

1-Week June Bootcamps Pre and Post-Data Summary Report
(MT, 2020)

Pre-test- 1-Week Bootcamp (Session A, B, week 2)

Prior to Bootcamps:

- 40% **had moderate knowledge** with Online and/or Hybrid Pedagogy
- 10% **had no knowledge** with Online and/or Hybrid Pedagogy
- About 40% **had little to no experience** with Online and/or Hybrid teaching
- About 15% **had advanced experience** with Online and/or Hybrid teaching
- **Blackboard**
 - About 14% **had experience** with Blackboard assignments
 - About 84% **did not use** Blackboard Journals or Blogs
- **Zoom**
 - About 20% **had advanced knowledge** of scheduling meetings on Zoom
 - About 34% **had advanced knowledge** of using Breakout rooms via Zoom
 - About 30% **had little to no experience** in sharing audio and allowing remote control via Zoom

After Bootcamp trainings (Session A, B, Week 2 and 3)

- More than 50% believed online Bootcamp enhanced their knowledge to prepare them to teach online and/or hybrid course
- Over 70% who attended the trainings will use information on Quality Matters (QM)
- About 58% will you use information on Active Learning Exercises
- Almost 70% will you use the information from the Bootcamps on Usage of Technology in Online Courses for fall of 2020
- Almost 65% will you use the information from the Bootcamps on Incorporation of Diversity in Online Courses
- **Blackboard Course Shell**
 - 36% will you use the Blackboard Groups in online courses
 - Over 30% will utilize Blackboard Groups for active learning
 - More than 40% reported they will use Blackboard Blogs in online courses
 - About 20% will utilize Blackboard Blogs for active learning
 - Almost 80% reported they will use Blackboard assignments in online courses
 - 70% will utilize Blackboard assignments for active learning
- **Zoom**
 - Almost 80% will schedule Zoom meetings to foster active learning
 - About 60% will use Breakout rooms to foster active learning
 - About 70% will use share scree to foster active learning and know how to share screen
 - About 58% know how to share audio and will use to facilitate active learning
 - About 51% will record on Zoom to facilitate active learning
 - About 80% understand how and will use virtual office hours via Zoom in online classes
- Almost 50% feel they are experienced with Adobe Professional
- Almost 75% feel they are experienced with Microsoft Office 365
- Almost 80% feel comfortable with Online and/or Hybrid teaching

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Equity Pre-test

- Less than 8% had advanced experience with discussing equity and diversity in online and hybrid teaching
- Less than 7% had advanced knowledge with Online and/or Hybrid Pedagogy
- Over 60% had little to no knowledge of how to incorporate equity/diversity into Online and/or Hybrid Pedagogy using: Blackboard Discussion Boards
- About 20% had advanced knowledge of how to incorporate equity/diversity into Online and/or Hybrid Pedagogy using: Blackboard Discussion Boards
- About 10% had advanced knowledge of how to incorporate equity/diversity into Online and/or Hybrid Pedagogy using: Blackboard Groups
- About 33% had advanced knowledge of how to incorporate equity/diversity into Online and/or Hybrid Pedagogy using: Blackboard Assignments
- About 30 % felt very comfortable with teaching diversity/equity in your classes
- About 33% utilized case scenarios, vignettes, or stimulations to address equity and diversity during lectures

Equity Post-test

- 69% reported having moderate to advanced experience with discussing equity and diversity in online and hybrid teaching
- 75% reported having moderate to advanced knowledge with Online and/or Hybrid Pedagogy
- 3% reported having little to no knowledge of how to incorporate equity/diversity into Online and/or Hybrid Pedagogy using: Blackboard Discussion Boards
- About 70% reported having moderate to advanced knowledge of how to incorporate equity/diversity into Online and/or Hybrid Pedagogy using: Blackboard Discussion Boards
- Over 60% reported having moderate to advanced knowledge of how to incorporate equity/diversity into Online and/or Hybrid Pedagogy using: Blackboard Groups
- About 70% reported having moderate to advanced knowledge of how to incorporate equity/diversity into Online and/or Hybrid Pedagogy using: Blackboard Assignments
- Almost 60% felt comfortable to currently teach diversity/equity in their classes
- About 63% plans to utilize case scenarios, vignettes, or stimulations to address equity and diversity during lectures
- 96% reported they would like to attend another equity/diversity bootcamp

Ambassador and more...

- About 38% are interest in becoming a faculty train-the-trainer representative for their college/department
- Almost 50% are interested in having their Online and Hybrid course(s) CSU Chancellor's Office QM certified
- About 35% are interested in attending a peer-to-peer advisory consultation meeting for developing and/or teaching in Online or in Hybrid courses

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- About 50% are interested in becoming an active member of the CSUDH QA/QM Ambassador Community

Additional Trainings...

- 35% (n= 20) would like additional bootcamps (of similar content); this data was not collected on all participants due to questions being specialized for the ambassador surveys but will be included for future surveys
- 45% (n= 20) would like additional training in multiple areas such as ” a document camera or a whiteboard to display my writings during my ZOOM meetings, examples of activities, glitches and how to overcome, most common student complaints about BB- esp. scores/grading; MS Teams”
- 25% (n=20) would like more one-on-one trainings