# 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.

# Faculty Survey Results

## Demographics – Faculty

All six Colleges and Schools were represented by faculty (n =225) in this survey, and were generally comparable with their percentages of the overall faculty community at LMU within a few percentage points. CFA did have significantly fewer faculty participate than their overall number (20% of the total faculty population compared to 10% who took the survey). CSE did have more faculty who participated in the survey than their overall representation in the faculty (24% took the survey compared to 15% of the total faculty population).

**FACULTY PARTICIPANTS BY COLLEGE/SCHOOL**
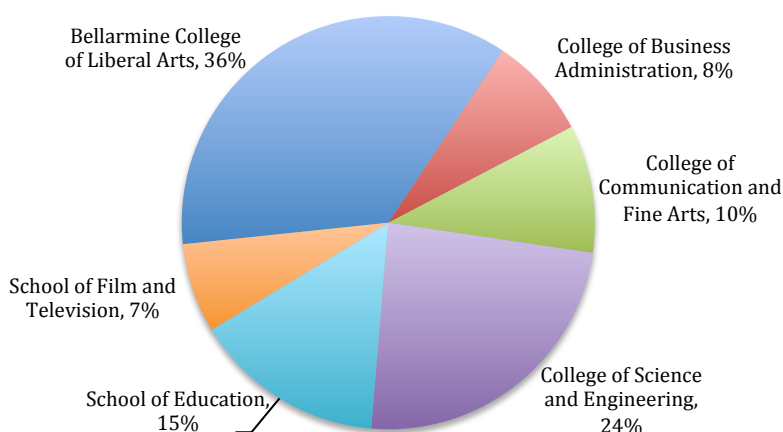


The data in this report represents the following academic departments:

- **BCLA**: African American Studies, Bioethics, 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, Computer Information Systems, Finance, Management, Marketing

- **CFA**: Art and Art History, Communication Studies, Dance, Music, Theatre Arts

- **SOE**: Doctoral Program, Educational Leadership and Administration, Educational Support Services, Elementary and Secondary Education, Language and Culture, Specialized Programs in Urban Education

- **SFTV**: Animation, Film and Television Studies, Production, Recording Arts, Screenwriting

- **CSE**: Biology, Chemistry, Civil Engineering, Computer Science, Electrical Engineering, Mathematics, Mechanical Engineering, Natural Science, Physics

- **Other**: Department of Aerospace Studies

For the primary position, faculty held Tenured/Tenure Track made up the majority of the faculty who took the survey (58%), with Adjunct or Lecturers representing 27%. The other was a combination of Clinical Full-time (4%), Visiting Professor/Scholar (7%), Department Chair (3%), and Dean (1%). Other faculty include: Professor in residence and a Center Director (1%).

## Technology Access

**At Home.** All faculty stated that they had access to a computer at home (n= 225). Only 2 (1%) had dial-up internet at home, and 5 (2%) had no internet connection at home. The vast majority (97%) had high-speed internet connections at home. Almost 40% of faculty has multiple computers at home, and home computers are a mix of both Apple and Windows operating systems.

**FACULTY COMPUTERS AT HOME**

| | | |
|---|---|---|
| Laptop | 177 | 79% |
| Desktop | 113 | 50% |
| Netbook | 12 | 5% |
| Multiple computers at home | 83 | 37% |

**FACULTY OPERATING SYSTEM USE AT HOME**

| | | |
|---|---|---|
| Apple OS ONLY | 94 | 42% |
| Windows OS ONLY | 105 | 47% |
| Both Apple and Windows OS | 25 | 11% |
| Other OS Platforms* | 15 | 1% |

\* Responses included iPad, Linux, Unix, Ubuntu, iPhone, Android phone, Bootcamp, Solaris, Tablet

**On Campus.** Six faculty, all identified as "Adjunct/Lecturer" stated that they did not have access to a computer at work. Many fewer faculty noted they had an LMU laptop (32%) and no faculty had an LMU issued netbook.

**FACULTY COMPUTERS AT LMU**

| | | |
|---|---|---|
| Laptop | 73 | 32% |
| Desktop | 173 | 77% |
| Multiple computers | 39 | 17% |
| No computer at LMU | 6 | 3% |

**FACULTY OPERATING SYSTEM USE AT LMU**

| | | |
|---|---|---|
| Apple OS ONLY | 85 | 38% |
| Windows OS ONLY | 116 | 52% |
| Both Apple and Windows OS | 16 | 7% |
| Other OS Platforms* | 12 | 1% |

\* Responses included iPad, Linux, Unix, Ubuntu, iPhone, Android phone, Bootcamp, Solaris, Tablet

**Mobile Devices.** Of the faculty who answered if they had a mobile device capable of full web browsing (n=222), 127 faculty have a "smartphone" (57%). Another 14% are planning on purchasing a "smartphone" within the next 12 months, and 30% do not have one nor plan on purchasing one.

**Wireless Access/Speed on Campus:**

Faculty were asked to rate their wireless experience on campus. Overall, faculty are satisfied with wireless access on campus, with a majority rating it as at least average if not fast or amazing. However, more information about wireless technology does need to be shared with faculty. As seen in the graph, upwards of 20% of Liberal Arts and Film and Television professors are unaware of the fact that wireless exists on campus.
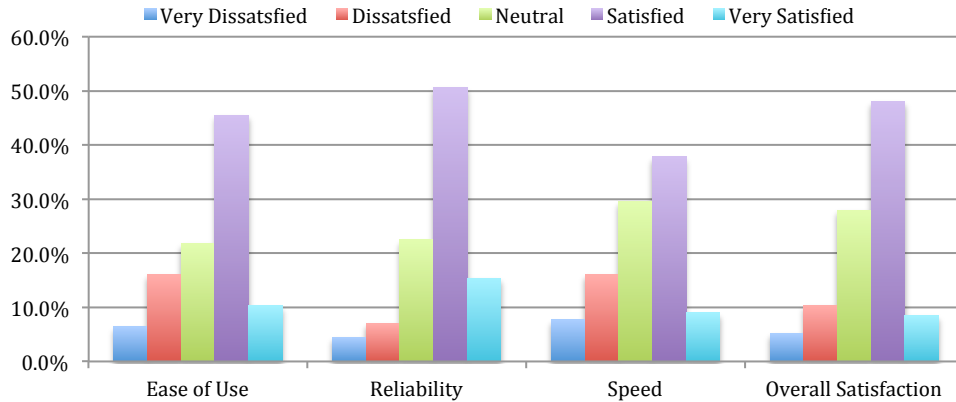
### HOW WOULD YOU RATE THE WIRELESS CONNECTION ON CAMPUS?
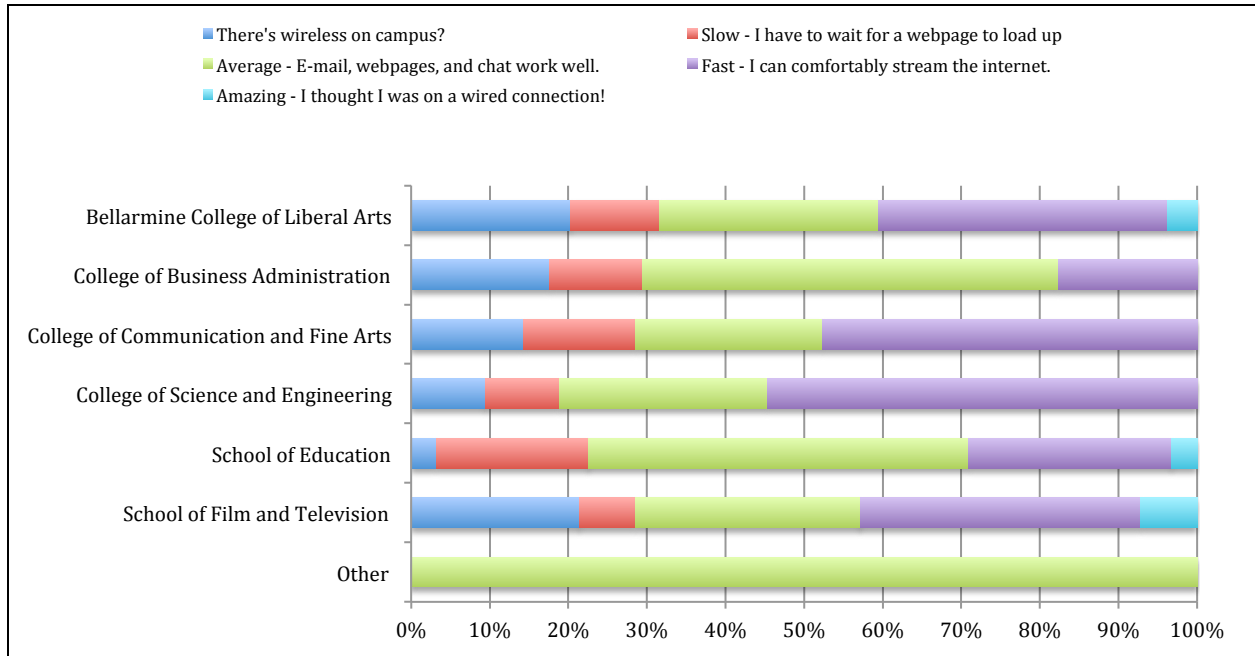
## MYLMU Connect

**Usage**. 70% of faculty (n = 157) stated that they had used MYLMU Connect (Blackboard LMS) for their courses within the last year. Only 1 faculty member was unfamiliar with MYLMU Connect.

### SATISFACTION LEVELS WITH MYLMU CONNECT (BY PERCENTAGE)



Slightly more than half are satisfied or very satisfied with: Ease of Use (58%), Reliability (66%) and Overall satisfaction (56%). Faculty were less satisfied with the speed of MYLMU Connect, only 47% of satisfied or very satisfied. There were a large number of Neutral responses, ranging from 15% to 28%. Speed marked 31% as dissatisfied or very dissatisfied, which is clearly the top area for analysis and improvement.

In 2009, faculty reported the following response rates of satisfied or very satisfied: Ease of Use (43%), Reliability (49%), Speed (36%), Overall Satisfaction (38%). Although there is still room for significant growth, the figures show an improvement of at least 10% across categories over the previous year, with Overall satisfaction improving 18% over the past year.

The most common used feature of MYLMU Connect is Posting Documents, Email to Class, Grade Center and Files Storage. The least used features include Mashups, iTunesU Links, and Adaptive Release. 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).

### MYLMU CONNECT FEATURES BY USAGE
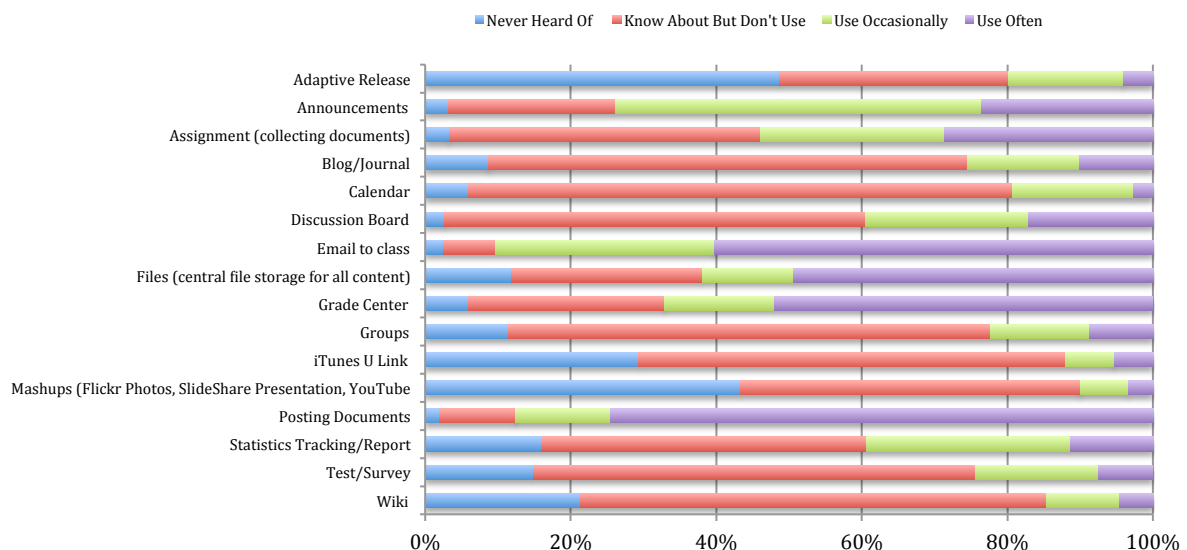
## Importance & Interest to Teaching and Research

Faculty (n=184-225) were asked to rate how important the technologies listed below are to their teaching and research (5-point scale from Very Important to Very Unimportant). The results below show how many professors rate each technology as Important or Very Important to teaching and research. Email, Presentation tools, Viewing Audio/Video, Spreadsheets and ERes/LibGuides are the most important, while SecondLife, Pencast, Publisher's Digital Content, Chat/IM, and High-Performance Computing are the least important tools to professors' teaching and research.

**Activities I'd Like to Learn More About**: The purpose of this question was to better gauge faculty interest and accordingly plan workshops and training on high interest technology-based activities. Faculty are most interested in learning about Classroom Capture, Videoconferencing, Pencasting and Student Digital portfolios are the activities most interesting to faculty.
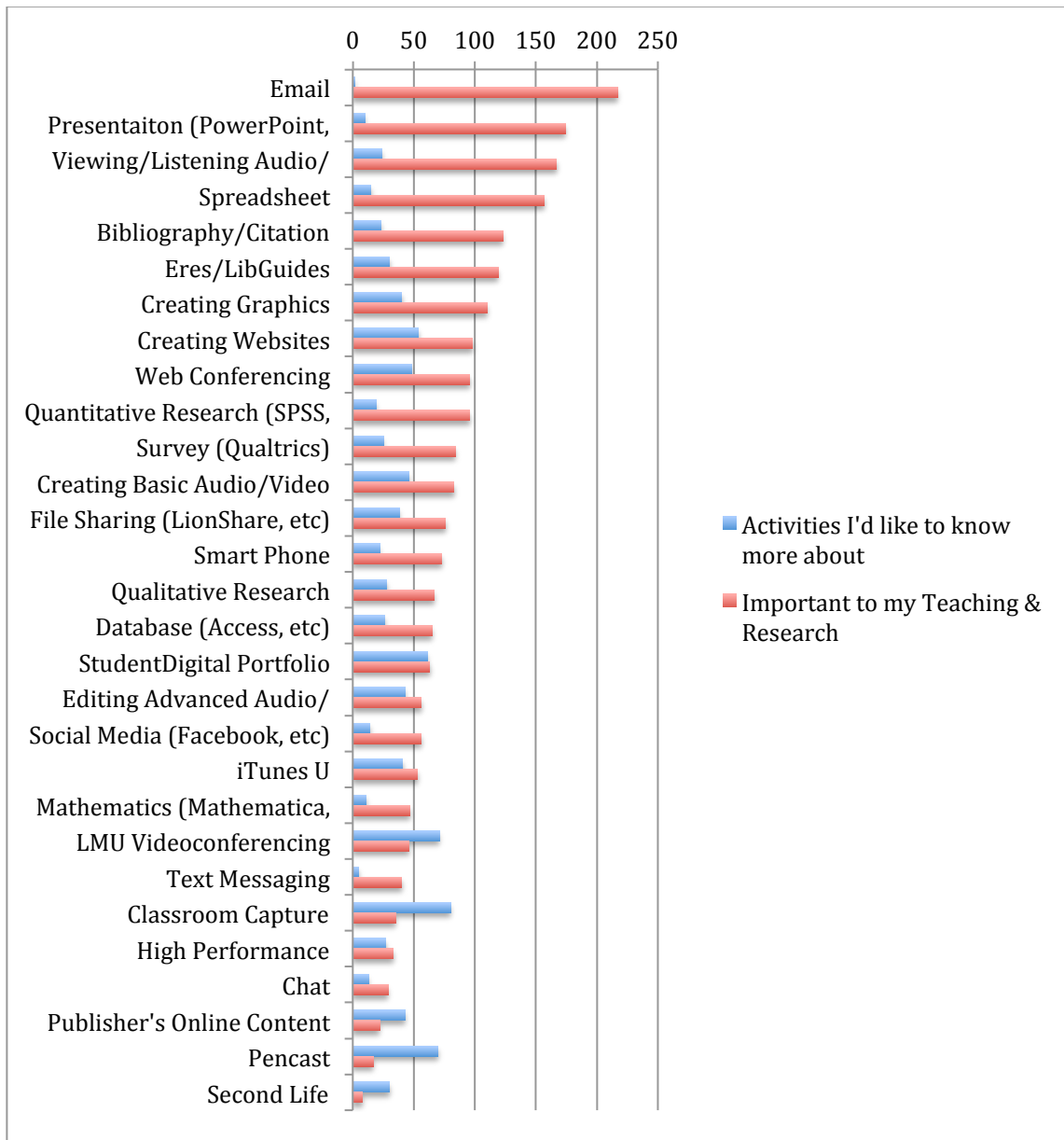
## Academic Technology Support

54% of faculty have participated in an LMU academic technology event, training, workshop, or seminar. (*n=224*)

Of those that did not, these are the reasons:

- Scheduling Conflicts: 48%
- Workshop/training/event topics not of interest: 28%
- Did not hear about opportunities: 14%
- Other*: 10%
- Location: <1%

   * Other
   - Time offered conflicts w/ other events
   - Lack of interest
   - Uninterested
   - Time limitations
   - I attended many last year
   - Lack of time
   - On sabbatical
   - Not needed for my work
   - Didn't need the training

**How would you prefer to hear about faculty academic technology professional development activities?**

93% of faculty prefer to receive notification of academic technology professional development activities via email. (*n=223*)
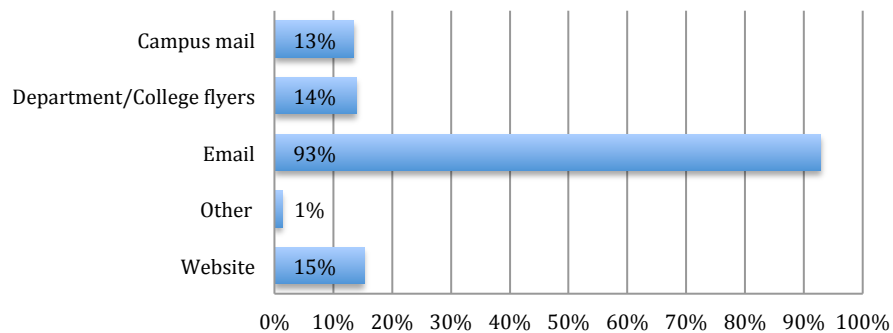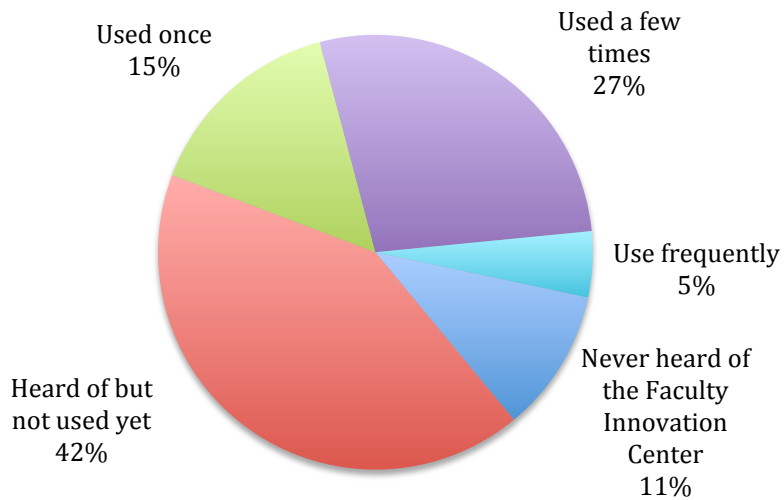
**Do you ever meet with your College's Instructional Technology Analyst (ITA)? (*n=225*)**

