

# LMU | LA



Information Technology Services  
Annual Faculty and Student  
Technology Surveys  
2011



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## Executive Summary and Key Findings

Loyola Marymount University's Information Technology Services (ITS) department is dedicated to improving services each year based on feedback from the campus community. Given each year in November, the ITS Annual Technology Survey is intended to be a snapshot of current faculty and students, focusing on general and academic use of technology, along with access to and support for these technologies.

This report primarily focuses on the 2011 Annual Technology Survey results for faculty and students; however, historical comparisons are provided where possible and meaningful. The results of this 2011 Survey were also shared with the campus community in an open forum in April 2012.

As students and faculty may not distinguish where technology services come from, this survey asks questions about departments that reside outside of Information Technology Services, including Web, New Media and Design, Classroom Management Office and the William H. Hannon Library. ITS works closely with these departments in framing the questions and providing them with results.

### Key Finding and Responses:

#### 1. **Mobile Usage**

Over a 3-year period, student and faculty responses to the question "Do you own an internet-capable phone?" have shown some of the most telling results.

In 2011, 74% of faculty owned a smartphone, while in 2010, only 57% owned a smartphone. For students, 73% owned a smartphone, up from 60% last year. Another 5% of faculty and 9% of students are planning on purchasing a smartphone within a year, so by 2012 survey, there should be over 80% of all students and faculty with smartphones on campus.

These statistics reflect what is already known about the proliferation of smartphones and highlights the need for additional wireless support for these devices. It also stresses that LMU provides a proper mobile strategy for using devices in and outside of the classroom. The iLMU Mobile App was launched in early 2010 and has continued to see more usage. ITS and the Web, New Media and Design team are looking at a variety of ways to expand our mobile offerings. In addition, ITS is sponsoring a second iPad Exploration Project, where faculty investigate ways to incorporate iPads and mobile devices into their teaching.

#### 2. **Wireless**

Along with increased mobile devices (smartphones, tablets, and laptops), there is an increased need for wireless Internet access. In 2011, there was a noted drop in the perception of wireless speed across campus. Students in particular use the wireless most often (78% choose wireless over wired on campus). Depending on a faculty member's location on campus their perception of wireless varied. Overall, students (73%) found the Internet speed to be acceptable (average speed or faster), however, in the residence halls most students found the speed to be slow (63%).

In June of 2012, 200 new access points were installed in O'Malley, McCarthy, and Leavey 4-6 residence halls. Further analysis of wireless coverage will include in Hannon and Rains halls. In addition, wireless will be introduced into the gym and surrounding areas and wireless signals will be enhanced in some of the campus' most commonly used areas, such as Sunken Gardens. ITS will continue to address gaps in wireless signal strength.

### 3. **Student Attitudes**

With respect to students' perceived benefits of the use of technology in courses, 73% Strongly Agree or Agree that the use of technology makes doing course activities more convenient. More than half (57%) Strongly agree or Agree that by the time they graduate, the technology used in courses will have adequately prepared me for the workplace. However, only 46% of students agree or strongly agree that the use of technology in courses improves learning.

Student responses were conclusive regarding the use of technology in their courses. Seventy-five percent of students prefer courses that extensively and moderately use technology. Only 22% desire courses with limited or no technology.

These numbers indicate the need for ITS to continue to help provide additional support for faculty on how to reach students and one way ITS has been doing this is through the Student Innovation Center. The Student Innovation Center offers drop-in sessions covering commonly used applications at LMU, including Microsoft Word, PowerPoint, Adobe Creative Suite, MYLMU Connect, etc. The Center also engages faculty for specific technology workshops that might be part of their curriculum. In addition to the Academic Technology Team, ITS has a site-wide license for a training system (lynda.com) that helps the entire campus community learn technologies.

### 4. **Learning Management System – MYLMU Connect**

Over 70% of faculty use MYLMU Connect for their courses and 90% of students have at least one course in the system. Faculty were generally Satisfied or Very Satisfied with MYLMU Connect, however, 15% of the faculty were Dissatisfied or Very Dissatisfied and an additional 25% were Neutral.

As the Learning Management System is such a key part of LMU's academic mission, additional resources have gone into the MYLMU Connect system to ensure that it is operating as efficiently as possible. A new enterprise approach to service was introduced with multiple levels and individuals involved. A 2012 summer upgrade of MYLMU Connect will introduce a more modern user interface, easier-to-use course movement, and ability to align course material to standards and objectives. In addition, an evaluation will be conducted in 2012-13 to explore the current Learning Management System strategy and future plans.

### 5. **Instructional Technology Support**

Meetings with Instructional Technology Analysts (ITA) were slightly lower than in previous years, as at the time of the survey, two of the ITAs were new and one position was vacant. However, comments from faculty indicate their high level of satisfaction with their ITA and with the support they receive when they do attend Academic Technology events. As only 45% of faculty have attended a workshop or event in the past year, this leaves room for reaching additional faculty members.

As requested by faculty, ITS will be offering additional workshops in a multiple formats and will add some additional focus on new topics (like online teaching and web conferencing). Starting in Fall 2012, a new faculty technology user group will be conducted to help faculty share ideas on a regular basis in an informal setting. In addition, the Academic Technology team is working on creating a "Teaching with Technology" day – to bring together faculty in a celebratory manner to showcase how they use technology in their classes.

## 6. **ITS Help Desk**

Overall, 73% of faculty are satisfied with the ITS Help Desk and this number has dropped slightly since last year (76%). While this may not be a trend, ITS is taking action to ensure that the quality of support continues to increase and various guidelines will be implemented to maintain highest customer services. Use of a new “Standard Operation Procedure” will be followed to provide consistency and technical expertise from the Help Desk/Field Service groups. ITS has established a training program for the staff members of the Help Desk and Field Service groups, and created a requirement for staff to complete the education required to receive certification as “Apple Certified Macintosh Technician” as well as “Microsoft Certified Technology Specialist.”

In addition, implementation of tools like “Service-Now” and “Absolute Manage” will help provide faster and better service. The building of an ITS Service Catalog will optimize the delivery of services and accelerate responsiveness to our community. The Service Catalog will help eliminate inefficiencies and redundancies in the core support services offered by ITS. And finally, ITS is working on the creation of a web-based Self Help, How-To searchable Knowledge Base that can be used by the LMU community. ITS will continue to provide regular reviews and improvement of communications procedures to ensure that the response provided is professional and accurate.

## 7. **Learning Spaces**

Sixty-three percent of students are Satisfied or Very satisfied with the overall quality of computer labs on campus. Approximately 28% are neutral, which leaves only 9% of students being Dissatisfied or Very dissatisfied with computer labs on campus.

In 2011, ITS added and renovated 5 computer labs on campus. In 2012, additional labs will be renovated. A new ITS lab technician was hired and trained in 2011. As new learning spaces are added and others are renovated, alternative layouts have been adopted to promote collaboration, flexible learning, accessibility, and privacy concerns.

To expand the availability of technology resources to students, ITS has embarked on introducing VDI (Virtual Desktop Infrastructure) to various general labs. With VDI, students are able to access only the software they need anywhere and anytime off of either a LMU machine, a terminal station, or their personal computing device. Due to a reduction in computing capacity from the closing of general labs such as the St. Roberts basement lab, ITS will be offering VDI to help offset this loss. Specialty labs such as the CSE Pereira South Labs, the CBA Hilton kiosks, and the BCLA UH general labs are all examples of how VDI has been implemented to create hybrid computing environments.

Finally, in preparing for the 2012 Annual Technology Survey, several major changes will be made. A new survey for staff will be created and analyzed. Questions are being rewritten to accurately reflect changes in both technologies and attitudes. ITS is committed to providing the LMU campus community a positive experience with technology; gathering and responding to feedback will remain a critical part of that endeavor.

## Methodology

On Monday, November 14, 2011, the Student and Faculty Academic Technology surveys were released to all students and faculty for two weeks and closed on Wednesday, November 30. Campus communications about the survey were sent through MYLMU Connect, MYLMU, email, posters around campus, and the Loyolan. The Associate Deans also communicated to their respective faculty by email. The survey was re-opened on January 19, 2012 for another two weeks for faculty, to allow for additional faculty time to respond.

Students and faculty were encouraged to take the surveys to share their opinions about technology at LMU and a chance to win an iPod touch. As incentive to take the survey, five iPod Touches were to be given away to students and two iPod Touches were to be given away to faculty. On Monday, December 13, the winners were randomly selected and notified by email.

In total, 1011 student responses and 244 faculty responses were analyzed, after removing partially completed surveys. The survey was conducted and analyzed using Qualtrics, LMU's survey solution, as well as other statistical software.

## Acknowledgments

ITS appreciates the participation of over 4,000 students and almost 700 faculty who have taken the survey in the past four years. This annual survey continues to bring valuable insight into what ITS does and how we do it. The Academic Technology team has worked tirelessly on analyzing this data and presenting it in a multitude of formats.

## Survey Availability

The actual surveys from 2011 are available in PDF form on the ITS MYLMU website for download. Specific data will be made available to the Deans of each College and School.

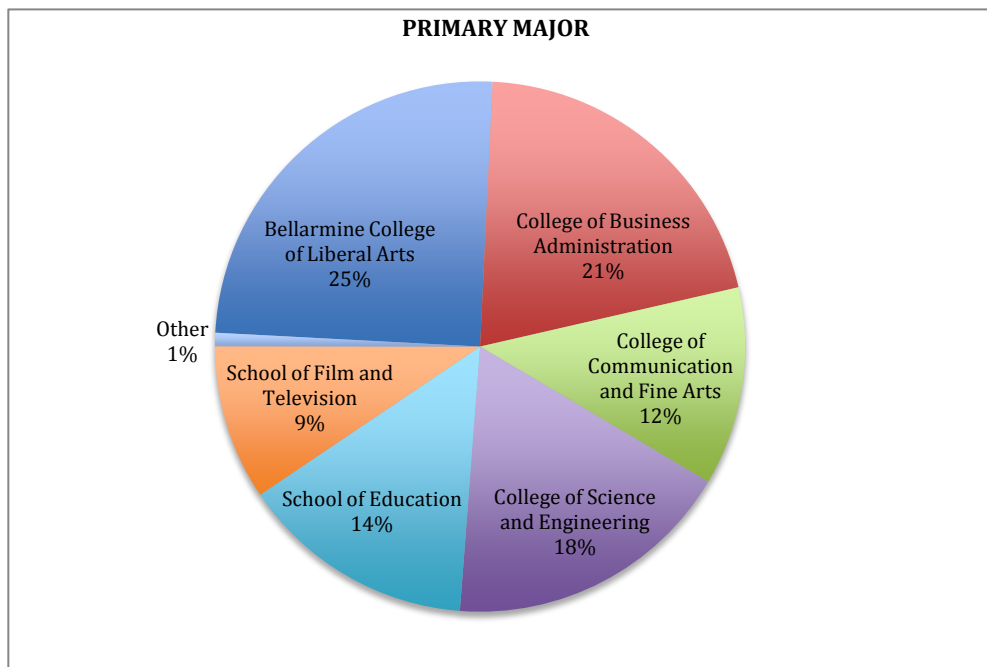
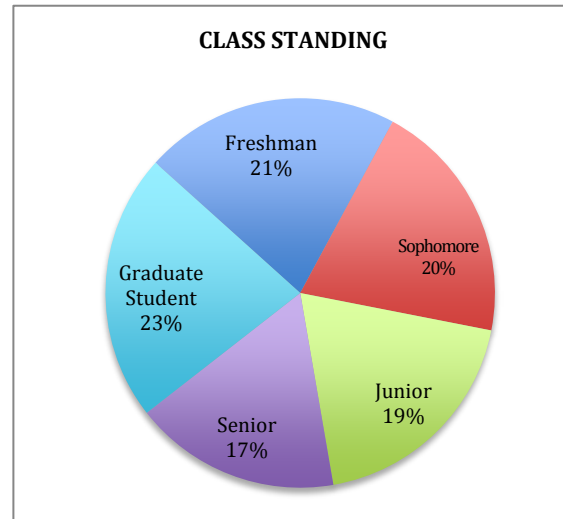
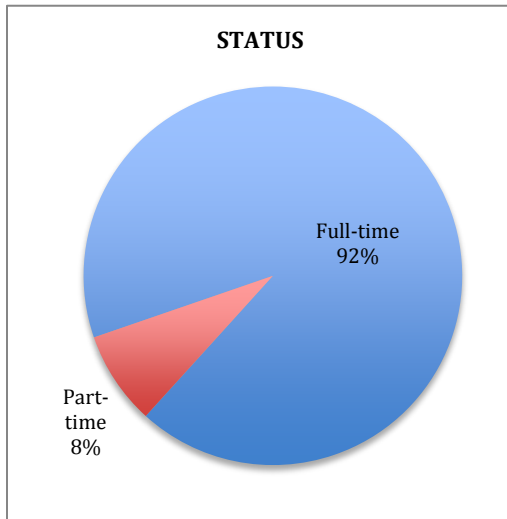


## Student Survey Results

Total student participation in this survey was 1,011 respondents (13% of the total undergraduate and graduate population – 7,919). Students were encouraged to participate in the survey through the methods stated in the Methodology section.

All numbers are within one percent of the actual student population; except for gender (slightly more females took the survey at 65% than then actual student body at 59%). Also, 52% of the survey population were resident students. Overall, the survey contained a representative sample.

### Demographics – Students



## General Access to Technology

**Type of computer.** Owners of Macintosh computers exceeded Windows owners (682 to 529), and laptops (1,018) outnumbered desktops (193). One percent of participants (9 respondents) do not own a computer. Answers in the “Other” category (35 responses) include iPads, iPhones, Kindle, Tablets, Ubuntu Linux Laptop, and Linux/Windows Desktop.

**Primary computer age.** When asked the age of their primary computer, 61% (n=648) of respondents answered less than or equal to 2 years old; while 39% of students have a computer that is older than 2 years.

**Primary operating system.** Students were asked for normal, everyday usage which primary operating system they preferred to use (personal preference). Thirty-five percent (n=1,001) of respondents preferred to use Windows, while 65% preferred Macintosh OS.

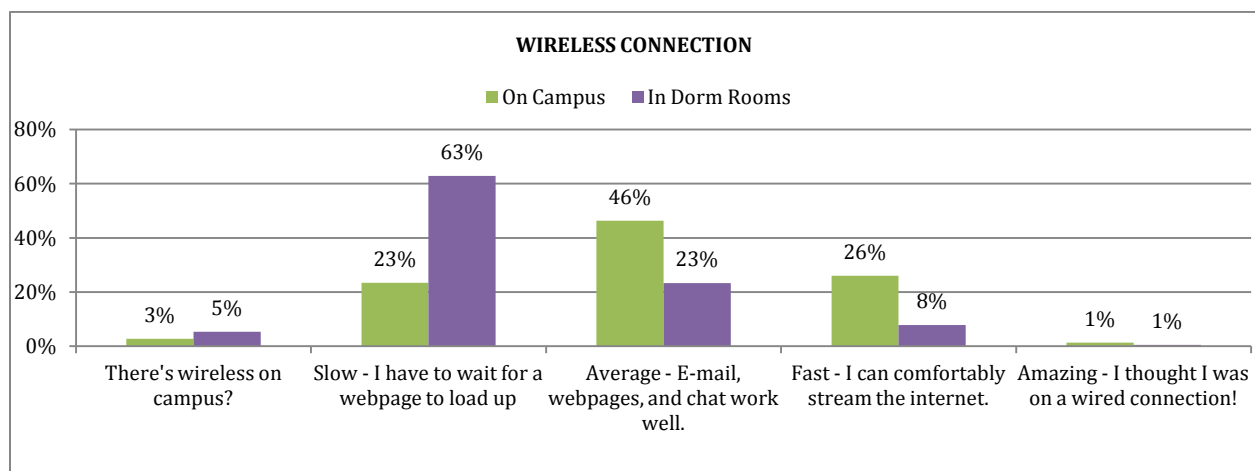
**Internet access at home.** Ninety-eight percent of students (n=1,001) have high-speed internet at home. One percent reported that they used dial-up access, while another 1% responded that they have no internet access at home.

**Office Applications.** When asked which office productivity tool they most often used, students reported that Microsoft Office Suite was by far the most popular program (92%). Apple’s iWork Suite was used by 14% of students.

## Wireless

**Wireless Connectivity On Campus.** Wireless connections to the Internet were most often used by students while they were on campus (78%). Wired connections were used by 22% of students (n=997).

**Internet speed.** When asked about wireless connection in residence halls, of the 574 respondents who lived on campus, 63% reported the speed as slow. However, of overall wireless speed, only 23% of students stated it was slow. The overall wireless speed was noted as average or fast by 73% of the students.

