

ProfCast Survey Results

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SI 622: Evaluation and Systems and Services
Assignment 5

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Product Description

What is ProfCast?

Lecturers teaching a class to students using Microsoft® PowerPoint or Apple® Keynote often wish that they could make their lecture available online. Unfortunately, they are often left with only the option of providing the slides for students to read. The problem with this is that students reviewing the slides often miss out on additional information provided by the lecturer. ProfCast allows a lecturer to capture this information by creating a ‘podcast’ of the slides, synced with audio from the presentation, for the students to download and view later. Students can then conveniently review both the visual slides and the auditory components of the lecture together.

How Does it Work?

As mentioned above, the user must create a presentation in either PowerPoint or Keynote. The user then launches the ProfCast application. In the Main Recorder Window, the presentation files are then added by dragging them into the window or browsing for them. After this is completed, the next step is to select the audio input device in the drop down menu of ProfCast. One can select the default option (using the audio device of your computer), or select a different option (such as an external microphone) to increase the quality of audio input.

The third step is to click the *Start Recording* button, which will start the presentation from the first slide in PowerPoint or Keynote. The presenter begins speaking as if they were giving the presentation to their students, progressing through the slides until the presentation is finished. If the presenter needs to pause the recording, they simply press the escape button. This will display a pop up window with the option to either continue recording or publish the presentation. After the presentation is finished, the same window appears, and users should select *Publish*.

Publishing in ProfCast opens a window with several options. A user can encode the podcast through ProfCast’s built-in Podcast Manager, then upload or email it. Similarly, the ‘Save’ option allows a user to save the recording quickly and create a podcast for upload later. The ‘GarageBand’ option helps modify the audio segment of the presentation (e.g. if the user needs to delete or change audio sections of their presentation, etc). The ‘Send to iWeb’ option creates an enhanced podcast to be uploaded and used in iWeb. The final result of any method is a podcast that can be viewed on iTunes or on an iPod.

Target Population for this Product

The target population for this product is instructors who have prepared Keynote or PowerPoint presentations for their lectures. The term “instructors” includes professors and teachers, but through the interview process we have learned that this group also includes members of administration wishing to preserve the presentations of visiting

guests, graduate student instructors of discussion sections, and information technology support staff wanting to service all of the groups above. We created our survey with these different groups in mind, however we were pleasantly surprised to learn that ProfCast served an even broader range of users than our interview results first led us to believe. We will touch upon some of these groups later in this report.

Overview of this Report

This report presents the results from a survey that we distributed to registered ProfCast users through our contact, David Chmura. We also developed a survey for faculty who did not use ProfCast and distributed it through a faculty mailing list. We obtained results from 163 ProfCast users and 5 faculty members. The survey questions for ProfCast users were organized into four categories: usefulness, usability, aesthetics, and demographic information.

Of the four categories we chose, our results indicated the usability of ProfCast needs the most improvement. When we separated our survey population based on experience with using ProfCast, we found significant differences between beginning users and experienced users. Specifically, experienced users have less difficulty with using the Podcast Manager, publishing lectures and learning ProfCast. Therefore, further evaluation of ProfCast will focus on improving these areas in order to decrease the observed differences between beginning users and experienced users.

Goals of our Survey

Our team distributed this survey to gain information from a wide variety of users in order to improve the ProfCast interface and feature set. Three of our question categories directly reflect this goal: usefulness, usability, and aesthetics. Questions in the ‘usefulness’ category were designed to determine how well the features of ProfCast fulfilled the needs of users. Question in the ‘usability’ category were written to assess how intuitive the graphical user interfaces were, and how easy it was to learn ProfCast. Questions in the ‘aesthetics’ category were written to understand how users felt emotionally about using the system. Finally, demographic questions were used to compare data for different types of users and gain a broader understanding of the user base.

Based on our initial GTN map, interviews, and product comparative analysis, we had identified several specific areas of interest in the ProfCast interface which we focused on in the usability category of our user survey:

1. Were users receiving sufficient feedback from ProfCast while recording?
2. Was it easy to use the Podcast manager GUI to manage recordings?
3. How did users upload and share recordings with others?

Methodology

Design Methodology

To design our survey, each team member submitted a number of potential survey questions, which were sorted into the four categories outlined above and placed on our CTools Wiki. We then met as a group and went through the submitted questions, eliminating duplicates and voting on others. Several new questions were also submitted at this time. By the end of the process, we were left with 24 of our 25 final survey questions for our ProfCast user survey. We also compiled 15 questions for our non-user survey, which were not classified by into the same categories, as they were not intended to evaluate the interface.

One of our team members created a paid member account on Survey Monkey so that we could receive more than 100 responses (which is the limit with a free account). That member then added our questions to both a user and a non-user survey on Survey Monkey. The links for both surveys were distributed to all team members and several acquaintances that took the survey and offered suggestions for improvement. Unfortunately, we did not have any actual ProfCast users test the survey, which is something we would change in the future.

Because we only obtained six responses to the non-user survey, we found that the sample size was too small to provide any meaningful, representative data. Fortunately, for our analysis, the non-user survey was of far less importance than the user survey. Indeed, we debated even creating it in the beginning. In the end, we decided to focus our energy on the results of the user survey.

Survey Methodology

David Chmura, our client contact, offered to email the survey to all registered ProfCast users. This was an exciting opportunity for us, and one we eagerly accepted. We sent him the following email, which was forwarded to ProfCast users:

We are a group of masters students at the School of Information at the University of Michigan. Our group is evaluating the application ProfCast for our class, "Evaluation of Systems and Services". We hope that you could take a few minutes to answer a survey we have created about their experiences with ProfCast. Your input will provide the necessary foundation of data for future enhancements and usability testing.

The survey is available at
<http://www.surveymonkey.com/s.asp?u=447013333975>

Your time and assistance is greatly appreciated,

John Suci, Melissa Perez, Joshua Morse, Yarun Luon, and Chris Demeniuk

The survey was sent to 1,795 users, though about 400 emails were returned with errors. Out of the remaining 1,395 users, 163 responded, for an 11.7 percent response rate. Of the 163 who took the survey, 153 completed all of the quantitative questions. This is a 93.9 percent completion rate. The survey was open for four days and took less than 15 minutes to complete. Users who followed the link in the email were taken to an opening page with the following message:

Thank you for taking the time to complete this survey. We are interested in your experiences with ProfCast so that we can help make ProfCast better.