For analysis by college, refer to Snapshots section.

regularly
25%

what is an ITA?
7%

we have never
met
5%

not on a regular
basis
53%

met but never
consulted
10%
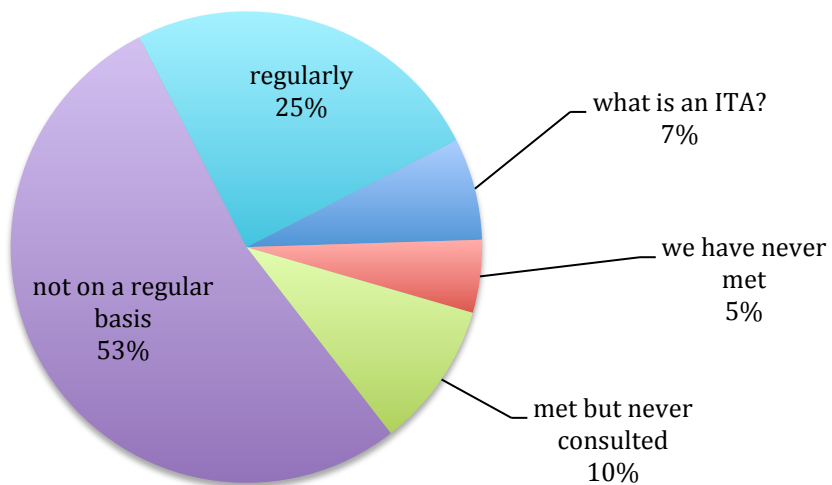
**Have you used the services and technologies in the FIC? (*n=225*)**

Used once
15%

Used a few
times
27%

Use frequently
5%

Heard of but
not used yet
42%

Never heard of
the Faculty
Innovation
Center
11%

**How do you see yourself using the Faculty Innovation Center in the coming year to advance your teaching and research? (*n=192*)**
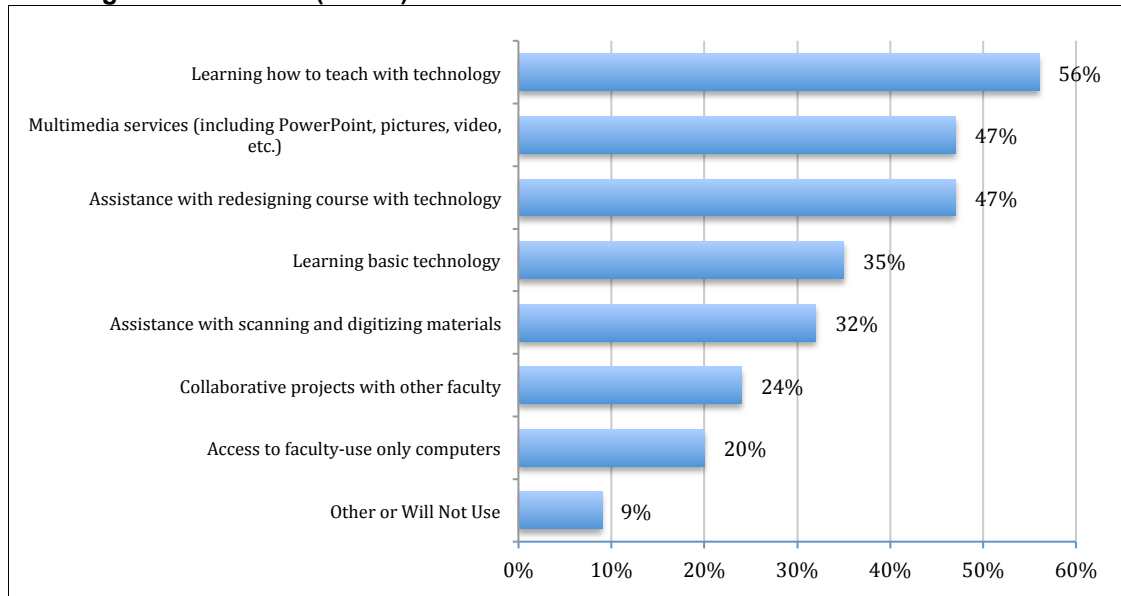


Other responses include:
- Creating original multimedia platforms
- Viewing new technology available to faculty and brainstorming with ITA
- Not sure
- Investigating ways that technology can help me be more productive
- I want to use lecture capture
- Using technology to do research

**Faculty were asked to comment on the Faculty Innovation Center. The following are the four most frequent comments:**

- It makes the faculty commons area too noisy
- Need workshops on website design
- Need more workshops, in general
- Need MS Office help (training/handouts/shortcuts)

Selected comments:

"Sometimes I know the tools are there & am interested in using them, but I'd LOVE to see how other faculty- especially in my college or department- are using them in courses. A session when faculty would demonstrate, for instance, how they used a Blog in their class would really help me to realize the potential of these tools. Or even if an IT member could show examples from courses of others; that would be really helpful."

"Don't know if there's another spot to write this, so I'll put it here. The FIC is one of the best things IT has ever done. LMU just has to figure out how to give faculty plenty of time to utilize all it has to offer."

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

- Provide training/workshops for faculty
- Improve current and add newer technology (includes revising RMP schedule)
- Improve Blackboard/MLYMU Connect
- Developing online or hybrid courses

Selected comments:

"We are given two web based programs to use in the SOE, LiveText and MyLMU Connect. I have used MyLMU Connect infrequently because of the grading rubrics connected to LiveText. They both seem to be competing with each other. I would hope that an all in one comprehensive site would be developed for a more efficient use of the instructor's time."

"The current version of Blackboard is atrocious. Almost every single one of my students has complained about problems in using it this semester. I've used Blackboard for the past five years at another school. We've gone through two different versions of it in that time. Both were radically better than this version. It is the least user friendly version. Things are buried in submenus and even when one finds them, e.g., submitted assignments, they are badly laid out, such that it takes more time and energy to use Blackboard than it would to have them email me their assignments individually. Given how important having a resource like this is for a course, it seems crucial that LMU have an online course site available that will actually support the learning. I don't think that I will ever again use this version of Blackboard in teaching my courses. I'll see if I can do it through google or simply not have their materials available to them electronically. I realize that changing over can take a lot of work, but if you could at least make the old version available for next semester while you find something that actually works, that would be much, much better."

"This survey does not address the critical and essential issue of having hardware that is new enough and powerful enough to run all of these applications.  My two year old computer is useless for the applications that I need.  The University must have a shorter replacement policy timeline to keep up with what the demands of academic technology are.  My suggested priority is that our laptops or desktop computers are replaced no later than every 2 years."

"As faculty I need some protected time (i.e., course release or summer grant) to focus on learning and incorporating technology into my courses; as it stands, I don't have time."

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

"I've been very, very happy with IT at LMU. You guys really outshine a lot of other places where I've worked."

"Students need to have their own third level domain name and web hosting service in lmu in their later years. /  / I have tried to ask them to pay a small amount for external web hosting, but a few people willing to do it."

"Please overhaul email services, MyLMU, and MyLMUConnect.  They're all clunky, unreliable, and not fully compatible with Mac applications.  It is very annoying that I have to access email through Outlook, which is a terrible program."

"This questionnaire slid from teaching and research to teaching only.  It seems to me that a good many faculty do research that doesn't fit into the parameters addressed."

"It has improved significantly in the last 4 years.  Excellent or near excellent in almost every way.
I feel like this is a really critical issue...the students have come to see the faculty as the "illiterate" ones in terms of technology. We need to stay on the cutting edge. But it is very easy to get into the mindset that "it's too late for me" or it's too time consuming or too much trouble. It requires a fair amount of hand holding, which I have the feeling LMU understands and is willing and able to do. I look forward to transforming my teaching in the coming year or two through the assistance of others dedicated to just such professional learning."

"Why is there no Adobe Professional for people to use on their computers at home. This is a necessary piece of software - professors are expected to do so much work at home. / Why is it not transparent what is available and what is not? What kind of new services are offered (like the chat), etc.?"

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

"Outstanding support. Always patient, always anticipating my needs and introducing me to new ideas / technologies that can enhance my instruction. I'd be lost without this support."

"I have been fairly frustrated with technology since arriving here. I came from a school that had much better technology and it has been tough, especially given the busyness of the semester, to find time to figure out how to deal with things. My ITA's response has largely been that I should call the IT help desk, though my ITA has also been quick at responding and willing to try some things. It seems like there are some problems with clear specificity about what is the province of IT and what is the province of the ITA."

"ITA group needs to forget the disciplinary distinctions and go with skills-based assignments. The technology we use already challenges the divisions between humanities, social sciences, sciences, arts, etc. So why use this old method of specialization when the technology supports a multidisciplinary approach? I would prefer to be assigned to the ITA with the skills I need/want/have interest in."

"I see ours spending too much time troubleshooting basic computer issues that I feel should be handled through the helpdesk, not by the ITA, who really should be focusing on instructional issues, not hard drives that have crashed, basic software and hardware issues, etc."
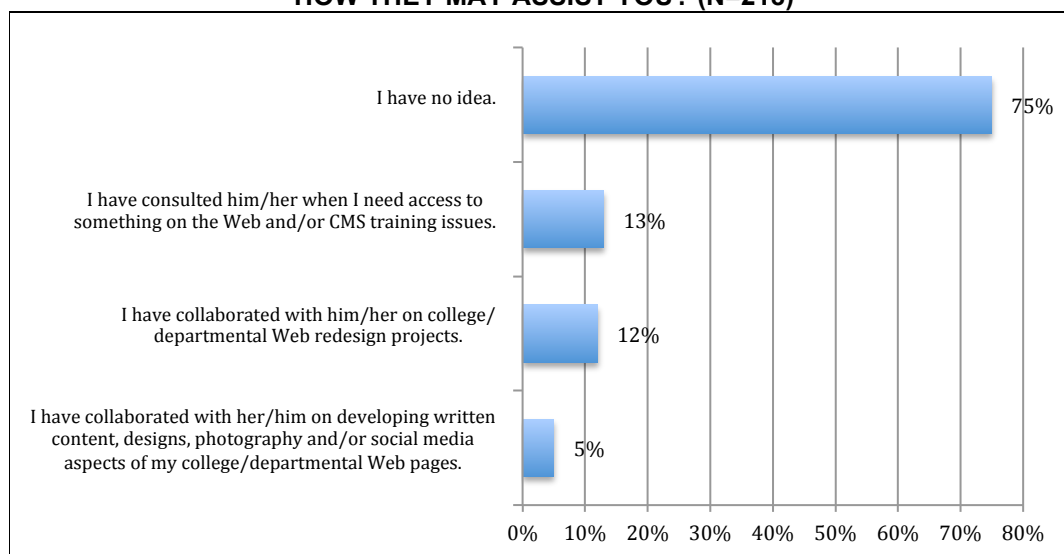
## Web Services

60% of faculty are not aware of their college's Web Manager or what he or she does. 75% of faculty have no idea what the Web Manager's role is or how he or she may assist them. (n=225)
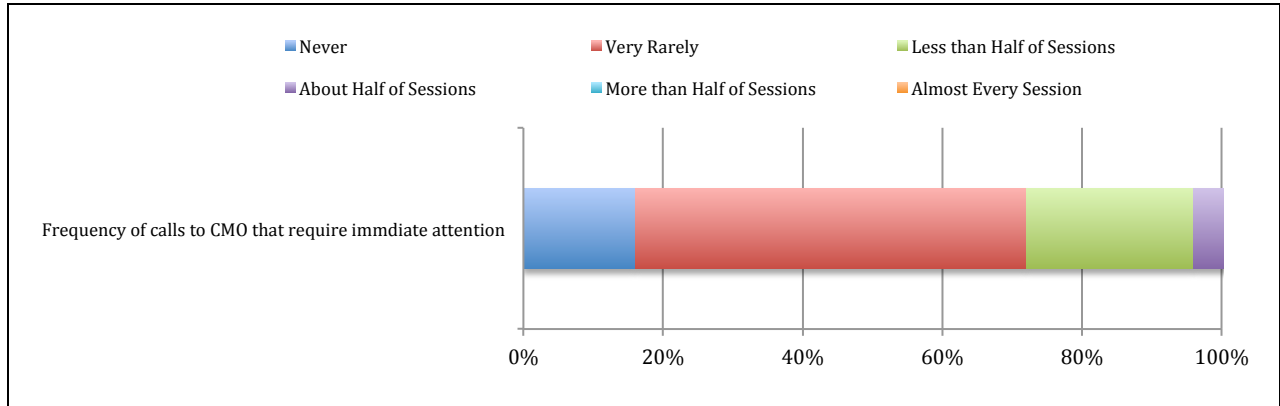
**DO YOU KNOW YOUR COLLEGE'S WEB MANAGER? (N=225)**

| Response | Percentage |
|---|---|
| I am not aware of my college's Web manager and what he/she does. | 60% |
| I work with my college's Web manager on my departmental and/or college Web issues occasionally. | 15% |
| I know my college's Web manager but we have never met. | 11% |
| I know my college's Web manager but have never consulted with him/her. | 11% |
| I work with my college's Web manager on my departmental and/or college Web issues regularly. | 3% |

**DO YOU KNOW YOUR COLLEGE WEB MANAGER'S ROLE AND HOW THEY MAY ASSIST YOU? (N=218)**

| Response | Percentage |
|---|---|
| I have no idea. | 75% |
| I have consulted him/her when I need access to something on the Web and/or CMS training issues. | 13% |
| I have collaborated with him/her on college/departmental Web redesign projects. | 12% |
| I have collaborated with her/him on developing written content, designs, photography and/or social media aspects of my college/departmental Web pages. | 5% |

## Classroom Management Office



72% of faculty never or very rarely report problems during their class sessions that require immediate attention.
24% report problems for less than half of their class sessions that require immediate attention.

### HOW SATISFIED ARE YOU WITH THE CLASSROOM MANAGEMENT OFFICE?
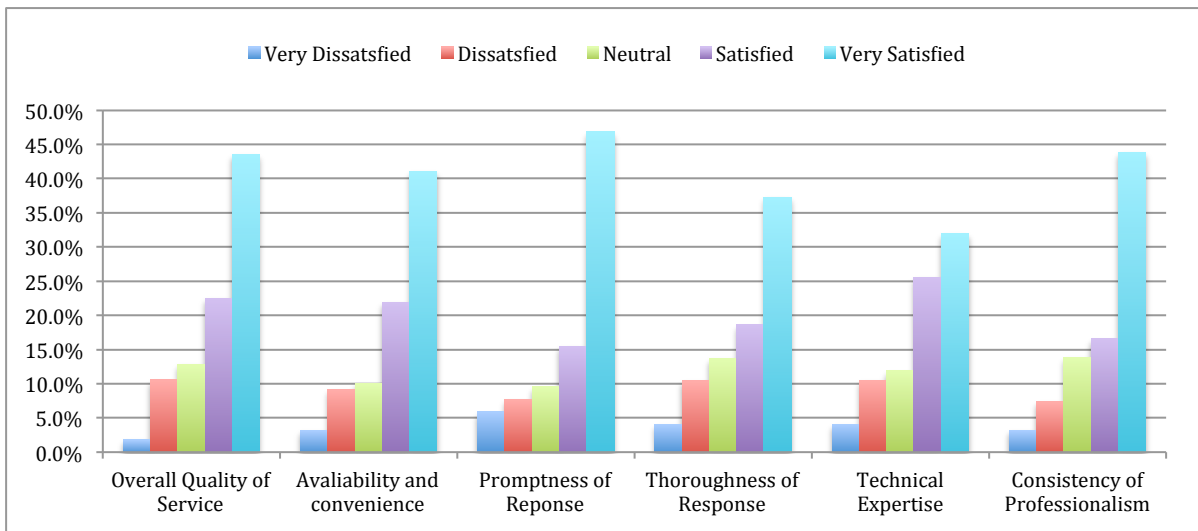


Overall, 66% of faculty were satisfied or very satisfied with the quality of service from CMO.

Of the services listed in the survey, the following services received less than 44% satisfaction rate and should be targeted for improvement:
- Consistency of Professionalism
- Technical expertise of response
- Thoroughness of response
- Availability and convenience

Faculty are most satisfied with CMO's Promptness of Response, with 62% responding Satisfied or Very Satisfied.

**Overall Quality of Service**

The following table and chart represent the mean data (1=Very Unsatisfied, 5=Very Satisfied) for the quality of service provided by the Classroom Management Office over the past two years.

|  | 2009 | 2010 |
|---|---|---|
| Overall quality of service | 4.05 | 3.97 |
| Availability and convenience | 4.15 | 4.04 |
| Promptness of response to your initial request | 4.25 | 4.05 |
| Thoroughness of response | 3.98 | 3.89 |
| Technical expertise of response | 3.92 | 3.89 |
| Consistency with staff capacity and response to issues | 3.98 | 4.07 |
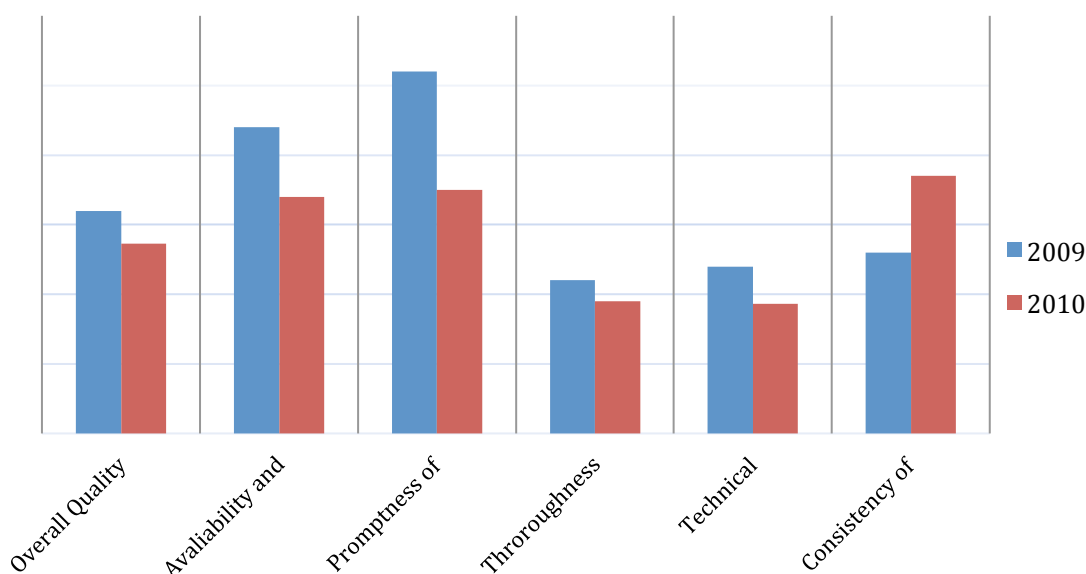


In 2010 Classroom Management Office marked a small dip in overall satisfaction from 2009 and some decreases. Classroom Management has made improvements in their consistency of service over the past year.