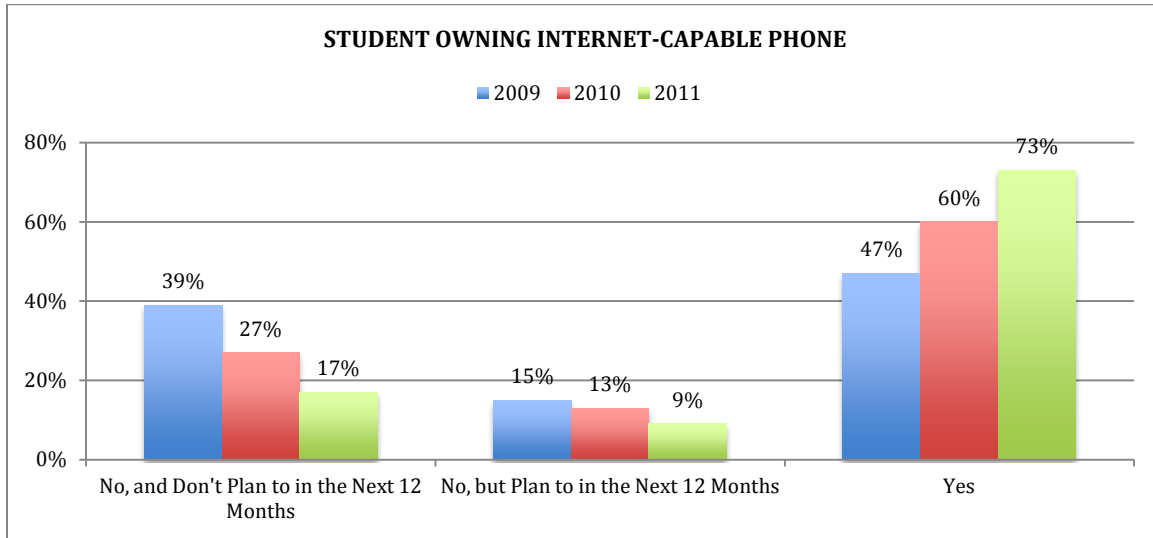


There were 338 free text responses when students were asked to report any ongoing issues with wireless. There was no discernable pattern in the responses, with issues reported in many of the buildings across campus.

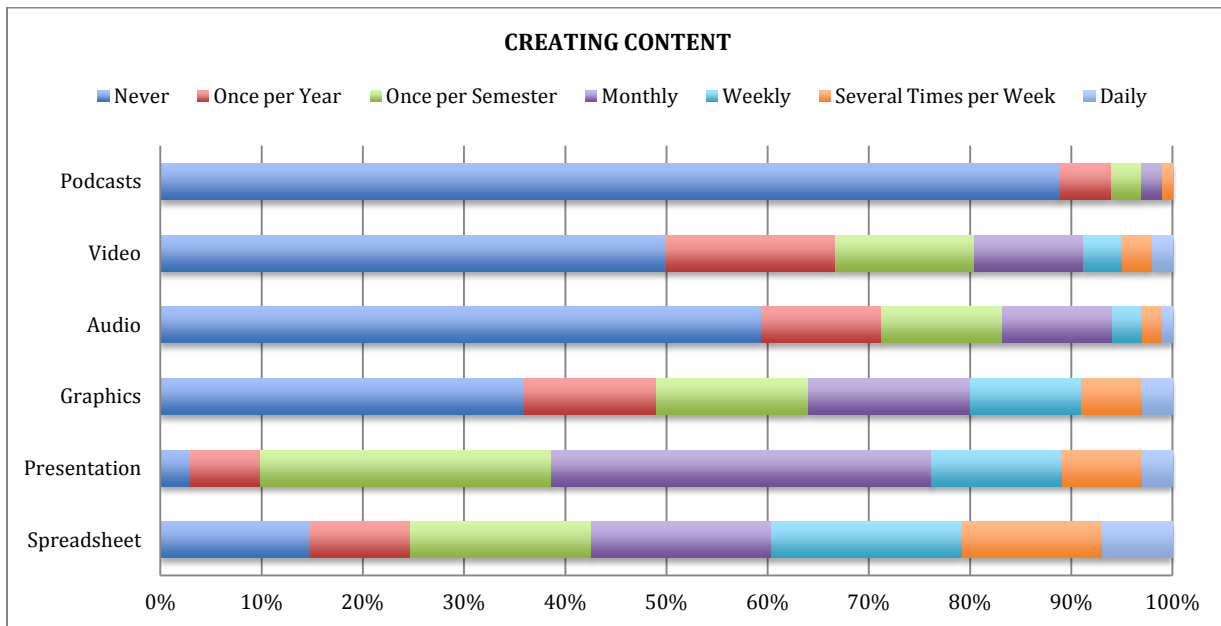
## Specific Technology Activity Usage

**Mobile access.** Most students (82%) either plan to buy an internet-ready Smartphone within the next 12 months or already own one (n=990).

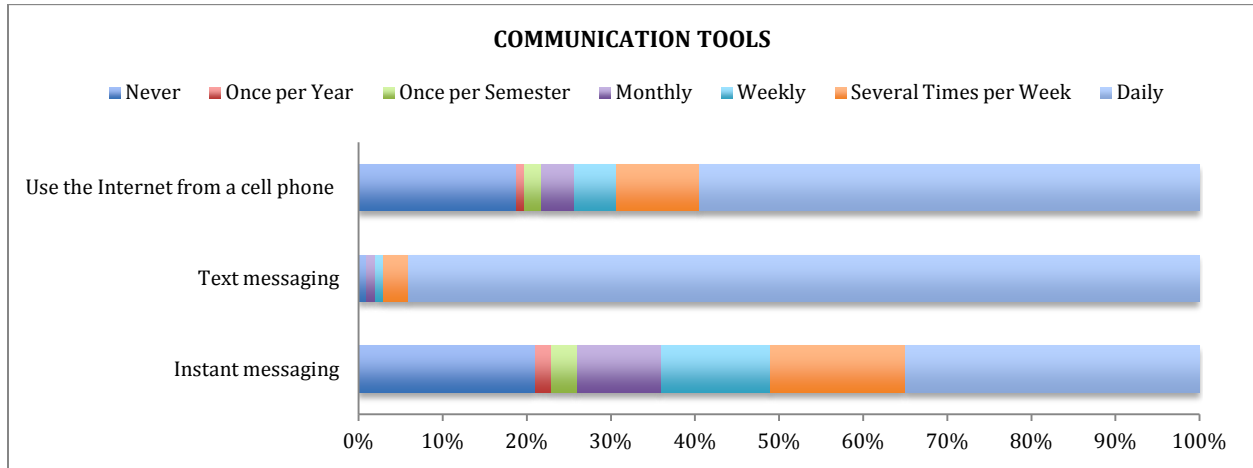
**Type of mobile.** Among those who own a Smartphone or plan to own one (n=820), the two choices of Smartphone are iPhone (58%) and Android (26%). Other includes Blackberry, iPod Touch, and iPad (combined 37%).



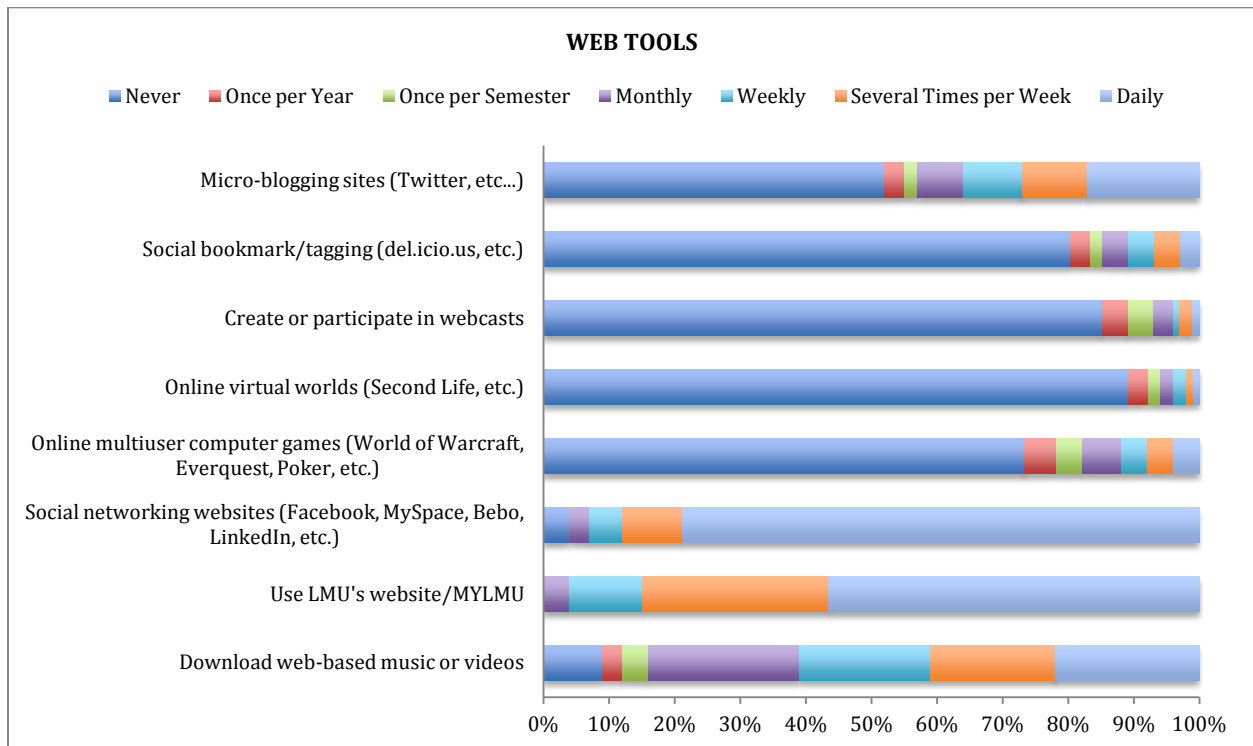
**Creation tools.** Respondents most frequently use Spreadsheets, Presentation, and Graphics software. Eighty-eight percent of the respondents never create podcasts. Over half of the respondents never use audio- (60%) or video-creation (51%) software.



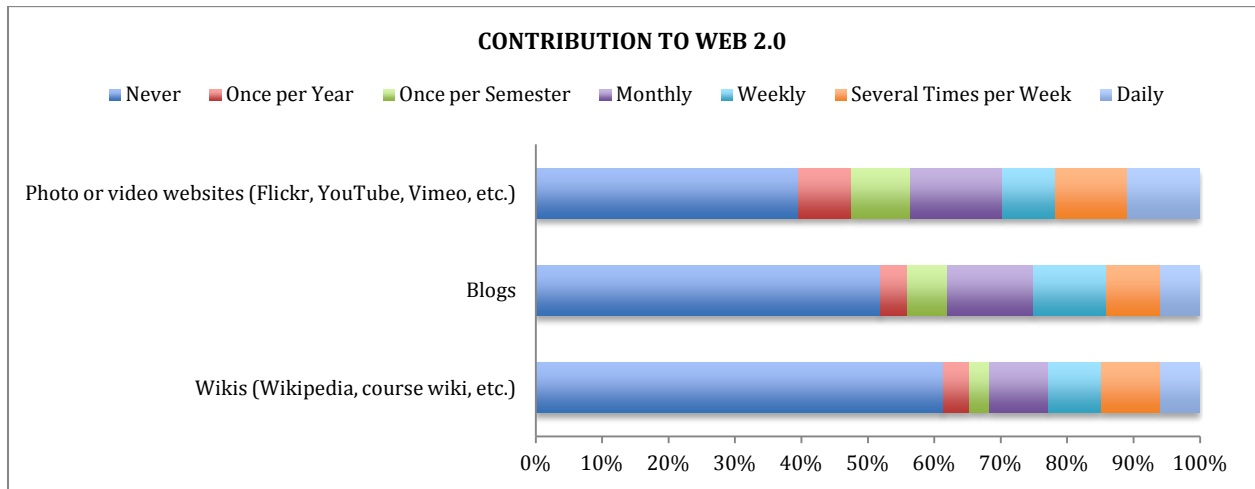
**Communication tools.** Ninety-four percent of students use text messaging daily. Sixty-four percent use instant messaging weekly or more frequently. Seventy-five percent access the Internet from their cell phone weekly or more frequently.



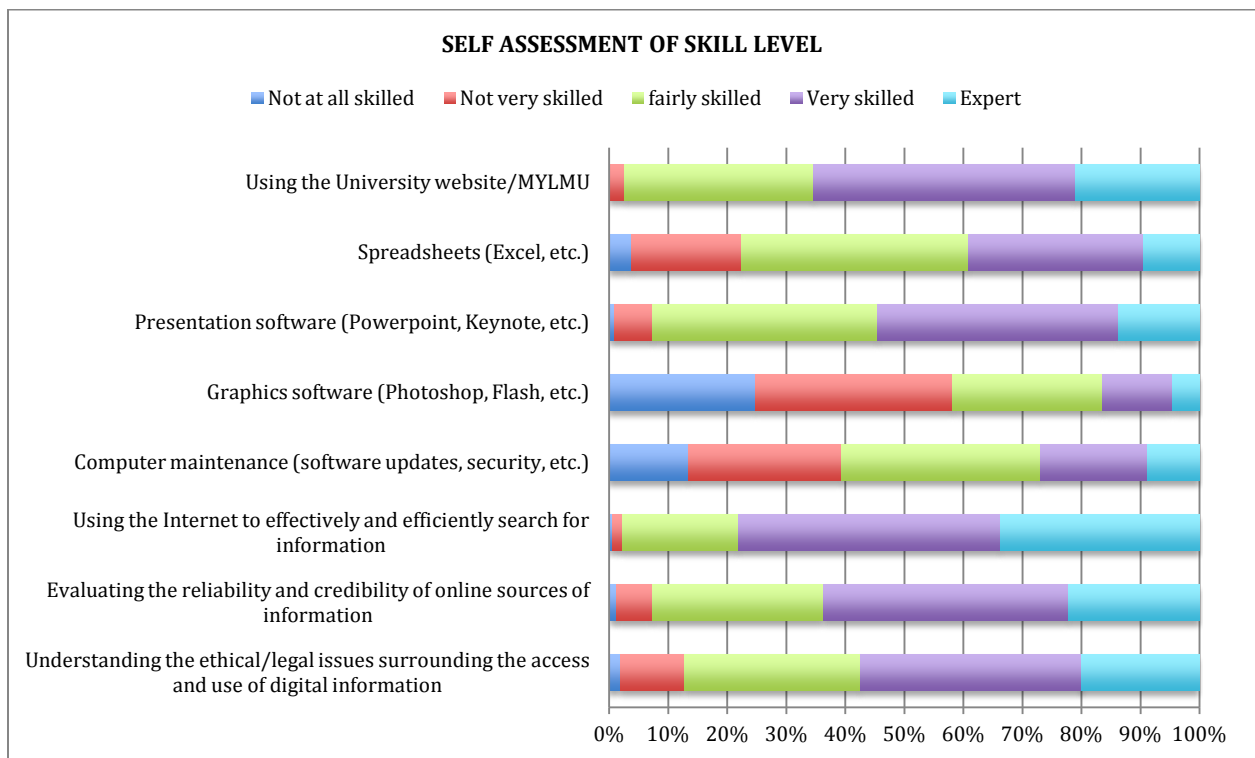
**Web tools.** High percentages of respondents never used certain online tools, including Online Virtual Worlds (91%) and Webcasts (86%). The highest percentage of respondents used LMU's Website/MYLMU (56%) and Social Networking Websites such as Facebook (78%) daily.



**Contribution to Web 2.0.** About half of the respondents never contribute content to Web 2.0 (62% for Wiki and 52% for Blogs).

