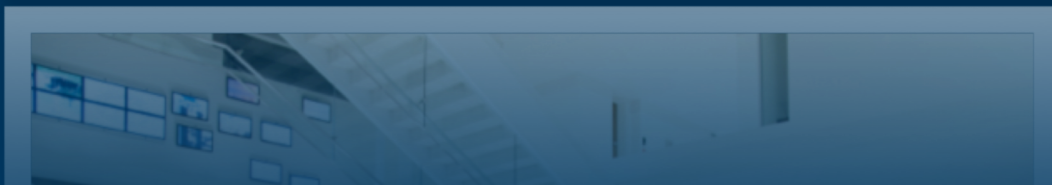
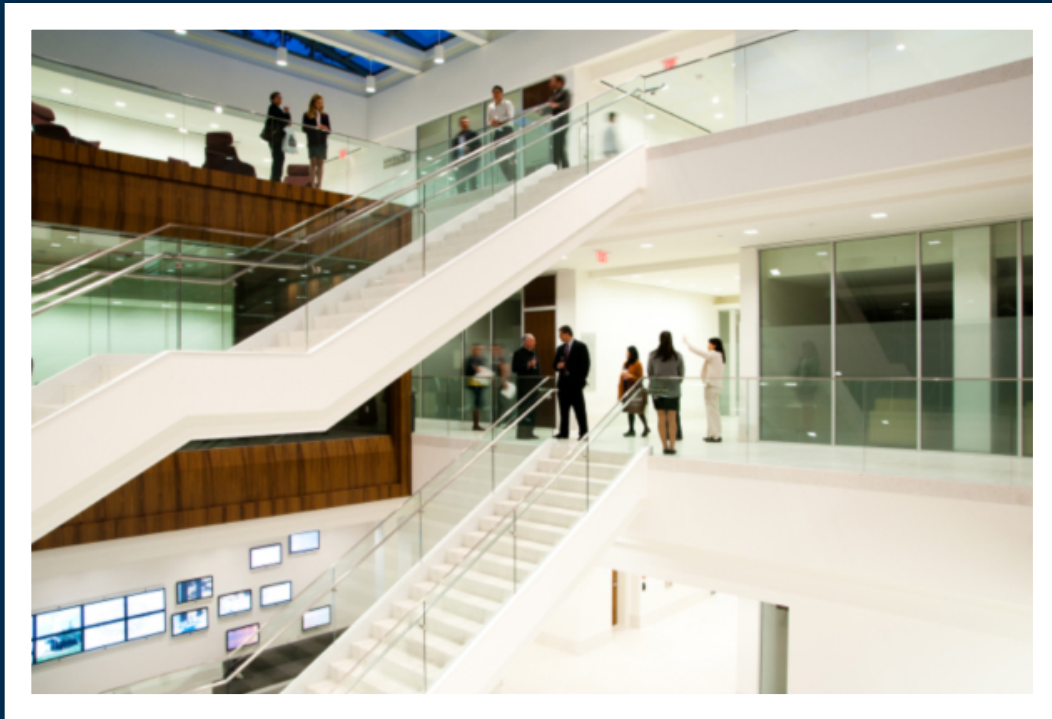


LOYOLA MARYMOUNT UNIVERSITY

TECHNOLOGY SURVEY 2012



Information Technology Services
Student, Faculty, and Staff
Updated September 10, 2013

Overview

Each year, Loyola Marymount University's Information Technology Services (ITS) department seeks feedback from the campus community. The data gathered is then used to improve services campus-wide. Distributed each year in November, the ITS Technology Survey is intended to be a snapshot of current faculty, students, and staff, focusing on general and academic use of technology, along with access to and support for these technologies.

This report primarily focuses on the 2012 ITS Technology Survey results for faculty, students, and staff; however, historical comparisons are provided where possible and meaningful.

As faculty, students, and staff 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, the Classroom Management Office, and the William H. Hannon Library. ITS works closely with these departments to frame questions and provide them with results.