Your answers are confidential, will be anonymized, and are completely voluntary. You may exit the survey at any time.

This survey consists of 25 questions divided into 4 parts, and should take about 10 minutes to complete.

Data Analysis Methodology

We exported the survey data from SurveyMonkey to Microsoft[®] Excel into two files: the raw data containing the actual answers that the respondents submitted, and a summary file which was a tabulation of all of the answers of each question. With these files, we calculated the means, standard deviation, and confidence interval of each answer. For significance testing we separated the population into four groups, depending on how long users had been using ProfCast.

We performed all of the calculations in Excel. When analyzing the results of each question, we accounted for discrepancies in non-respondents and those that selected “non-applicable” (these respondents were excluded). When calculating the inferential statistics it should be noted that the sample was not truly random because the numbers reflect responses from those who chose to complete the survey.

All of the responses to the quantitative questions were converted to a numerical scale:

- Strongly Disagree to Strongly Agree was coded from 1 to 5 in respective order
- Very Easy to Very Difficult was coded from 1 to 5 in respective order
- Very Rarely to Very Frequently was coded from 1 to 5 in respective order

Questions

The 24 survey questions were divided into the categories of demographics, usefulness, usability, and aesthetics. There were 20 Likert scale questions (ranging from 1 to 5 with an N/A option) and 4 free response questions. Shortly after we opened the survey, we received an email from a user asking for a free response question for general comments, so we quickly added one for a total of 25 questions. As this was a free response question,

adding it did not affect any of our survey results for the 10 people who had already completed the survey before we added the question.

Demographic

Our demographic questions were designed to better understand what types of users used ProfCast.

- Which of the following describes you best? (Professor, Tech Support, etc)?

While we knew the primary audience to be university professors, David had told us that he knew some users used ProfCast for other purposes. This question allowed us to see who used ProfCast, and how different types of users answered other questions.

- How much time do you spend reviewing class concepts to students outside of class?
- How often do you use a course webpage or web tool to share class resources with your students?

These questions helped us correlate classroom preparation and technology use with other uses of ProfCast. Originally we intended to compare these results with non-ProfCast users. However, due to the response rate of the non-user survey we decided to make a comparison based on length of experience with ProfCast.

- What operating systems are you comfortable using?
- How would you rate your ability to use a computer to accomplish everyday tasks such as email and word processing?

These questions gave us background knowledge on the users' level of technical aptitude so we could understand how it influences their interface needs.

- How do you publish your recordings?
- How long have you been using ProfCast?

These questions gave us background material on how long users had used ProfCast. Knowing how users published recordings also helped us correlate answers on publishing usability questions.

Usefulness

These questions were chiefly designed to measure the overall effect ProfCast had on users with respect to their work. We wanted to determine if instructors thought that ProfCast improved the classroom experience, or if it had an adverse effect on an instructor's (limited) time. All of these questions were on a 1-5 scale of disagreement and agreement.

- ProfCast improves my students' educational experience.

- ProfCast decreases my workload.
- I would recommend ProfCast to someone else.

Usability

Our usability questions were designed to get feedback about the learning curve for using ProfCast.

- ProfCast easily allows me to recover from my mistakes.
- How easy was ProfCast to learn?
- How easy is it to use ProfCast overall?

These questions were ranked on a 1-5 scale. They were designed to obtain general feedback about ProfCast as a whole in regards to ease of use and learning. Because ProfCast is marketed as a very easy-to-use product that disregards competitors' features in favor of an easy-to-learn interface, we sought to validate that users did in fact find the interface easy to use.

- ProfCast gives me sufficient feedback while I am recording my slideshows.
- How easy is it to use ProfCast while recording?
- How easy is it to publish your lecture using ProfCast?
- How would you rate the ease of use of the Podcast Manager?
- I find the help documentation in ProfCast useful.

These questions focused on specific areas of the ProfCast interface in regarding to ease-of-use. Recording and publishing were both areas that we had identified in interviews and our competitive analysis that could perhaps be more difficult for the user. While compiling our GTN map, we found that the Podcast Manager interface seemed somewhat complicated, hence we wanted to solicit feedback on that as well.

Aesthetics

These questions were designed to measure the affect of ProfCast. We designed them to gauge the general emotional response that users had while using ProfCast. All were ranked on a 1-5 scale of agreement or disagreement. Negative responses would indicate that the general impression of ProfCast on users needed to be improved.

- ProfCast is rewarding to use.
- I find ProfCast pleasing to look at.
- ProfCast is fun to use.

Free-Response

These free-response questions were designed to return information about different features in ProfCast. While we did ask about specific aspects of ProfCast in the usability questions, we wanted to get more general feedback about what portions of ProfCast were difficult for users to use. We also wanted to know what aspects of ProfCast could be used

as models for improving the rest of the system. These questions also gave users the opportunity to suggest issues that we had not considered.

- If you could change one thing in ProfCast, what would it be and why?
- If you could choose one great thing about ProfCast, what would it be and why?
- What do you use ProfCast for?
- Is there anything you want to tell us that we should have asked you?

Findings and Analysis

Demographics

Overall, the majority (50 percent) of ProfCast users who responded to the survey were Professors (See Fig. 1). 43 percent of the respondents also used a school web server to disperse their recorded lectures to their students/audience since most of our respondents were involved in some type of teaching profession (See Fig. 3). Currently, ProfCast is only available for use on the Macintosh OSX operating system and likewise, all 153 of the respondents indicated that they were comfortable using a Macintosh when asked the question, “Which operating systems are you comfortable using?” (See Fig. 1). 98 percent of the ProfCast users reported that they have an above average to high proficiency when using common computing applications. A summary of these findings is presented in the graphs below.