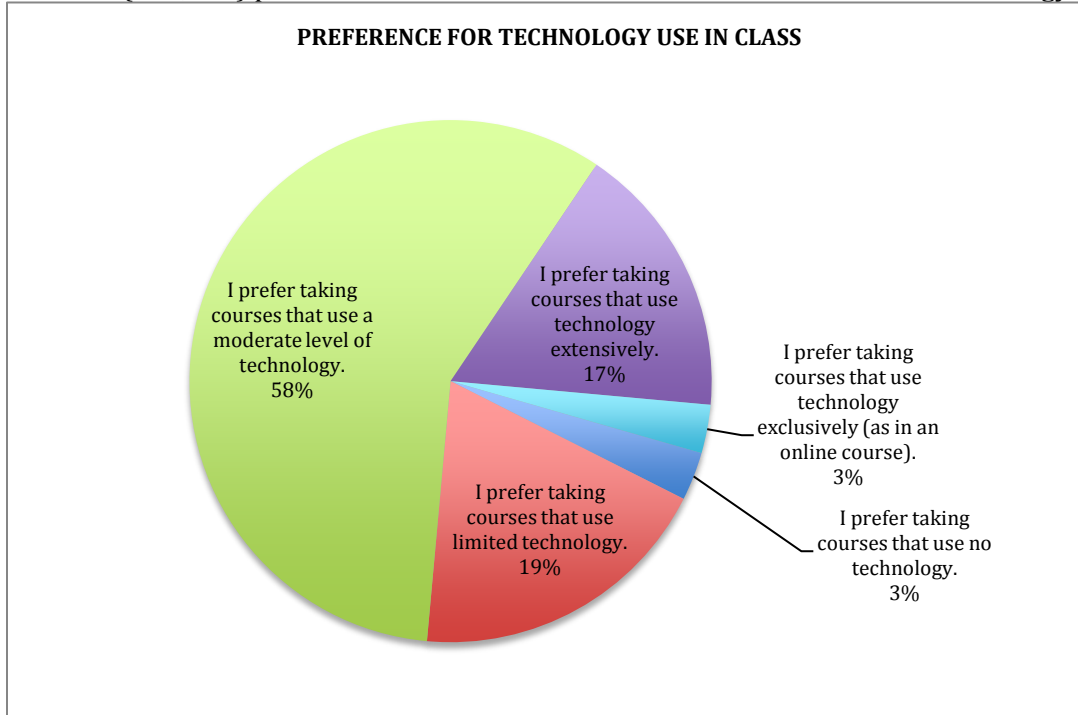


**Perceived skill levels.** Overall, there is positive self-perception regarding technology skills in the following areas. LMU students categorize themselves as Fairly or Very skilled respectively in almost all areas except graphics software (58% indicating Not at all or Not very skilled) and computer maintenance (39%). Three topics (effective and efficient search; reliable and credible sources, and ethical/legal issues) related to the use of information on the Web show high confidence.

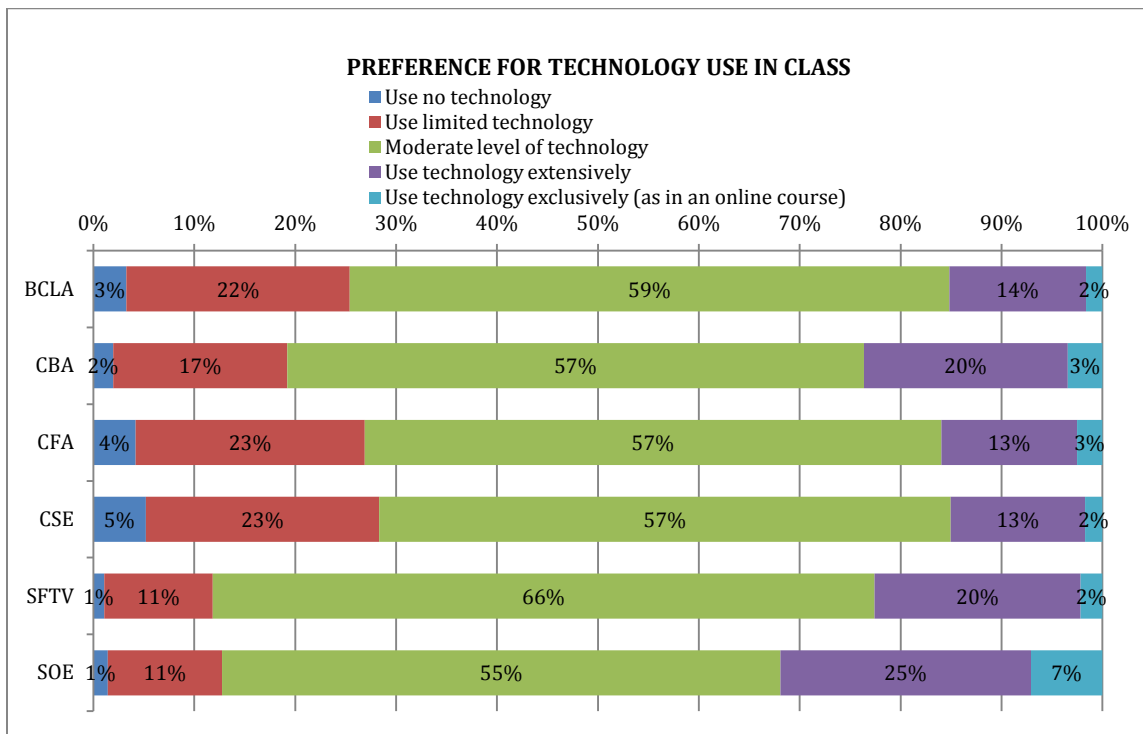


## Technology in the Classroom

**Preference towards the level of technology use in class.** This question refers to technology used for teaching, not technology that is directly part of the curriculum. Seventy-eight percent of students (n=1,000) prefer courses that have extensive or moderate use of technology.

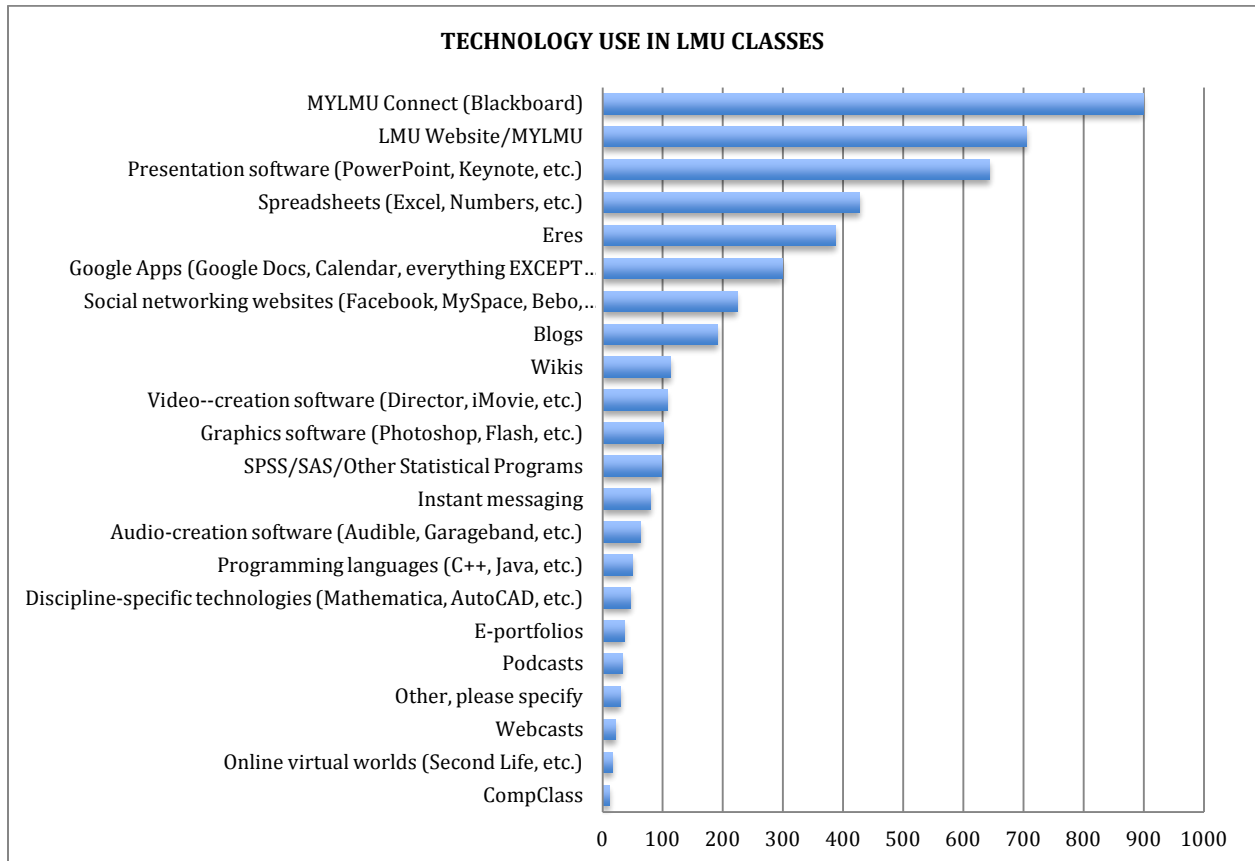


Over the past three years, these numbers have not varied significant, however, students' preference for technology does vary greatly depending on what college or school in which they are enrolled.



**Technology use in LMU classes.** The top 5 technologies that were most frequently used:

- MYLMU Connect (Blackboard) – 900
- LMU Website/MYLMU – 706
- Presentation software (PowerPoint, Keynote, etc.) – 644
- Spreadsheets (Excel, Numbers, etc.) – 428
- ERes – 388



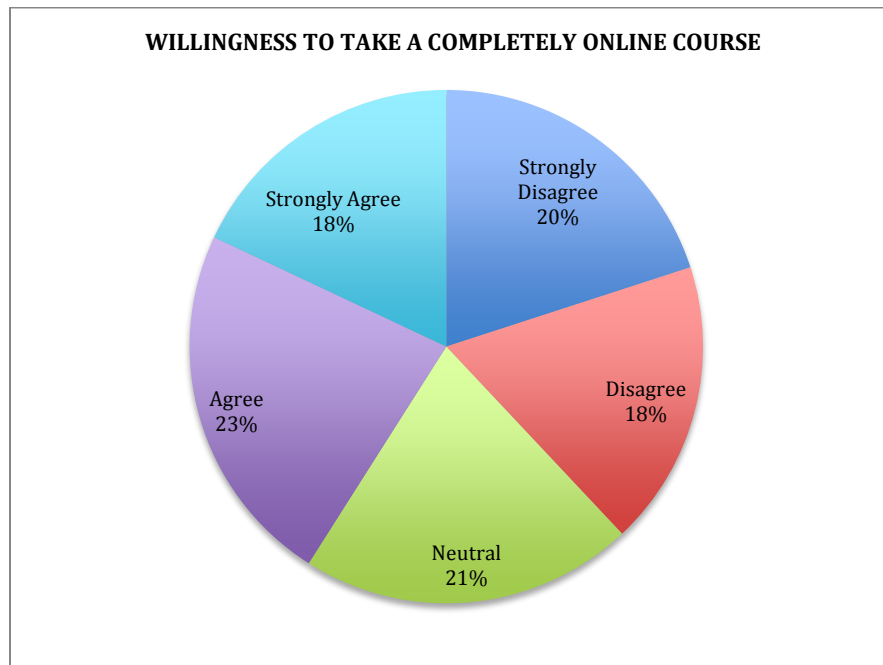
**Top 5 Technologies Three Year in Review.** Students were asked ‘what are the top 5 technologies used at LMU?’ The list has remained practically the same over the previous three years:

- Blackboard/MYLMU Connect
- LMU Website/MYLMU
- Presentation Tools
- Spreadsheet Tools
- ERes

Although the question regarding the amount of technology used in class was asked of students differently than faculty, a conclusion can be drawn that the student population has a greater desire for technology in the classroom; however, this disparity is not great.

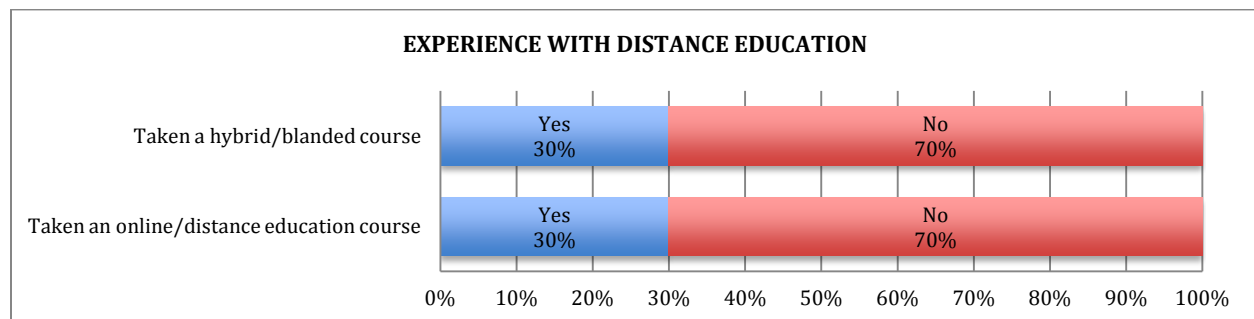
## Online Learning

**Willingness to take a completely online courses.** Forty-one percent of students (n=1,001) Agree or Strongly agree that they would be willing to take a course offered completely online from LMU faculty.



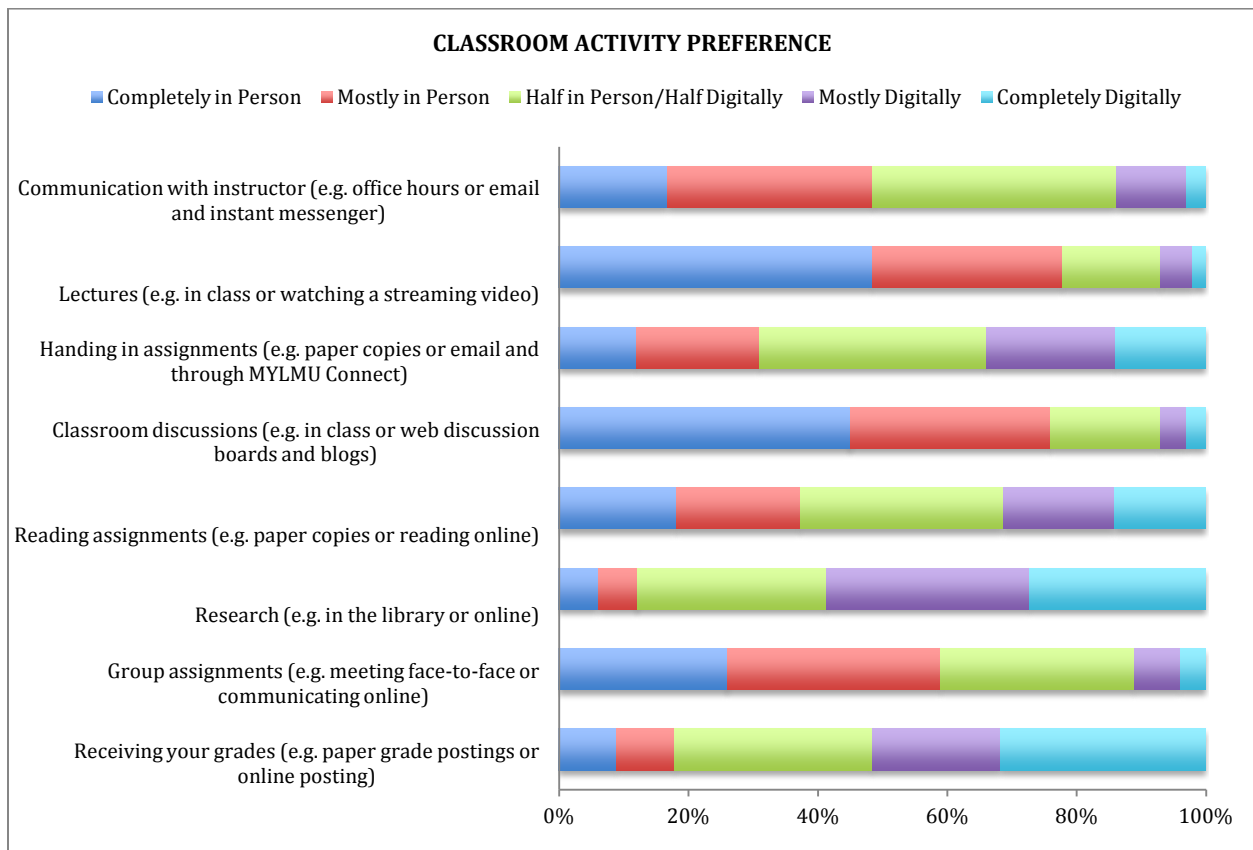
**Experience with a hybrid class.** Hybrid or blended classes were defined as a class where part of the class was spent online rather than in the classroom. Seventy percent of students (n=1,000) have never taken a hybrid class.

**Experience with a distance education class.** Seventy percent of students (n=1,055) have never taken a distance or fully online course.