## Help Desk Usage by Faculty

Overall, 180 faculty prefer to contact the helpdesk by phone and/or (124) email. The least preferred methods of contact were online chat, walk-in, and web form. Similarly, faculty have historically contacted the Help Desk via phone or email. (n=222)

Have you ever contacted the helpdesk? (366 responses from 222 faculty; n=222)

| | |
|---|---|
| Via Phone (at 310-338-7777) | 193 |
| Via Email (at helpdesk@lmu.edu) | 150 |
| Via Online Chat (available at http://its.lmu.edu) | 9 |
| Never Contacted | 14 |

Overall 76% of faculty were satisfied with the quality of service from the Help Desk.

Of the services listed in the survey, the following services received less than 70% satisfaction rating and should be targeted for improvement:

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

The following services received satisfaction ratings between 75-80%.

- Thoroughness of response
- Availability and convenience
- Promptness of response to initial request
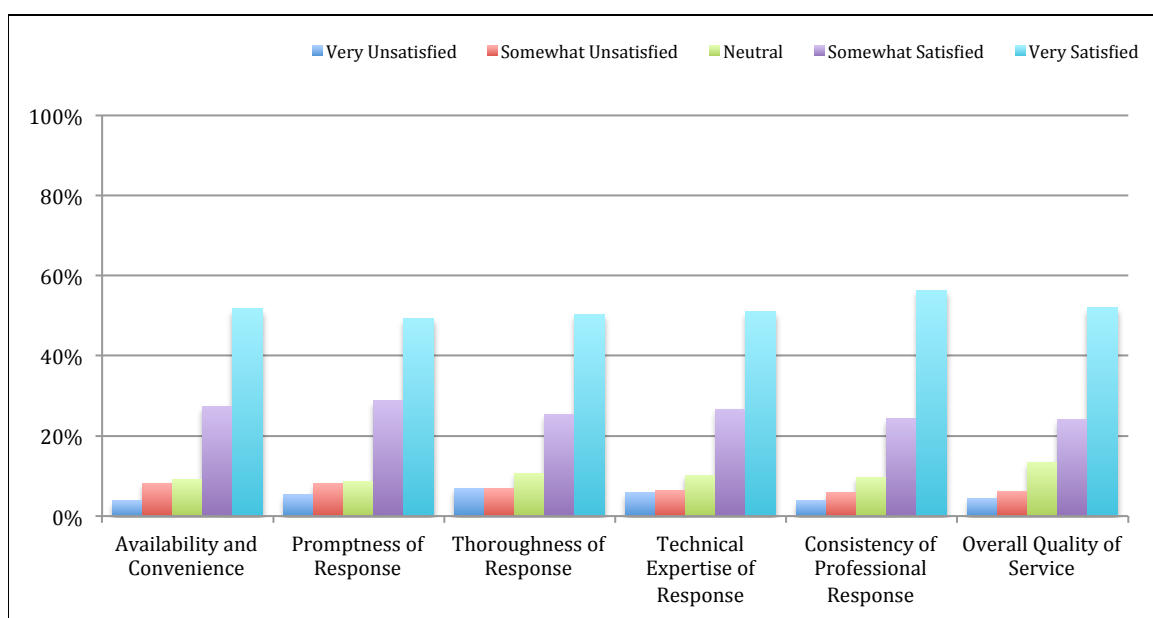
**Overall Quality of Service**

The following chart represents the mean data (1=Very Unsatisfied, 5=Very Satisfied) for the quality of service provided by the Help Desk over the past two years. Each benchmark has improved over the past year, with 'Consistency with staff capacity and response to issues' improving the greatest from a mean of 3.73 to 4.23.
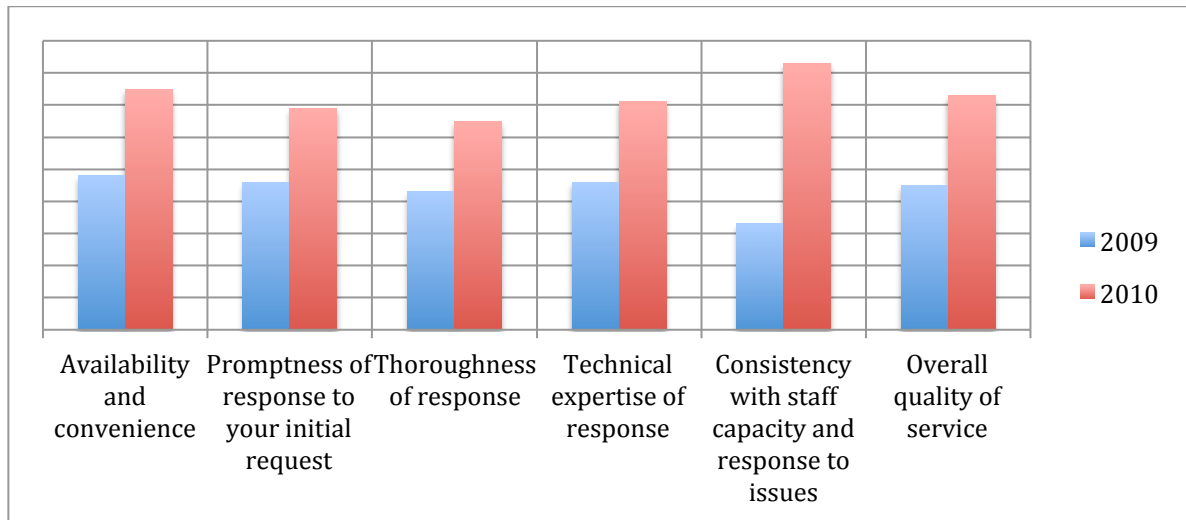
# STUDENT SURVEY

Total student participation in this survey was 1,059 respondents (14% of the total undergraduate and graduate population – 7,758).  Students were encouraged to participate in the survey through the methods stated in the Methodology section.  Additionally, Information Technology Services staff manned tables in high-traffic pedestrian areas 2 separate afternoons during the week of November 29th, 2010.  Students were asked to either use one of the available laptops at the table to complete the survey, or were handed a flier instructing them how to access the survey on their own time.

## Demographics – Students

### GENDER

Male 34%
Female 66%

### CLASS STANDING

Freshman 21%
Graduate 24%
Sophomore 17%
Senior 21%
Junior 17%

### STATUS

Part-time 9%
Full-time 91%

### RESIDENCE

On-campus 47%
Off-campus 53%

### PRIMARY MAJOR

Other 1%
Bellarmine College of Liberal Arts 24%
School of Film and Television 8%
School of Education 13%
College of Science and Engineering 20%
College of Communication and Fine Arts 11%
College of Business Administration 23%
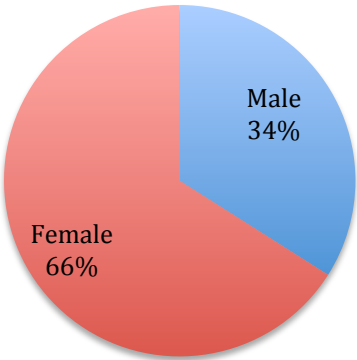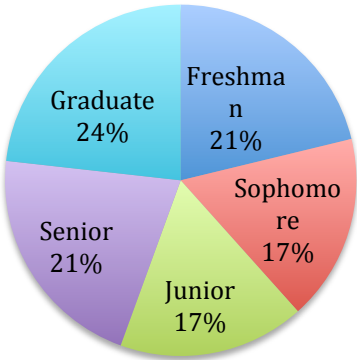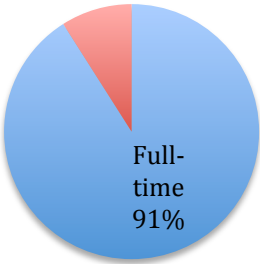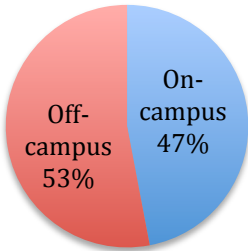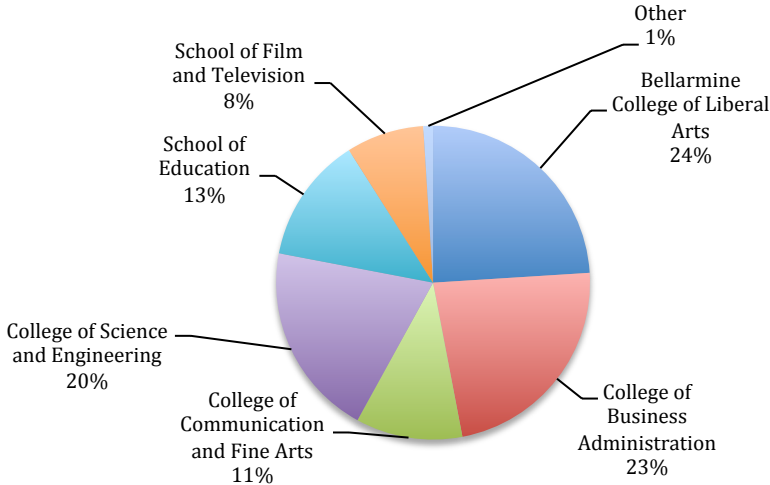
## Wireless

Students were asked to give feedback on any wireless issues of which they were aware at the time they took the survey.  Issues were interpreted as slowness, sporadic connectivity, inadequate coverage, etc. There were a total number of 82 issues reported, representing 7% of all survey respondents.  Wireless network coverage improvement was performed at the end of 2010 across campus, and reported wireless issue responses is expected to be lower in the future.

**WIRELESS ISSUES REPORTED:**
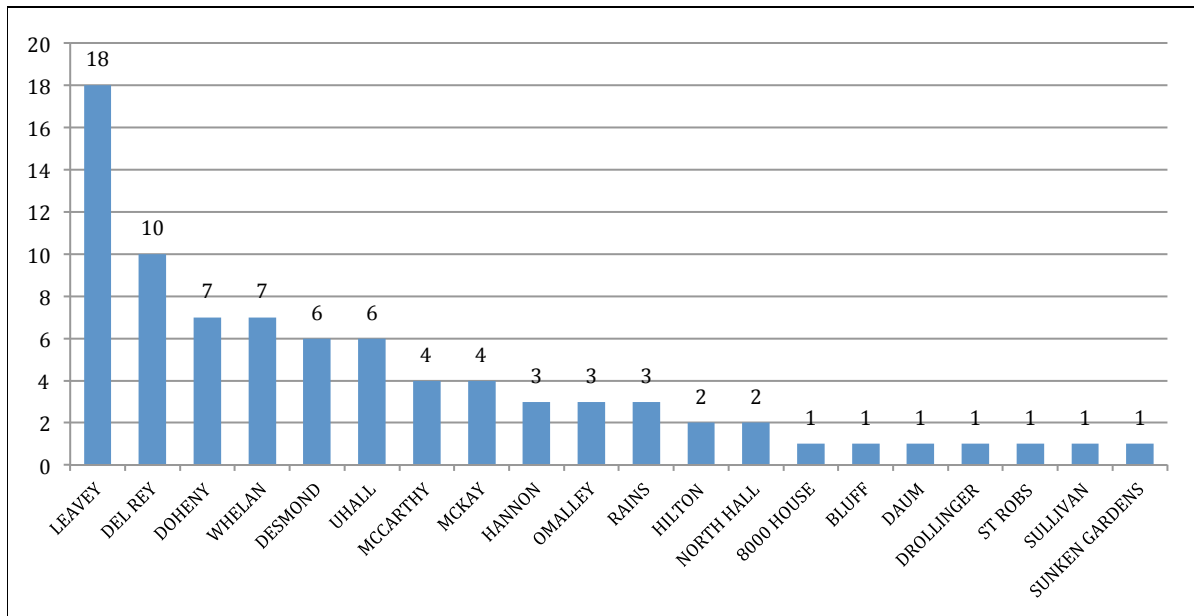


**Wireless access/speed in dorm rooms**
Wireless access across campus was perceived by 81% (816) of respondents as Average, Fast or Amazing. 17% (177) perceived LMU wireless speed as slow.

## General Access to Technology

**Personal Computer Access**
What type of computer/platform(s) do you own?
Owners of Macintosh computers slightly topped Windows owners (663 to 597), and laptops (Mac and Windows) outnumbered desktops (1,065 to 195)

| Computer | Count |
|---|---|
| Windows - Desktop | 145 |
| Windows - Laptop | 452 |
| Mac - Desktop | 50 |
| Mac - Laptop | 613 |

1% (10 respondents) do not own a computer.  Answers in the Other category (11 responses) include Linux laptops and iPads.

**Primary computer age** *(n=698)*
When asked the age of their primary computer, 402 (58%) of respondents answered less than or equal to 2 years old.  42% (296) of students have a computer that is older than 2 years.

**Preferred primary operating system** *(n=1,057)*
Students were asked for normal, everyday usage which primary operating system they preferred to use (personal preference).  40% of respondents preferred to use Windows, 59% preferred Macintosh OS and 1% preferred Linux.

**Internet access at home** *(n=1,057)*
1,029 respondents (97%) have high-speed internet at home. Eleven (1%) reported that they used dial-up access, while 17 (2%) responded that they have NO internet access at home.

**Internet connectivity at LMU** *(n=1,058)*
Wireless connections to the internet were used most often by students while they were on campus (761 responses - 72%).  Wired connections were used by 28% of respondents (297 responses).

**Office Applications**
When asked what office suite they most often used, Microsoft Office Suite was by far the most popular answer (961 responses - 91%).  Apple's iWork Suite was used by 147 (14%) of respondents.  Some students apparently use both application suites.

**Which version of Microsoft Office are you using?**
10% 2003 or older (Windows)
38% 2007 (Windows)
14% 2010 (Windows)
8% 2004 or older (Mac)
36% 2008 (Mac)
6% 2011 (Mac)

**Which version of iWork are you using?**
1% iWork '05
8% iWork '06
27% iWork '08
65% iWork '09

## Specific Technology Activity Usage

**Smartphone access** *(n=1045)*
Students either plan to buy an internet-ready Smartphone within the next 12 months or already own one
(73% - 767)

**Type of Smartphone access** *(n=759)*
Among those who own Smartphone(s) or plan to own one, their two choices of Smartphone are iPhone
(41%) and Blackberry (32%). Other includes Windows Mobile, Android, Palm, etc. (combined 27%).

**How often do you do the following (for school, work, or recreation)?**

**Creation Tools**
Respondents most frequently use Spreadsheets, Presentation, and Graphics software. 86% of the
respondents never create podcasts. Over half of the respondents never use audio- (60%) or video-
creation (53%) software.
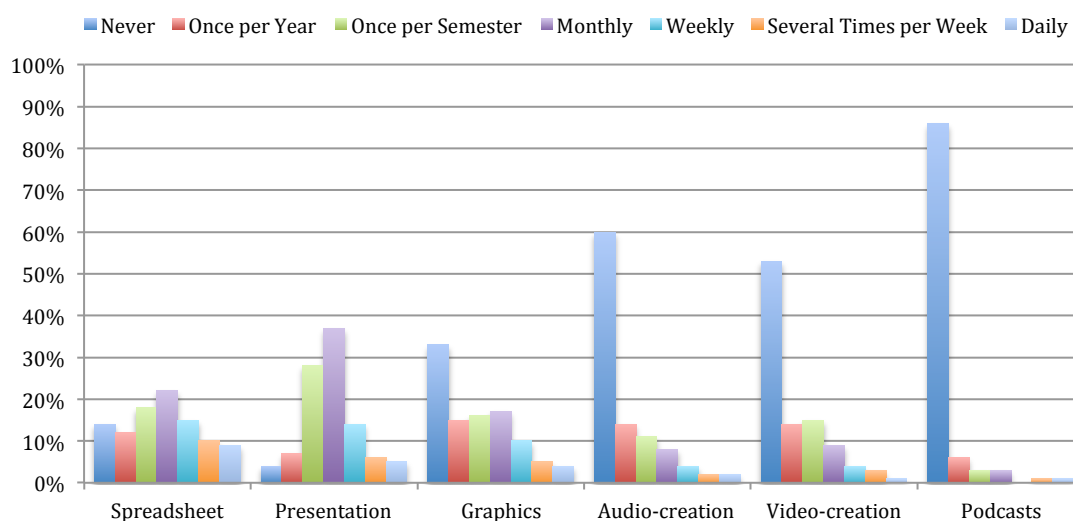


**How often do you use computers on campus to do school work or personal usage (i.e. surfing, checking email)?**
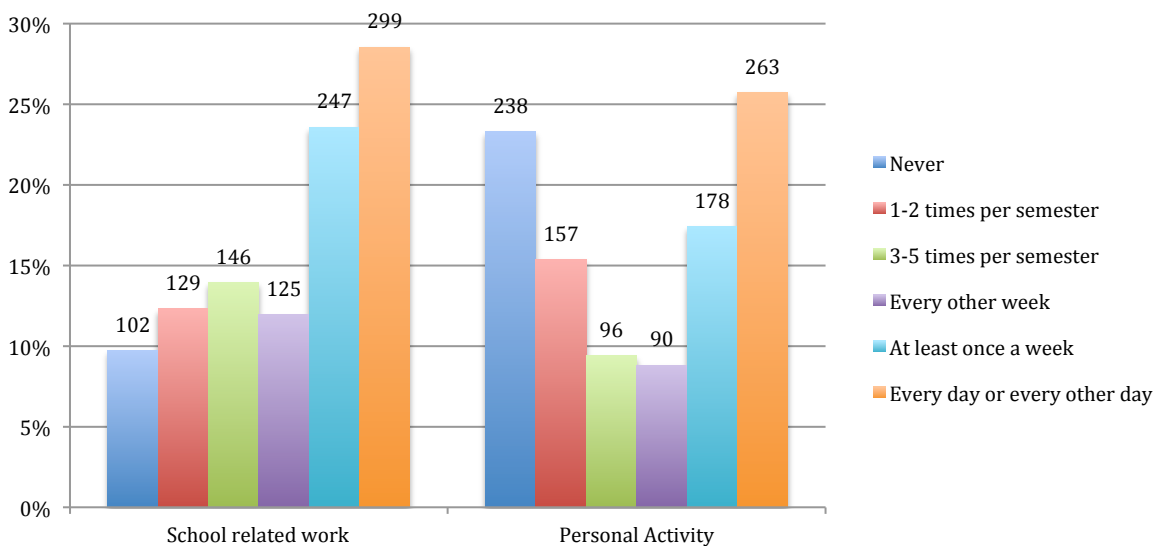
## Communication Tools