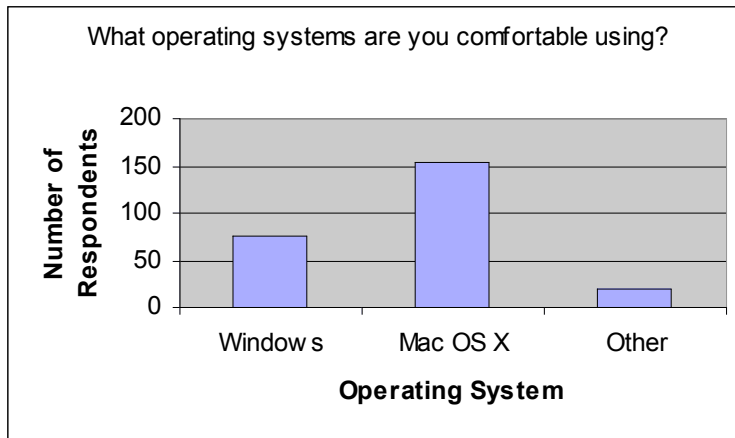


Fig. 1

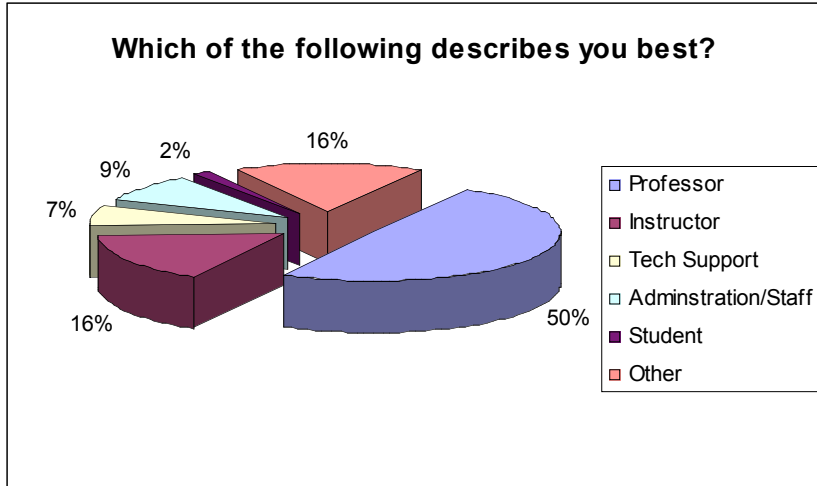


Fig. 2

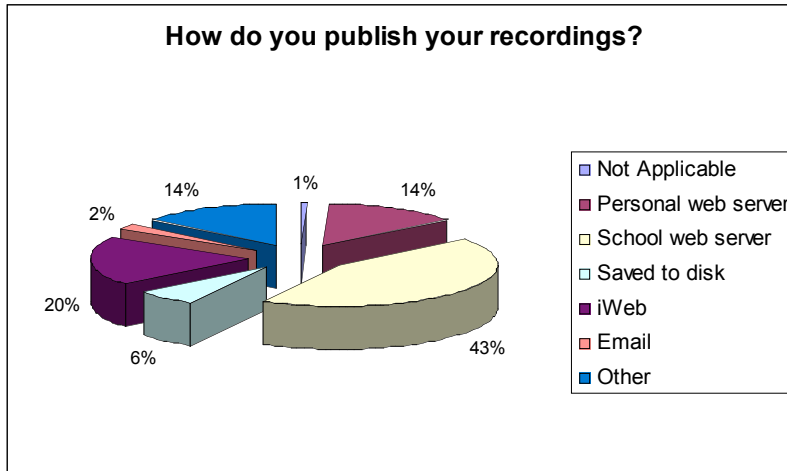


Fig. 3

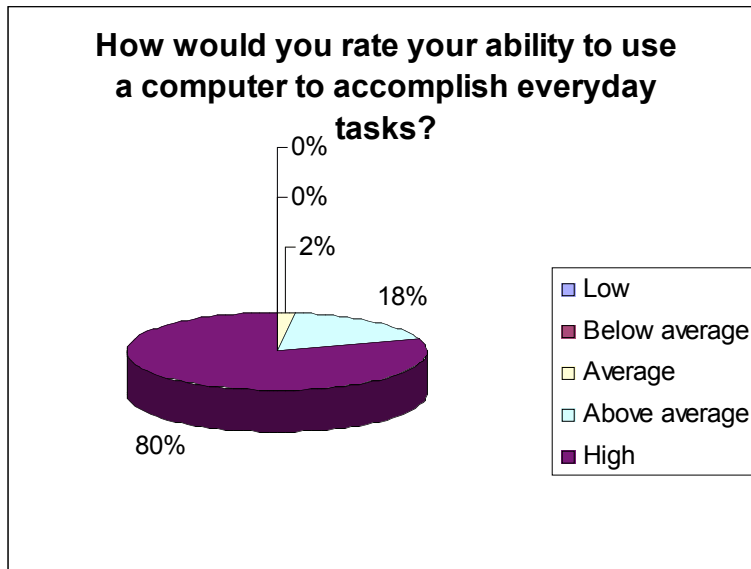


Fig. 4

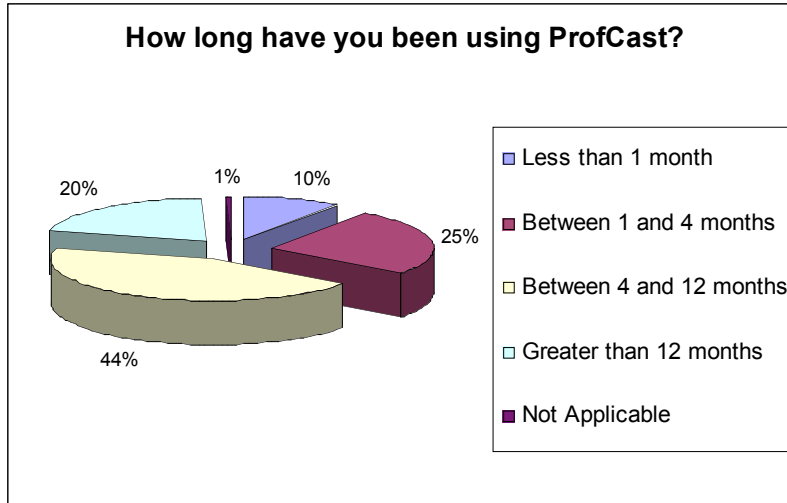


Fig. 5

The survey question that generated the most variability among our respondents was “How long have you been using ProfCast?” 44 percent of our respondents stated that they having been using ProfCast between 4 to 12 months, with 25 percent using ProfCast between 1 and 4 months, 20 percent having used ProfCast for greater than 12 months, and 10 percent having used ProfCast for less than a month. Interestingly, it was found that duration of use may have an impact on how frequent users use course webpages/webtools with students.