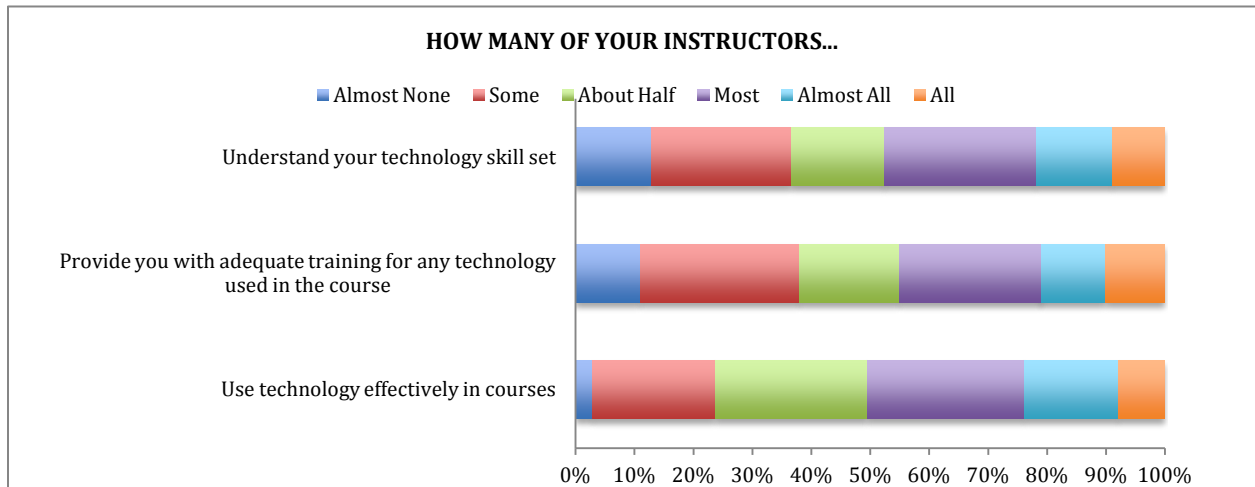


**Preference to classroom activities on/offline.** Students were asked to indicate their preference between in person and online interactions for several classroom activities. Students preferred to have lectures (77%) and class discussions (75%) in person. Students preferred that research (59%) and receiving grades (52%) were done digitally.

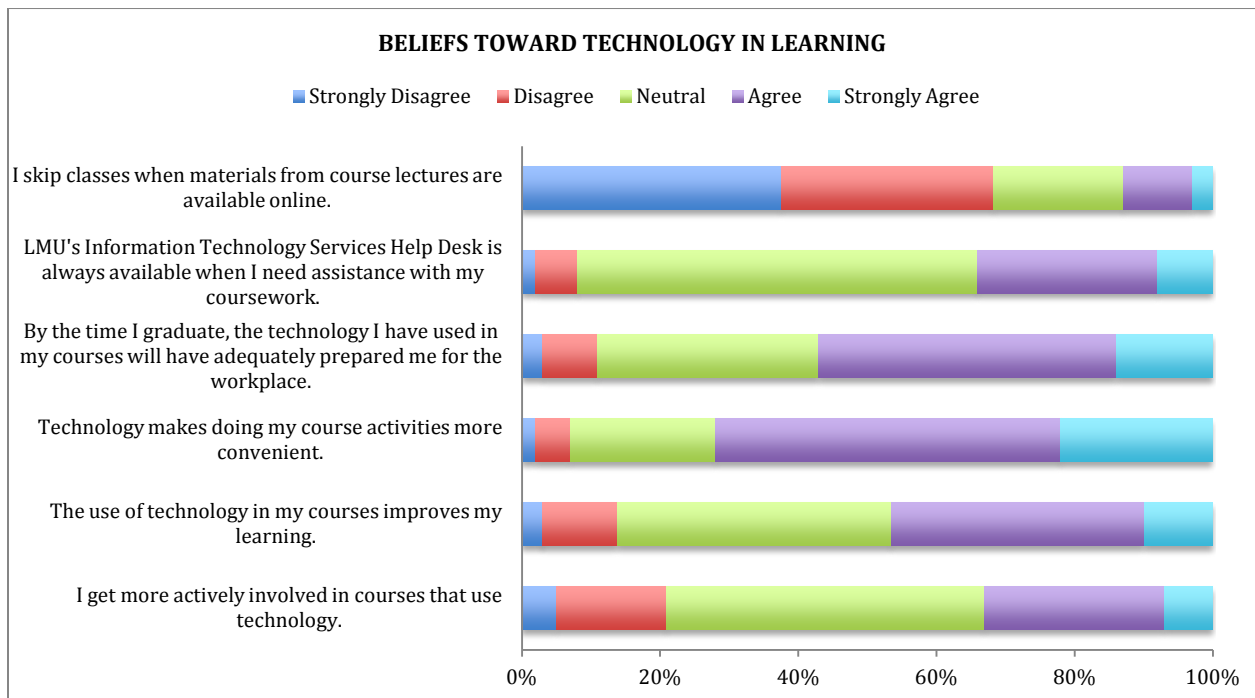


## Classroom Technology Integration

**Perception about faculty technology integration.** Almost half of the respondents reported that their faculty understood their technology skill set, provided adequate training for technology used in class, and used technology effectively in class.



Students were asked about their particular beliefs towards technology in learning to see how they perceived specific statements. Most students would not skip classes if the course lecture was available online (69%), and most students find that technology makes their courses more convenient (70%).

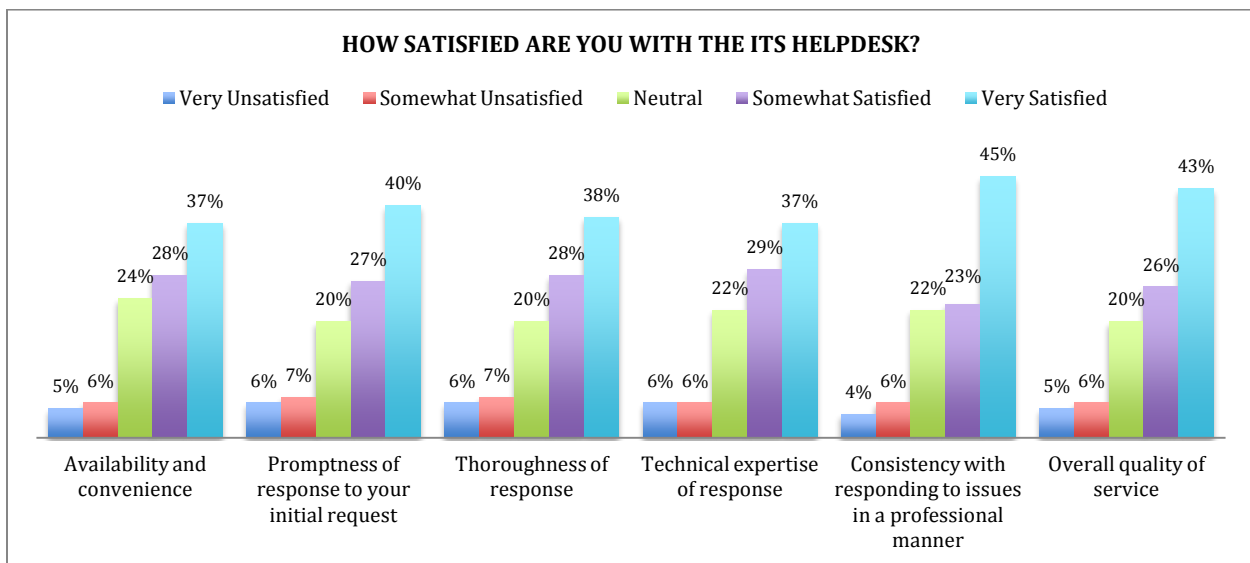


## ITS Help Desk

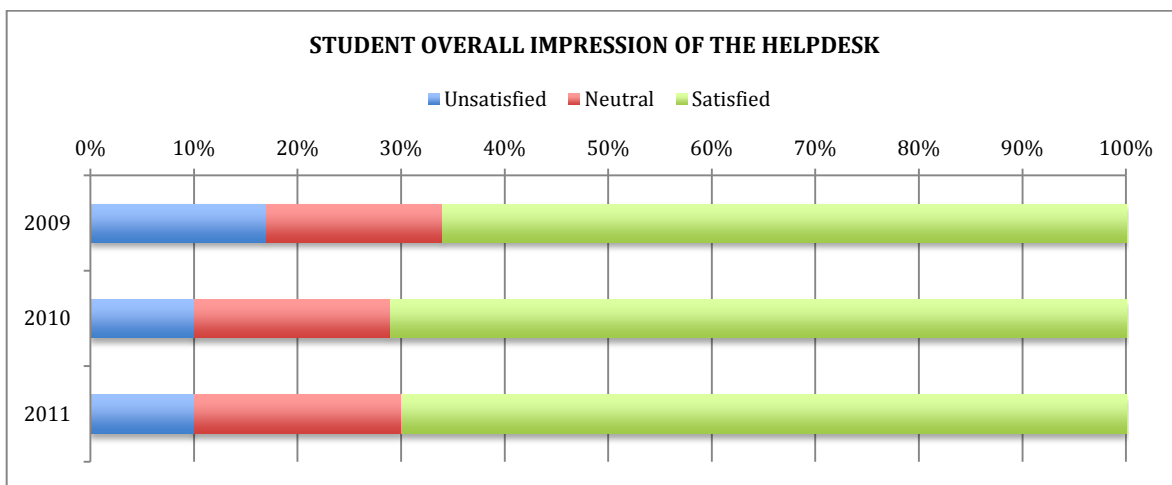
**Usage.** Overall, LMU students prefer to contact the Help Desk by phone, email, and walk-in. The least preferred method of contact was online chat.

Via Phone (at 310-338-7777)	272	28%
Via Email (at helpdesk@lmu.edu)	195	20%
Via Online Chat (available at <a href="http://its.lmu.edu">http://its.lmu.edu</a> )	49	5%
Walk-in (Student Innovation Center/Student Help Desk @ VDA)	234	24%
Never Contacted	517	52%

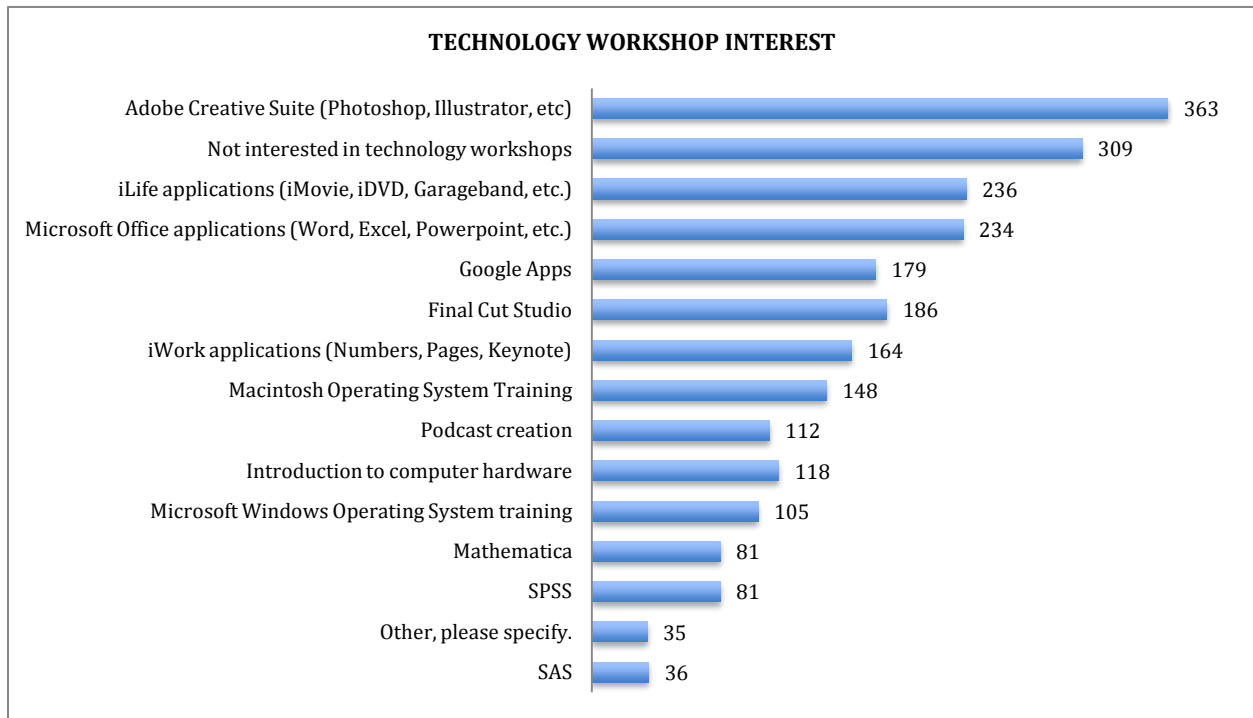
**Satisfaction.** Sixty-nine percent of respondents were Satisfied or Very satisfied with the overall quality of service from the Help Desk. Fifty-two percent never contacted the Help Desk.



**Three Years in Review.** Over the past three years, students' overall satisfaction with the Help Desk varied slightly (66% in 2009, 71% in 2010 and 70% in 2011).

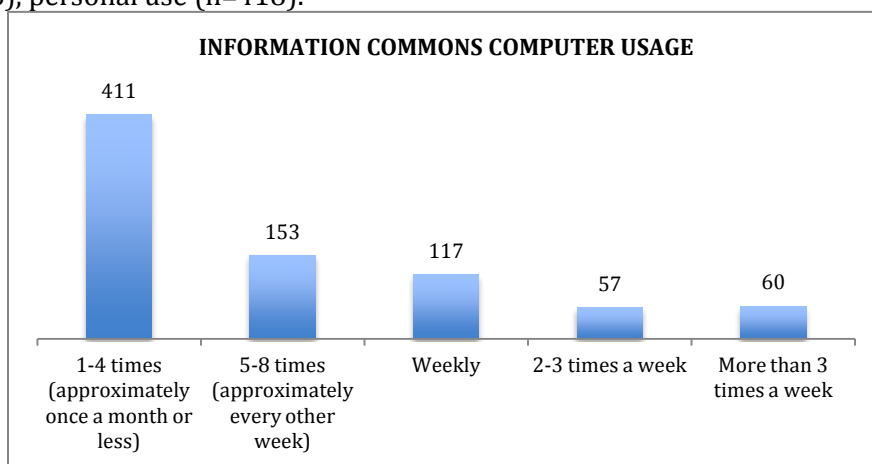


**Technology workshops.** Students were asked what technology workshops they might attend if made available. The most common selections were: Adobe Creative Suite (363 responses), Not interested in any workshops (309), iLife Applications (236), and Microsoft Office Applications (234). (Please note: the Student Innovation Center which offers these workshops had just opened in January 2011 and no questions were asked specifically about it.)



## Information Commons

**Usage.** Eighty-one percent of students have used the public computers in the Information Commons in the William H. Hannon Library (n=995). The primary reasons why students used the computers in Information Commons were research (n=621), class paper/presentation writing (n=606), personal use (n=418).

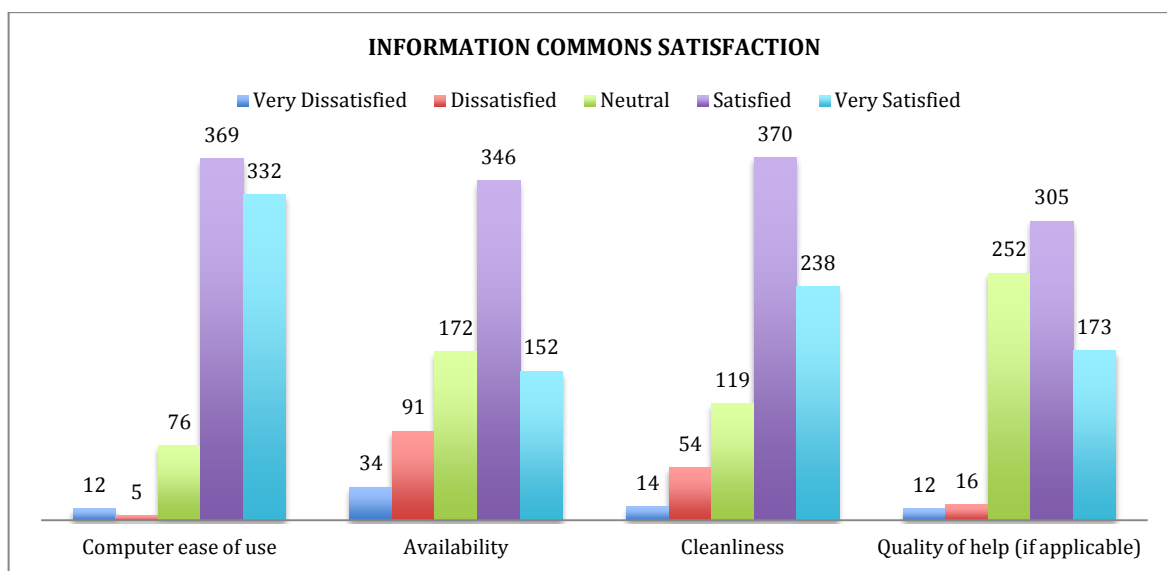


**Operating system preference.** The Information Commons computers are able to start into either Windows XP or Macintosh operating systems. Seventy-seven percent of students prefer to use the Macintosh operating system.