90% (952) use text messaging daily

69% (721) use instant messaging weekly or more frequently

52% (645) access the internet from their cell phone weekly or more frequently
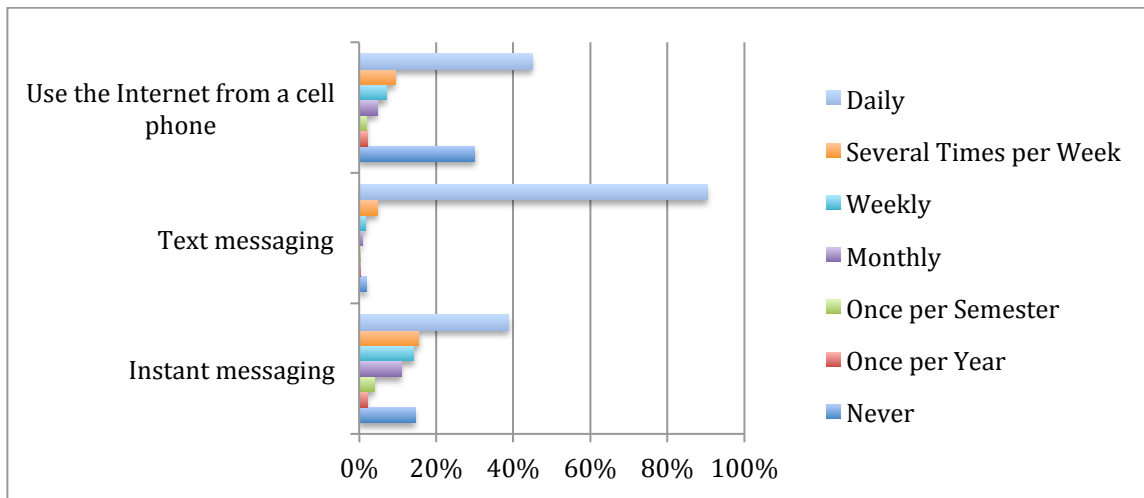


## Web Tools

High percentages of respondents **never** used certain online tools, including Online Virtual Worlds (91%) and Webcasts (84%). Highest percentage of respondents used LMU's Website/MyLMU (49%) and Social Networking Websites such as Facebook (77%) **daily**.
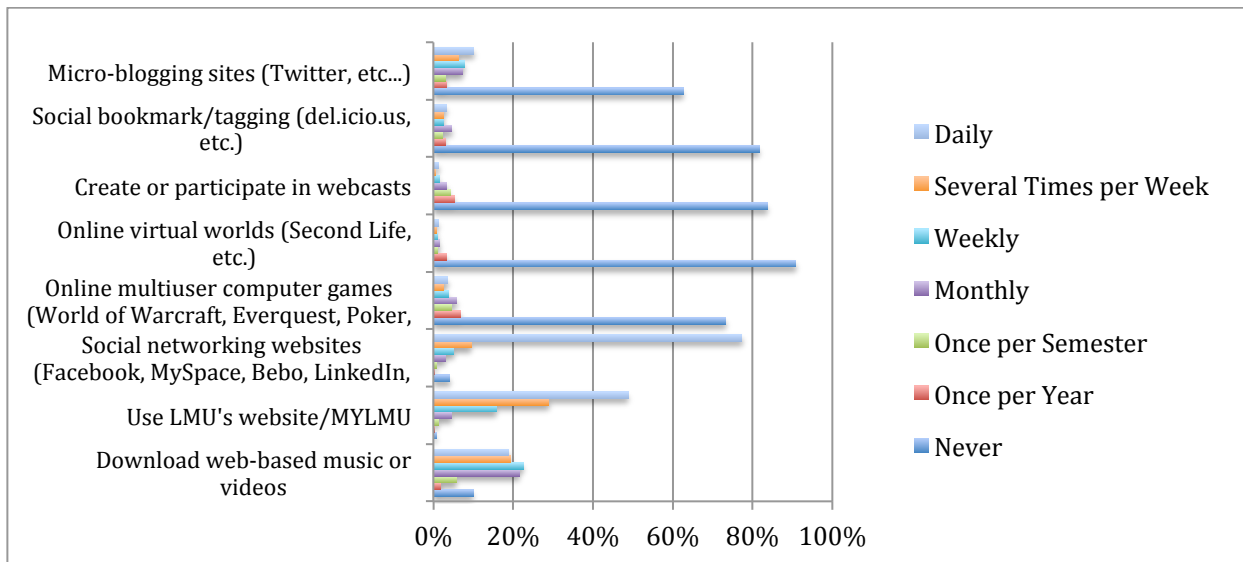
## Contribution to Web 2.0

How often do you contribute content to the following (for school, work, or recreation)?
About half of the respondents never contribute content to web 2.0.
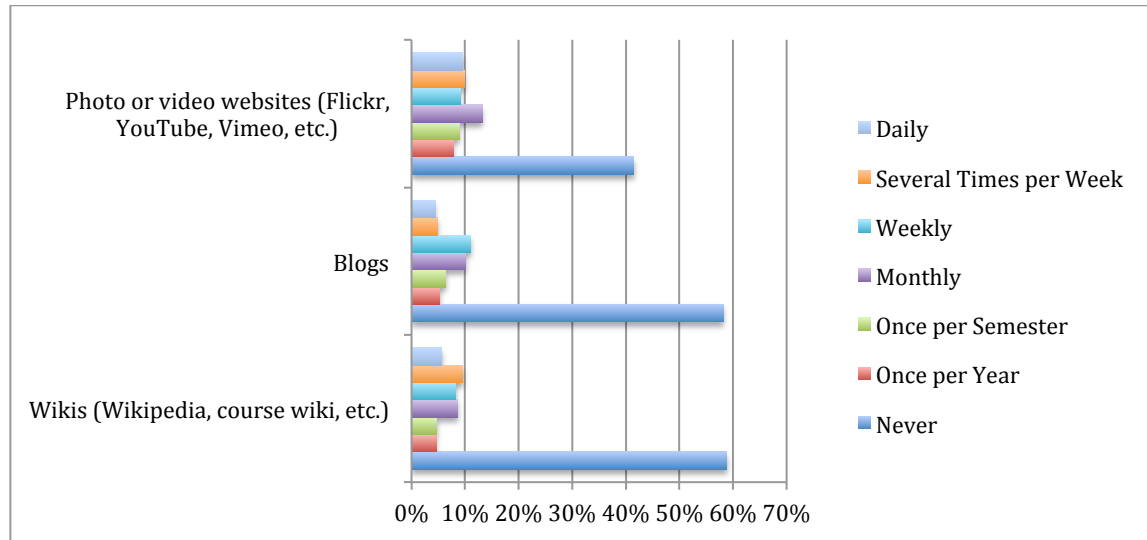


## Perceived Skill Levels

Overall, there is positive self-perception regarding tech skills in the following areas. LMU students categorize themselves fairly or very skilled respectively in almost all areas except graphics software (56% indicating not at all or not very skilled) and computer maintenance (39%). Three topics related to the use of information on the web show high confidence.

**HOW SKILLED WOULD YOU RATE YOURSELF AT THE FOLLOWING:**
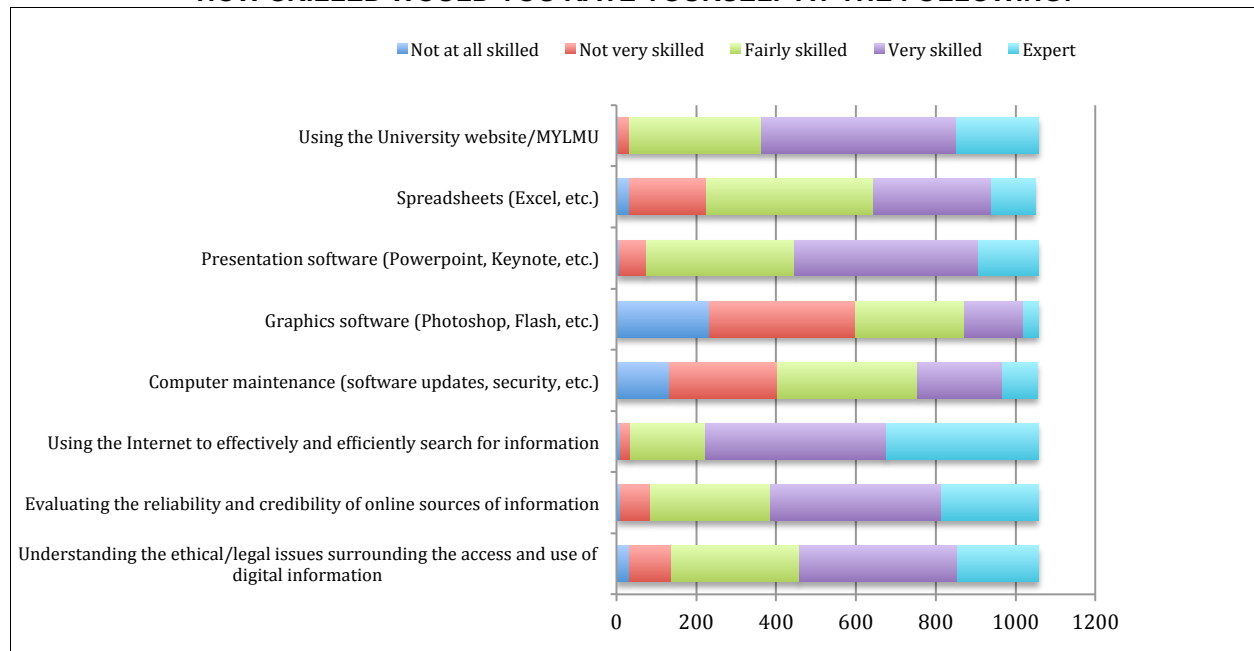
## Technology in the Classroom

**Preference towards the level of technology use in class** *(n=1,056)*

79% of students prefer courses that have extensive and moderate use of technology. Only 19% desire courses with limited or no technology.

Courses that use technology extensively
20%

Courses with moderate level of technology
59%

Courses with limited technology
16%

Courses that use technology exclusively (as in an online course)
2%

Courses with no technology
3%
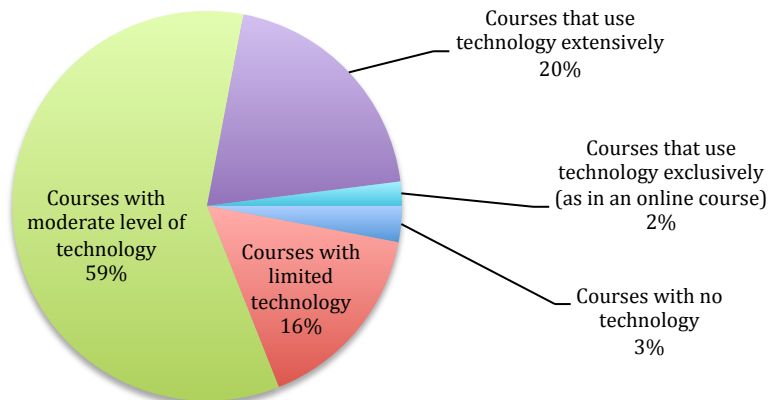
## Technology use in LMU classes

Top 5 technologies that are frequently used:
- MYLMU Connect (899)
- LMU website/MYLMU (761)
- Presentation software, such as PowerPoint, Keynote, etc. (631)
- Spreadsheet software, such as Excel, Numbers, etc. (461)
- ERes (410)

MYLMU Connect (Blackboard)
LMU Website/MYLMU
Presentation software (PowerPoint, Keynote, etc.)
Spreadsheets (Excel, Numbers, etc.)
Eres
Google Apps (Google Docs, Calendar, everything EXCEPT GMAIL)
Social networking websites (Facebook, MySpace, Bebo, LinkedIn, etc.)
Blogs
Wikis
Instant messaging
Graphics software (Photoshop, Flash, etc.)
Video--creation software (Director, iMovie, etc.)
SPSS/SAS/Other Statistical Programs
E-portfolios
Audio-creation software (Audible, Garageband, etc.)
Discipline-specific technologies (Mathematica, AutoCAD, etc.)
Podcasts
Programming languages (C++, Java, etc.)
Other*
CompClass
Webcasts
Online virtual worlds (Second Life, etc.)

0   100   200   300   400   500   600   700   800   900   1000

*Other included: Aplia, ARIS, Dreamweaver, ECHO, Final Cut Pro, Final Draft, Flash, Grouply, Interview Stream, Kompozer, LiveText, mharis.com, McGraw Hill Connect, MyWeb, Photoshop, POM - for Operations Management, Screenwriting software, Simulation applications, Skype, Survey Monkey, Textbook site, WebAssign, XBRL, YouTube

## Online Learning

**Willingness to take a completely online course** *(n=1,057)*

42% of students agree or strongly agree that they would be willing to take a course offered completely online from an LMU Professor.
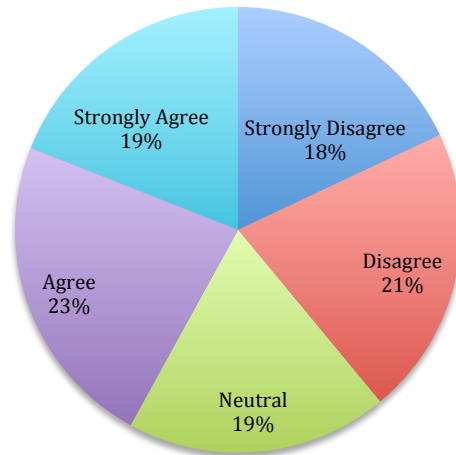


**Experience with a hybrid class** *(n=1,054)*
Have you ever taken a course where part of the class was spent online rather than in the classroom? These are sometimes called a hybrid or blended class.
69% has never taken a hybrid class.

**Experience with a distance education class** *(n=1,055)*
Have you ever taken a course where you didn't meet face-to-face with your instructor in the form of an online or distance education course?
68% no
32% yes
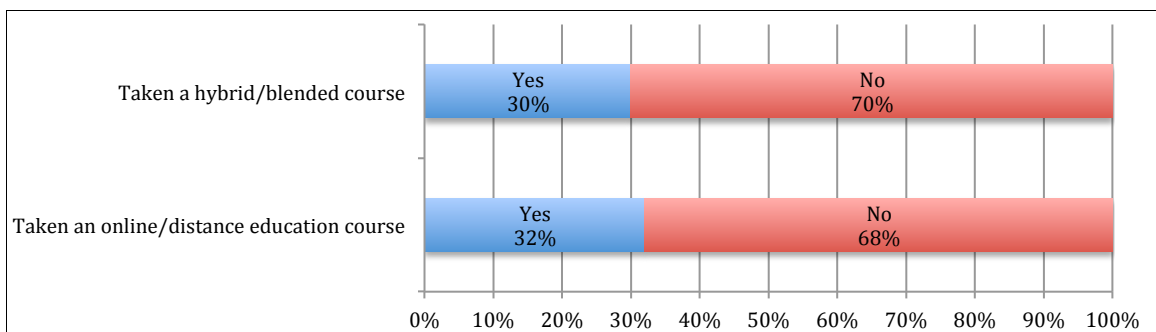
**Preference to classroom activities on/offline**

For the following classroom activities, please indicate if you prefer to have the interaction face-to-face (in person) or through some form of digital technology.

For example, if you had your choice would you prefer to communicate with your instructor in class and their office hours (in person), or do you prefer to email your instructor (digitally)?
Top two in-person responses were lectures (45%) and class discussion (44%)
Top two digitally: receipt of grades (30%) and research (25%)
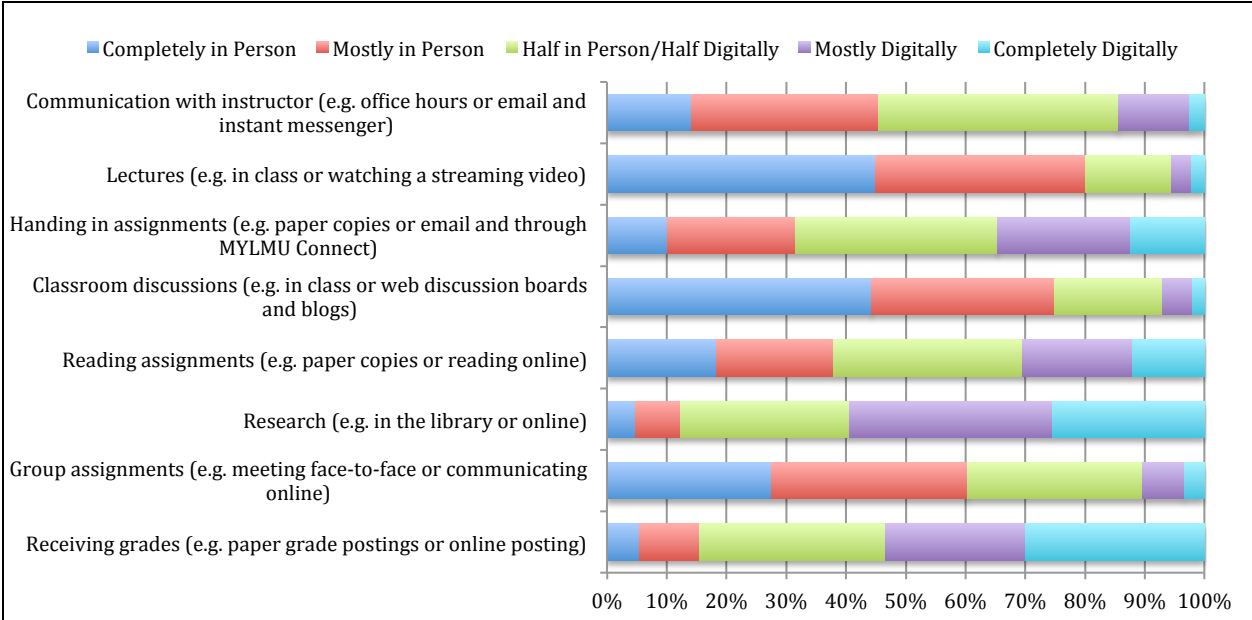
## Classroom Technology Integration

**Perception about faculty technology integration**

### HOW MANY OF YOUR INSTRUCTORS...



Legend: Almost None, Some, About Half, Most, Almost All, All

Categories:
- Understand your technology skill set
- Provide you with adequate training for any technology used in the course
- Use technology effectively in courses
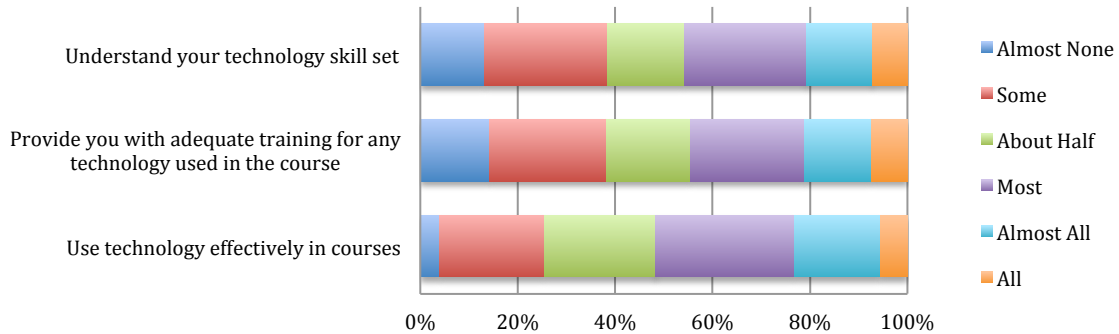
**Beliefs toward technology in learning**



Legend: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Categories:
- I skip classes when materials from course lectures are available online.
- LMU's Information Technology Services Help Desk is always available when I need assistance with my coursework.
- By the time I graduate, the technology I have used in my courses will have adequately prepared me for the workplace.
- Technology makes doing my course activities more convenient.
- The use of technology in my courses improves my learning.
- I get more actively involved in courses that use technology.