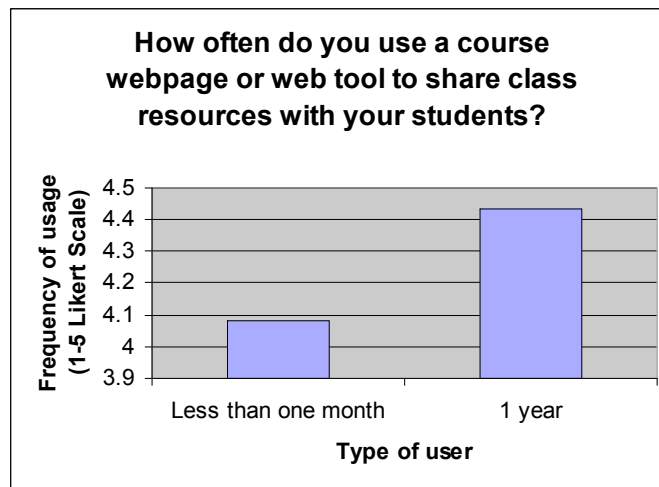


Fig. 6

Users who have only used ProfCast for less than one month gave a mean rating of 4.08 when asked to rated how often they use a webpage/course tool, while users that have been using ProfCast for 12 months yielded a mean rating of 4.43. This result was found to be significant ($p < .05$) between these two groups. Moreover, when we consolidate our respondents into short-term (less than one month – 4 months) and long-term (4 months –

year) this result still remains significant ($p < .05$). This correlation could imply that as users continue to use ProfCast, they are more likely to integrate online collaborative tools into classroom instruction or at least have an interest in doing so. Finding additional ways for ProfCast to integrate with popular course management software should be an additional feature that further ProfCast releases may want to consider. Implications of how duration of use is related to usability will be discussed in the later sections below.

Usefulness

As mentioned previously, usefulness was measured by asking respondents to what degree ProfCast decreased their workload, how much time they spent review course concepts outside the classroom, and how respondents felt about how ProfCast improves their educational experience.

With regard to the question “ProfCast decreases my workload” our respondents were mixed with an average score of 3.18 and a 95 percent confidence interval of 0.18 (See Fig. 7).

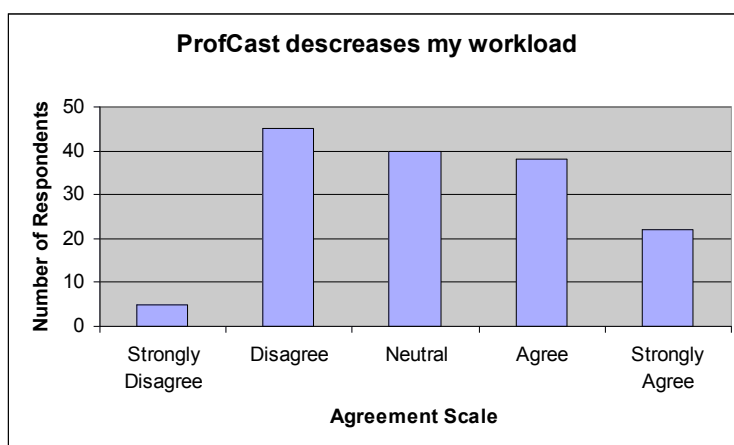


Fig. 7

39 percent of our respondents frequent or very frequently, reviewed course concepts outside of class, while 36 percent sometimes reviewed course concepts outside of class. The remaining 12 percent of respondents who answered this question rarely or very rarely review course concepts.

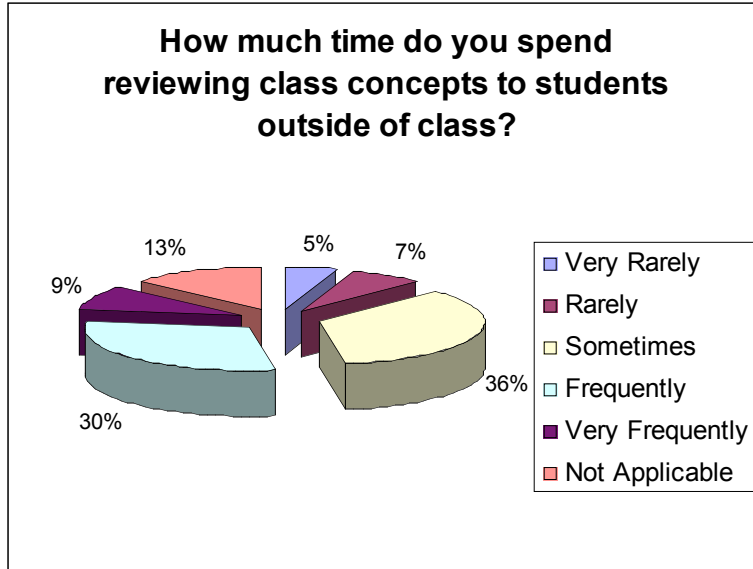


Fig. 8

According to our ProfCast users, 74 percent of them agree or strongly agree that ProfCast “improves their students’ educational experience. Only 4 percent of respondents disagreed or strongly disagreed with this statement, while 9 percent of respondents felt neutral about this statement.

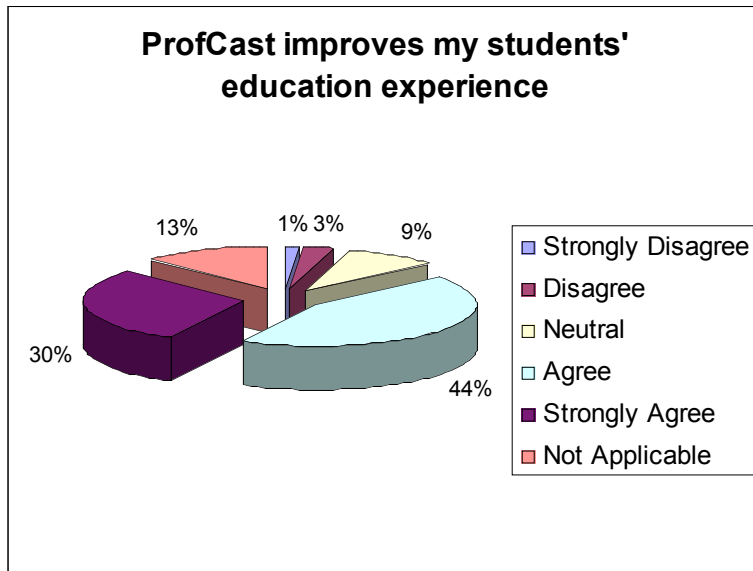


Fig. 9

Looking at our measures of usefulness, our respondents clearly feel that their use of ProfCast to record lectures benefits their students/audience rather than themselves. Further editions of ProfCast should consider ways in which ProfCast can also benefit

presenters rather than the presenter’s audience, as these presenters are the primary users of the ProfCast software. Some ways in which this may be accomplished are addressed in our summary and recommendations.