Several major changes have been made to the 2012 ITS Technology Survey. A new survey for staff members was created and analyzed. Questions were rewritten to accurately reflect changes in both technologies and attitudes. ITS is committed to providing a positive experience with technology for the entire LMU campus community; gathering and responding to feedback is a critical part of that endeavor.

There is a strong similarity between the 2011 and 2012 survey analyses; however, several important findings were noted for 2012:

- Overall, 88% of staff and 78% of faculty believe that they have the technology they need to do their job well.
- Smartphone ownership continued to rise in the student population to 77% up from 73%. Nearly 100% of LMU students have laptops with Mac OS still being the preferred OS.
- Students continue to want more technology in their courses: 85% prefer courses that use moderate or extensive use of technology (up from 75% in 2011). However, only 53% of the students agreed that technology in their courses improves their learning.
- Students and faculty are generally satisfied with MYLMU Connect (the campus learning management system), and the dissatisfaction rates are at an all-time low of less than 10%.
- Faculty worked less with their Instructional Technologist than in previous years (54%, down from 60%). However, satisfaction is generally high for faculty who did work with their ITAs to improve effectiveness in their teaching, research and personal productivity.
- The Technology Help Desk received consistently high overall satisfaction rates from the respondents: faculty satisfaction rose to 77% from 73%, student satisfaction rose to 74% from 69%, and staff satisfaction is at 89%.

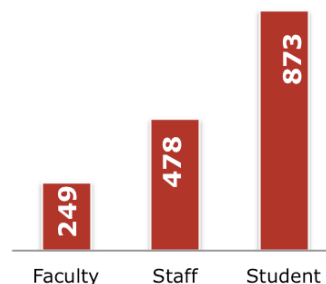
Methodology

On Tuesday, November 27, 2012, the annual Student, Faculty, and Staff ITS Technology Surveys were released to a sample of 2,200 students, and to all faculty and all staff. The surveys closed on Friday, December 7, 2012. Campus communications about the surveys were sent through MYLMU Connect, MYLMU

Announcements, emails, flyers around campus, and Loyolan ads. The Deans also communicated to their respective faculty by email.

All students, faculty, and staff were encouraged to take the surveys to share their opinions about technology at LMU and offered a chance to win an iPad Mini, a Nexus 7 or an iTunes gift card. Prizes were available for each of the constituent groups. On Tuesday, December 11, the winners were randomly selected and notified by email.

Survey Participation

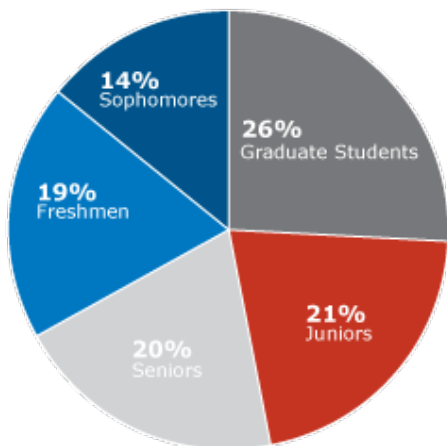


After removing partially completed surveys, 873 student responses, 249 faculty responses, and 478 staff responses were analyzed. The survey was conducted and analyzed using Qualtrics, LMU’s survey solution, and other statistical software.

Demographics

All students were encouraged to participate, but samples of a cross-section of 2,200 were targeted with direct emails. A total of 873 (11% of the population of 8,091, and 40% of the 2,200 sampled) responded. There were representative responses from each of the colleges and schools, spread across all majors. Of the students surveyed, 10% were part-time, and 90% were full-time. There was a similar class standing breakdown to the overall LMU population.

Student Respondents



There were 249 faculty (29% of the total population) who took the Technology survey, and were comparable to the campus population. The School of Education was slightly over-represented (by 10%) and the College of Communication and Fine Arts was under-represented (by 8%).

A total of 478 staff took the survey (40% of the total of 1,187) and were also evenly distributed across the campus.

