

**Staff Development Survey
Data Analysis**



Erie County Technical School

24 Respondent Records Found

Performing Calculations; Please Wait,...

Your parameters were: r_demo.DistCode = 'ET34'

Grouped On District Code: ET34 (24 Respondents)

Category: Curriculum

Please refer to the following <i>Response Rubric</i> when viewing the analysis that follows:			
1	2	3	4
I have heard of this but I have not implemented this.	I have tried this but need more information, support and/or practice before I implement this on a regular basis.	I implement this on a regular basis.	I implement this on a regular basis and can teach others how to implement it.

Survey Question	Rubric Values				Cum Radio Rating
	1	2	3	4	
Design instructional units and lesson plans based on PA and district standards and grade level benchmarks	8	8	6	2	50
Use the PA and district standards and grade level benchmarks as the focus for instruction	8	8	6	2	50
Express lesson objectives in terms of what students need to know and be able to do to demonstrate proficiency	5	1	15	3	64
Provide students with what they will be expected to do to demonstrate that they have reached the standards and objectives prior to the instruction and assessment	6	4	11	3	59
Provide students with the criteria used to evaluate the quality of their work prior to the instruction and assessment	6	2	12	4	62
Provide students with models/exemplars of quality work that help them move toward higher levels of achievement	7	4	10	3	57
Work with other teachers to reach consensus on performance criteria and to score student work	9	5	8	2	51
Promote deeper understanding of subject matter and emphasize the application of knowledge and skills	5	2	14	3	63
Integrate higher order thinking skills into expectations for student					

performance	6	4	11	3	59
Align my written curriculum with my instruction and assessment	6	5	11	2	57
Design instructional units that involve students in learning about and demonstrating achievement across curriculum areas	8		12	4	60
Use standards-based assessment results to make curriculum changes	7	7	7	3	54
Make curriculum adaptations and modifications based on student IEPs	5	1	15	3	64
Base my curriculum on employer and higher education expectations for students	5		14	5	67
Base my curriculum on the most recent information and research in my content areas(s)	5	2	13	4	64

Category: Assessment

Please refer to the following <i>Response Rubric</i> when viewing the analysis that follows:			
1	2	3	4
I have heard of this but I have not implemented this.	I have tried this but need more information, support and/or practice before I implement this on a regular basis.	I implement this on a regular basis.	I implement this on a regular basis and can teach others how to implement it.

Survey Question	Rubric Values				Cum Radio Rating
	1	2	3	4	
Continuously monitor student progress toward achievement of the standards	5	5	10	4	61
Develop, administer and use the results of formative assessments to monitor student progress toward achievement of the standards	8	6	8	2	52
Develop, administer and report the results of summative assessments of student progress toward achievement of the standards	9	6	7	2	50
Develop assessments that mirror the PSSA multiple choice assessments	17	4	3		34
Develop assessments that mirror the PSSA open-ended assessments	17	5	2		33
Develop and embed in instruction multiple methods of assessing student progress toward achievement of a specific standard	11	5	6	2	47
Diagnose and monitor student learning, providing direct feedback to students relative to the standards and grade-level benchmarks	8	7	7	2	51
Use assessment data to plan and adjust my instruction	7	6	8	3	55
Use assessment data to identify groups of students who need special assistance in achieving the standards	10	5	6	3	50

Work with students to self assess	7	1	13	3	60
Work with students to peer assess	8	3	10	3	56
Develop, administer and use the results of portfolio assessments	8	5	8	3	54
Develop, administer and use the results of electronic portfolio assessments	17	3	3	1	36
Develop, administer and use the results of enhanced multiple-choice questions	10	5	7	2	49
Develop, administer and use the results of true-false and short answer questions	9	5	8	2	51
Develop, administer and use the results of essay questions	13	2	8	1	45
Develop, administer and use the results of performance tasks	6	3	11	4	61
Generate scoring guides/rubrics	9	4	7	4	54
Assess student achievement based on products and progress	7	1	12	4	61
Separate effort and attitude from progress against the standards in grading and reporting	9	3	9	3	54
Report student progress to students in terms of the standards	9	7	5	3	50
Report student progress to parents in terms of the standards	14	3	5	2	43
Inform and involve parents and the community in the learning process	9	3	10	2	53

Category: Instruction

Please refer to the following <i>Response Rubric</i> when viewing the analysis that follows:				
1	2	3	4	
I have heard of this but I have not implemented this.	I have tried this but need more information, support and/or practice before I implement this on a regular basis.	I implement this on a regular basis.	I implement this on a regular basis and can teach others how to implement it.	