Usability

Overall, our survey respondents agreed that ProfCast is easy to use, with 35 percent claiming that ProfCast is very easy to use and 43 percent claiming that it is easy to use. Only 5 percent of our users found ProfCast to be difficult to use. This is further supported by our open-ended question, “If you could choose one great thing about ProfCast,” 72 of our respondents mentioned that it was easy to use. The following charts summarize our findings on Usability.

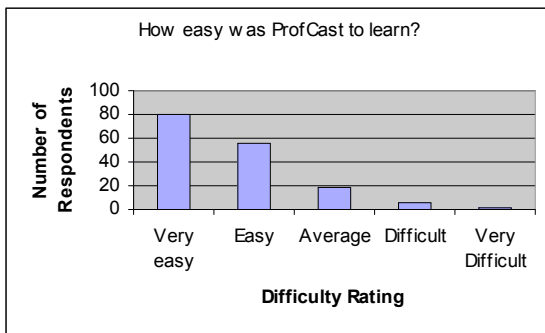


Fig. 10

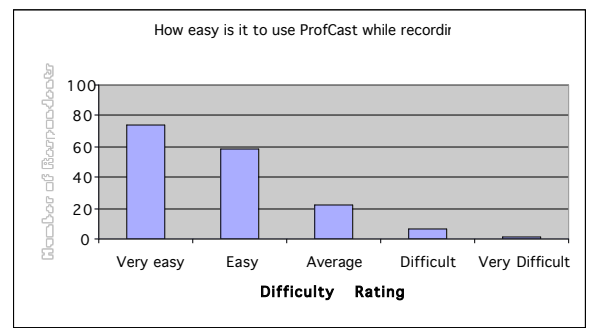


Fig. 11

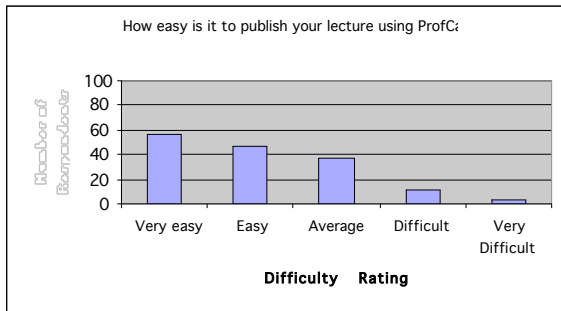


Fig. 12

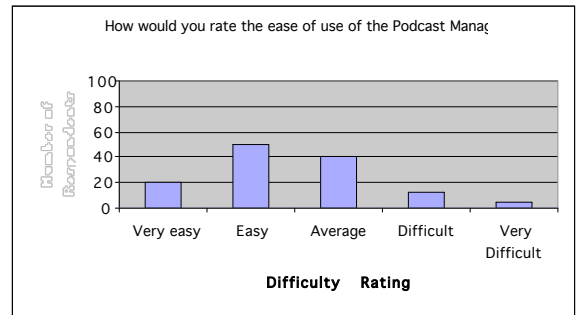


Fig. 13

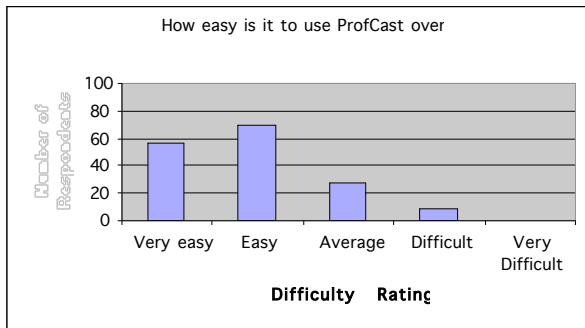


Fig. 14

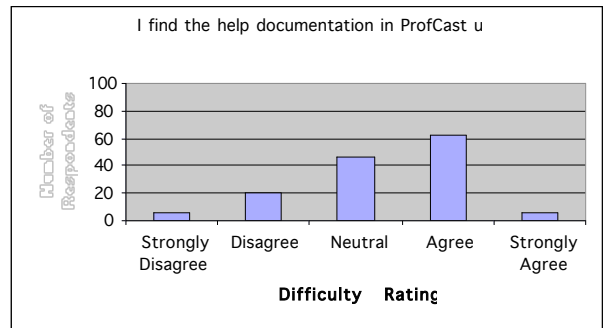


Fig. 15

ProfCast Survey Results

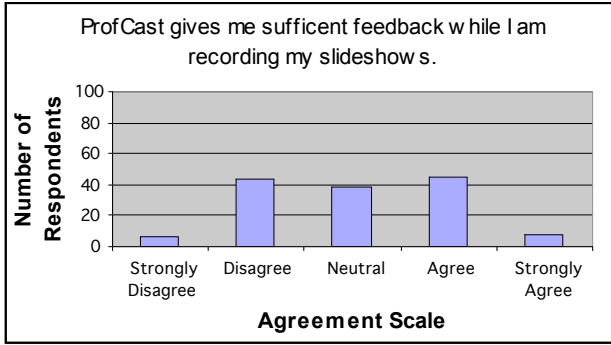


Fig. 16

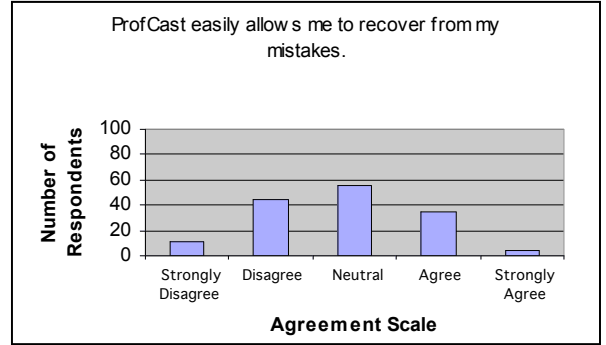


Fig. 17

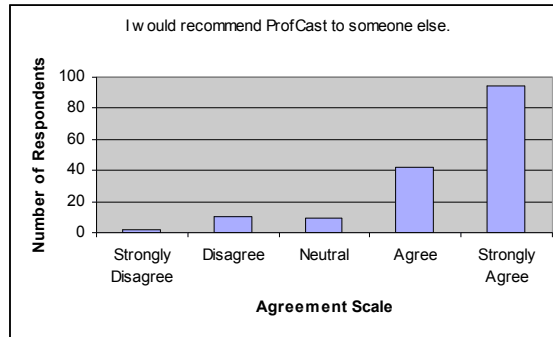


Fig. 18

When we divide our survey population by duration of use, we found several comparisons between how beginning users feel about the usability of ProfCast and how long-time users view the usability of ProfCast. Of our 12 users who have been using ProfCast for less than a month, they reported a mean of 2.21 when rating how easy ProfCast was to learn. In contrast, users who have been using ProfCast for over 12 months reported a mean of 1.71, and the difference between these two groups is significant ($p < .05$), showing that long-time users found ProfCast easier than beginning users. Other significant differences between these two groups are for questions related to ease of use during recording, ease of publishing, ease of using the Podcast Manager and overall use. Users with over 12 months of experience using ProfCast consistently find it less difficult to use than users with less experience. This supports the idea that there is a learning curve when using