Key Findings

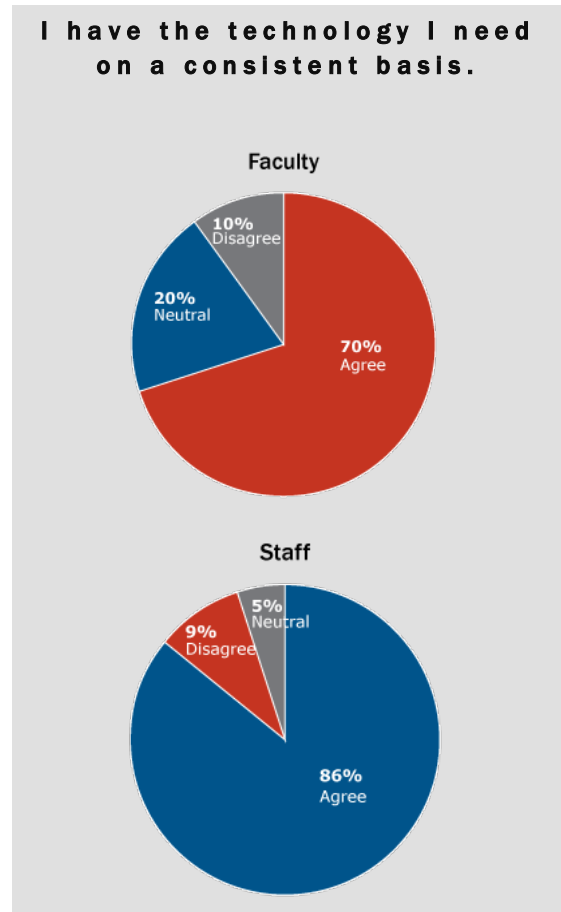
Overall Faculty & Staff Satisfaction

In a new set of survey questions for 2012, three statements were posed about overall satisfaction in technology. Participants were asked to agree or disagree.

“I have the technology I need to do my job well.” Eighty-eight percent of staff and 78% of faculty agreed.

“I have the technology I need on a consistent basis.” More than 86% of staff agreed, whereas only 70% of faculty agreed with this statement.

“I feel that ITS communicates effectively.” About 67% of faculty and 74% of staff agreed that ITS communicated effectively.

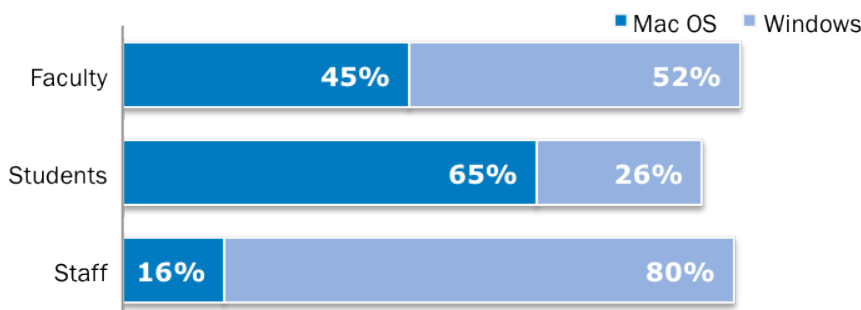


Ownership and Access

The LMU Community continues to have more ownership of devices and access to technology as such technologies becomes easier to own. Nearly all students (99.9%) own a computer, of which 95% have a laptop; a few have desktops as well (15%). Apple computer ownership (545) still exceeds Windows (221) in number and students prefer to use Mac OS (65%) to a Windows operating system (26%).

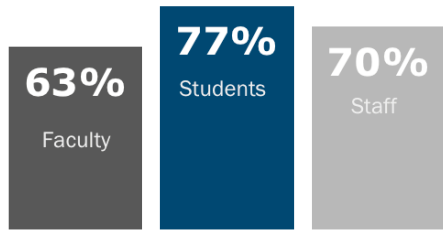
Faculty continue to prefer Windows Operating System slightly (52%) over the Mac OS (45%) and use LMU desktops (67%) rather than laptops (33%). Seventy-eight percent of faculty own a personal laptop, and another 8% own netbooks. The remaining 14% own desktops.