**Application use.** A web browser was the most common application used, followed by Microsoft Office applications. Other responses included the Adobe Creative Suite, SPSS, Final Cut Pro, printing, Mathematica, and PowerPoint.

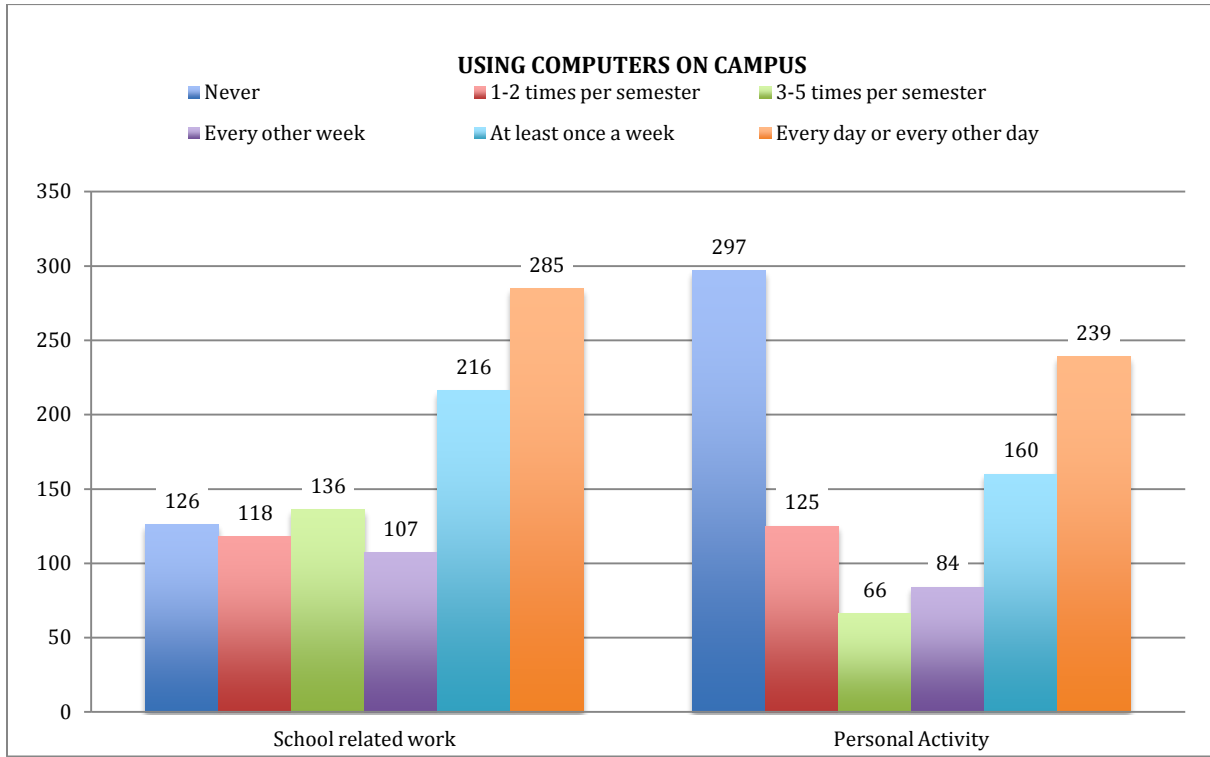
**Group Study Rooms.** Eighty-one percent of students have used a library Group Study Room. Of those students, 465 made study room reservations 1 to 4 times per semester. Seventy percent of students were Satisfied or Very satisfied with the reservation process.

**Satisfaction.** Eighty-eight percent found the computers easy to use, and approximately 63% of students were Satisfied or Very Satisfied with Availability, Cleanliness, and Quality of Help.

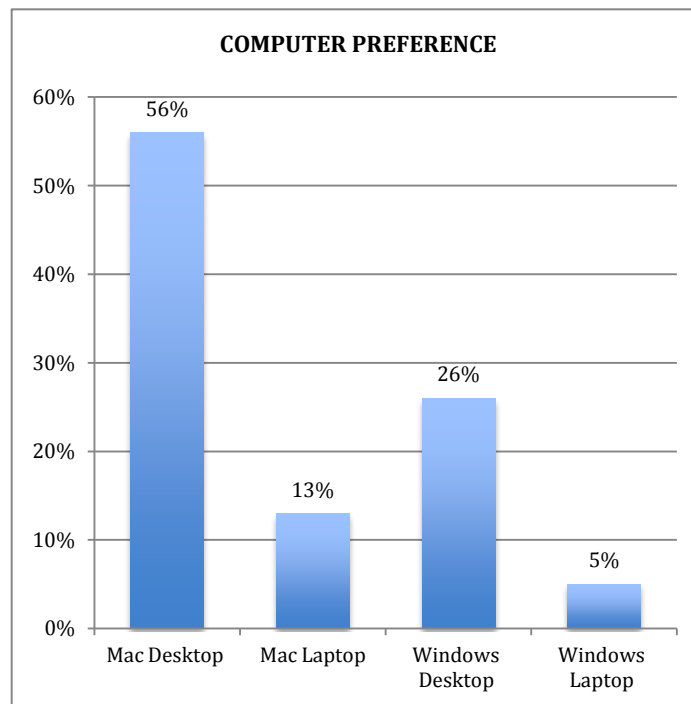


## Labs and Learning Spaces

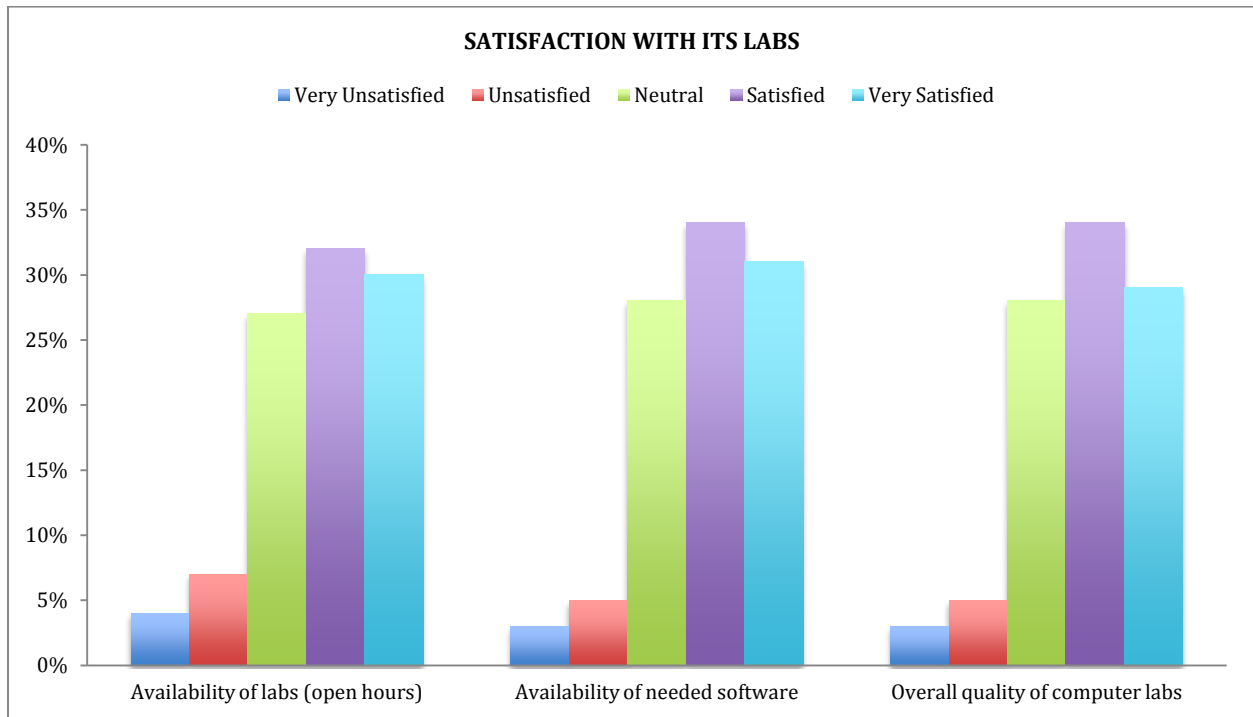
**Usage.** Students vary widely in how often they use computers on campus for both school work and personal use.



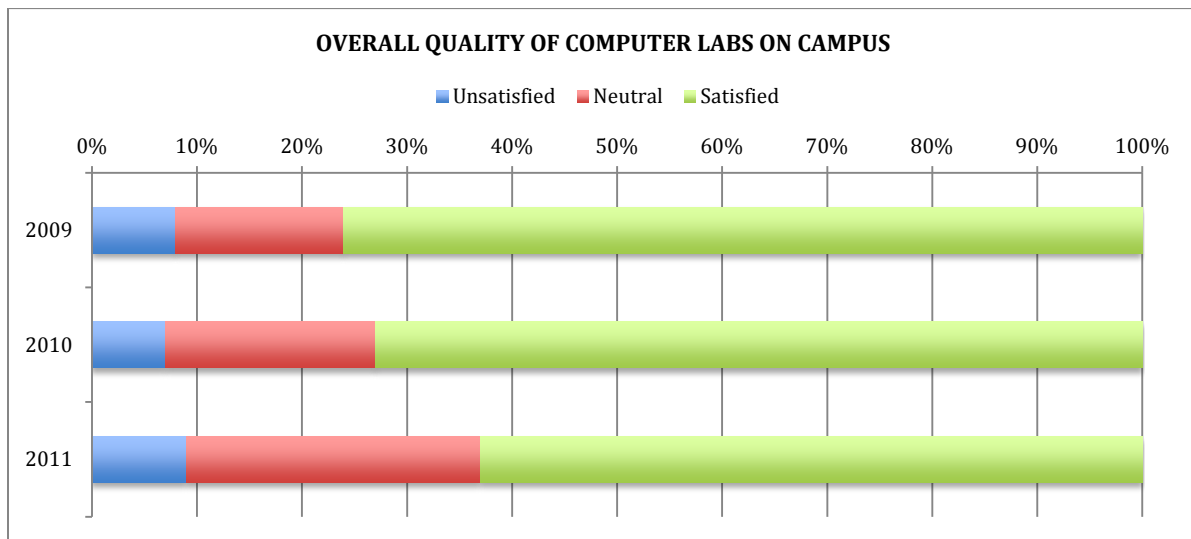
**Computer Preference.** Students were asked what type of computer they would prefer to use in campus labs.



**Satisfaction.** Students showed 62% satisfaction with Availability of ITS-managed Labs, 64% satisfaction with Availability of Needed Software and 63% satisfaction with the Overall Quality of Computer Labs. Dissatisfied or Very dissatisfied responses were at 11% for Availability of Labs, 8% for Availability of Needed Software and 9% for Overall Quality of Computing Labs.



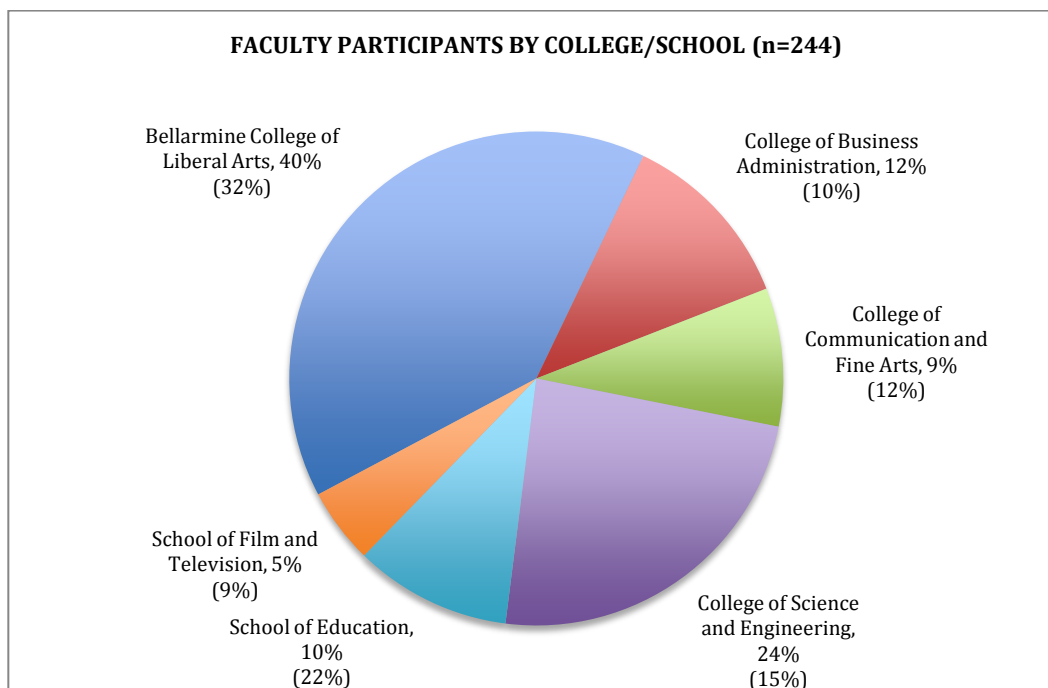
**Three years in review.** Over the past three years, the satisfaction rate of the quality of computer labs has slipped, giving way to a more neutral response from 13% neutral responses in 2009 to 28% in 2011. It is important to note, however, that the dissatisfaction rate has remained relatively unchanged across all three years.



## Faculty Survey Results

### Demographics – Faculty

Faculty from all six colleges and schools were represented in this survey (n=244), and by percentage were comparable to the overall LMU faculty community. LMU faculty population percentages are included below in parenthesis.



The data in this report represents the following academic departments:

- **BCLA:** American Cultures Studies, Asian and Pacific Studies, Asian Pacific American Studies, Chicana/o Studies, Classics and Archaeology, Economics, English, History, Modern Languages and Literature, Philosophy, Political Science, Psychology, Sociology, Theological Studies, Women's Studies
- **CBA:** Accounting, Business Law, Computer Information Systems, Finance, Management, Marketing
- **CFA:** Art and Art History, Communication Studies, Dance, Marital and Family Therapy, Music, Theatre Arts
- **SOE:** Doctoral Program, Educational Leadership and Administration, Educational Support Services, Elementary and Secondary Education, Specialized Programs in Urban Education
- **SFTV:** Animation, Film and Television Studies, Recording Arts, Screenwriting
- **CSE:** Biology, Chemistry, Civil Engineering, Computer Science, Electrical Engineering, Mathematics, Mechanical Engineering, Natural Science, Physics, Systems Engineering and Leadership (SELP)

Tenured/Tenure Track made up the majority of the faculty who took the survey (55%), with Adjunct or Lecturers representing 31%. The other respondents were a combination of Clinical Full-Time (3%), Visiting Professor/Scholar (6%), Department Chair (4%), and Dean (1%).



## Technology Access

**At home.** The vast majority (99%) of faculty have high-speed Internet connections at home. Faculty home computers are a mix of both Apple and Windows operating systems and almost 41% of faculty own more than one computer.

FACULTY COMPUTERS AT HOME (n=243)		
Laptop	118	49%
Desktop	40	16%
Netbook	19	8%
iPad	14	6%
Multiple computers at home	99	41%

FACULTY OPERATING SYSTEM USE AT HOME		
Mac OS Only	95	39%
Windows OS Only	113	47%
Both Mac and Windows OS	33	14%
Other OS Platforms	1	0%

**On campus.** Seven faculty (6 - Adjunct/Lecturer and 1 - Visiting Professor/Scholar) stated that they did not have access to a computer at work. Most faculty have an on-campus desktop (44%) or have multiple computers issued to them (37%), whereas only 13% of faculty have a university laptop.