Survey Question	Rubric Values				Cum Radio Rating
	1	2	3	4	
Focus instruction on rigorous, challenging, and meaningful essential learnings and core performances designed for all students	6		15	3	63
Focus instruction on multiple opportunities for students to revise and continuously improve their work toward proficiency in meeting the standards	5	3	13	3	62
Integrate the PA reading standards and assessment rubric into my					

instruction	10	7	6	1	46
Integrate the PA writing standards and assessment rubric into my instruction	10	7	6	1	46
Integrate the most current information available in my content area (s) into my curriculum and instruction	4	5	11	4	63
Serve as coach in the learning process, as opposed to lecturer or whole-group discussion leader	6		14	4	64
Co-teach with other professionals, taking advantage of the shared expertise and increased number of professionals to best serve the diverse group of students in the classroom	9	3	9	3	54
Use differentiated instructional strategies to provide students with multiple opportunities for success	5	5	11	3	60
Incorporate re-teaching and enrichment strategies into my instructional plans based on student needs	6	6	9	3	57
Base specific re-teaching and enrichment on information I collect on my students* learning styles, IEP*s, and other information	7	4	10	3	57
Use the current research on the brain as I design my instruction and assessment	16	2	4	2	40
Use the current research on best practices in instruction in designing instruction	11	6	5	2	46
Use the current research on classroom management as I design my classroom environment	8	7	8	1	50
Use curriculum-focused, subject-specific technology tools (i.e. technology tools which support specific subjects such as math, science, history, etc., not word processing, database, spreadsheet or multimedia software)	7	5	9	3	56
Use local resources in my content area(s) in my instruction	5	6	10	3	59
Use Intermediate Unit IMTS resources in my instruction	15	5	4		37
Use local library/media center resources in my instruction	13	7	4		39
Use Web-based resources in my instruction	7	1	12	4	61
Use Intermediate Unit IMTS streaming media in my instruction	18	3	3		33

Category: Instructional Strategies

Please refer to the following <i>Response Rubric</i> when viewing the analysis that follows:			
1	2	3	4
I have heard of this but I have not implemented this.	I have tried this but need more information, support and/or practice before I implement this on a regular basis.	I implement this on a regular basis.	I implement this on a regular basis and can teach others how to implement it.

Survey Question	Rubric Values				Cum Radio Rating
	1	2	3	4	
learning centers	14	5	4	1	40
cooperative, not competitive, learning groups	8	1	11	4	59
activities requiring higher order thinking skills	6	3	12	3	60
interactions with the world outside of school	6	2	13	3	61
engaging, motivating activities	4	4	13	3	63
active student learning experiences	4	5	12	3	62
graphic organizers	11	4	6	3	49
homework and practice	6	2	13	3	61
lecture	6	4	11	3	59
varied questioning techniques	6	3	12	3	60
identifying similarities and differences	6	3	12	3	60
summarizing and note-taking	6	4	11	3	59
reinforcing effort and providing recognition	6	2	13	3	61
setting objectives and providing feedback	7	1	13	3	60
generating and testing hypotheses	11	6	5	2	46
cues and advance organizers	13	7	2	2	41
designing and implementing motivation and reinforcement systems	10	5	7	2	49
establishing classroom routines and transitions	8	2	11	3	57

Category: Data Analysis and Use

Please refer to the following <i>Response Rubric</i> when viewing the analysis that follows:			
1	2	3	4
I have heard of this but I have not implemented this.	I have tried this but need more information, support and/or practice before I implement this on a regular basis.	I implement this on a regular basis.	I implement this on a regular basis and can teach others how to implement it.

Survey Question	Rubric Values				Cum Radio Rating
	1	2	3	4	
Analyze PSSA data and use it in making curriculum and instruction decisions	19	3	1	1	32
Analyze district-wide assessment data and use it in making curriculum and instruction decisions	18	3	2	1	34
Analyze standardized test data and use it in making curriculum and instruction decisions	12	6	4	2	44
Understand the impact of federal and state requirements that schools make adequate yearly progress on classroom instruction and assessment	9	5	9	1	50
Integrate student test preparation skills into my curriculum and instruction	8	6	8	2	52

Category: Technology

Please refer to the following <i>Response Rubric</i> when viewing the analysis that follows:			
1	2	3	4
I need more training to learn the basics.	I can do this independently.	I can integrate this into instruction.	I can teach others how to do this and how to integrate it into instruction.