Operating System Preference



For work, staff use a combination of LMU desktops (97%), laptops (63%), and smartphones (37%). Staff significantly use Windows Operating Systems (80%) over the Mac OS (16%).

Smartphone Usage



The question asking students and faculty if they owned an internet-capable phone was adjusted slightly for 2012. In 2012, 77% of students owned and used a smartphone at LMU. In 2011, 73% of students owned a smartphone, which is up from 57% in 2010. The 2012 national undergraduate population who have smartphones is estimated at 62%¹, therefore LMU students are significantly above the national average.

For faculty in 2012, 63% used a smartphone at LMU, while in 2011, 74% owned a smartphone, and 56% in 2010. It is unclear why there is a disparity between these numbers. For staff, 70% use their personal smartphones at LMU.

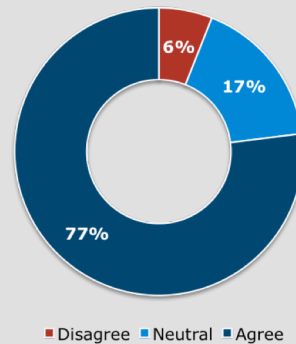
Student Attitudes

With respect to students’ perceived benefits of the use of technology in courses, 77% agreed or strongly agreed that the use of technology makes the completion of course activities more convenient. Only slightly more than half of respondents (55%) agreed or strongly agreed that by the time they graduate, the technology used in courses will have adequately prepared them for the workplace, which is in line with the 2011 survey results (57%). Another 53% of students agreed or strongly agreed that the use of technology in their courses improved their learning. Only 14% of students believe that they would skip class if the course lectures were available online.

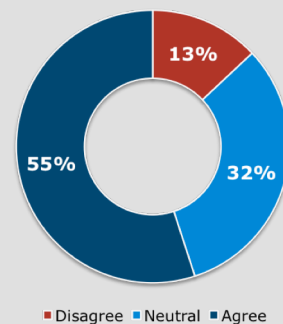
Preference to Classroom Activities Online and Offline

Students were asked to indicate their preference between in-person and online interactions for classroom activities. Consistent with previous surveys, students preferred to have lectures (72%) and class discussions (73%) in-person. However, students preferred that research (76%) and receiving grades (70%) were done online.

Technology makes doing my course activities more convenient

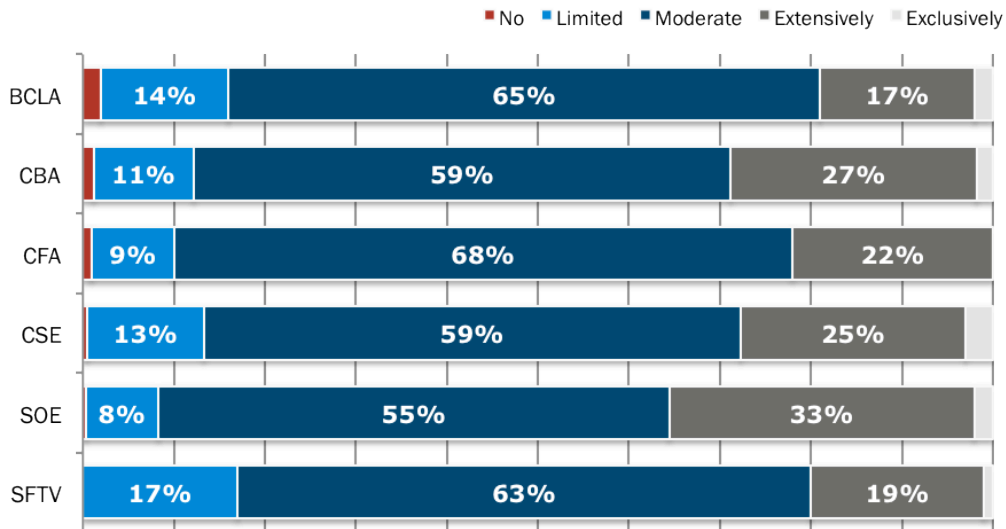


By the time I graduate, the technology I have used in my courses will have adequately prepared me for the workplace



¹ Dahlstrom, Eden, with a foreword by Charles Dziuban and J.D. Walker. *ECAR Study of Undergraduate Students and Information Technology, 2012* (Research Report). Louisville, CO: EDUCAUSE Center for Applied Research, September 2012, available from <http://www.educause.edu/ecar>.