## Help Desk Usage by Students

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) | 368 |
| Via Email (at helpdesk@lmu.edu) | 261 |
| Via Online Chat (available at http://its.lmu.edu) | 55 |
| Walk-in | 326 |
| Never Contacted | 446 |

71% of respondents were satisfied or very satisfied with the overall quality of service from the Help Desk. No distinction was made between the Faculty/Staff Help Desk and the Student Help Desk in this year's survey. This will be addressed next year to more accurately reflect satisfaction percentages with the Student Help Desk.
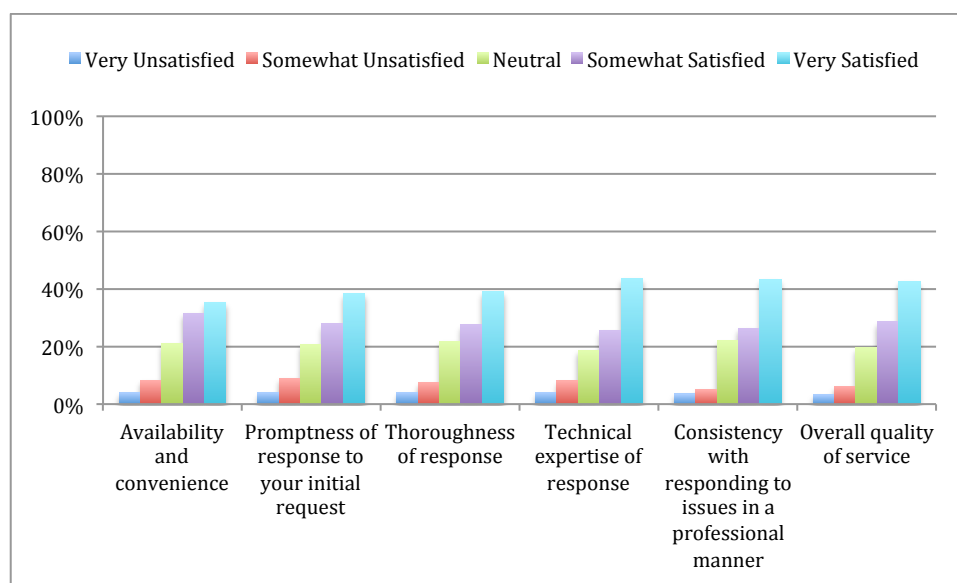


Of the services listed in the survey, the following services received less than 70% satisfaction rate and should be targeted for improvement:

- Availability and convenience
- Promptness of response to initial request
- Thoroughness of response

The following services received satisfaction ratings at 70% or above.

- Technical expertise of response
- Consistency with responding to issues in a professional manner

**Technology Workshops**
Students were asked what technology workshops they might attend if made available. The most common selections were: Adobe Creative Suite (413 responses), Not interested in any workshops (318), Microsoft Office Applications (249), and iLife Applications (245).

In Fall 2011, the Student Innovation Center will be offering drop-in sessions covering the basics of commonly used applications at LMU, including Microsoft Word, Powerpoint, Adobe Creative Suite, MyLMU Connect, etc. The Center will also engage faculty for specific technology workshops that might be part of curriculum.

| Workshop | Responses |
| --- | --- |
| Adobe Creative Suite (Photoshop, Illustrator, | 413 |
| Not interested in technology workshops | 318 |
| Microsoft Office applications (Word, Excel, | 249 |
| iLife applications (iMovie, iDVD, Garageband, | 245 |
| Google Apps | 208 |
| Final Cut Studio | 198 |
| iWork applications (Numbers, Pages, Keynote) | 183 |
| Macintosh Operating System Training | 147 |
| Podcast creation | 132 |
| Microsoft Windows Operating System training | 124 |
| Introduction to computer hardware | 110 |
| SPSS | 86 |
| Mathematica | 83 |
| SAS | 42 |
| Other, please specify. | 28 |

## Information Commons

As part of the ongoing collaboration between Information Technology Services and the William H. Hannon Library, questions regarding technology usage in the library were included in this survey.  All questions regarding the Information Commons were vetted by library staff and all relevant survey responses were provided to them as well.

**Have you used the public computers in the Information Commons in the William H. Hannon Library?**
871 (82%) yes
186 (18%) no

**How often have you used a computer in the Information Commons this semester?**
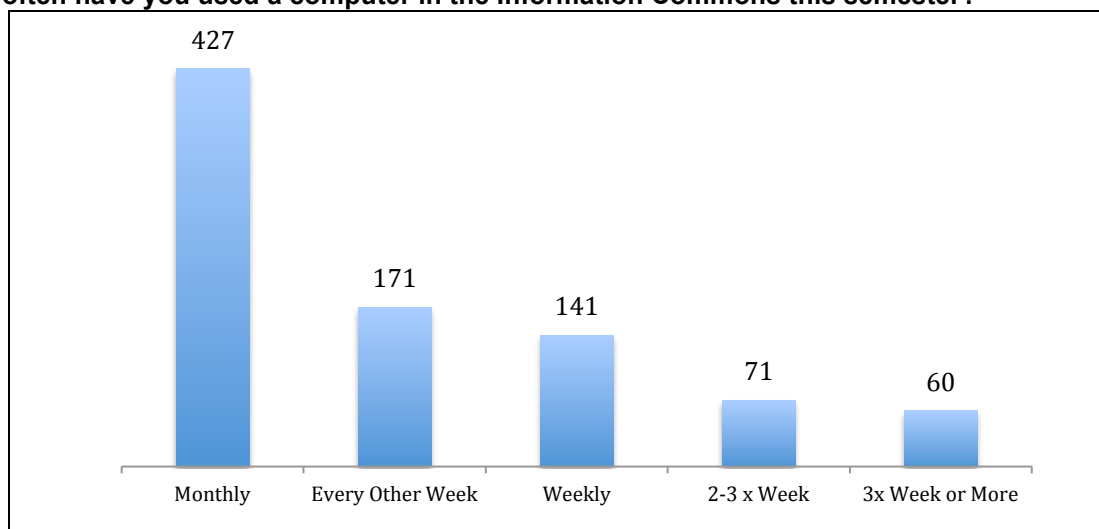


**Operating System choice of Information Commons computers**

This question was asked due to the ability of the Information Commons computers to boot into either Windows XP or Macintosh operating systems.

273 (31%) Windows XP
594 (69%) Mac OS

**Computer use**
496 – Personal Use
701 – Research
652 – Class assignment/presentation

**Application use**
817 use the internet, 664 use Microsoft Office applications, and 94 used Adobe Suite applications.  Other responses (41) included printing, SPSS, iWork, Final Draft, and Final Cut Pro.

Examples of additional requested applications include Skype, Microsoft Publisher, Mathematica, and MATLAB.  Other service requests include scanning, how-to signage, fax machines, and printers on other library floors.

**Satisfaction**

How satisfied are you with the following areas regarding the Information Commons?  Data based on the 872 respondees who answered that they have used computers in the Information Commons
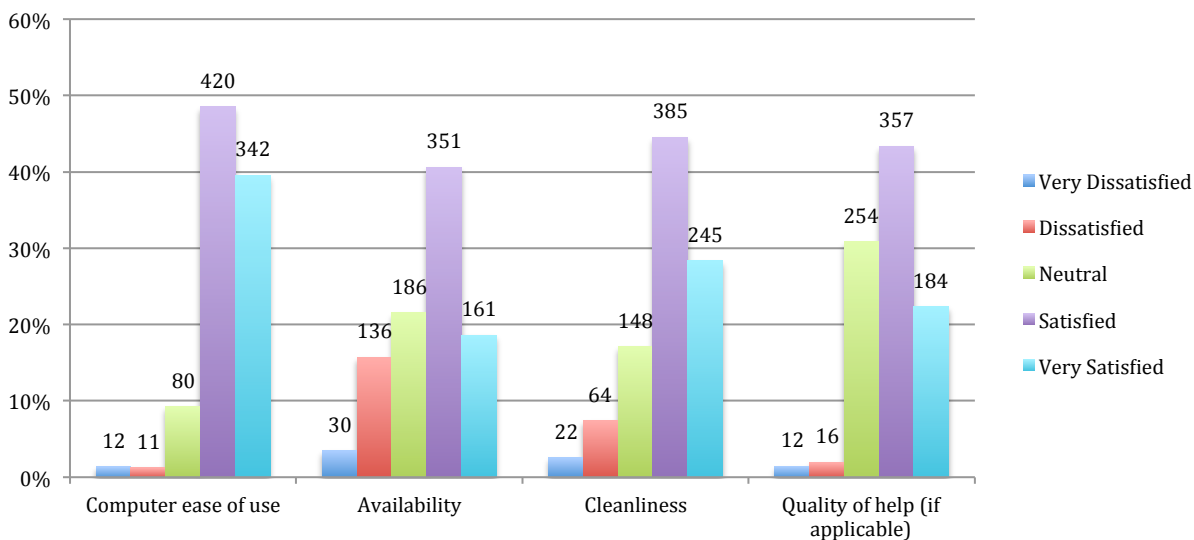


125 responders (12%) have used the Chat help feature available on the Library home page.  Of those 125, 93% (115) were satisfied with the help they received.

846 responders (81%) have used a library Group Study Room.  699 have reserved a study room online. The majority of responders (440 – 63%) make study room reservations 1 to 4 times per semester.  77% of those making reservations online were satisfied or very satisfied with the reservation process.

## Labs

Students showed 69% satisfaction with availability of ITS-managed labs, 71% satisfaction with availability of needed software and 73% satisfaction with the overall quality of computing labs in 2010. Dissatisfied or very dissatisfied responses were at 11% for Availability of Labs, 6% for Availability of Needed Software and 8% for Overall Quality of Computing Labs. A number of highly specialized and general labs were created in 2010 and we are expecting an increase in overall satisfaction for 2011.
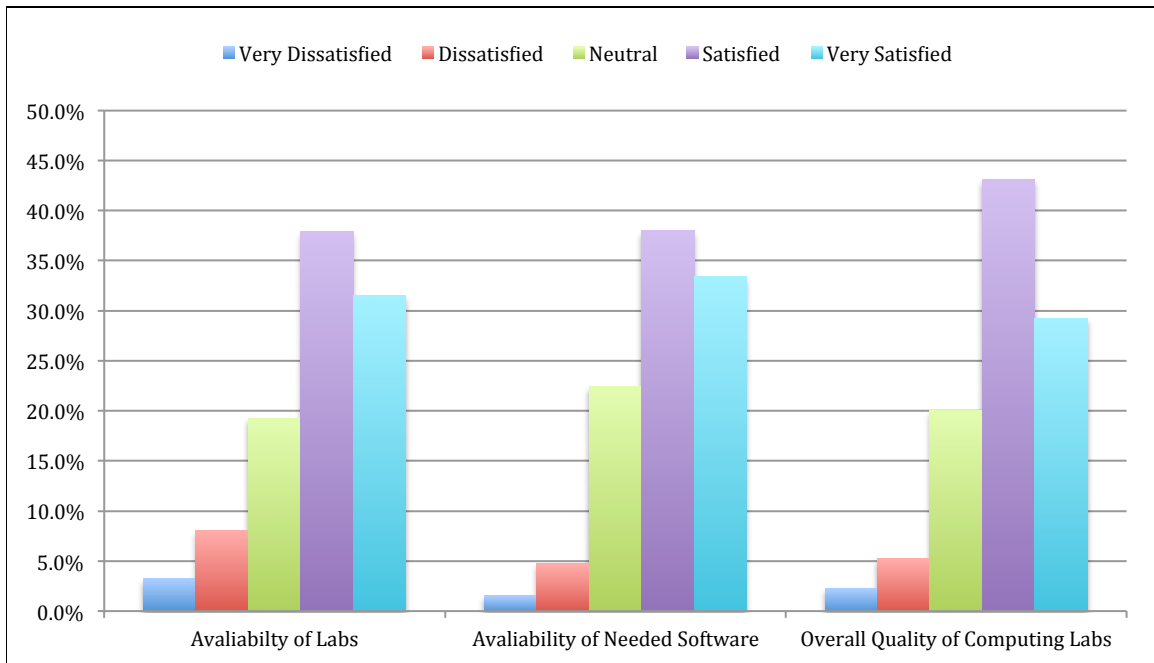
**Computer Preference**

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

■ Mac Desktop  ■ Mac Laptop  ■ PC Desktop  ■ PC Laptop
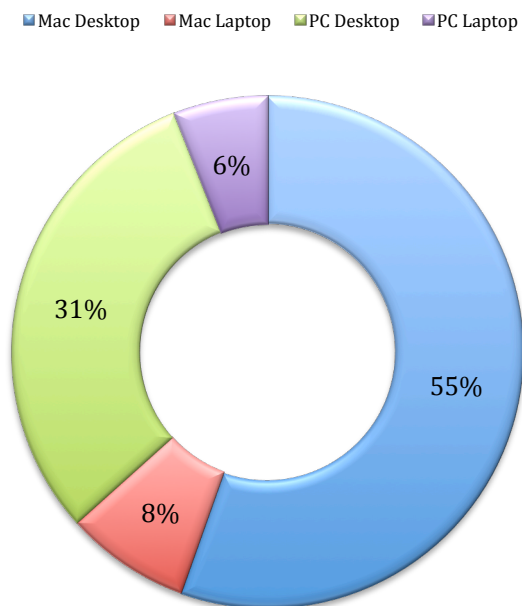


**SOFTWARE REQUESTED:**

Students were asked what software titles they would like to see installed in labs. Adequately-licensed software will be installed in as many labs as possible per the requests below. Any responses requiring additional licenses will be considered in the upcoming year's academic software budget.

| SOFTWARE | NUMBER OF RESPONSES |
| --- | --- |
| MATLAB | 5 |
| PHOTOSHOP | 4 |
| FINAL CUT | 3 |
| FINAL DRAFT | 3 |
| INDESIGN | 3 |
| MATHEMATICA | 3 |
| SKYPE | 3 |
| ADOBE | 2 |
| AUTOCAD | 2 |
| CHROME | 2 |
| FIREFOX | 2 |
| MULTISIM | 2 |
| SOLIDWORKS | 2 |
| 30 Other pieces of Software | 1 |

**SUGGESTED LAB FEATURES:**

Students were asked what other types of hardware they would like installed in the labs.  Requests will be taken into consideration for this year's lab hardware budget.

| ITEM | NUMBER OF RESPONSES |
|---|---|
| SCANNERS | 58 |
| COLOR PRINTERS | 58 |
| WEB CAMS | 12 |
| PRIVACY/CUBICLES | 9 |
| COPIERS | 8 |
| FAX | 5 |

# Three Years in Review

This section reviews selected data over the past three years of the study.

## Faculty

Over the past three years, faculty have taken the ITS annual survey 475 times, with the most recent 2010 survey doubling the number of participants averaged between the previous two years:
2008 – 135 Participants
2009 – 115 Participants
2010 – 225 Participants

**WHAT TECHNOLOGY IS MOST IMPORTANT TO YOUR TEACHING AND RESEARCH?**
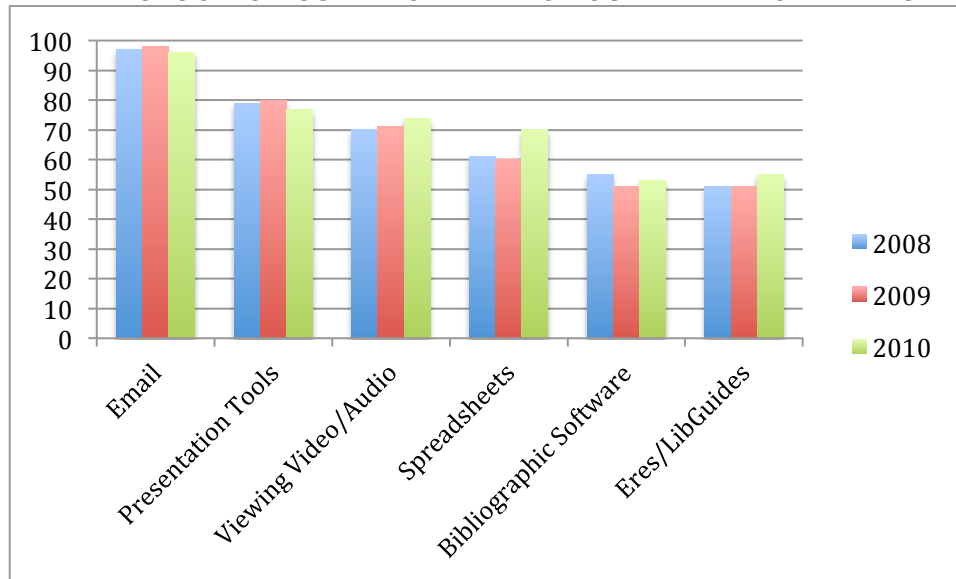


Email is still seen as the most important teaching and research tool, at above 95% each year. Presentation tools, such as PowerPoint, remain the second most important teaching and research tool. Percentages amongst the tools have remained consistent with the exception of Spreadsheets in 2010 increasing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

**HAVE YOU USED MYLMU CONNECT IN THE PAST YEAR?**
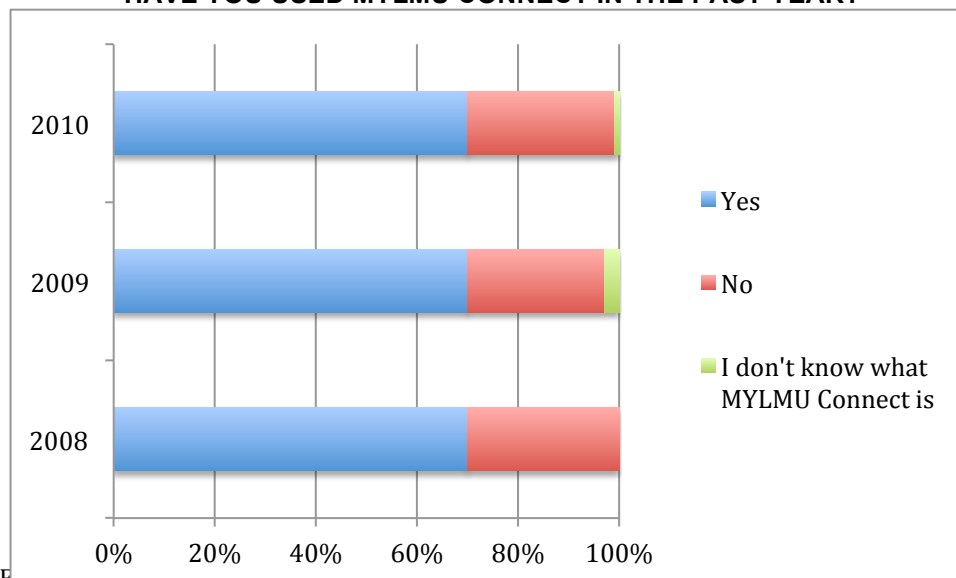
Over the past three years, faculty usage has remained consistent, as 70% of faculty have responded in each year that they have used MYLMU Connect.