ProfCast. There were mixed feelings with regard to ProfCast giving users sufficient feedback during slideshows (Refer to Fig. 19, mean of 3.04, 95 percent confidence interval of 0.17), allowing users to recover from mistakes (refer to Fig. 20, mean of 2.85, confidence interval of 0.15), and the ease of use of the ProfCast manager (refer to Fig. 21, mean of 2.47, confidence interval of 0.17). The table below summarizes all of the significant findings between these two groups.

Less than one month vs 1 year users

Significant if $p < .05$

p-value	Question
0.009	How often do you use a course webpage or web tool to share class resources with your students?
0.026	How easy was ProfCast to learn?
0.003	How easy is it to publish your lecture using ProfCast?
0.045	How would you rate the ease of use of the Podcast Manager?
0.008	How easy is it to use ProfCast overall?

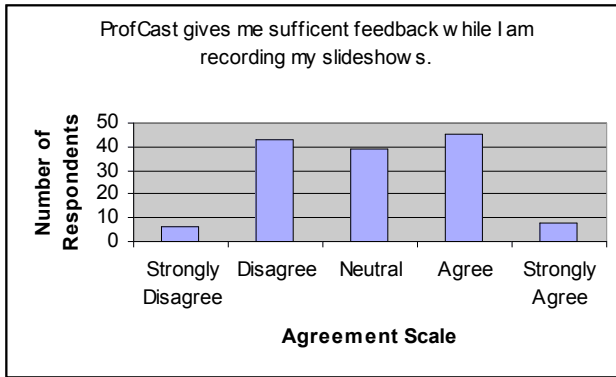


Fig. 19

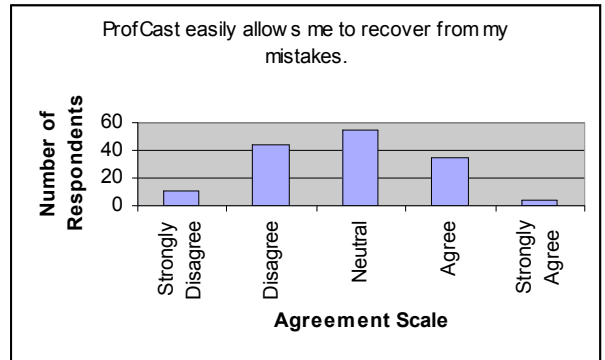


Fig. 20

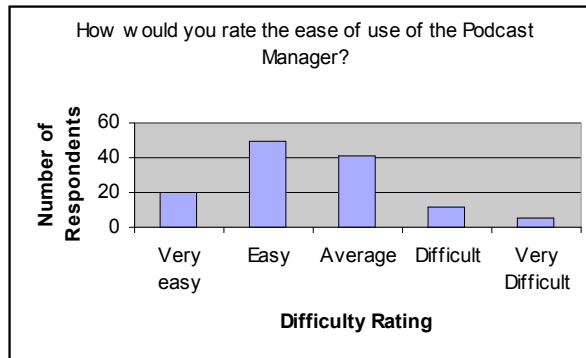


Fig. 21

For our open ended question, “If you could change one thing in ProfCast, what would it be and why?” 33 responses indicated a need to improve feedback during recording. These users specified a need for live feedback during lectures or giving users guidance when they make mistakes while recording. This will be important to keep in mind during our heuristic evaluation as we analyze the recording interface.

Aesthetics

A majority of our respondents rated the aesthetics of ProfCast positively. 79 percent agreed or strongly agreed that ProfCast was rewarding to use, 70 percent agreed or

strongly agreed that ProfCast was pleasing to look at, and 67 percent agreed or strongly agreed that ProfCast was fun to use. A visualization of our findings on the aesthetics of ProfCast is presented below. The overall positive response indicates that users' underlying emotional response to ProfCast is not problematic.