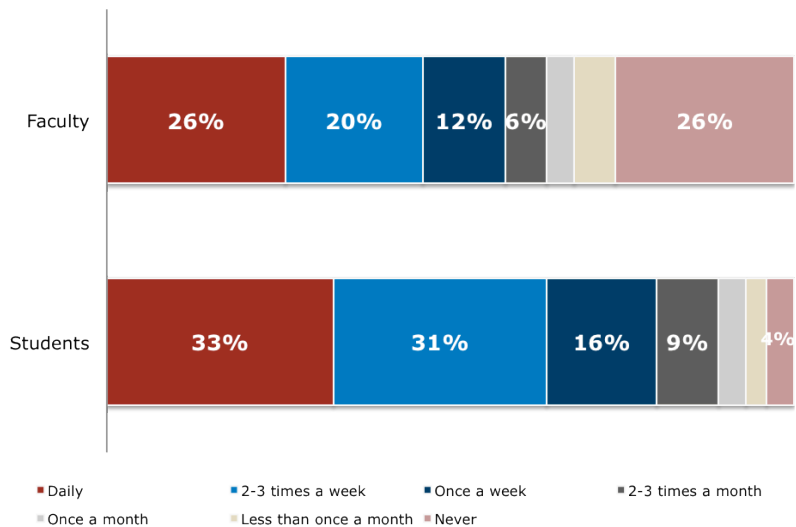
Responses show that students want technology used in their courses. Only 13% desire courses with limited or no technology. For 2012, the percentage of students who prefer taking courses that use a moderate or extensive level of technology grew to 85% (75% in 2011 and 79% in 2010). A breakdown by college also reflects this increase in technology preference.



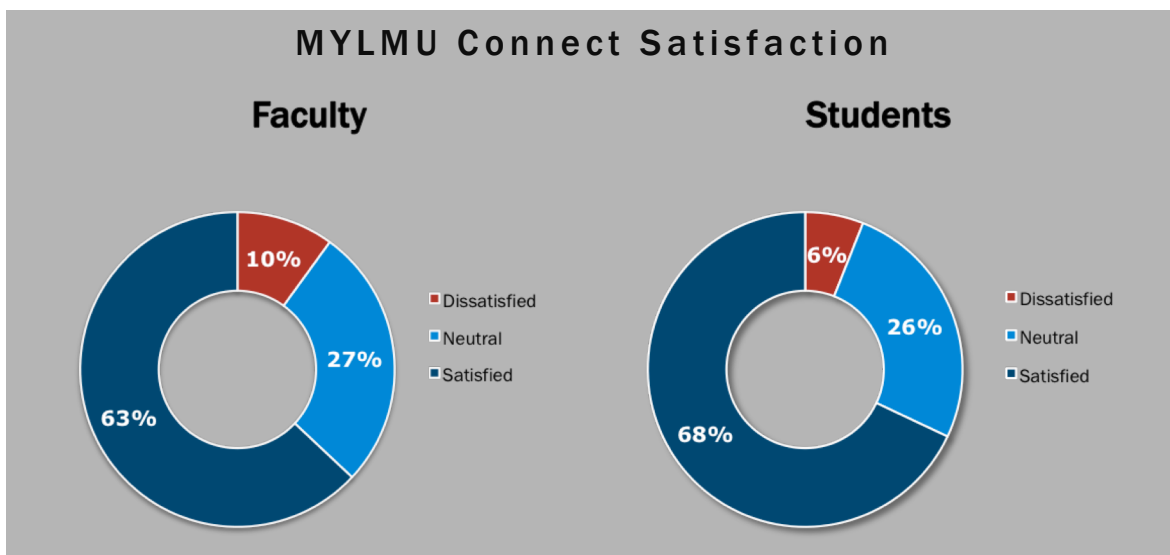
Many students at LMU (49%) were willing to take hybrid courses. Thirty-four percent were willing to take online courses, and approximately 30% have already taken an online course either at LMU or off-campus.

