slow
33. Outlook is a bad product.
34. I needed to have my computer upgraded in order for it to work properly. I had to put pressure on ITS in order to have it done in a timely manner.
35. Emails get buried in email threads which can make them difficult to find if you need to access them again.
36. Mail going to Clutter box without users knowledge
37. I haven't had any difficulties, however I don't like the new Outlook. I find it more difficult to organize/file my emails and retrieve them when necessary.
38. Getting use to different platform and adaptation came at the wrong time before classes start as of now I still have a challenge to email threads. I don't use all outlook options still.
39. Difficult to navigate ... too many "buttons"
40. Slow - it does not perform properly half the time especially on a mobile device like a cell phone. Very frustrating
41. asking me to logon again from microsoft
42. Sometimes Outlook would cache my email and then later, sometimes several days later, release them all as a bundle. This is only a problem when students are submitting assignments using outlook to meet deadlines.
43. sharing files
44. Timing Can't tell when a response has arrived or a new participant is in the conversation. Visual Too many circles for no reason.
45. missing emails,emails not delivered and many more
46. more difficult to use, compared to older version
47. I find it cumbersome to find old emails. Some of the features are not intuitive.
48. The calendar and overall functionality of the new outlook stinks.
49. Seem to be the web version and the desktop. They differ and seem to have more difficulty in sorting and finding previous emails.
50. I didn't download the new version as I am happy with the old version.
51. The interface is very confusing to know who an email is really connected to (i.e. many names show up). Sending a calendar invite is more complicated. Doesn't show all emails from long ago. Clutter causes people to overlook important emails.
52. The thing has a mind of its own. It continues to put messages in the wrong places. I've been a Gmail user for more than a decade. During that time the user interface has never changed. If only IT's would do the same! Personally, I have thought about giving my gmail account to students rather than have the hassle of the college network and their shitty products. This is probably the hidden agenda of ITS.
53. Does not show or confirm that some emails have been sent when accessing the "Sent" folder.
54. emails replied to, disappear. can only find them again in the sent box.

55. Hang time errors
56. Emails not being received by others quite often. Can't find emails that I've received if anyone else has responded to them since. Attached documents go missing from sent emails.
57. Hard to find/read emails in train
58. With longer descriptions for each email I missed some. Then I forwarded all Outlook emails to my usual email address.
59. In the early days of the roll-out, I couldn't login to Algonquin email on my pc.
60. Cumbersome.
61. Just getting used to it. I deleted some e-mails accidentally because I didn't realize deleting one would delete the whole thread. It's fine now.
62. Not working
63. I am having a hard time adjusting to the new system and still don't properly understand it. I definitely need some training but time is short and I just don't know when I would fit it in.
64. Stuck vacation msg.
65. Syncing calendars
66. Hate the interface, defaults to reply all, not work on my mail client in my iphone
67. Organizing files, finding files
68. emails not being received, calendar meeting requests not being received. Outlook is still not set up as it should be.
69. Safari issue with logon and no response. Having to clear history in order to proceed.
70. things are different and must get used to it, but certain set-ups were also lost
71. The new version of Outlook mail is terrible. Program is slow
72. Reply all when I did not want that option automatically
73. By default it was set up for a time zone other than ours. As such, all appointment were set up for a few hours off. Also, by default is sets up its folders as "conversations" rather than a list of emails. This is supremely annoying.

Q15 Overall, how would you rate the start of the semester for you and your students?



Q16 How would you compare the start of the Fall 2016 semester to the start of the Fall 2015 semester?



Final Comments

Positive

1. It was better this year because I am more adept as a teacher and I know the system. I know what to expect and what to navigate away from.
2. Appreciate the hard work of those who made orientation day an event. Great job.

Mixed

1. Our orientation sessions were planned out for our department and they worked well. Blackboard has been the problem this term.
2. Start of term was fine; I was not happy with the communications around the latest BB issues - didn't give helpful information to faculty or students
3. Due to scheduling on the Orientation Day, my two sections are staggered one week to the next. However, it has not led to any problems.

Negative

1. It was disorganized and messy. Tired of hearing about retention strategies and all the other BS being dumped down on faculty. Morale is suffering in many areas and it has an impact on students. Student (Client) satisfaction involves providing faculty with the tools to do their jobs with as little interference or complications as possible. The amount of work that is downloaded onto faculty is crazy. In addition, the things that are out of our hands are not being delivered in a workable manner and we're told to just deal with it or we receive platitudinous apologies. Satisfaction with the experience in the classroom is the central metric that we, as an institution, should strive to increase.
2. It always seems so rushed and unorganized in regards to curriculum and scheduling etc. As though it is left to the week before school starts to work details out. I'm sure it is very hectic in the beginning with all the students, registration, parking permits, blackboard etc and professors getting organized with their

curriculums and any changes etc. It would make more sense to have everything worked out after classes are done throughout May and June before the full time professors leave for July and August. It may be less hectic when September rolls around.