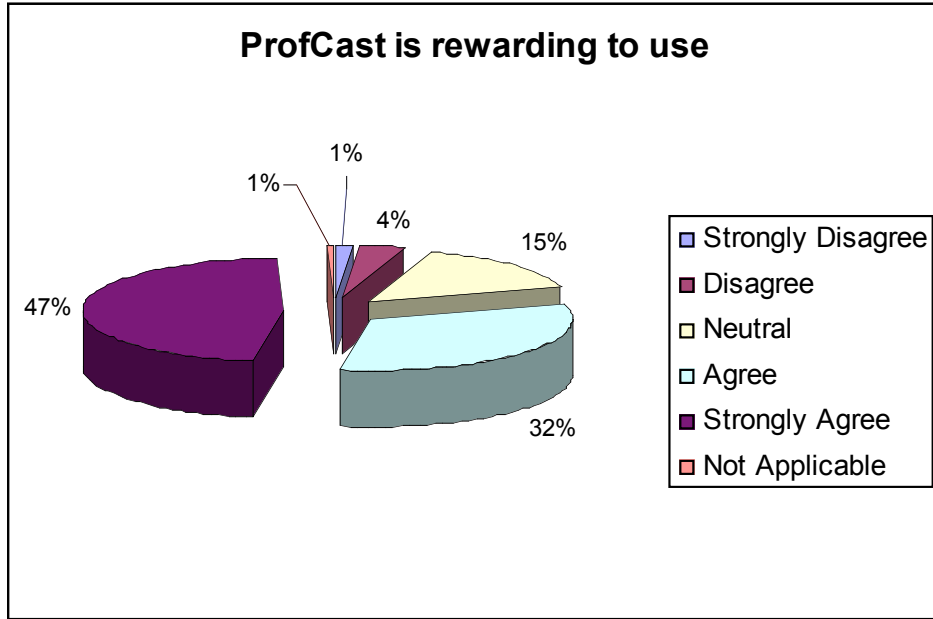


Fig. 22

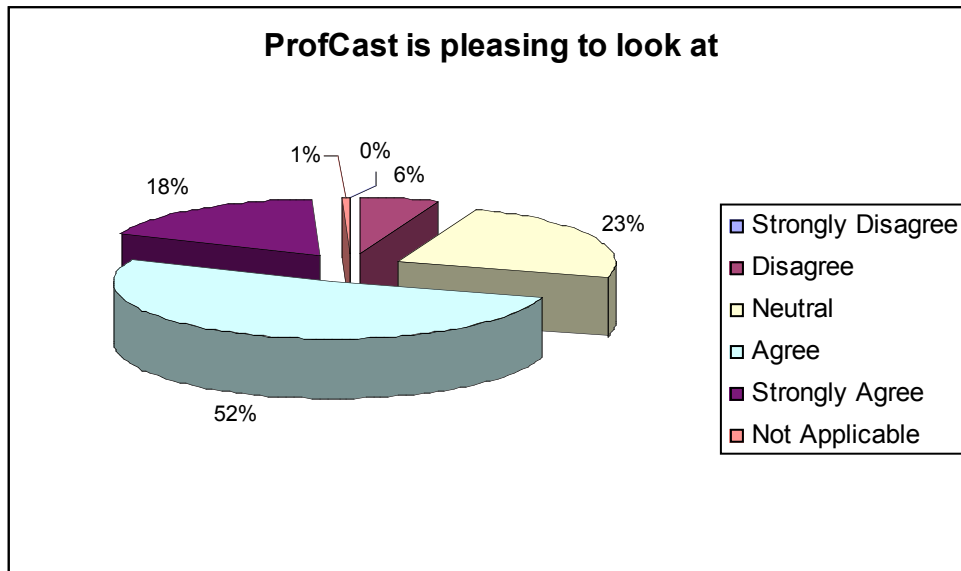


Fig. 23

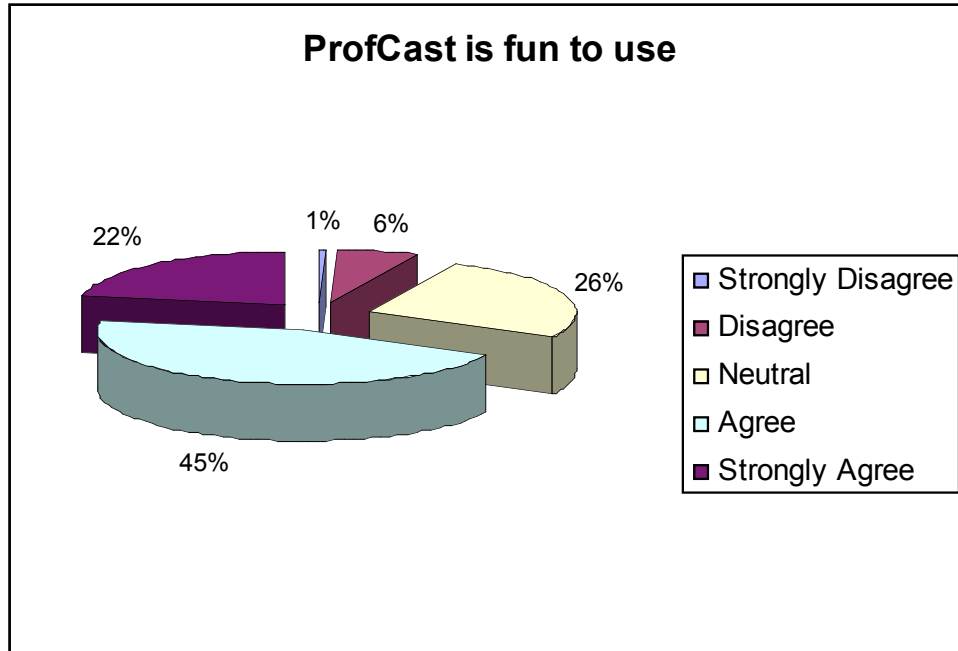


Fig. 24

Free-Response

Our open-ended question asking “How do you use ProfCast?” yielded some very interesting responses. The table below features some responses our survey respondents reported.

What do you use ProfCast for?	
<i>Reason</i>	<i>Count</i>
Recording Lecture	
As a substitute teacher	4
Online Lectures	6
Podcasting Lectures	99
Record Sermons and Bible Classes	1
Recording Presentations	
Recording Presentations	23
Recording Students Work	1
Recording workshops	3
Other	
Instructional Podcasts	13
Demo-ing Podcasts	4
Currently Testing Software	2

110 out of 156 respondents use ProfCast to record and publish their own lectures, confirming our assumptions that the software is used mainly for lectures recording. We did find several unexpected uses included one user who used ProfCast to record sermons. The secondary use was by professionals recording their presentations. The tertiary use was for creating instructional Podcasts.

ProfCast was originally intended to be a cost-effective tool that allowed lectures to record their presentations. However, the above table demonstrates some alternate uses of ProfCast, which could create further rewarding uses for users to attempt themselves.

Our question, “If you could change one thing about ProfCast what would it be?” resulted in a wide variety of features that they would want to change. We categorized these answers into eight categories. We also received a wide variety of responses for the question, “If you could change one thing in ProfCast what would it be and why?” We intend to tie these insights into our user testing plan, and possibly our final recommendation changes.

Our question, “Is there anything you want to tell us that we should have asked you?” also resulted in a wide variety of comments that may help us with our user testing.