Learning Management System - MYLMU Connect

ITS usage statistics show that 90% of student respondents have at least one class that uses MYLMU Connect. The survey shows that 80% of student survey respondents use MYLMU Connect at least once a week, with most students accessing 2-3 a week or daily. Another 9% use it at least 2-3 times a month. Most students were satisfied overall (68%), with a large percentage of neutral responses (26%). Fewer than 6% of students were dissatisfied with MYLMU Connect. The highest area of dissatisfaction (15%) was with speed.



Seventy-four percent of faculty surveyed use MYLMU Connect. Fifty-eight percent of Faculty use it at least once a week, another 16% use it through the semester, with 26% never using it. Faculty were 63% satisfied overall with MYLMU Connect, with 27% neutral and fewer than 10% dissatisfied. Faculty voiced their dissatisfaction with ease of use and speed in both the survey and free text responses.



Students stated that they wanted to see mobile connectivity, more customization, and wider adoption by faculty. Faculty wanted to see focused improvement of current features, particularly regarding ease of use when adding content and grading.

Learning Spaces and Labs

ITS runs over 800 computers in labs across campus, and 75% of students were satisfied or very satisfied with the overall quality of computer labs on campus. Approximately 20% were neutral, leaving only 5% of students dissatisfied or very dissatisfied with computer labs on campus.

The Information Commons in the William H. Hannon Library has been used by 81% of student respondents (995). Eighty-eight percent found the computers easy to use, and 63% of students were very satisfied or satisfied with availability, cleanliness, and quality of help.

Seventy-five percent of faculty have never or very rarely reported problems to the Classroom Management Office (CMO) during class sessions that required immediate attention. Overall, 63% of faculty were very satisfied or satisfied with the quality of service from CMO, particularly “Promptness of Response” and “Consistency with responding to issues.”

Instructional Technology Support

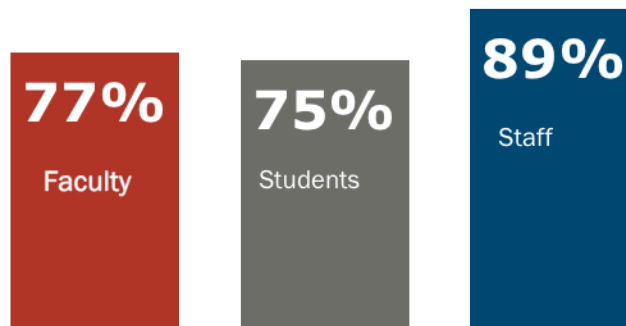
Consultation with Instructional Technology Analysts (ITA) is slightly lower than in previous years (54% worked with an ITA in 2012). However, comments from faculty indicate a high level of satisfaction with their ITA and with the support they receive when they do attend Academic Technology events. As only 25% of faculty had attended a workshop or event in the past year, there is plenty of opportunity to demonstrate the ITAs' value moving forward.

ITS Help Desk

Overall, 77% of faculty were satisfied with the ITS Help Desk, a slight increase since last year (73%). With staff, 89% of respondents were satisfied with the Help Desk. Seventy-five percent of students report satisfaction with the Help Desk.

Most student respondents were satisfied or very satisfied with the overall quality of service of walk-in support (75%) and phone and email support (74%). Professionalism of responses by ITS Help Desk staff received the highest satisfaction rate at 92% from staff and 81% from faculty. The technician's knowledge (78% by faculty and 80% by staff) and timeliness of resolution (73% by faculty and 83% by staff) also received high ratings.

ITS Help Desk Satisfaction



MYLMU

Nearly half of students (48%) used MYLMU on a daily basis, with another 27% using it 2-3 times a week. And overall, 69% of the students were happy with MYLMU. Those who are dissatisfied mentioned connectivity issues and slow load times. Nearly all students used MYLMU for PROWL (811), MYLMU Connect (754), and Lion Mail (620). Most students do not use it for announcements (160).