FACULTY COMPUTERS AT LMU		
Laptop Only	33	13%
Desktop Only	109	44%
iPad	7	3%
Multiple computers	90	37%
No computer at LMU	7	3%

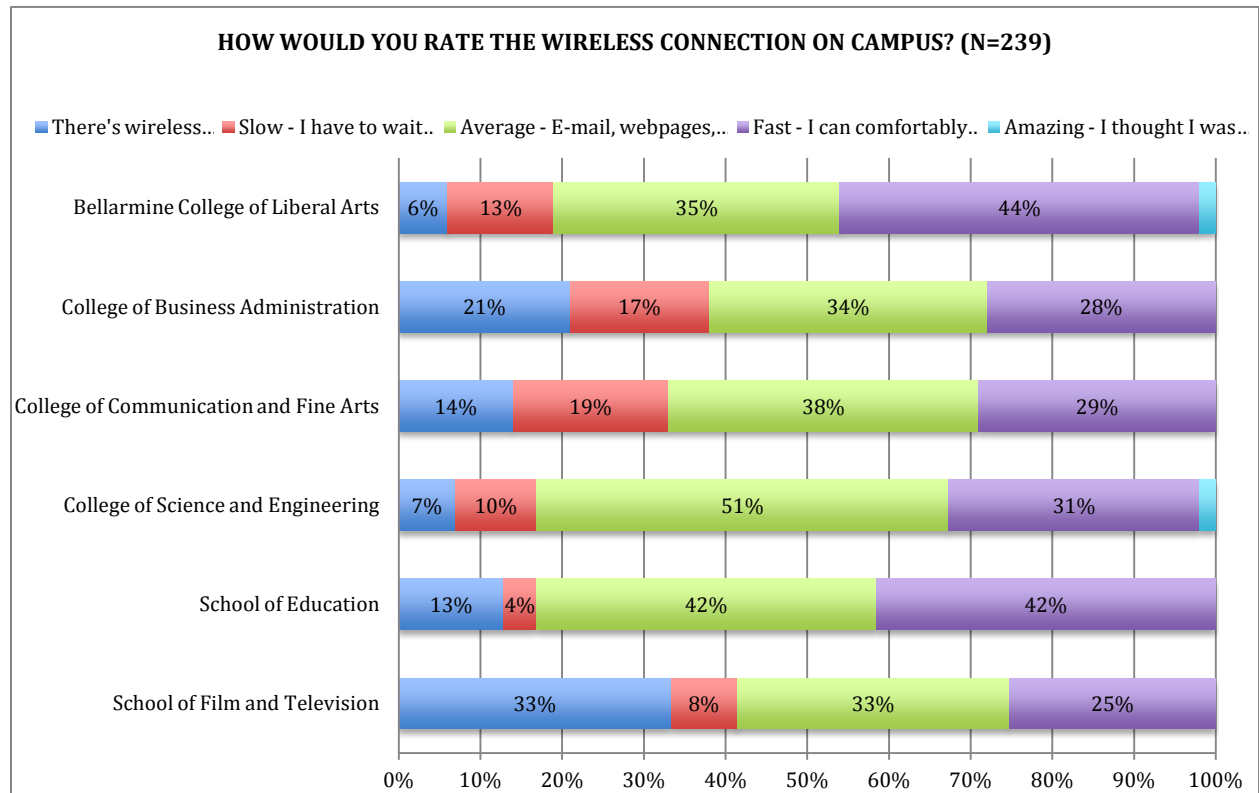
FACULTY OPERATING SYSTEM USE AT LMU		
Apple OS ONLY	70	30%
Windows OS ONLY	143	60%
Both Apple and Windows OS	19	8%
Other OS Platforms*	5	2%

\* Responses included Linux, Linux Ubuntu, Ubuntu Linux Laptop, Asus Transformer

**Mobile devices.** The majority of faculty (74%) have a “smartphone” capable of internet browsing (n=241), and another 5% planning to purchase one within the next 12 months. In last year’s survey, only 57% of faculty reported having a smartphone.

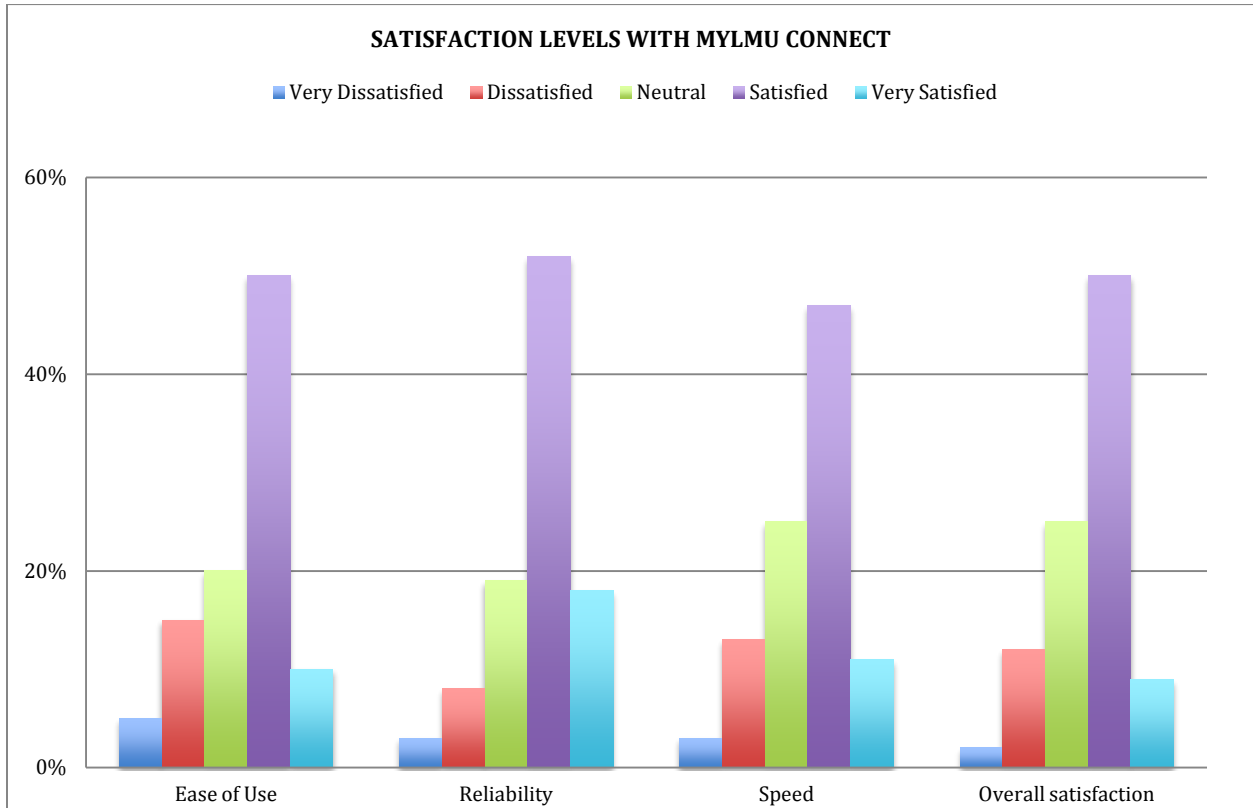
**iLMU app.** The iLMU app was released in January 2011 and as of November 2011, 83% of faculty have not used this app (n=242).

**Wireless access/speed on campus.** Overall, faculty were satisfied with wireless speed on campus, with a majority rating it as Average or Fast. Due to the confusing wording of the answer choices, it is unclear as to whether faculty are truly unaware of wireless capabilities or if they are frustrated with the wireless (this question will be rewritten). Regardless, there are enough dissatisfied responses (10-19%) to warrant additional feedback about wireless.



## MYLMU Connect

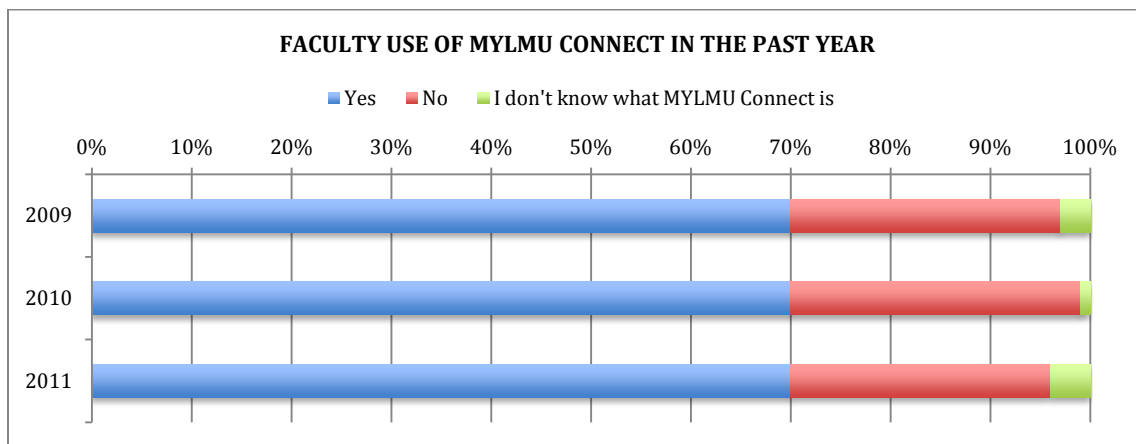
**Usage.** 70% of faculty (n = 243) stated that they had used MYLMU Connect (Blackboard LMS) for their courses within the last year. Only nine faculty (4%) were unfamiliar with MYLMU Connect.



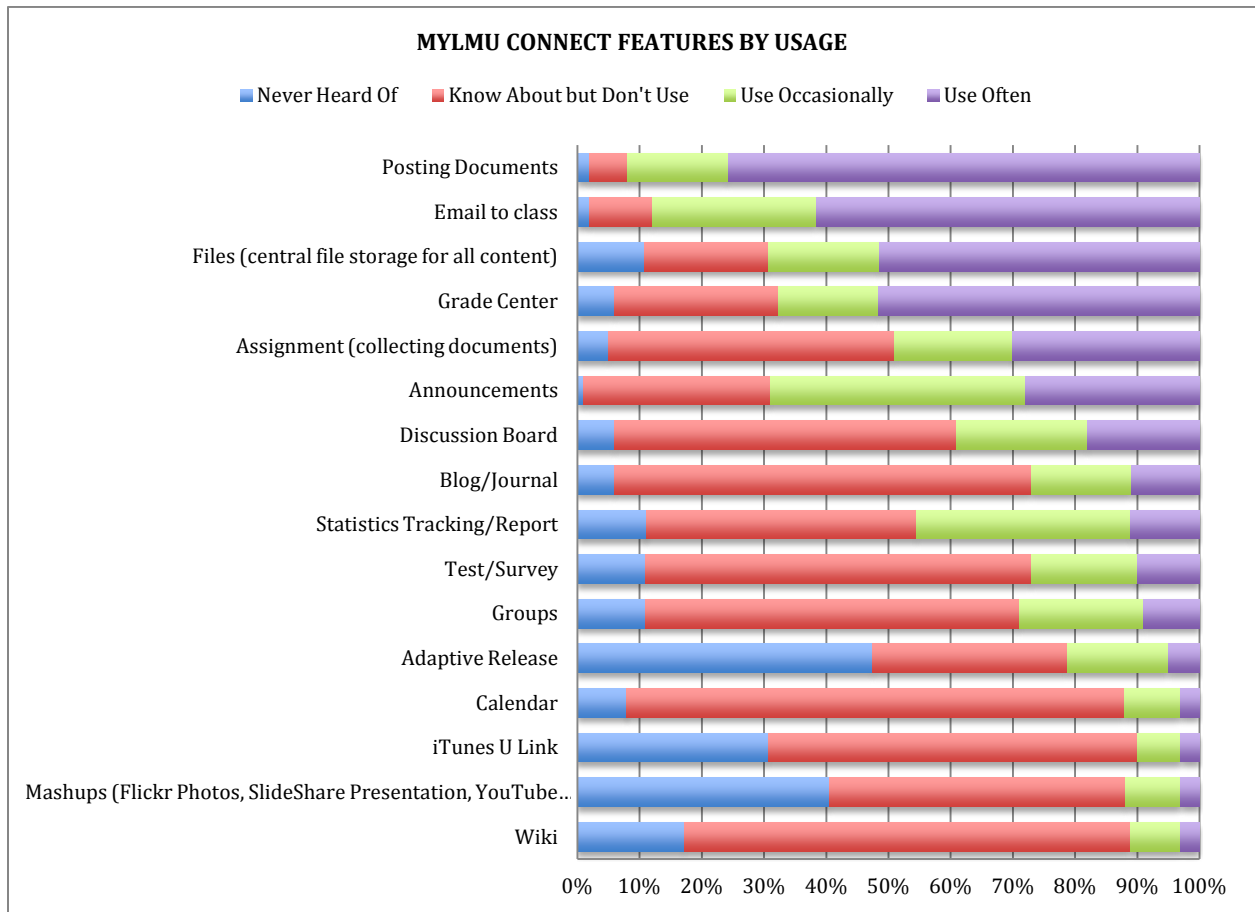
Well over half of the Faculty who use MYLMU Connect are Satisfied or Very Satisfied with: Reliability (70%), Ease of Use (60%), Overall Satisfaction (60%), and Speed (59%). There were a significant number of Neutral responses, ranging from 19% to 25%.

Ease of Use and Speed had the highest amount of dissatisfaction, indicating them as the top areas for analysis and improvement.

**Three years in review.** Over the past three years, faculty usage has remained consistent, as 70% of faculty has responded in each year that they have used MYLMU Connect.



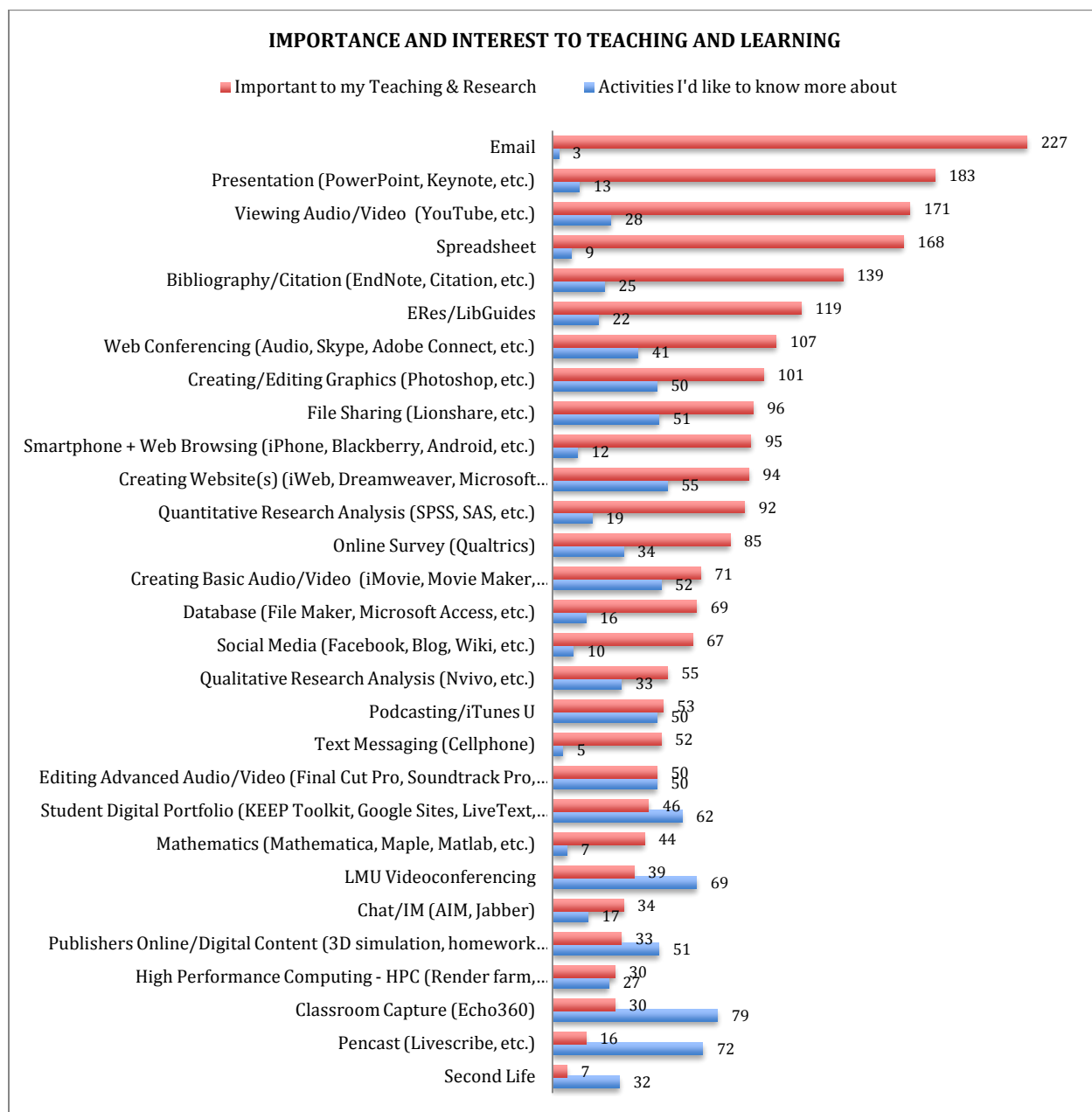
**Features.** The most commonly used features of MYLMU Connect are Posting Documents, Email to Class, Files Storage, and Grade Center. The least used features include Wiki, Mashups, iTunesU Links, and Calendar. Most faculty had not heard of Adaptive Release (which is the ability to require students to view or do things before moving to another section).