**ALL THINGS BEING EQUAL, IN WHICH MODE OF INSTRUCTION DO YOU PREFER TO TEACH?**
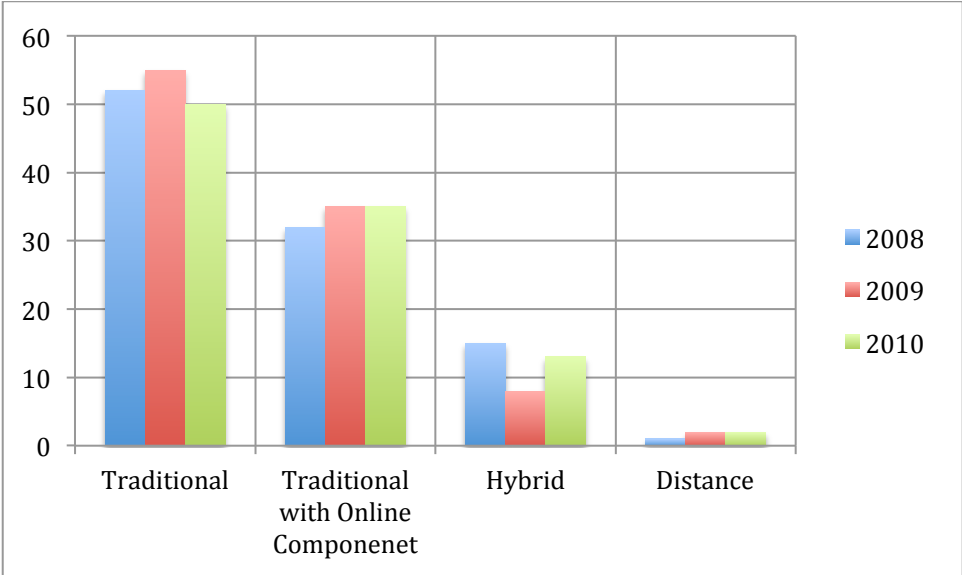


Overall, the faculty have remained consistent, as approximately 50% prefer traditional courses, with another third preferring to teach traditional courses with an online component. Responses for hybrid and distance courses have remained low, topping out at a combined 16% in 2008.

**IN THE PAST YEAR, HAVE YOU PARTICIPATED IN AN ACADEMIC TECHNOLOGY EVENT?**
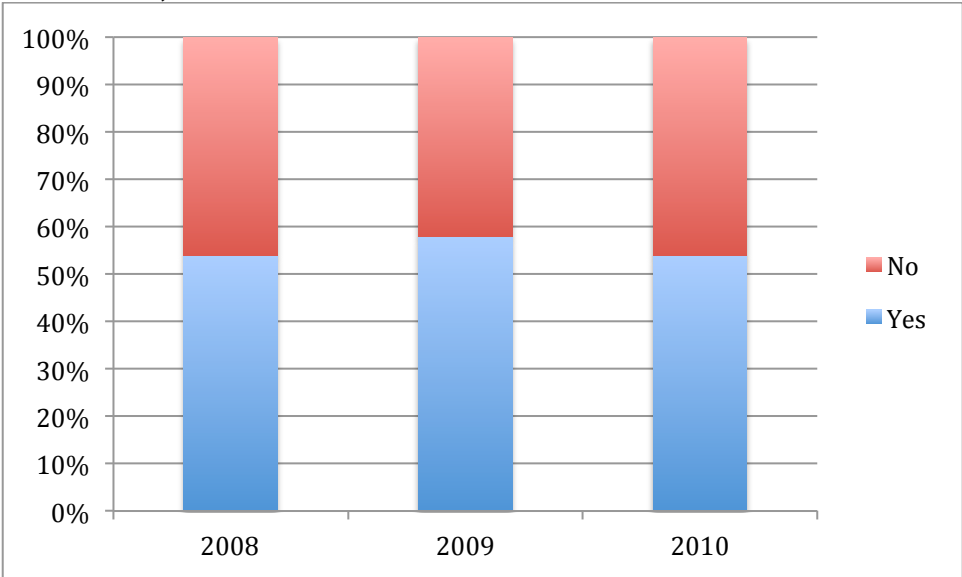


Academic Technology event participation has also remained consistent, as 54% of faculty attended at least one in 2008 and 2010, while 2009 saw a small spike to 58%, likely attributed to the opening of the Faculty Innovation Center in the William H. Hannon Library in that year.

**WHAT IS YOUR OVERALL IMPRESSION OF THE HELPDESK?**
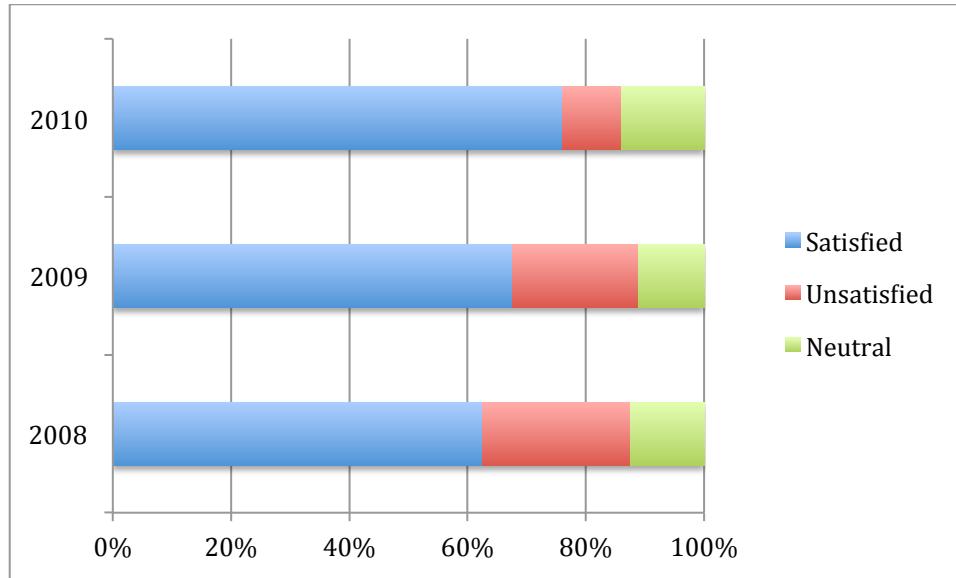


Satisfaction with the HelpDesk has risen steadily over the past three years from 62% satisfied in 2008 to 76% satisfied in 2010. Dissatisfaction has dropped this most recent year down to 10%.

## Students

Over the past three years, students have taken the ITS annual survey 3,043 times, with participation steadily rising over the years:
2008 – 971 Participants
2009 – 1,013 Participants
2010 – 10,59 Participants

### TOP 5 TECHNOLOGIES

Students were asked 'what are the top 5 technologies used at LMU?' The list has remained practically the same over the previous three years:

1. Blackboard/MYLMU Connect
2. LMU Website & Manegate/MyLMU
3. Presentation Tools
4. Spreadsheet Tools
5. Social Networking (2008), ERes (2009 & 2010)

Outside of the technological offering (ManeGate was retired and replaced with MyLMU in 2009) and/or rebranding (Blackboard was rebranded to MYLMU Connect in 2009), the only technology that changed over time on the list is the replacement of Social Networking with ERes in 2009. However, it should be noted that ERes was not listed in the 2008 survey.

### STUDENT PREFERENCE TOWARDS TECHNOLOGY IN THE CLASSROOM
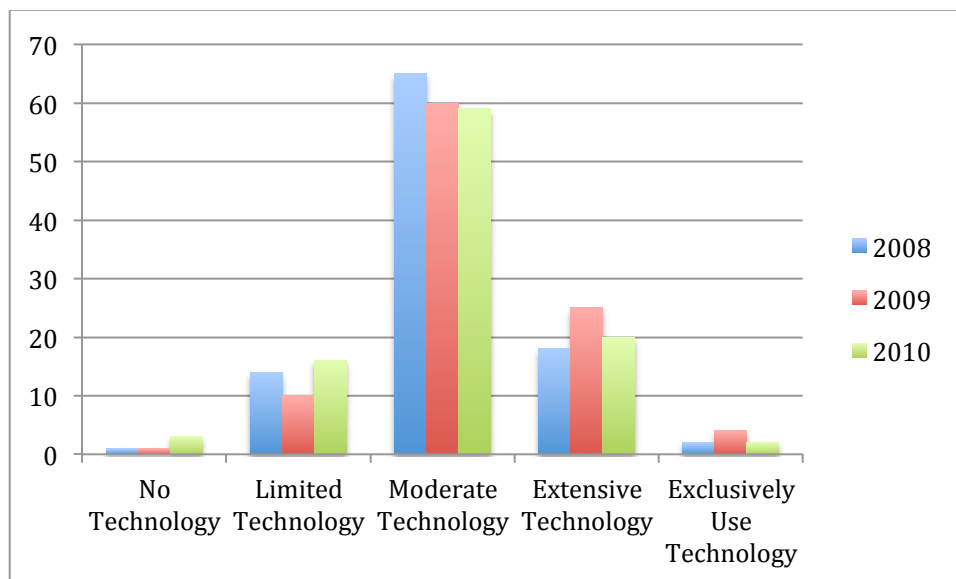


Although the question regarding the amount of technology used in class was asked of students differently than professors, a conclusion can be drawn that the student population has a greater desire for technology in the classroom; however, this disparity is not great. Professors prefer to teach traditionally, or traditionally with an online component. Students consistently prefer moderate technology, more than what professors reportedly prefer, however, there is not an extreme discrepancy, as would be the case if students were asking in mass for distance courses.

**WHAT IS THE OVERALL QUALITY OF COMPUTER LABS ON CAMPUS?**
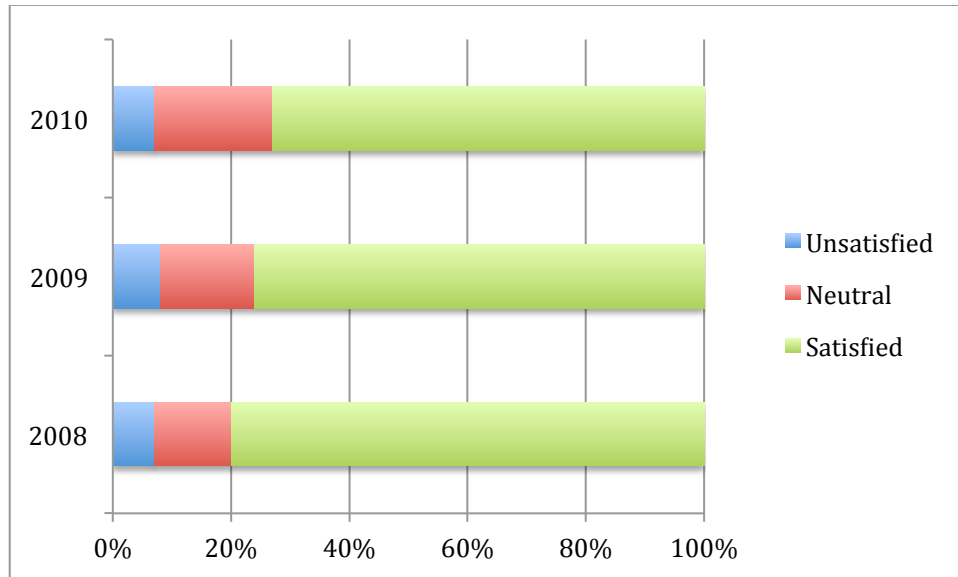


Over the past three years, the satisfaction rate of the quality of computer labs has slipped a bit, giving way to a more neutral response from 13% neutral responses in 2008 to 20% in 2010. It is important to note, however, that the dissatisfaction rate has remained unchanged across all three years.

**WHAT IS YOUR OVERALL IMPRESSION OF THE HELPDESK?**
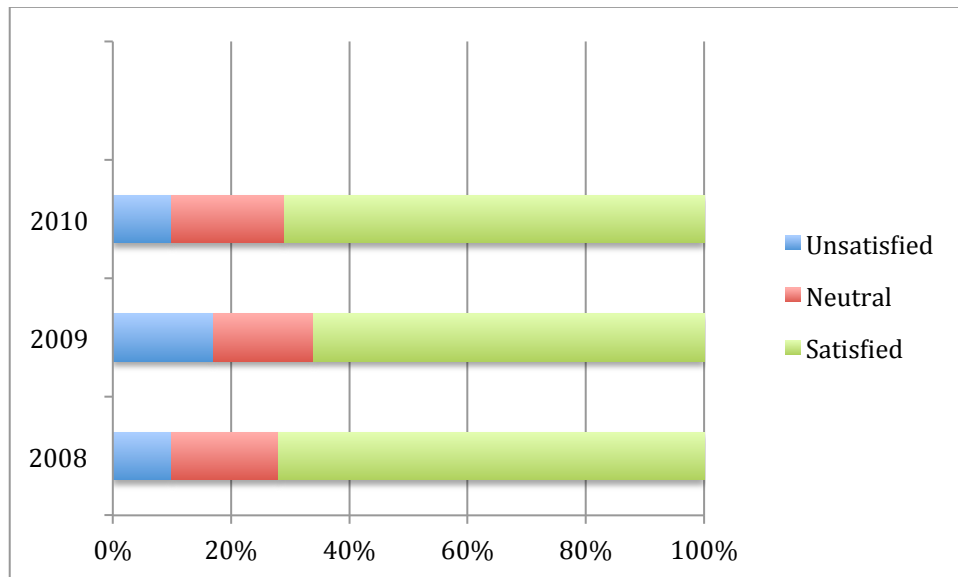


Students have rated the HelpDesk fairly consistently over the past three years, with a slight decline in 2009 to 66% satisfied, but then a bounce back to 71% in 2010.

**DO YOU OWN AN INTERNET-CAPABLE PHONE?**
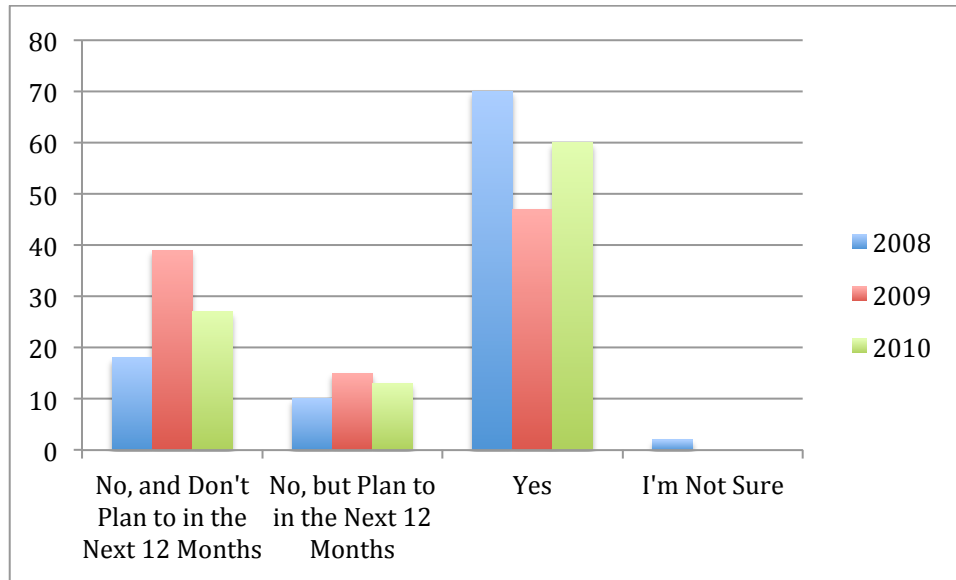


Student responses to the question 'do you own an internet-capable phone?' over a 3-year period have shown some of the most interesting results across this time frame. 'Yes' responses were particularly high at 70% in 2008, when smartphones were very much only in their infancy. A steep drop was seen in 2009 to 47%. Although not recorded in the survey responses, it is believed the downturn in the economy led to many students re-evaluating the need for higher-end technology, which caused a steep drop in internet-capable phones.

# Appendix A – Acknowledgments

We would like to acknowledge and thank those who have made the survey possible over the past three years since we have started. It has brought valuable data that has provided positive technical and service change to the LMU community.

First and foremost, we appreciate the participation of the over 3,000 students and almost 500 faculty who have taken the survey over these three years. Without your assistance and feedback in this endeavor, we would not be able to provide the services and support that makes LMU a better place to teach, learn and live.

Second, we would like to thank the University's Administration, especially Lynne Scarboro, Senior Vice President for Administration, for allowing us to conduct this annual survey. Your dedication to make LMU a better place on a daily basis is greatly appreciated and shows the true character of the University.

Lastly, we would like to thank the Academic Technology Team for putting together, implementing, and analyzing the survey. Your collaboration and hard work are appreciated.

# Appendix B – 2010 Faculty Survey

Faculty Academic Technology Survey 2010

TECHNOLOGY STUDY DETAILS     The purpose of this study is to identify faculty attitudes towards academic technology and identify how they use technology at Loyola Marymount University. The survey is designed to take no more than 10-15 minutes of your time. The study involves no physical, psychological, social or medical risks, and is simply asking for your honest opinion. The study will benefit you and future faculty by providing insight into the needs of faculty and allowing for appropriate changes to the University infrastructure.     At the end of the survey, you have the option of entering your email address for a chance to win one of 2 iPod Touches. Your chance of winning will depend on the number of completed surveys with valid email addresses received.     Participation in this survey is voluntary and at any time you are free to withdraw from the survey (simply close your browser). You may skip questions, but please remember that this information is vital to understanding the technology landscape at LMU, and supporting your technology needs.     Your privacy is very important to us. The survey is anonymous, and your email address will not be linked with your confidential answers. Your email address in the iPod Touch drawing will not be connected to the survey data.     If you have any questions or problems taking this survey, please contact the ITS Help Desk at 310-338-7777 or helpdesk@lmu.edu. Your participation is very important to ensuring that we have accurate information about LMU faculty. Thank you!     Please note: The survey period ends on Friday, December 10, 2010.