Survey Question	Rubric Values				Cum Radio Rating
	1	2	3	4	
Save, retrieve, and manage electronic files on the local hard drive	7	5	5	7	60
Save, retrieve, and manage electronic files on the network server	9	4	5	6	56
Use a word processor to create documents which reflect proper desktop publishing standards (appropriate font, font type, use of tabs)	7	4	6	7	61
Design lessons in which students utilize commercial software, specifically word processing, as a productivity tool	13	2	3	6	50
Create a database and enter information	14	3	1	6	47
Use a database to search for and sort information and create reports, such as mailing labels and columnar reports	14	3	1	6	47
Design lessons in which students utilize commercial software, specifically database applications such as FileMaker Pro or Access, as a productivity tool	15	3	1	5	44
Create a spreadsheet and enter information	11	4	3	6	52
Use the information in a spreadsheet and illustrate the data (graphing, charting)	13	3	4	4	47

Use the spreadsheet to search for and sort information	13	4	2	5	47
Insert formulas into a spreadsheet to perform calculations	14	2	4	4	46
Design lessons in which students utilize commercial software, specifically a spreadsheet application such as Excel, as a productivity tool	13	5	2	4	45
Use a digital camera	7	6	6	5	57
Use a scanner	14	3	3	4	45
Use drawing and painting software to create pictures	15	2	2	5	45
Use a video camera to create a video	10	6	5	3	49
Use a digital camera and/or scanner to get pictures into the computer	12	4	3	5	49
Use presentation software (using software such as: AppleWorks, PowerPoint) to create a presentation	11	4	4	5	51
Use multimedia software, such as iMovie or Video Studio, to create a product	17	3	4		35
Enhance the teaching and learning process using presentation software	15	2	3	4	44
Integrate graphics, sound, and video into documents	16	4		4	40
Design lessons in which students utilize presentation and/or desktop publishing software to share knowledge and expertise with classmates	15	5	1	3	40
Use e-mail to send and receive messages	5	6	5	8	64
Use Web authoring software to create and publish a Web page	18	1	4	1	36
Use the World Wide Web for publishing	17	2	4	1	37
Design lessons in which students create Web pages to share their reports or writings outside the classroom	18	3	2	1	34
Use technology to involve students in interactions with the world outside of school through distance learning opportunities, such as videoconferencing or Internet-based activities	16	5	1	2	37
Book IMTS materials using the on-line catalog and my PIN (Personal Identification Number)	20	1	3		31
Design assessments in which students evaluate the accuracy, relevance, appropriateness, and bias of electronic information	17	2	3	2	38
Design lessons in which the students use a Web-based lesson, such as a WebQuest or Cyberguide	19		4	1	35
Use technology to communicate evidence of student learning to students, parents, and/or community	18	1	4	1	36
Use electronic communication (listservs, chat rooms, electronic					

bulletin boards) with colleagues for the purpose of improving instruction and learning	18	1	3	2	37
Explain your district's policies on Internet use to students and/or parents	12	6	3	3	45
Teach students legal and ethical aspects of copyright issues regarding digital media and software	16	2	3	3	41
Use CD-ROM and/or DVDs to gather information	13	3	4	4	47
Use a search engine to find information on the World Wide Web	5	3	11	5	64
Use on-line references, such as POWER Library, for research	18	1	3	2	37
Use probes (e g temperature sensor, motion detector) to collect and study information	19	3	2		31
Teach students how to conduct effective electronic-based research	15	3	3	3	42
Use local and state standards as a guide when designing technology-infused lessons	16	3	4	1	38
Use ISTE National Education Technology Standards as a guide when designing technology infused lessons	20	2	2		30
Teach technology infused lessons that meet district and state standards	18	1	5		35
Use technology in teaching and learning to assess student achievement based on products, progress and effort	16		6	2	42
Use technology tools to involve students in activities that require higher level thinking skills	13	3	5	3	46
Teach lessons in which students take responsibility for their own learning in on-line environments	15	3	4	2	41

Category: Questions From Your District

Please refer to the following <i>Response Rubric</i> when viewing the analysis that follows:			
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Survey Question	Rubric Values				Cum Radio Rating
	1	2	3	4	
Use specific instructional strategies to promote reading of technical material in the vocational classroom	4	4	13	3	63
Use specific instructional strategies to strengthen math concepts, applying them to technical content	1	6	13	4	68

Use specific instructional strategies to teach students who have a disability		4	17	3	71
Modify or adapt instructional materials, environment and activities for students who have a disability		4	13	6	71

New Analysis

Thank you for viewing our survey results. Use your BACK button to modify your previous analysis parameters or [click here](#) to begin another data analysis.