What We Learned

We are generally pleased with the number and quality of responses that we received from our survey. Nonetheless, there are several things we would have liked to have done differently if we could change our survey:

- Tested our survey with ProfCast users prior to distribution in order to generate more compelling questions. For example, the additional comment question we added (after starting the survey) might have been pointed out by ProfCast user testers..
- Explicitly identified that questions were on a 1 to 5 scale rather than giving users 5 discreet options. For example, we would have asked them to rate on a scale of 1 to 5, with 1 being disagree and 5 agree, instead of giving them the five options disagree strongly, disagree, neutral, agree, and agree strongly.
- Ensured that we had a random sample of users for our survey.
- Included at least one question about GarageBand. Initially we had debated a question about editing in GarageBand but ended up dropping it. It was a frequent topic in the free response questions, and it would have been useful to generate some quantitative data on it.
- Differentiated or deleted one of the following questions: “easy to learn” and “overall ease of use”, given their similarity.
- Asked “which occupation best describes you” rather than providing the option to check all, which made it harder to compare data for users who checked multiple occupations.
- Made the “recover for errors” question easier to understand by making it more specific to the interface.

- Reminded users that we are not affiliated with ProfCast on the opening page of the online survey, as many users emailed us with general technical questions about ProfCast.
- Asked how often users had used ProfCast so we could weight whether frequent use had an effect on users' perception of ProfCast.
- Made the question regarding the user's proficiency with technology more understandable

In addition to learning what we would have done differently if we were to conduct this survey again, we also gathered useful insights about ProfCast and conducting surveys in general. We learned that, although the survey provided a great number of opinions to analyze overall, it provided less in-depth information about the interface than our interviews or scenarios. We did find that the survey results with a free-response format provided richer and more informational material than the Likert questions. The free-response questions are therefore more similar to conducting an interview. Hence we intend to use information from our interviews and what we learned from these free response questions to plan and execute our user testing.

Summary and Recommendations

We designed and distributed two surveys to obtain data about both ProfCast users and non-users. We decided to exclude the results from our non-user survey based on the low sample size. We felt confident doing so because the user survey was more important to our goal of analyzing ProfCast, and provided the insights necessary to provide recommendation changes to the software. Our survey categorized questions to collect user information regarding the usefulness, usability and aesthetics of ProfCast. We also included free-response questions to collect insights that we might not have been able to learn through explicit questions.

We chose to exclude non-response and non-applicable responses when reviewing the results as part of our data analysis methodology. We also converted all of the responses to the quantitative questions to a numerical scale.

Based on our results, users are generally content with the affect of ProfCast. As a result, we do not feel a need to recommend improvements to ProfCast's general aesthetics. Instead, we will be focusing on usefulness and, most importantly, usability issues that were raised.

Users seem pleased with the effect ProfCast has on their students, but are less enthused on the amount of time it requires of them. Although the vast majority of users indicated that ProfCast was easy to use, they still did not see it as a program that made their life easier. In our future evaluation and testing, we will be looking for ways in which we can more seamlessly integrate ProfCast into a user's routine.

We discovered that the following usability issues were the most prominent:

- Users needed more feedback while recording (such as a more apparent indicator than what is currently offered).
- Users also wanted the ability to modify input levels while recording.
- Users wanted more functionality to edit the sound of their recordings. Many of the users indicated various problems using the external application, GarageBand, in one of the free-response questions.
- Users indicated some difficulty in publishing recordings

Based on these three findings, we intend to give our main attention to usability recommendation changes. During our competitive analysis of Camtasia, we found an interface that gives feedback during recording, and will be working towards a recommendation for a similar interface in ProfCast. We also feel that users would benefit from a simple integrated editing tool for quick edits that spares them the need to use GarageBand, and will be further developing this recommendation during our evaluation and testing. Finally, we will be exploring ways to make publishing podcasts easier, either through integrated instructions or a more intuitive interface.

Appendices

A. Survey Question Categories

Usefulness

- How much time do you spend reviewing class concepts to students outside of class?
- How often do you use a course webpage or web tool to share class resources with your students?
- ProfCast improves my students' educational experience.
- ProfCast decreases my workload.

Usability

- How easy was ProfCast to learn?
- How easy is it to use ProfCast while recording?
- How easy is it to publish your lecture using ProfCast?
- How would you rate the ease of use of the Podcast Manager?
- How easy is it to use ProfCast overall?
- I find the help documentation in ProfCast useful.
- ProfCast gives me sufficient feedback while I am recording my slideshows.
- ProfCast easily allows me to recover from my mistakes.
- I would recommend ProfCast to someone else.

Aesthetics

- ProfCast is rewarding to use.
- I find ProfCast pleasing to look at.
- Profcast is fun to use.

Free Response

- What do you use ProfCast for?
- If you could change one thing in ProfCast what would it be and why?
- If you could choose one great thing about ProfCast what would it be and why?
- Is there anything you want to tell us that we should have asked you?

Demographics

- Which of the following describes you best? (Check all that apply)
- How do you publish your recordings?
- How long have you been using ProfCast?
- What operating systems are you comfortable using? (Check all that apply)
- How would you rate your ability to use a computer to accomplish everyday tasks such as email and word processing?

B. Total Respondents by Question

Question #	Question	Total Respondents	Likert (L) or Free Response (FR)
1	How much time do you spend reviewing class concepts to students outside of class?	162	L
2	How often do you use a course webpage or web tool to share class resources with your students?	163	L
3	How easy was ProfCast to learn?	163	L
4	How easy is it to use ProfCast while recording?	163	L
5	How easy is it to publish your lecture using ProfCast?	163	L
6	How would you rate the ease of use of the Podcast Manager?	163	L
7	How easy is it to use ProfCast overall?	163	L
8	ProfCast is rewarding to use.	158	L
9	I find the help documentation in ProfCast useful.	158	L
10	ProfCast improves my students' educational experience.	158	L
11	ProfCast decreases my workload.	156	L
12	ProfCast gives me sufficient feedback while I am recording my slideshows.	158	L
13	ProfCast easily allows me to recover from my mistakes.	159	L
14	I find ProfCast pleasing to look at.	158	L
15	ProfCast is fun to use.	159	L
16	I would recommend ProfCast to someone else.	158	L
17	<i>What do you use ProfCast for?</i>	150	FR
18	<i>If you could change one thing in ProfCast what would it be and why?</i>	144	FR
19	<i>If you could choose one great thing about ProfCast what would it be and why?</i>	144	FR
20	<i>Is there anything you want to tell us that we should have asked</i>	81	FR

ProfCast Survey Results

	<i>you?</i>		
21	Which of the following describes you best?	153	L
22	How do you publish your recordings?	153	L
23	How long have you been using ProfCast?	153	L
24	What operating systems are you comfortable using?	153	L
25	How would you rate your ability to use a computer to accomplish everyday tasks such as email and word processing?	153	L

C. T-Test

Attached