I have read the above information and consent to participate in this study. I verify that I am a current faculty member at Loyola Marymount University.
❍   Yes
❍   No


Demographics

Indicate the College or School you primarily teach in.
❍   Bellarmine College of Liberal Arts
❍   College of Business Administration
❍   College of Communication and Fine Arts
❍   College of Science and Engineering
❍   School of Education
❍   School of Film and Television
❍   Other _____

Indicate the primary department you teach in.
- ❍ African American Studies
- ❍ Bioethics
- ❍ Chicana/o Studies
- ❍ Classics and Archaeology
- ❍ Economics
- ❍ English
- ❍ History
- ❍ Modern Languages and Literature
- ❍ Philosophy
- ❍ Political Science
- ❍ Psychology
- ❍ Sociology
- ❍ Theological Studies
- ❍ Women's Studies


Indicate the primary department you teach in.
- ❍ Accounting
- ❍ Business Law
- ❍ Computer Information Systems
- ❍ Finance
- ❍ Management
- ❍ Marketing


Indicate the primary department you teach in.
- ❍ Art and Art History
- ❍ Communication Studies
- ❍ Dance
- ❍ Marital and Family Therapy
- ❍ Music
- ❍ Theatre Arts


Indicate the primary department you teach in.
- ❍ Biochemistry
- ❍ Biology
- ❍ Chemistry
- ❍ Civil Engineering
- ❍ Computer Science
- ❍ Electrical Engineering
- ❍ Engineering Physics
- ❍ Mathematics
- ❍ Mechanical Engineering
- ❍ Natural Science
- ❍ Physics

Indicate the primary department you teach in.
- ❍ Clinical Education
- ❍ Doctoral Program
- ❍ Educational Leadership and Administration
- ❍ Educational Support Services
- ❍ Elementary and Secondary Education
- ❍ Language and Culture
- ❍ Specialized Programs in Urban Education
- ❍ Specialized Urban Education Partnership Programs
- ❍ Early Childhood Education


Indicate the primary department you teach in.
- ❍ Animation
- ❍ Film and Television Studies
- ❍ Production
- ❍ Recording Arts
- ❍ Screenwriting


Other Department or College, please specify.

Indicate your primary position at LMU.
- ❍ Tenured/Tenure Track Professor
- ❍ Clinical Full-Time Professor
- ❍ Adjunct or Lecturer
- ❍ Visiting Professor/Scholar
- ❍ Department Chair
- ❍ Associate Dean/Dean
- ❍ Other, please specify _____


Access to Technology

What type of computer/platform(s) do you use at HOME? (check all that apply)
- ❑ Don't have access to a computer at home.
- ❑ Windows - Desktop
- ❑ Windows - Laptop
- ❑ Mac - Desktop
- ❑ Mac - Laptop
- ❑ Netbook
- ❑ Other, please specify _____


What type of Internet connection do you have at HOME?
- ❍ Dial-Up
- ❍ High Speed (Cable, DSL, or Other)
- ❍ No Internet Connection at Home

What type of computer/platform do you use at LMU? (check all that apply)
- ❑ Don't have access to a computer at work.
- ❑ Windows - Desktop
- ❑ Windows - Laptop
- ❑ Mac - Desktop
- ❑ Mac - Laptop
- ❑ Other, please specify (iPad, tablet) _____

How would you rate the wireless connection on campus?
- ❍ There's wireless on campus?
- ❍ Slow - I have to wait for a webpage to load up
- ❍ Average - E-mail, webpages, and chat work well.
- ❍ Fast - I can comfortably stream the internet.
- ❍ Amazing - I thought I was on a wired connection!

How would you rate the wireless connection in your office?
- ❍ There's wireless on campus?
- ❍ Slow - I have to wait for a webpage to load up
- ❍ Average - E-mail, webpages, and chat work well.
- ❍ Fast - I can comfortably stream the internet.
- ❍ Amazing - I thought I was on a wired connection!

We are looking to continually improve service on campus. If you are aware of any ongoing issues with wireless on campus, where are they? (Be as specific as possible and include building and floor. ex - Leavey 5, 2nd floor)

Do you own a mobile device/phone that is capable of full web browsing (whether you use that capability or not)?
- ❍ No, and don't plan to purchase one in the next 12 months
- ❍ No, but plan to purchase one in the next 12 months
- ❍ Yes
- ❍ Don't Know

Choose the type of mobile device that has Internet connectivity that you own or plan to own.
- ❑ iPhone
- ❑ Blackberry
- ❑ Windows Mobile
- ❑ Android
- ❑ Palm
- ❑ Other (please specify) _____
- ❑ iPod Touch
- ❑ iPad

Did you know LMU now offers iPad/iPhone/iPod Touch apps that provide Directory, Maps, Course Information, LMU Images, LMU Videos, Alumni Links, and News? The apps are iLMU, LMU Magazine, and LMU Lions Official 2010.
❍ Yes
❍ No


MYLMU Connect

Have you used MYLMU Connect (Blackboard system) for your courses in the last year?
❍ Yes
❍ No
❍ I'm not familiar with MYLMU Connect


Please rate your satisfaction level with MYLMU Connect.

| | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |
|---|---|---|---|---|---|
| Ease of Use | ❍ | ❍ | ❍ | ❍ | ❍ |
| Reliability | ❍ | ❍ | ❍ | ❍ | ❍ |
| Speed | ❍ | ❍ | ❍ | ❍ | ❍ |
| Overall satisfaction | ❍ | ❍ | ❍ | ❍ | ❍ |

Which of the following features of MYLMU Connect do you use?

| | Never Heard Of | Know About but Don't Use | Use Occasionally | Use Often |
|---|---|---|---|---|
| Adaptive Release | ❍ | ❍ | ❍ | ❍ |
| Announcements | ❍ | ❍ | ❍ | ❍ |
| Assignment (collecting documents) | ❍ | ❍ | ❍ | ❍ |
| Blog/Journal | ❍ | ❍ | ❍ | ❍ |
| Calendar | ❍ | ❍ | ❍ | ❍ |
| Discussion Board | ❍ | ❍ | ❍ | ❍ |
| Email to class | ❍ | ❍ | ❍ | ❍ |
| Grade Center | ❍ | ❍ | ❍ | ❍ |
| Groups | ❍ | ❍ | ❍ | ❍ |
| Test/Survey | ❍ | ❍ | ❍ | ❍ |
| Statistics Tracking/Report | ❍ | ❍ | ❍ | ❍ |
| Wiki | ❍ | ❍ | ❍ | ❍ |
| Posting Documents | ❍ | ❍ | ❍ | ❍ |
| Files (central file storage for all content) | ❍ | ❍ | ❍ | ❍ |
| iTunes U Link | ❍ | ❍ | ❍ | ❍ |
| Mashups (Flickr Photos, SlideShare Presentation, YouTube Videos) | ❍ | ❍ | ❍ | ❍ |

Modes of InstructionClasses can be taught with different modes of instruction.  These include:      A TRADITIONAL COURSE is one that is primarily face-to-face, which may have an online component to enhance the course.      A HYBRID COURSE has one- to two-thirds of the classroom time replaced by online, therefore it is a blend of face-to-face time and online.      A DISTANCE EDUCATION COURSE never, or rarely, meets face-to-face at LMU and may use online or other technologies.    Please refer to these definitions for the questions below.

All things being equal, which of the following mode of instruction would you prefer to teach (using the definitions above)?  Check one.
❍  Traditional Course
❍  Traditional Course with an Online Component
❍  Hybrid Course
❍  Distance Education Course

Would you be willing to experiment with a hybrid or distance education course, if you had the proper support and training?

❍ Yes, I'd be willing to try
❍ Definitely Not
❍ Perhaps, I need more information


Overall Technology Usage

Instead of asking you how frequently you use the following technologies below, we think that it's important to know your real interest and needs in teaching and research. We have also added a check box next to each technology asking if you'd like to know more about it. Since the survey is anonymous, the purpose of these check boxes is to better gauge faculty interest and accordingly plan workshops and training on high interest technologies.How important are the following technologies to your teaching and research?(Examples are in the parentheses)

Communication

| | Importance to Your Teaching and Research | | | | | Interest |
|---|---|---|---|---|---|---|
| | Not at all important | Unimportant | Neither Important nor Unimportant | Important | Extremely Important | I'd like to know more about it |
| Chat/IM (AIM, Jabber) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Text Messaging (Cellphone) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Smartphone + Web Browsing (iPhone, Blackberry, Android, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Web Conferencing (Audio, Skype, Adobe Connect, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Email | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| LMU Videoconferencing | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |

Presentations & Podcasting

| | Importance to Your Teaching and Research | | | | | Interest |
|---|---|---|---|---|---|---|
| | Not at all important | Unimportant | Neither Important nor Unimportant | Important | Extremely Important | I'd like to know more about it |
| Podcasting/iTunes U | ○ | ○ | ○ | ○ | ○ | ❑ |
| Presentation (PowerPoint, Keynote, etc.) | ○ | ○ | ○ | ○ | ○ | ❑ |
| Student Digital Portfolio (KEEP Toolkit, Google Sites, LiveText, etc.) | ○ | ○ | ○ | ○ | ○ | ❑ |
| Pencast (Livescribe, etc.) | ○ | ○ | ○ | ○ | ○ | ❑ |
| Classroom Capture (Echo360) | ○ | ○ | ○ | ○ | ○ | ❑ |

Web & Multimedia

| | Importance to Your Teaching and Research | | | | | Interest |
|---|---|---|---|---|---|---|
| | Not at all important | Unimportant | Neither Important nor Unimportant | Important | Extremely Important | I'd like to know more about it |
| Creating Website(s) (iWeb, Dreamweaver, Microsoft FrontPage, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Creating/Editing Graphics (Photoshop, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Viewing Audio/Video (YouTube, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Creating Basic Audio/Video (iMovie, Movie Maker, Garageband, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Editing Advanced Audio/Video (Final Cut Pro, Soundtrack Pro, Avid, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |

Other Web Tools

| | Importance to Your Teaching and Research | | | | | Interest |
|---|---|---|---|---|---|---|
| | Not at all important | Unimportant | Neither Important nor Unimportant | Important | Extremely Important | I'd like to know more about it |
| Social Media (Facebook, Blog, Wiki, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Second Life | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Publishers Online/Digital Content (3D simulation, homework modules, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |

Data/Information Management

| | Importance to Your Teaching and Research | | | | | Interest |
|---|---|---|---|---|---|---|
| | Not at all important | Unimportant | Neither Important nor Unimportant | Important | Extremely Important | I'd like to know more about it |
| Spreadsheet | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Mathematics (Mathematica, Maple, Matlab, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Database (File Maker, Microsoft Access, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Bibliography/Citation (EndNote, Citation, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| ERes/LibGuides | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| File Sharing (Lionshare, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |

Research Tools

| | Importance to Your Teaching and Research | | | | | Interest |
|---|---|---|---|---|---|---|
| | Not at all important | Unimportant | Neither Important nor Unimportant | Important | Extremely Important | I'd like to know more about it |
| Quantitative Research Analysis (SPSS, SAS, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Qualitative Research Analysis (Nvivo, etc.) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| Online Survey (Qualtrics) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |
| High Performance Computing - HPC (Render farm, supercomputing for computational problems) | ❍ | ❍ | ❍ | ❍ | ❍ | ❑ |

If you are interested in sharing your High Performance Computing needs with the Task Force on High Performance Computing, please give us your name. Your name will not be associated with this survey - Click here.

Academic Technology Support

In the past year, have you participated in an LMU academic technology event, training, workshop, or seminar?
- ❍ Yes
- ❍ No

Academic Technology Support

Please select why you have not participated in any academic technology event:
- ❍ Did not hear about opportunities
- ❍ Workshop/training/event topics not of interest
- ❍ Scheduling Conflicts
- ❍ Location
- ❍ Other, please specify _____

How would you prefer to hear about faculty academic technology professional development opportunities? (Check all that apply)
- ❑ Email
- ❑ Campus mail
- ❑ Department/College flyers
- ❑ Website
- ❑ Other, please specify _____

Do you ever meet with your College's Instructional Technology Analyst (ITA)?    (These include: Haejung Chung, Elaine Coates, David Greenfield, Joseph Russo, David Scozzaro, Michelle Yeung)
- ❍ What or who is an ITA?
- ❍ I know who my ITA is but we have never met
- ❍ I have met my ITA, but have never consulted with him or her
- ❍ I have gone to my ITA for specific help but not on a regular basis
- ❍ I consult my ITA regularly

Please provide any additional comments about the current ITA group.

Have you used the services and technologies in the Faculty Innovation Center (FIC) in the William H. Hannon Library?
- ❍ Never heard of the Faculty Innovation Center
- ❍ Heard of but not used yet
- ❍ Used once
- ❍ Used a few times
- ❍ Use frequently

How do you see yourself using the Faculty Innovation Center in the coming year to advance your teaching and research? (Check all that apply)

❑ Access to faculty-use only computers
❑ Learning basic technology
❑ Learning how to teach with technology
❑ Assistance with redesigning course with technology
❑ Multimedia services (including PowerPoint, pictures, video, etc.)
❑ Assistance with scanning and digitizing materials
❑ Collaborative projects with other faculty
❑ Other _____

Please add your suggestions for creative use of the Faculty Innovation Center and/or workshops held there.

How often do you use your college-specific lab(s)/e-classroom(s)?

○ Never
○ 1-2 times per semester
○ 3-5 times per semester
○ Every week or every other week

Rate the lab(s)/e-classroom(s) you use, making note in the space below each section which lab you are referring to most:

| | Very Unsatisfied | Unsatisfied | Neutral | Satisfied | Very Satisfied | N/A |
|---|---|---|---|---|---|---|
| Availability of labs (open hours) | ○ | ○ | ○ | ○ | ○ | ○ |
| Availability of needed software | ○ | ○ | ○ | ○ | ○ | ○ |
| Overall quality of computer labs | ○ | ○ | ○ | ○ | ○ | ○ |

What additional features would you like to see in the lab(s)/e-classroom(s) you use? (Workstation Privacy, Scanners, Web Cams, Color Printing, Software, etc.)

Web Services

Do you know your college's Web Manager? (These include:  Ben Sullivan, Marissa Contreras, Amy Meredith, Shira Gotshalk)

○ I am not aware of my college's Web manager and what he/she does.
○ I know my college's Web manager but we have never met.
○ I know my college's Web manager but have never consulted with him/her.
○ I work with my college's Web manager on my departmental and/or college Web issues occasionally.
○ I work with my college's Web manager on my departmental and/or college Web issues regularly.

Do you know your college Web Manager's role and how they may assist you? (check all that apply)
- ❑ I have no idea.
- ❑ I have consulted him/her when I need access to something on the Web and/or CMS training issues.
- ❑ I have collaborated with him/her on college/departmental Web redesign projects.
- ❑ I have collaborated with her/him on developing written content, designs, photography and/or social media aspects of my college/departmental Web pages.


Classroom Management Office

How often do you contact the Classroom Management Office (CMO at x81735 or x87777 option 1) to report problems requiring immediate attention?
- ○ Never
- ○ Very rarely
- ○ Less than half of the sessions
- ○ About half of the sessions
- ○ More than half of the sessions
- ○ Almost every class session


How satisfied are you with the following services from the Classroom Management Services?

| | Very Unsatisfied | Somewhat Unsatisfied | Neutral | Somewhat Satisfied | Very Satisfied | N/A |
|---|---|---|---|---|---|---|
| Overall quality of service | ○ | ○ | ○ | ○ | ○ | ○ |
| Availability and convenience | ○ | ○ | ○ | ○ | ○ | ○ |
| Promptness of response to your initial request | ○ | ○ | ○ | ○ | ○ | ○ |
| Thoroughness of response | ○ | ○ | ○ | ○ | ○ | ○ |
| Technical expertise of response | ○ | ○ | ○ | ○ | ○ | ○ |
| Consistency with responding to issues in a professional manner | ○ | ○ | ○ | ○ | ○ | ○ |

If you have contacted CMO for immediate assistance, please describe and explain the classroom technology issues that prompted the call.

Do you have any suggestions for how the Classroom Management Office can improve its service and support?

Information Technology Services (ITS) Support

How would you prefer to contact the ITS Help Desk? Rank in order of preference with 1 being your top preference and 5 being your least preference. Drag and drop your answers in the order of preference.

_____ Phone
_____ Email
_____ Online chat
_____ Walk-in
_____ Self-service/web form

Have you ever contacted LMU's ITS Help Desk this year? Check all that apply.

❑ Via phone (at 310-338-7777)
❑ Via email (at helpdesk@lmu.edu)
❑ Via online chat (available at http://its.lmu.edu)
❑ Never contacted

How satisfied are you with the following services from the ITS Help Desk?

| | Very Unsatisfied | Somewhat Unsatisfied | Neutral | Somewhat Satisfied | Very Satisfied | N/A |
|---|---|---|---|---|---|---|
| Availability and convenience | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Promptness of response to your initial request | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Thoroughness of response | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Technical expertise of response | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Consistency with responding to issues in a professional manner | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Overall quality of service | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Please provide any additional comments about your interactions with the ITS Help Desk and ITS Client Services.

Final Thoughts

If you could choose one priority for LMU, in terms of Academic Technology (technology that supports teaching and learning), what would it be?

If you have any other comments or insights about your needs with regards to teaching with technology, please feel free to share them below.

Thank you for taking your time to take this important survey. By clicking on "Submit" below, you will submit this survey and be taken to a page to enter your name into the drawing for an iPod Touch.

# Appendix C – 2010 Student Survey

Student Academic Technology Survey 2010

STUDENT TECHNOLOGY SURVEY DETAILS     The purpose of this study is to identify students' attitudes and use of technology at Loyola Marymount University. The survey is designed to take no more than 10 minutes of your time. The study involves no physical, psychological, social or medical risks, and is simply asking for your honest opinion. The study will benefit you and future students by providing insight into the needs of students and allowing for appropriate changes to the University infrastructure.     At the end of the survey, you have the option of entering your email address for a chance to win one of 5 iPod Touches. Your chance of winning will depend on the number of completed surveys with valid email addresses received.     Participation in this survey is voluntary and at any time you are free to withdraw from the survey (simply close your browser). You may skip questions, but please remember that this information is vital to understanding you and supporting your technology needs. You must be 18 years or older to participate. Your privacy is very important to us. The survey is anonymous, and your email address will not be linked with your confidential answers. Your email address in the iPod Touch drawing will not be connected to the survey data.     If you have any questions or problems taking this survey, please contact the ITS Help Desk at 310-338-7777 or helpdesk@lmu.edu. Your participation is very important to ensuring that we have accurate information about LMU students. Thank you!     Please note: The survey period ends on Friday, December 10, 2010.

