

LMU | LA



Information Technology Services
Annual Faculty and Student
Technology Surveys
2010

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Executive Summary and Key Findings

Loyola Marymount University's Information Technology Services (ITS) department works diligently to improve services each year based on feedback from Faculty and Students.

In November 2008, ITS renewed its commitment to gathering annual data from the campus community and launched both a student and a faculty technology survey. Since then, both surveys have been conducted each November. This report primarily focuses on the 2010 Annual Technology Survey for faculty and students; however, year-over-year comparisons are provided where possible and meaningful.

The survey focuses on the general use of technology, academic purposes of technology, access to technology, and support for these technologies. Many users do not necessarily distinguish between organizations and the services they offer. For that reason, this survey included questions covering Web Services and the Classroom Management Office, both offices with an academically oriented mission that reside outside of ITS. These questions were designed in conjunction with the managers over those support areas and will be specified in this report.

Regarding MYLMU Connect, 58% of Faculty are generally "Satisfied" or "Very Satisfied" with the current Blackboard implementation of LMU's supported Learning Management System. 15% of the Faculty are "Dissatisfied" or "Very Dissatisfied" with MYLMU Connect with the balance (27%) are "Neutral." In the 2009 survey, only 38% were "Satisfied" or "Very Satisfied".

Trends about Faculty perception of the ITS Help Desk and the Classroom Management Office show a similar positive trajectory. In 2008, 62% of Faculty were "Satisfied" or "Very Satisfied" with the Help Desk. In 2010, 76% of Faculty indicated satisfaction. This increase in perception could be attributed to a number of factors, but it is significant especially in the context when factoring in the results of the 2008 Academic Technology Survey.

Faculty expressed through this survey the desire to learn from other Faculty about how to effectively teach with technology in their courses. Coupled with the data regarding the use of the Faculty Innovation Center (where 42% of Faculty indicated that they have heard of the service but not yet used it), there is a strong potential to lure Faculty to the Faculty Innovation Center by creating programs that highlight applied use of technology in the curriculum from the perspective of practical Faculty use.

Student responses were conclusive regarding the use of technology in their courses. 79% of students prefer courses that extensively and moderately use technology. Only 19% desire courses with no or limited technology. 73% of students are satisfied or very satisfied with the overall quality of computer labs on campus. Approximately 20% are neutral, which leaves only 7% of students being dissatisfied or very dissatisfied with computer labs on campus."

With respect to students' perceived benefits of the use of technology in courses, 71% strongly agree or agree that the use of technology makes doing course activities more convenient. 59% strongly agree or agree that by the time they graduate, the technology used in courses will have adequately prepared me for the workplace. For future surveys, it would be informative to know how this differs between the Schools and Colleges. Finally, 51% of students agree or strongly agree that the use of technology in courses improves learning.

Finally, with respect to wireless access across campus, 81% of respondents rated the service as Average, Fast or Amazing. 17% (177) perceived LMU wireless speed as slow. ITS constantly strives to improve this service, which is now viewed by students as a commodity.

In summary, the data from the 2010 Academic Technology Survey provides invaluable information and helps to shape the conversation about where the Academic Technology Services group within ITS focuses future resources. ITS Leadership's initial interpretation of this information includes the following points:

1. ITS Leadership continues to see a trend towards the Mac platform amongst both the student and faculty populations, and this trend has implications for the Instructional Technology team and the Help Desk.
2. As over 70% of LMU students have or will have in the next 12 months smart phones and a significant number are adopting tablets (usually iPads), making academic technology resources (specifically course materials) consumable on a mobile form factor will become important. Additionally, more programs like the iPad Exploration Project should be nurtured to encourage curricular innovation.
3. Students have a very positive view about technology's role in their curricular life at LMU. Very encouraging responses were provided by students about Faculty's stance and use of technology at LMU.
4. There will be a push to schedule Faculty showcases of innovative uses of technology in the Faculty Innovation Center.
5. There is a clear and overwhelming satisfaction with the Instructional Technology Analyst team. As LMU Faculty continue, and in some case begin, to more aggressively move to non-traditional modes of course delivery, the ITA team's ability to partner with Faculty to not only convert traditional course materials to more appropriate formats (including assessment tools, learning modules, etc.) but to provide consultative services on best practices for course delivery will be critical. Therefore, further professional development opportunities will be provided to the ITAs so that they can best support Faculty.
6. The jump in satisfaction with the Help Desk is a very positive indication that the energy and time ITS has invested in making Help Desk processes and personnel more user friendly has yielded desirable results, but it may also indicate that Faculty at LMU have become more technology-savvy and more discriminating about when to engage the Help Desk. Furthermore, in LMU's budgetary context, as the Help Desk begins to approach a ceiling of user satisfaction, a "good enough" point is likely to be reached, and the focus will be turned to maintaining a status quo of end user satisfaction.

Methodology

On Monday, November 29, 2010, the Student and Faculty Academic Technology surveys were released to all students and faculty, respectively, across campus. Communications about the survey were sent through MYLMU Connect, MYLMU, email, posters around campus, and the Loyolan. The Associate Deans communicated to their respective Faculty by email.

Students and faculty were encouraged to take the surveys to share their opinions about technology at LMU and to win an iPod touch. Five iPod Touches were to be given away to students and two iPod Touches were to be given away to faculty. The surveys were open for two weeks and ended at midnight Friday, December 10. On Monday, December 13, those individuals who put in their names were randomized and the first five students and first two faculty were selected for the iPod Touches and they were notified by email.

In total, 1059 students and 243 faculty began the surveys. After removing partially completed surveys, 1059 student responses and 225 faculty responses were analyzed. The survey was conducted using Qualtrics, LMU's survey solution for the entire campus, and was analyzed through Qualtrics as well as other statistical software.