***Staff Development Needs Assessment Survey
Data Analysis***



Erie County Technical School

24 Respondent Records Found

Performing Calculations; Please Wait,...

Your parameters were: r_demo.DistCode = 'ET34'

Grouped On District Code: ET34 (24 Respondents)

Category: Staff Development Incentives

Responses	% of Total	Question
13	54	I consider earning collegiate graduate credit and Act 48 hours an incentive for attending collegiate graduate courses.
7	29	I consider earning Act 48 hours an incentive for attending workshops.
2	8	I consider earning IU graduate credit and Act 48 hours an incentive for attending IU Graduate Courses.

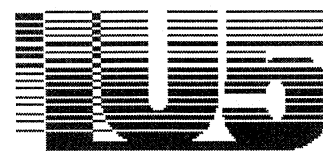
Category: Staff Development Program Scheduling

Responses	% of Total	Question
14	58	I will consider attending staff development programming in the evening.
13	54	I will consider attending staff development programming in the summer.
11	46	I will consider attending staff development programming after the school day.
6	25	I will consider attending staff development programming on Saturdays.
2	8	I will consider attending staff development programming before the school day.

New Analysis

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***Staff Development Needs Assessment Survey
Data Analysis***



Erie County Technical School

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Performing Calculations; Please Wait,...

Your parameters were: r_demo.DistCode = 'ET34'

Grouped On District Code: ET34 (24 Respondents)

Category: Assessment

Responses	% of Total	Question
8	33	Work with students to self assess
6	25	Assess student achievement based on products and progress
6	25	Diagnose and monitor student learning, providing direct feedback to students relative to the standards and grade-level benchmarks
5	21	Report student progress to parents in terms of the standards
5	21	Report student progress to students in terms of the standards
5	21	Continuously monitor student progress toward achievement of the standards
4	17	Work with students to peer assess
4	17	Use assessment data to identify groups of students who need special assistance in achieving the standards
4	17	Use assessment data to plan and adjust my instruction
3	12	Inform and involve parents and the community in the learning process
3	12	Separate effort and attitude from progress against the standards in grading and reporting
3	12	Develop, administer and use the results of performance tasks
3	12	Develop, administer and use the results of portfolio assessments
3	12	Develop assessments that mirror the PSSA multiple choice assessments
2	8	Develop, administer and use the results of formative assessments to monitor student progress toward achievement of the standards
2	8	Develop, administer and report the results of summative assessments of student progress toward achievement of the standards
2	8	Develop assessments that mirror the PSSA open-ended assessments
2	8	Develop and embed in instruction multiple methods of assessing student progress toward achievement of a specific standard
2	8	Develop, administer and use the results of electronic portfolio assessments
1	4	Generate scoring guides/rubrics

1	4	Develop, administer and use the results of essay questions
1	4	Develop, administer and use the results of true-false and short answer questions
1	4	Develop, administer and use the results of enhanced multiple-choice questions

Category: Curriculum

Responses	% of Total	Question
10	42	Base my curriculum on employer and higher education expectations for students
8	33	Promote deeper understanding of subject matter and emphasize the application of knowledge and skills
7	29	Integrate higher order thinking skills into expectations for student performance
6	25	Make curriculum adaptations and modifications based on student IEPs
5	21	Express lesson objectives in terms of what students need to know and be able to do to demonstrate proficiency
5	21	Design instructional units and lesson plans based on PA and district standards and grade level benchmarks
5	21	Design instructional units that involve students in learning about and demonstrating achievement across curriculum areas
5	21	Provide students with the criteria used to evaluate the quality of their work prior to the instruction and assessment
5	21	Base my curriculum on the most recent information and research in my content areas(s)
4	17	Provide students with what they will be expected to do to demonstrate that they have reached the standards and objectives prior to the instruction and assessment
3	12	Use the PA and district standards and grade level benchmarks as the focus for instruction
2	8	Provide students with models/exemplars of quality work that help them move toward higher levels of achievement
2	8	Work with other teachers to reach consensus on performance criteria and to score student work
2	8	Use standards-based assessment results to make curriculum changes
0	0	Align my written curriculum with my instruction and assessment