Most faculty (82%) used MYLMU at least weekly, with a little less than half (42%) using it on a daily basis. They primarily used it to access PROWL (213), MYLMU Connect (154), and email/calendar (146). Overall, 62% of faculty were satisfied with MYLMU.

Forty-four percent of staff accessed MYLMU daily, and another 25% used it 2-3 times a week. Overall satisfaction was 67%. Eighty-two staff gave specific reasons for dissatisfaction, listing slow loading time, confusing navigation, outdated information, and not useful search function.

MyTime was the primary reason for visits (407), while about half of the respondents used it for email, announcements, and employee self-service (243, 225, 211).

Training

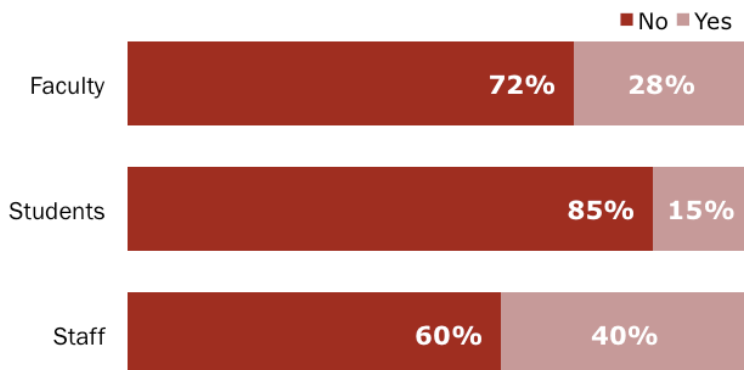
Attendance at training workshops was down in 2012, with only 25% of faculty and 35% of staff reporting their presence at ITS events. Faculty listed scheduling conflicts as the main reason (98) for missing workshops, and not hearing about opportunities as the second reason (70). For staff, the two main reasons were swapped, with 143 respondents not hearing about opportunities and 125 having scheduling conflicts.

Both groups specified email as their preferred method to learn about ITS technology workshops.

Of staff respondents who attended workshops, 85% of respondents strongly agreed or agreed that the workshop’s content was appropriate to their needs, and 92% strongly agreed or agreed that their instructor was knowledgeable and professional.

In addition to ITS training workshops, members of the LMU community can also access lynda.com to access free supplemental training on a variety of topics.

Online Learning (lynda.com) Usage



Most people have not accessed lynda.com. Staff and faculty who have used the service do it for professional development by only a slightly larger margin over personal development (Staff professional development responses were 123 vs. 70. The numbers for faculty were smaller, 34 vs. 30).

File Sharing

In a new line of questions, ITS wanted to know how the LMU community stores their files. Faculty (73%) and students (70%) primarily used USB thumb drives to

store their files. Both groups used a wide range of other methods, but nothing that matches this level of use. We also found that over half of the staff stored their files on USB thumb drives, and nearly half of them used network drives (personal, departments, and college). A third of all users used online file sharing services such as Dropbox and Google Drive. Fewer than 5% of faculty, student, and staff used Lionshare, LMU's file sharing system.

Wireless

Along with increased mobile devices (smartphones, tablets, and laptops), there is an increased need for wireless internet access. Between October and December of 2012, there was a noted drop in the wireless speed and connectivity across campus. Depending on a faculty member's location on campus their perception of wireless varied.

Overall, students were dissatisfied with the speed (49%), coverage (38%), and ability to connect (44%) to the wireless, and only 31-35% were satisfied. Faculty were bit more satisfied (42-47%), with less than 40% dissatisfied. Staff were also a bit more satisfied than students, with 46-50% satisfaction, and less than 30% dissatisfaction.

Over 440 free text comments from students identified issues in all locations on campus, whereas faculty and staff comments were more focused on buildings where their offices were located (such as University Hall, Malone, Xavier, St. Robert's, etc.).