I have read the above information and consent to participate in this study. I verify that I am a current student 18 years or older at Loyola Marymount University.
- ❍ Yes
- ❍ No

General Access to Technology

What type of computer/platform(s) do you own? (check all that apply)
- ❑ Don't own my own computer
- ❑ Windows - Desktop
- ❑ Windows - Laptop
- ❑ Mac - Desktop
- ❑ Mac - Laptop
- ❑ Other, please specify _____
- ❑ Netbook

How old is your primary personal  computer?
- ❍ Less than 1 year old
- ❍ 1-2 years old
- ❍ 2-3 years old
- ❍ 3-4 years old
- ❍ 4 or more years old

For daily usage, what operating system do you PREFER to use?
- ❍ Windows PC
- ❍ Apple/Macintosh
- ❍ Unix-derivative/Linux

What type of Internet connection do you have at HOME:
- ❍ Dial-Up
- ❍ High Speed (Cable, DSL, or Other)
- ❍ No Internet Connection at Home

How do you most often connect to the Internet on CAMPUS:
- ❍ Wired
- ❍ Wireless

How would you rate the wireless connection on campus?
- ❍ There's wireless on campus?
- ❍ Slow - I have to wait for a webpage to load up
- ❍ Average - E-mail, webpages, and chat work well.
- ❍ Fast - I can comfortably stream the internet.
- ❍ Amazing - I thought I was on a wired connection!

How would you rate the wireless connection in your dorm room?
- ❍ There's wireless on campus?
- ❍ Slow - I have to wait for a webpage to load up
- ❍ Average - E-mail, webpages, and chat work well.
- ❍ Fast - I can comfortably stream the internet.
- ❍ Amazing - I thought I was on a wired connection!
- ❍ I don't live on campus

We are looking to continually improve service on campus. If you are aware of any ongoing issues with wireless on campus, where are they? (Be as specific as possible and include building and floor. ex - Leavey 5, 2nd floor)

Technology Usage

What office suite do you use? (Check all that apply)
- ❑ Microsoft Office
- ❑ iWork
- ❑ Other _____

Which version of Microsoft Office are you using?
- ❑ 2003 or older (Windows)
- ❑ 2007 (Windows)
- ❑ 2010 (Windows)
- ❑ 2004 or older (Mac)
- ❑ 2008 (Mac)
- ❑ 2011 (Mac)

Which version of iWork are you using?
- ❑ iWork '05
- ❑ iWork '06
- ❑ iWork '08
- ❑ iWork '09

Do you own a Smartphone that is capable of full web browsing (whether you use that capability or not)?
- ○ No, and don't plan to purchase one in the next 12 months
- ○ No, but plan to purchase one in the next 12 months
- ○ Yes
- ○ Don't Know

Choose the type of mobile device that has Internet connectivity that you own or plan to own.
- ❑ iPhone
- ❑ Blackberry
- ❑ Windows Mobile
- ❑ Android
- ❑ Palm
- ❑ iPod Touch
- ❑ iPad
- ❑ Other (please specify) _____

Did you know LMU now offers iPad/iPhone/iPod Touch apps that provide Directory, Maps, Course Information, LMU Images, LMU Videos, Alumni Links, and News? The apps are iLMU, LMU Magazine, and LMU Lions Official 2010.
- ○ Yes
- ○ No

How often do you do the following (for school, work, or recreation)? Select one answer for each activity. (Examples are in parentheses)

Creation Tools

| | Never | Once per Year | Once per Semester | Monthly | Weekly | Several Times per Week | Daily |
|---|---|---|---|---|---|---|---|
| Spreadsheet software (Excel, Numbers, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Presentation software (PowerPoint, Keynote, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Graphics software (Photoshop, Flash, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Audio-creation software (Audible, GarageBand, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Video-creation software (Director, iMovie, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Create podcasts | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Communication

| | Never | Once per Year | Once per Semester | Monthly | Weekly | Several Times per Week | Daily |
|---|---|---|---|---|---|---|---|
| Instant messaging | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Text messaging | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Use the Internet from a cell phone | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Web

| | Never | Once per Year | Once per Semester | Monthly | Weekly | Several Times per Week | Daily |
|---|---|---|---|---|---|---|---|
| Download web-based music or videos | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Use LMU's website/MYLMU | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Social networking websites (Facebook, MySpace, Bebo, LinkedIn, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Online multiuser computer games (World of Warcraft, Everquest, Poker, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Online virtual worlds (Second Life, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Create or participate in webcasts | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Social bookmark/tagging (del.icio.us, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Micro-blogging sites (Twitter, etc...) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

How often do you contribute content to the following (for school, work, or recreation)?

| |
|---|
| Wikis (Wikipedia, course wiki, etc.) |
| Blogs |
| Photo or video websites (Flickr, YouTube, Vimeo, etc.) |

How skilled would you rate yourself at the following:

| | Not at all skilled | Not very skilled | fairly skilled | Very skilled | Expert |
|---|---|---|---|---|---|
| Using the University website/MYLMU | ○ | ○ | ○ | ○ | ○ |
| Spreadsheets (Excel, etc.) | ○ | ○ | ○ | ○ | ○ |
| Presentation software (Powerpoint, Keynote, etc.) | ○ | ○ | ○ | ○ | ○ |
| Graphics software (Photoshop, Flash, etc.) | ○ | ○ | ○ | ○ | ○ |
| Computer maintenance (software updates, security, etc.) | ○ | ○ | ○ | ○ | ○ |
| Using the Internet to effectively and efficiently search for information | ○ | ○ | ○ | ○ | ○ |
| Evaluating the reliability and credibility of online sources of information | ○ | ○ | ○ | ○ | ○ |
| Understanding the ethical/legal issues surrounding the access and use of digital information | ○ | ○ | ○ | ○ | ○ |

Technology in the Classroom

Which best describes your preference for technology in the classroom (this refers to technology used for teaching, not technology that is directly part of the curriculum):
○ I prefer taking courses that use no technology.
○ I prefer taking courses that use limited technology.
○ I prefer taking courses that use a moderate level of technology.
○ I prefer taking courses that use technology extensively.
○ I prefer taking courses that use technology exclusively (as in an online course).

Are you using the following for any of your courses this semester? Check all that apply.
- ❑ Audio-creation software (Audible, Garageband, etc.)
- ❑ Blogs
- ❑ CompClass
- ❑ Discipline-specific technologies (Mathematica, AutoCAD, etc.)
- ❑ E-portfolios
- ❑ Eres
- ❑ Google Apps (Google Docs, Calendar, everything EXCEPT GMAIL)
- ❑ Graphics software (Photoshop, Flash, etc.)
- ❑ Instant messaging
- ❑ LMU Website/MYLMU
- ❑ MYLMU Connect (Blackboard)
- ❑ Online virtual worlds (Second Life, etc.)
- ❑ Podcasts
- ❑ Presentation software (PowerPoint, Keynote, etc.)
- ❑ Programming languages (C++, Java, etc.)
- ❑ Social networking websites (Facebook, MySpace, Bebo, LinkedIn, etc.)
- ❑ Spreadsheets (Excel, Numbers, etc.)
- ❑ SPSS/SAS/Other Statistical Programs
- ❑ Video--creation software (Director, iMovie, etc.)
- ❑ Webcasts
- ❑ Wikis
- ❑ Other, please specify _____

Online Learning

Do you agree or disagree with the following statement: "I would be willing to take a fully online course from an LMU Professor."
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neutral
- ❍ Agree
- ❍ Strongly Agree

Have you ever taken a course where part of the class was spent online rather than in the classroom? These are sometimes called a hybrid or blended class.
- ❍ Yes
- ❍ No

Have you ever taken a course where you didn't meet face-to-face with your instructor in the form of an online or distance education course?
- ❍ Yes
- ❍ No

For the following classroom activities, please indicate if you prefer to have the interaction face-to-face (in person) or through some form of digital technology. For example, if you had your choice would you prefer to communicate with your instructor in class and their office hours (in person), or do you prefer to email your instructor (digitally)?

| | Completely in Person | Mostly in Person | Half in Person/Half Digitally | Mostly Digitally | Completely Digitally |
|---|---|---|---|---|---|
| Communication with instructor (e.g. office hours or email and instant messenger) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Lectures (e.g. in class or watching a streaming video) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Handing in assignments (e.g. paper copies or email and through MYLMU Connect) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Classroom discussions (e.g. in class or web discussion boards and blogs) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Reading assignments (e.g. paper copies or reading online) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Research (e.g. in the library or online) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Group assignments (e.g. meeting face-to-face or communicating online) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Receiving your grades (e.g. paper grade postings or online posting) | ❍ | ❍ | ❍ | ❍ | ❍ |

Your Professors and Technology

How many of your instructors:

| | Almost None | Some | About Half | Most | Almost All | All |
|---|---|---|---|---|---|---|
| Use technology effectively in courses | ○ | ○ | ○ | ○ | ○ | ○ |
| Provide you with adequate training for any technology used in the course | ○ | ○ | ○ | ○ | ○ | ○ |
| Understand your technology skill set | ○ | ○ | ○ | ○ | ○ | ○ |

What is your opinion about the following statements:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I get more actively involved in courses that use technology. | ○ | ○ | ○ | ○ | ○ |
| The use of technology in my courses improves my learning. | ○ | ○ | ○ | ○ | ○ |
| 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. | ○ | ○ | ○ | ○ | ○ |
| LMU's Information Technology Services Help Desk is always available when I need assistance with my coursework. | ○ | ○ | ○ | ○ | ○ |
| I skip classes when materials from course lectures are available online. | ○ | ○ | ○ | ○ | ○ |

Using Information Technology Services (ITS)

How would you prefer to contact the ITS Help Desk? Rank in order of preference with 1 being your top preference and 5 being your least preference. Drag and drop your answers in the order of preference.

_____ Phone
_____ Email
_____ Online chat
_____ Walk-in
_____ Self-service/web form

How have you ever contacted LMU's ITS Help Desk? Check all that apply.
- ❑ Via phone (at 310-338-7777)
- ❑ Via email (at helpdesk@lmu.edu)
- ❑ Online chat (available at http://its.lmu.edu)
- ❑ Walk-in (in St. Robert's Hall)
- ❑ I have not contacted the ITS Help Desk

How satisfied are you with the following services from the ITS Help Desk?

| | Very Unsatisfied | Somewhat Unsatisfied | Neutral | Somewhat Satisfied | Very Satisfied | N/A |
|---|---|---|---|---|---|---|
| Availability and convenience | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Promptness of response to your initial request | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Thoroughness of response | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Technical expertise of response | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Consistency with responding to issues in a professional manner | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Overall quality of service | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

If available, which of the following technology workshops would you be interested in attending? Check all that apply.

- ❑ Not interested in technology workshops
- ❑ Microsoft Windows Operating System training
- ❑ Macintosh Operating System Training
- ❑ Microsoft Office applications (Word, Excel, Powerpoint, etc.)
- ❑ Introduction to computer hardware
- ❑ iWork applications (Numbers, Pages, Keynote)
- ❑ iLife applications (iMovie, iDVD, Garageband, etc.)
- ❑ Podcast creation
- ❑ SPSS
- ❑ SAS
- ❑ Mathematica
- ❑ Adobe Creative Suite (Photoshop, Illustrator, etc)
- ❑ Final Cut Studio
- ❑ Google Apps
- ❑ Other, please specify. _____


Information Commons in the Library

Have you used the public computers in the Information Commons in the William H. Hannon Library?
- ❍ Yes
- ❍ No


If yes, how often have you used a computer in the Information Commons this semester?
- ❍ 1-4 times (approximately once a month or less)
- ❍ 5-8 times (approximately every other week)
- ❍ Weekly
- ❍ 2-3 times a week
- ❍ More than 3 times a week


When you login to the Information Commons computers, which Operating System do you use?
- ❍ Windows
- ❍ Macintosh


Why do you use the computers (check all that apply)?
- ❑ Personal
- ❑ Research
- ❑ Class Paper/Presentation writing


What primary applications do you use on these computers?
- ❑ Internet
- ❑ Microsoft Office
- ❑ Adobe Suite
- ❑ Other _____


Are there any applications you would like to have added?

How satisfied are you with the following areas regarding the Information Commons

| | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |
|---|---|---|---|---|---|
| Computer ease of use | ❍ | ❍ | ❍ | ❍ | ❍ |
| Availability | ❍ | ❍ | ❍ | ❍ | ❍ |
| Cleanliness | ❍ | ❍ | ❍ | ❍ | ❍ |
| Quality of help (if applicable) | ❍ | ❍ | ❍ | ❍ | ❍ |

Are there any computer services you would like added to the Information Commons?

If you have ever experienced any technical issues in the Information Commons, pleasedescribe:

Have you used the Chat help feature available on the William H. Hannon Library home page?
❍ Yes
❍ No

If yes, were you satisfied with the help provided?
❍ Yes
❍ No

Have you used one of the Group Study Rooms?
❍ Yes
❍ No

Have you reserved a Group Study Room online?
❍ Yes
❍ No

How often have you made reservations to use a Group Study Room this semester?
❍ 1-4 times in the semester (approximately once a month or less)
❍ 5-8 times in the semester (approximately every other week)
❍ Weekly
❍ 2-3 times a week
❍ More than 3 times a week

How satisfied were you with the online reservation process for the Group Study Rooms?
❍ Very Dissatisfied
❍ Dissatisfied
❍ Neutral
❍ Satisfied
❍ Very Satisfied

Computer Labs outside the Library

How often do you use computers on campus to do school work or personal usage (i.e. surfing, checking email)?

| | Never | 1-2 times per semester | 3-5 times per semester | Every other week | At least once a week | Every day or every other day |
|---|---|---|---|---|---|---|
| School related work | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Personal Activity | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Information Technology Services manages over 50 computer labs outside of the Information Commons in the William H. Hannon Library across the campus for general use and specific disciplines. Please provide your overall perspective of these computer labs by rating them and providing additional comments were necessary.    Rate the computer labs you use, making note in the space below each section which lab you are referring to most:

| | Very Unsatisfied | Unsatisfied | Neutral | Satisfied | Very Satisfied | N/A |
|---|---|---|---|---|---|---|
| Availability of labs (open hours) | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Availability of needed software | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Overall quality of computer labs | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

What type of computers do you prefer to use in the labs:
❍  Windows Desktop
❍  Mac Desktop
❍  Windows Laptop
❍  Mac Laptop

Rank the Operating System you prefer to see in the labs with 1 being the most preferred? Drag and drop your answers in the order of preference.
_____ Windows 7
_____ Windows Vista
_____ Windows XP
_____ Apple Snow Leopard
_____ Apple Leopard

 What additional features would you like to see in labs (Workstation Privacy, Scanners, Web Cams, Color Printing, Software,  etc...)

Demographics

What is your gender?
- ○  Male
- ○  Female


What is your class standing?
- ○  Freshman
- ○  Sophomore
- ○  Junior
- ○  Senior
- ○  Graduate Student


Are you currently a full-time or part-time student?
- ○  Full-time
- ○  Part-time


Do you reside on campus or off campus?
- ○  On campus
- ○  Off campus


Indicate the College or School your primary major is in. (Required)
- ○  Bellarmine College of Liberal Arts
- ○  College of Business Administration
- ○  College of Communication and Fine Arts
- ○  College of Science and Engineering
- ○  School of Education
- ○  School of Film and Television
- ○  Other _____

Indicate your primary major.
- ❍ African American Studies
- ❍ Asian and Pacific Studies
- ❍ Chicana/o Studies
- ❍ Classical Civilization
- ❍ Classics
- ❍ Economics
- ❍ English
- ❍ European Studies
- ❍ French
- ❍ Greek
- ❍ History
- ❍ Humanities
- ❍ Latin
- ❍ Liberal Studies
- ❍ Masters of Arts in Bioethics
- ❍ Masters of Arts in English
- ❍ Masters of Arts in Pastoral Theology
- ❍ Masters of Arts in Philosophy
- ❍ Masters of Arts in Theology
- ❍ Philosophy
- ❍ Political Science
- ❍ Psychology
- ❍ Sociology
- ❍ Spanish
- ❍ Theological Studies
- ❍ Urban Studies
- ❍ Women's Studies


Indicate your primary major.
- ❍ Accounting
- ❍ Applied Information Management Systems
- ❍ EMBA
- ❍ Entrepreneurship
- ❍ Finance
- ❍ Management
- ❍ Marketing
- ❍ MBA


Indicate your primary major.
- ❍ Art and Art History
- ❍ Communication
- ❍ Dance
- ❍ Marital and Family Therapy
- ❍ Music
- ❍ Studio Arts
- ❍ Theater Arts

Indicate your primary major.
- ❍ Applied Mathematics
- ❍ Athletic Training
- ❍ Biology
- ❍ Chemistry and Biochemistry
- ❍ Civil Engineering
- ❍ Computer Science
- ❍ Electrical Engineering
- ❍ Engineering Physics
- ❍ Environmental Science
- ❍ Masters of Arts in Mathematics
- ❍ Masters of Science in Engineering
- ❍ Masters of Science in Environmental Science
- ❍ Masters of Science in Systems Engineering
- ❍ Mathematics
- ❍ Mechanical Engineering
- ❍ Natural Science
- ❍ Physics


Indicate your primary program.
- ❍ Teacher Credential Programs
- ❍ School Counseling
- ❍ School Psychology
- ❍ Administrative Leadership Programs
- ❍ 5th Year Professional 2042 Clear Credential
- ❍ Special Education
- ❍ Literacy Education
- ❍ Bilingual Education
- ❍ Early Childhood Education
- ❍ MA General Education
- ❍ Teaching English as a Second Language (TESL)
- ❍ California Teachers of English Learners (CTEL) Certificate
- ❍ Programs for Catholic Educators
- ❍ Ed.D. in Educational Leadership for Social Justice
- ❍ Teacher Credential Programs: Undergrad
- ❍ Partners in Los Angeles Catholic Education (PLACE Corps)
- ❍ Teach for America (TFA) Partnership


Indicate your primary major.
- ❍ Animation
- ❍ Film + Television Production
- ❍ Recording Arts
- ❍ Screenwriting


Other: Indicate your primary major.

If you are a member of a Living Learning Community, please select your community below.
- ❍ Compass (a community for undeclared students exploring their major)
- ❍ Healthy Living and Learning Community (HLLC)
- ❍ Honors Living and Learning Community
- ❍ Life Science Early Awareness Program (LEAP)
- ❍ Program for an Engineering Education Community (PEEC)
- ❍ Psychology Early Awareness Program (PEAP)
- ❍ Not a member of a Living Learning Community


If you have any other comments or insights about your needs with regard to learning with technology, or with LMU's support for technology, please feel free to share them below.

Thank you for taking your time to take this important survey. By clicking on "Submit" below, you will submit this survey and be taken to a page to enter your name into the drawing for an iPod Touch.