Category: Data Analysis and Use

Responses	% of Total	Question
10	42	Integrate student test preparation skills into my curriculum and instruction
10	42	Understand the impact of federal and state requirements that schools make adequate yearly progress on classroom instruction and assessment
3	12	Analyze district-wide assessment data and use it in making curriculum and instruction decisions
2	8	Analyze PSSA data and use it in making curriculum and instruction decisions
		Analyze standardized test data and use it in making curriculum and instruction

2 8 decisions

Category: Instruction

Responses	% of Total	Question
7	29	Serve as coach in the learning process, as opposed to lecturer or whole-group discussion leader
7	29	Focus instruction on rigorous, challenging, and meaningful essential learnings and core performances designed for all students
7	29	Use differentiated instructional strategies to provide students with multiple opportunities for success
7	29	Focus instruction on multiple opportunities for students to revise and continuously improve their work toward proficiency in meeting the standards
6	25	Base specific re-teaching and enrichment on information I collect on my students* learning styles, IEP*s, and other information
6	25	Integrate the most current information available in my content area(s) into my curriculum and instruction
4	17	Use Intermediate Unit IMTS resources in my instruction
4	17	Co-teach with other professionals, taking advantage of the shared expertise and increased number of professionals to best serve the diverse group of students in the classroom
3	12	Use Web-based resources in my instruction
3	12	Use local resources in my content area(s) in my instruction
3	12	Use the current research on best practices in instruction in designing instruction
3	12	Use the current research on the brain as I design my instruction and assessment
3	12	Incorporate re-teaching and enrichment strategies into my instructional plans based on student needs
3	12	Integrate the PA writing standards and assessment rubric into my instruction
2	8	Use the current research on classroom management as I design my classroom environment
2	8	Use local library/media center resources in my instruction
2	8	Use Intermediate Unit IMTS streaming media in my instruction
2	8	Integrate the PA reading standards and assessment rubric into my instruction
1	4	Use curriculum-focused, subject-specific technology tools (i.e. technology tools which support specific subjects such as math, science, history, etc., not word processing, database, spreadsheet or multimedia software)

Category: Instructional Strategies

Responses	% of Total	Question
6	25	activities requiring higher order thinking skills
5	21	engaging, motivating activities
5	21	interactions with the world outside of school
4	17	cooperative, not competitive, learning groups

4	17	setting objectives and providing feedback
4	17	active student learning experiences
4	17	homework and practice
4	17	establishing classroom routines and transitions
4	17	cues and advance organizers
3	12	learning centers
3	12	designing and implementing motivation and reinforcement systems
3	12	graphic organizers
2	8	generating and testing hypotheses
2	8	summarizing and note-taking
2	8	lecture
1	4	reinforcing effort and providing recognition
0	0	identifying similarities and differences
0	0	varied questioning techniques

Category: Technology

Responses	% of Total	Question
9	38	Use a word processor to create documents which reflect proper desktop publishing standards (appropriate font, font type, use of tabs)
8	33	Create a spreadsheet and enter information
8	33	Use a digital camera
7	29	Save, retrieve, and manage electronic files on the local hard drive
6	25	Create a database and enter information
5	21	Use a digital camera and/or scanner to get pictures into the computer
5	21	Use e-mail to send and receive messages
4	17	Use a database to search for and sort information and create reports, such as mailing labels and columnar reports
4	17	Teach students how to conduct effective electronic-based research
4	17	Use technology in teaching and learning to assess student achievement based on products, progress and effort
4	17	Use a scanner
4	17	Teach lessons in which students take responsibility for their own learning in on-line environments
4	17	Use multimedia software, such as iMovie or Video Studio, to create a product
3	12	Use the World Wide Web for publishing
3	12	Design lessons in which students utilize presentation and/or desktop publishing software to share knowledge and expertise with classmates
3	12	Use ISTE National Education Technology Standards as a guide when designing technology infused lessons
3	12	Use a search engine to find information on the World Wide Web
3	12	Use presentation software (using software such as: AppleWorks, PowerPoint) to