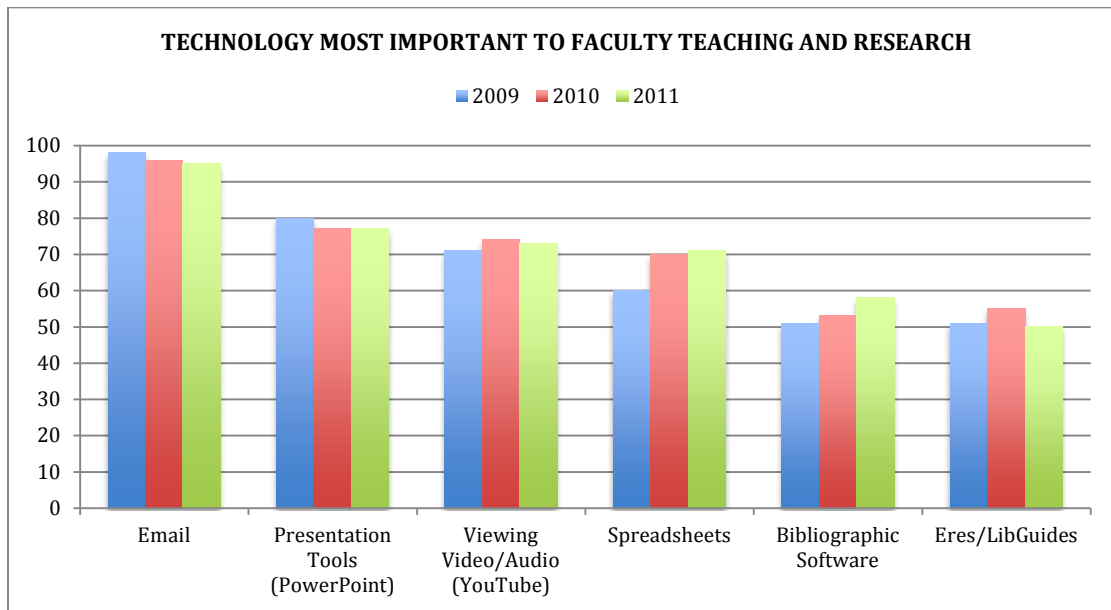
## Importance and Interest to Teaching and Research

**Technologies important to faculty teaching and research.** Faculty were asked to rate how important specific technologies are to their teaching and research. The results below show the number of faculty who rated each technology as Important or Very Important to teaching and research on a 5 point scale. Email, Presentation tools, Viewing Audio/Video, Spreadsheets, and Bibliography/Citation tools were rated the most important; while Second Life, Pencast, Classroom Capture, and High Performance Computing were rated the least important.

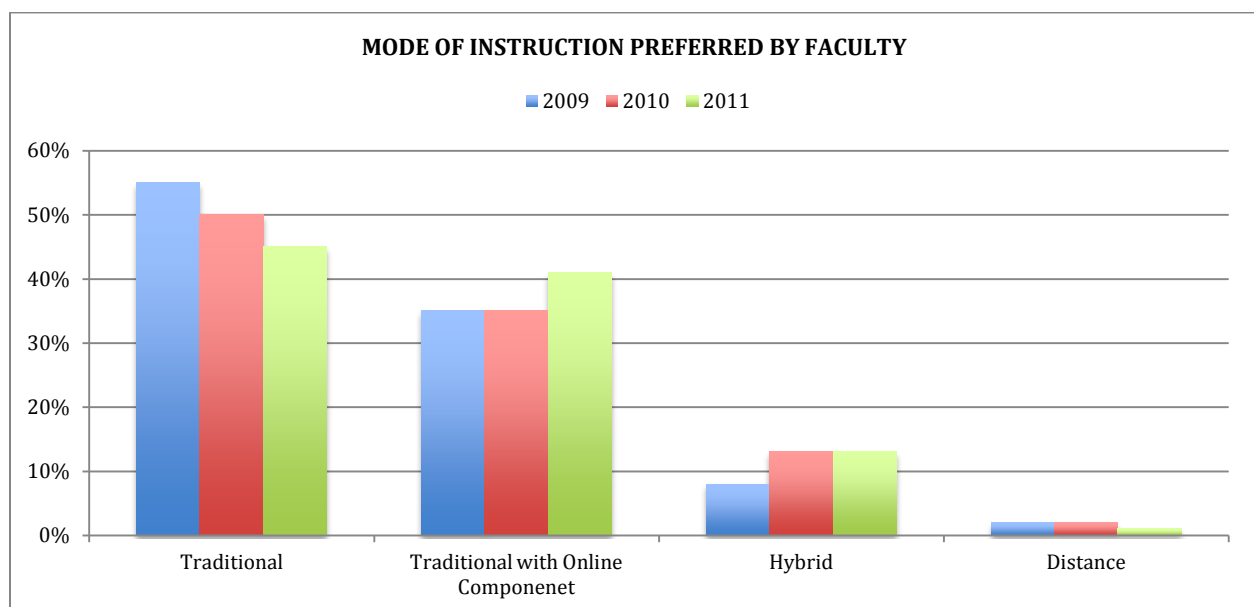
**More knowledge.** Faculty were also asked to select which activities they would like to know more about in order for ITS to better gauge faculty interest and to plan workshops and training accordingly. Faculty were most interested in learning about Classroom Capture, Videoconferencing, Pencasting and Student Digital portfolios.



**Technologies - Three year trends.** Email is still seen as the most important teaching and research tool, at almost 95% each year. Presentation tools, such as PowerPoint, remain the second most important teaching and research tool. Percentages amongst the technical tools have remained mostly consistent with the exception of Spreadsheets in 2010 increasing by 10%.

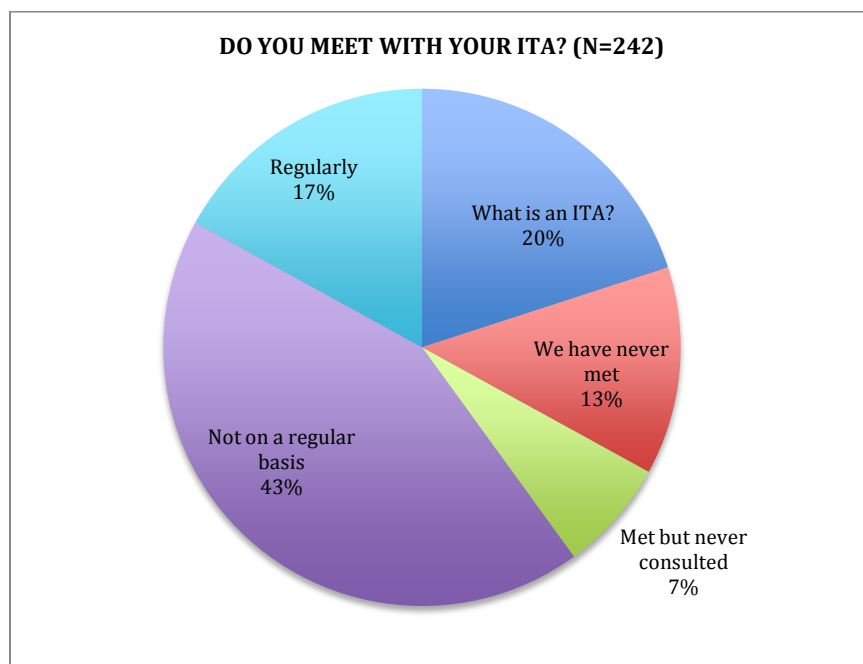


**Preferred instruction mode.** Overall, the faculty have remained consistent through the past three years in their preference for how to teach a course and they prefer to teach traditionally or traditionally with an online component. In 2011 survey, 45% preferred a traditional course with no online; 41% preferred a traditional course with an online component; 13% preferred to teach a hybrid course; and 2 faculty preferred distance education courses. When asked if faculty were willing to teach a hybrid or online courses, 60% were willing to try; 25% needed more information; and 15% were not willing to try.



## Academic Technology Support

**Instructional Technology Analyst (ITA).** Two-thirds of faculty have met with their ITA at least once. It is highly likely this figure is lower than previous years due to the fact that at the time the survey was taken two ITAs were brand new to the university and one position was vacant.



**Faculty were asked to comment on their Instructional Technology Analysts. The following are some selected comments:**

There were also many comments that faculty have not met their ITA. At the time the survey was taken, two ITA's were brand new to the university, one was new to the college and one had not been hired to fill a vacant position.

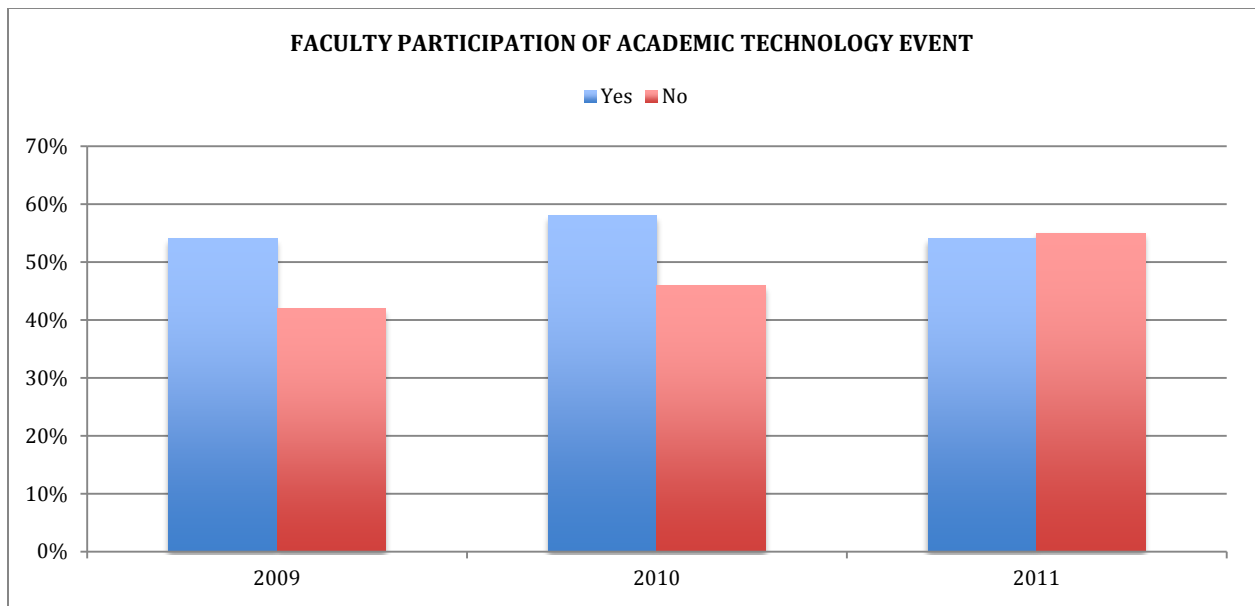
"Awesome. Always helpful, always constructive, always willing to help figure things out and identify needed resources. Creative and knowledgeable."

"Every encounter I've had with the IT personnell has been positive and professional. I used the department IT, but I also stop by the Library in the Resource Center. Without their support in learning new systems, I would not be using screenflow, keynote, the blogs (among other items) in my teaching and classroom."

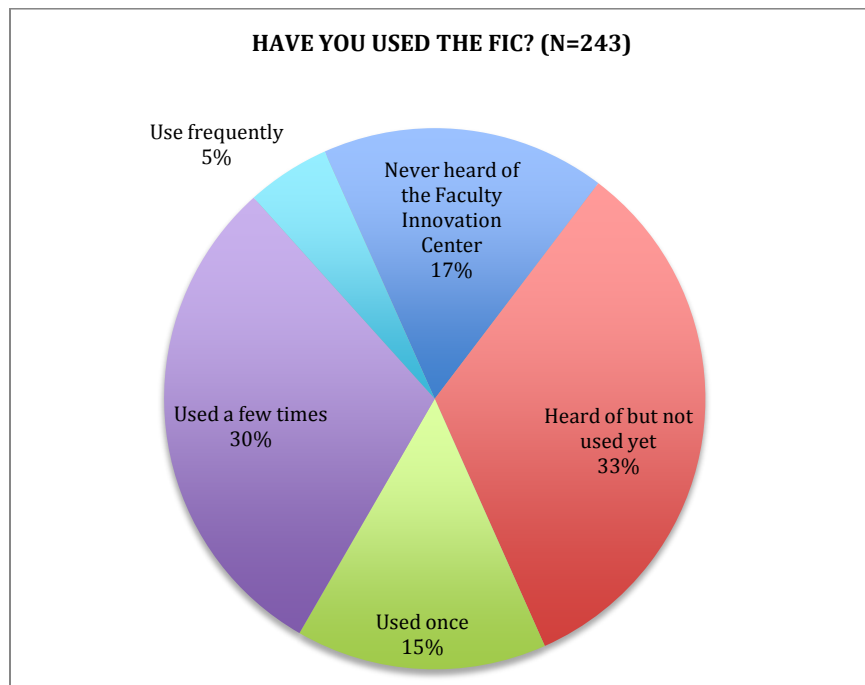
"I spend a lot of time in the FIC. I am committed to adding at least one new Blackboard or other tech skill to my repertoire each semester. The staff is excellent and they often introduce me to possibilities I never heard of before."

**Participation in events.** Forty-five percent (45%) of faculty have participated in an LMU academic technology event, training, workshop, or seminar (n=243). Of the faculty who were unable to attend, 41% had scheduling conflicts and 31% were not interested in the event topics. Other reasons given were lack of awareness, lack of time, and inconvenient locations. Most faculty, 92%, prefer to receive notification of academic technology professional development activities via email. (n=243)

Academic Technology event participation has decreased to 45%, compared to the 54% in 2010.



**Faculty Innovation Center (FIC).** Fifty percent of the surveyed faculty have used the FIC at least once in the past year (n=243). When asked how they want to continue to use the FIC, over 55% of faculty expressed their desire to teach with technology, 44% to re-design courses with technology, and 40% for multimedia services.



**Faculty Innovation Center Comments.** The following are the four most frequent comments by faculty:

- More hands on workshops
- Discuss projects with other faculty
- Allow student workers to use the facility on behalf of faculty
- Know what workshops are available



Selected comments:

"I would love to talk with other faculty who are asking students to produce digital stories, collaborate with a group of faculty, or simply hear how other faculty are using technology in their teaching."

"I would very much like a course on how to structure grading, e.g., how to appropriately set criteria for grading, how the mathematics of grades work, etc..."

**Faculty were asked to choose one priority for Academic Technology. The following are the four most frequent comments:**

- Alternative to or better understanding of MYLMU Connect
- High quality classroom technology with no down time
- More workshops with multiple attendance formats (i.e. in person and online)
- Greater data collection and communication of how technology impacts the classroom

Selected Comments:

"More collaboration and training and support to develop online hybrid and entirely online courses. Would be great if ITS had a group of "certified" student experts who could be hired by faculty (via work study, Rain's Funds, etc.) to help faculty develop digital content (web authoring, Photoshopping, PowerPoint, media digitization, etc.)."

"staying current and sharing with faculty ideas for incorporating technology that would improve teaching and research"

"High quality classroom technology. Students should not experience lower quality technology at LMU when compared to their high schools."

**Faculty were asked to provide other comments about ITS or technology at LMU. The following are some selected comments:**

"ITS really should do an annual campus fair in the UNH atrium and showcase all the new things, and another on upper campus at the library---this would be worth every penny!"