3. too many issues with technology
4. I think the tech stressors are a retention issue for our students. It was frustrating for me and I am a frequent user. I don't see some first semester students being able to manage this tech stress
5. Our orientation sessions were planned out for our department and they worked well. Blackboard has been the problem this term.
6. Provide an off cycle school week that accounts for class sections that lose a learning week.
7. Blackboard is more problematic this year than last.
8. As a partial load professor, I don't get paid unless I'm teaching, so orientation affects my income, not only that, but fewer classes for students means less time to learn new material.
9. Cancel classes for level 1 students only. Cancelling ALL classes is ridiculous. My senior students are losing a week (we only have classes once a week, so 1 missed class = a week of missed class!) of academic instruction for why???
10. For current returning students who are back for their third semester in the fall it should be made more clear that their classes are also canceled. We had many third level students arriving for classes on the first day of school.
11. Orientation activities should occur before the first day of classes. Should be a college wide orientation and a program-specific orientation. Should be compulsory for all faculty to attend program-specific orientations (full & part time)!
12. ITS at Ottawa need to respond faster to network issues at the rural campuses that impact students daily.
13. The start of the semester was very discouraging for both faculty and students.
14. We need another LMS system. We need more than 1 week to adjust to a new email system.
15. Was promised I pads with an APP to use in class, had to delay a class, make a switch, and then in the end it still was not loaded without notice, without any explanation.
16. Let programs decide how they want to orient their students. Let classes begin again on the first day of the term.
17. First day off for Orientation is an idea that does not work well.
18. Timetabling was an issue for my class as constraints were ignored over the summer with the result that sections had to be transferred after the start of classes. It took three week to sort out completely.
19. I am glad that I don't need to rely on Blackboard for tests and content delivery as the email load becomes intolerable when software issues arise. Having first semester students scheduled into Monday or Tuesday classes when classes on those days don't happen in the first week, and there are hundreds of students for me to deal with, puts a lot of strain on the ability to catch up, or stay caught up, especially when there are network issues on top of everything else.
20. Person ordering books does not support the Professors - ordered only 2/3 of the request - hence shortage right away for students.
21. I rate the start of this semester as "worse" because of Blackboard problems.
22. I think classes should be cancelled for level #1 students only! All classes should begin on the Tuesday after Labour Day, with the exception of level #1 students! Move from BlackBoard to Canvas. Cancel the eText program!!!!!!!!!!!!!!
23. We should be giving students money back for blackboard not working this semester and we should scrap the e-text program.
24. Too many changes with technology to quickly!!
25. Senior management has been too silent on these issues with students. Students are angry and feel that despite the best efforts of front line staff (faculty and support staff) the college does not care about their education
26. Algonquin prides itself on Caring, Integrity, Learning, Respect not only for students but for staff. It just feels as though Part Time does not matter. We get no invites to meetings concerning the program so we are left out of the loop when the semesters begins.....however we MUST show up for orientation.

27. I have a once a week class on Monday and Tuesday, With the orientation and holidays, I missed 2/14 classes, way too expensive for Students. once a week classes should not be scheduled on Monday's, nobody cares or listens....
28. Schedule program specific orientation in the morning, campus activities in the afternoon. Have gift cards expire at the end of that week, not that day.
29. Black board would be our biggest challenge and the students biggest challenge so far. Very frustrating
30. I "was" a huge proponent of E-books prior to the College's adoption of Texidium. I will never use an E-book to teach ever again. The E-books are priced too high and Texidium is (at best) beta test quality software.
31. Some students ended up in the wrong classroom in the first few days. School maps could use some work
32. Blackboard issues are completely unacceptable. When we are expected to do our job and the tools we are forced to use are not reliable, it completely affects the course progress and evaluations for the students. It caused me a lot of extra time with students and I had to compose new evaluations and adjustments to the CSI. This does not look professional at all for the institution of Algonquin College. When students are frustrated to the point that they are muttering that they want some of their tuition back, there is a significant perception and experience problem here. At a time where the SWF numbers are so important, this needs to be considered. The student experience should not be based on a SWF number but rather the student experience with the professor and the college facilities.
33. The first day orientation including this year the individual program portion, is a great concept but poorly organized and delivered. The lunch arrangements did not work and we lost the students from that point on.
34. We should have orientation before Labour Day for those who are interested (others won't come on the first day anyway) and we should have a fall reading week.
35. It was a dog's breakfast and the College should be ashamed of itself.
36. Many other colleges and universities have orientation the week before classes begin. I'd like to see the same done here
37. Technical problems are ongoing and affect the accurate and timely communication with students. Our efforts in and out of class to provide learning resources and necessary communication can be thwarted with the inconsistent effectiveness of our technology, especially Blackboard,...it is out communication foundation
38. we only have 15 weeks to cover materials and deliver mid terms and finals, if we lose a week to orientation this only aggravates the situation. take into account students missing class for reasons they do not need to justify (no doctors notes) and you are left with a lot of missed information. How are we to keep retention at 75% when students get less than half the information required to meet the course learning outcomes.
39. eText books continue to be an ongoing challenge that hinder students from getting the most out of their learning experience as the delay to getting the book and access through the various systems for late start students is troublesome.
40. I am only getting caught up now. While this semester start up was rough, we kept going.
41. Dimension been taken seems to be more and more about dollars