		create a presentation
3	12	Design lessons in which students utilize commercial software, specifically a spreadsheet application such as Excel, as a productivity tool
3	12	Use the spreadsheet to search for and sort information
3	12	Design lessons in which the students use a Web-based lesson, such as a WebQuest or Cyberguide
3	12	Use technology tools to involve students in activities that require higher level thinking skills
3	12	Design lessons in which students utilize commercial software, specifically word processing, as a productivity tool
3	12	Save, retrieve, and manage electronic files on the network server
3	12	Use the information in a spreadsheet and illustrate the data (graphing, charting)
2	8	Teach technology infused lessons that meet district and state standards
2	8	Use local and state standards as a guide when designing technology-infused lessons
2	8	Teach students legal and ethical aspects of copyright issues regarding digital media and software
2	8	Design lessons in which students create Web pages to share their reports or writings outside the classroom
2	8	Design lessons in which students utilize commercial software, specifically database applications such as FileMaker Pro or Access, as a productivity tool
2	8	Use drawing and painting software to create pictures
2	8	Integrate graphics, sound, and video into documents
2	8	Use Web authoring software to create and publish a Web page
2	8	Design assessments in which students evaluate the accuracy, relevance, appropriateness, and bias of electronic information
1	4	Insert formulas into a spreadsheet to perform calculations
1	4	Enhance the teaching and learning process using presentation software
1	4	Use a video camera to create a video
1	4	Use probes (e g temperature sensor, motion detector) to collect and study information
1	4	Use CD-ROM and/or DVDs to gather information
1	4	Use technology to involve students in interactions with the world outside of school through distance learning opportunities, such as videoconferencing or Internet-based activities
1	4	Use electronic communication (listservs, chat rooms, electronic bulletin boards) with colleagues for the purpose of improving instruction and learning
1	4	Use technology to communicate evidence of student learning to students, parents, and/or community
0	0	Explain your district's policies on Internet use to students and/or parents
0	0	Book IMTS materials using the on-line catalog and my PIN (Personal Identification Number)
0	0	Use on-line references, such as POWER Library, for research

***Staff Development Needs Assessment Survey
Text Data Dump***



Erie County Technical School

24 Respondent Records Found (not all will contain text responses)

Performing Calculations; Please Wait,...

Your parameters were: r_demo.DistCode = 'ET34'

Category: Curriculum

Question: We all know it is important to keep up-to-date in the content areas we teach. Please help your district and the IU design content-rich workshops developed by experts in your content area, by typing into the box below specific workshop content area topics which you consider a priority for your professional growth through building, district or regional staff development:

Responses:

Computer Training Website Development Using Community Resources Using Digital Cameras & Related Software Powerpoint Presentations Career Development Cooperative Education Grantsmanship Diverse Learning Styles & Special Needs

IUP does a bad job of that already!

Business Education Current business/industry employee training programs

Courses could be more standardized so that teachers were not all reinventing the wheel - how about efforts to organize and standardize courses in the same content areas between schools !!!

Courses could be more standardized so that teachers were not all reinventing the wheel - how about efforts to organize and standardize courses in the same content areas between schools !!!

Computer classes to help instructors utilize various computer programs to their fullest.

Autobody Repair improvement courses
How to set up job shadowing and co op opportunities How to help students with poor reading skills How to better assess learning in the cognitive, psychomotor domains
web design, multimedia design, addressing harrassment issues, addressing student disciplinary issues

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Performing Calculations; Please Wait,...

Your parameters were: r_demo.DistCode = 'ET34'

Category: Technology
Question: Hardware/Software:

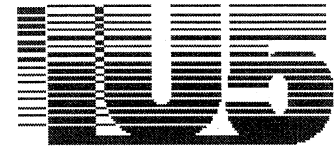
Responses:

Just learning about what*s available and how to use
Demoes from suppliers.
Great need for computer skills training
Great need for computer skills training
Having updated software to use along with textbook
A larger budget would ensure up to date computer-based instruction More classes on computer uses

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Performing Calculations; Please Wait,...

Your parameters were: r_demo.DistCode = 'ET34'

Category: Technology
Question: Professional Development:

Responses:

Resources available
Clases on classroom management, adjusting instruction for L/D students, and motivating students to learn

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Performing Calculations; Please Wait,...

Your parameters were: r_demo.DistCode = 'ET34'

Category: Technology
Question: Other Comments:

Responses:

My survey responses may be misleading. I am not an instructor, I work in Student Services.
I*m just starting to use the video library
I*m just starting to use the video library

New Analysis

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