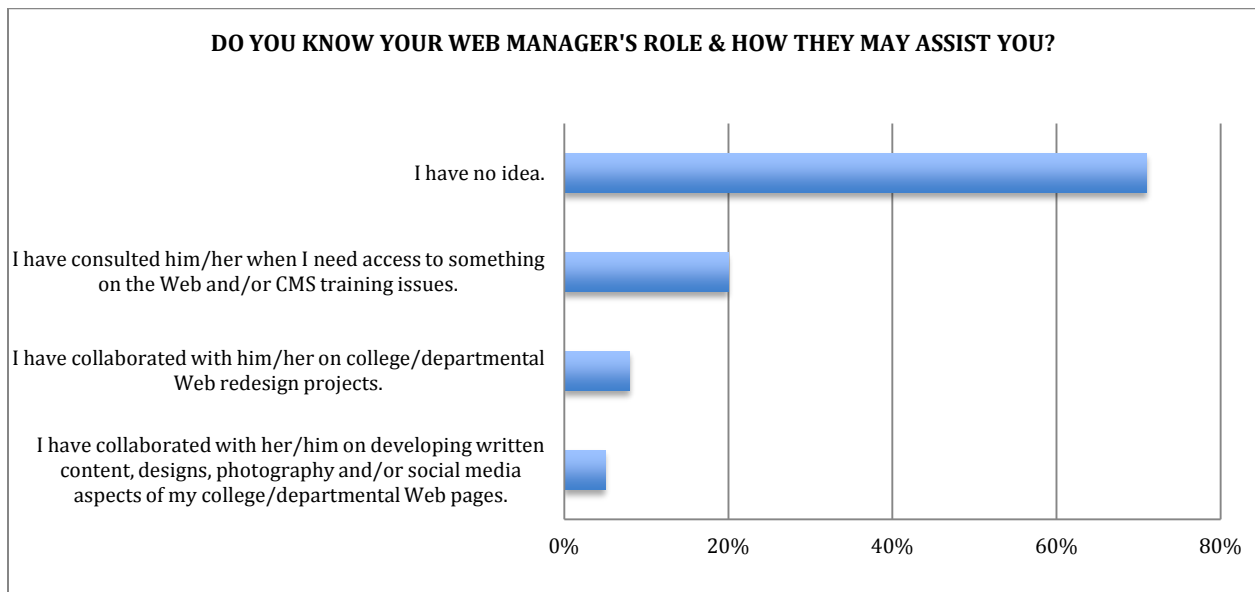
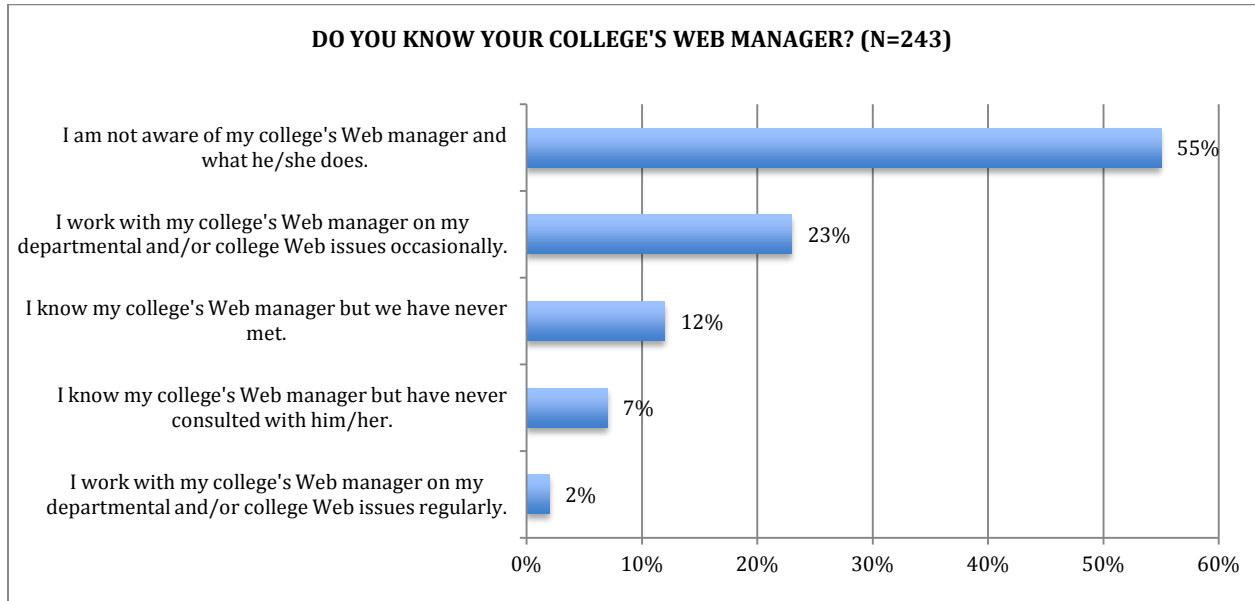
"More accessible training opportunities for faculty closer to our offices. The time it takes to walk to the FIC is not working and not convenient."

"The support level needs a much higher priority within the University's system of priorities. The role of the faculty in decision making needs to be broadened and strengthened."

## Web Services

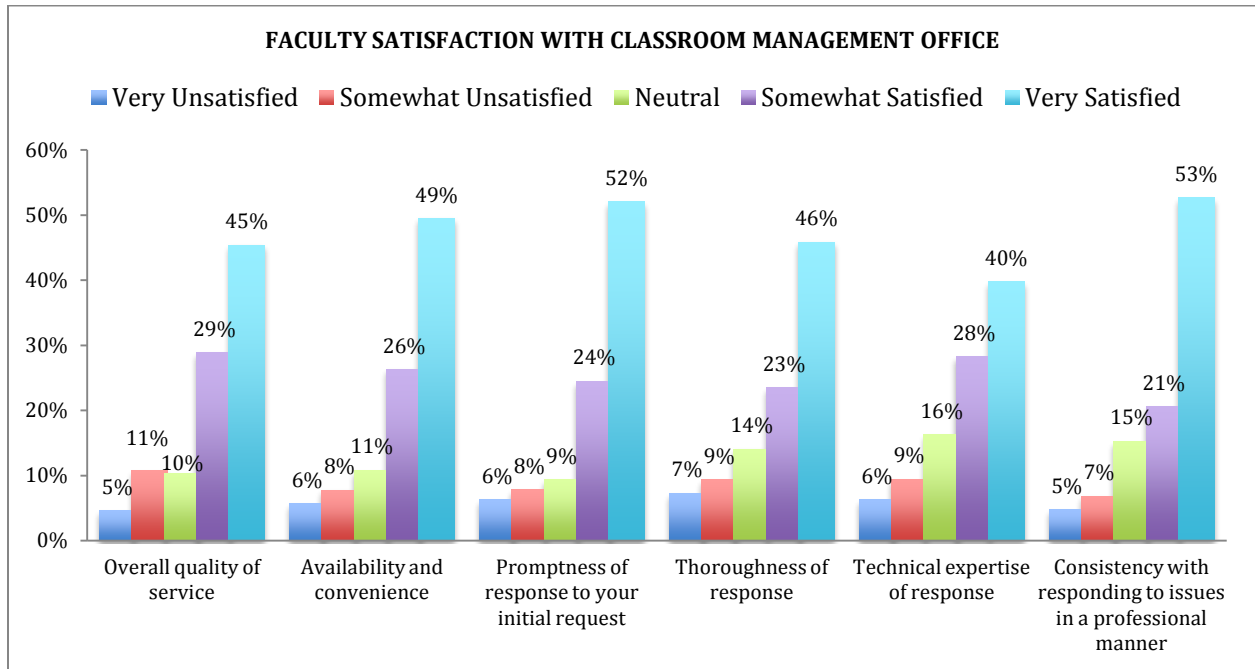
Fifty-five percent (55%) of faculty are not aware of their college's Web Manager or what he or she does (n=243). There is a slight decrease from 2010 survey of 60%.

Seventy-one (71%) of faculty have no idea what the Web Manager's role is or how he or she may assist them. Compared to last year, a few more faculty stated that they have consulted with their Web Manager (up from 15% to 23%).

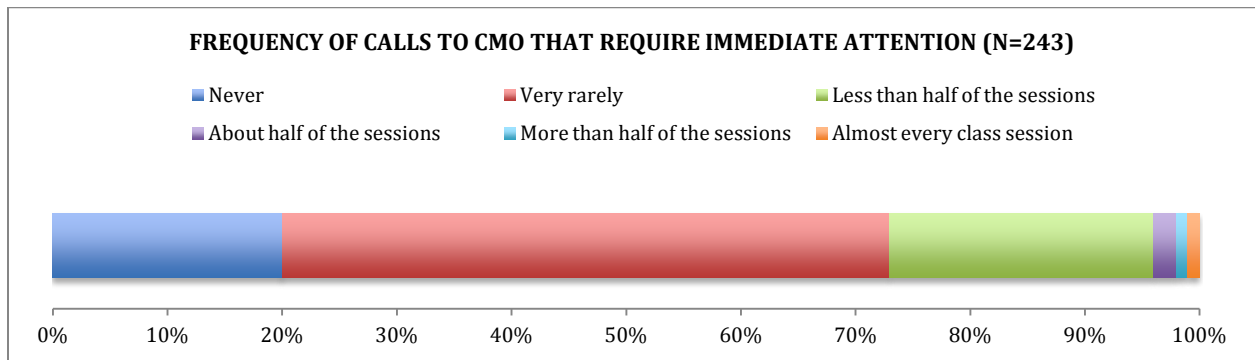


## Classroom Management Office

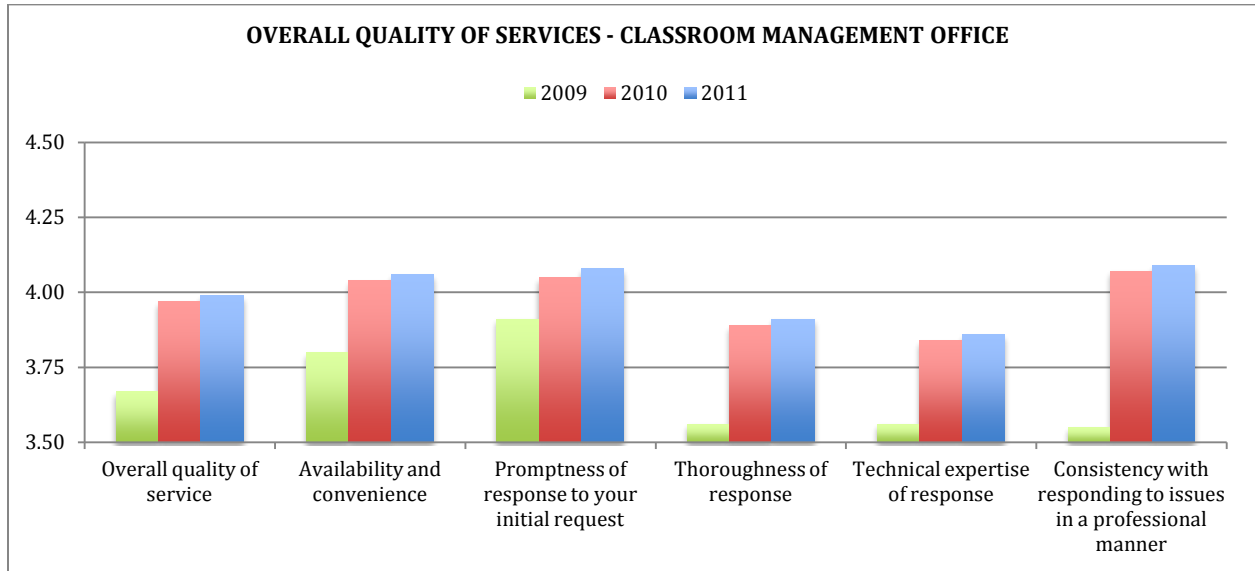
**Satisfaction.** Overall, 63% of faculty were Satisfied or Very Satisfied with the quality of service from CMO. Faculty were most satisfied with CMO’s “Promptness of Response” and “Availability and Convenience.”



**Frequency of calls.** Seventy-three percent (73%) of faculty never or very rarely reported problems during their class sessions that required immediate attention.



**CMO Three years in review.** Quality of CMO service has increased in the past three years.



## ITS Help Desk

**Contact.** Overall, 174 faculty prefer to contact the Help Desk by phone and/or Email (168). The least preferred methods of contact were online chat, walk-in, and web form.

### Have you ever contacted the Help Desk?

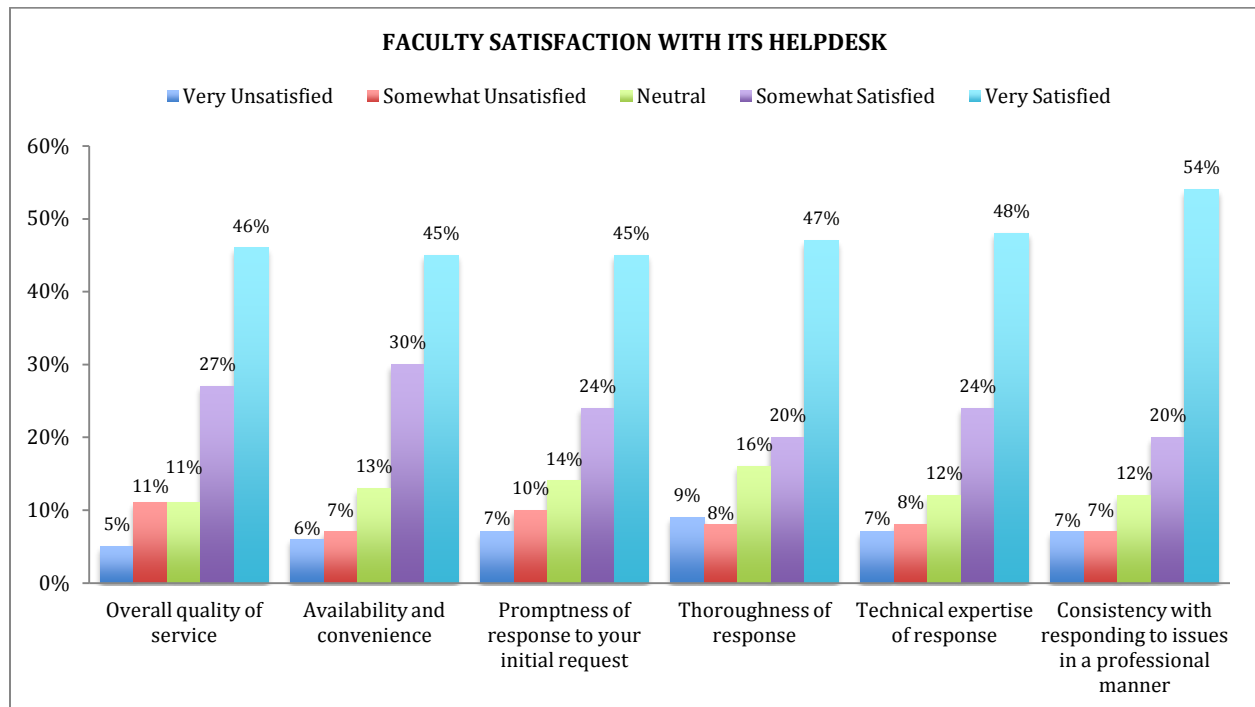
Via Phone (at 310-338-7777)	193	79%
Via Email (at helpdesk@lmu.edu)	149	61%
Via Online Chat (available at <a href="http://its.lmu.edu">http://its.lmu.edu</a> )	13	5%
Never Contacted	27	11%

**Satisfaction.** Overall, 73% of faculty were satisfied with the quality of service from the Help Desk. The following services received less than 70% satisfaction rating and should be targeted for improvement:

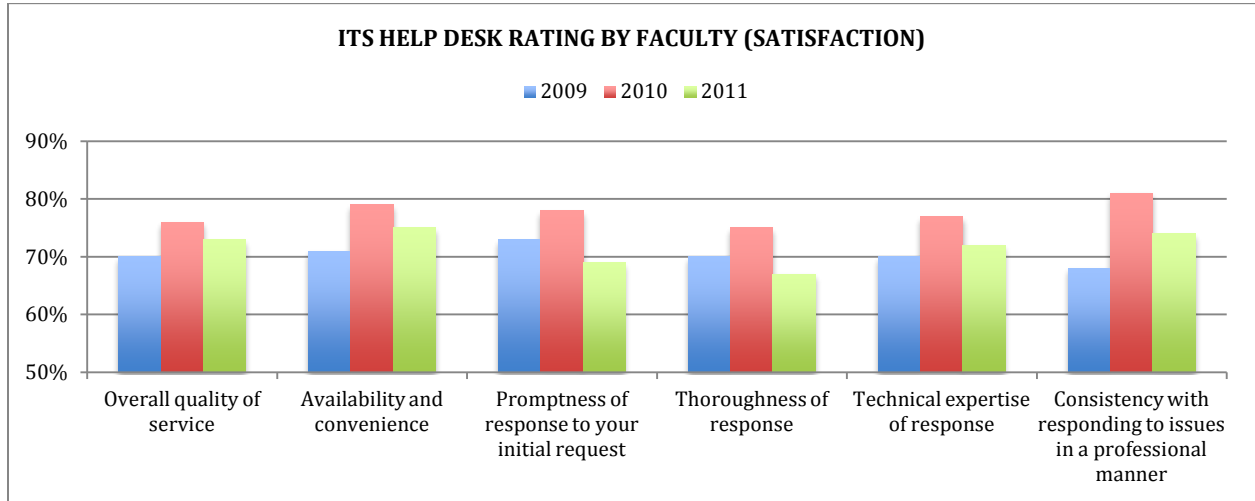
- Thoroughness of response
- Promptness of response to initial request

The following services received satisfaction ratings between 71%-75%.

- Availability and convenience
- Consistency with staff capacity and response to issues
- Technical expertise of response



**Three years in review.** Satisfaction with the Help Desk has risen steadily over the past three years from 62% satisfied in 2009 to 72% satisfied in 2011. Dissatisfaction has dropped this most recent year down to 16%.



The above graph shows the specific Satisfaction rates of the Help Desk over the past three years, while the graph below shows all the responses on their overall rating of the Help Desk.

