

CSU Technology Metrics Questionnaire Faculty-Winter/Spring 2006

Hello, my name is _____ and I am calling from the SBRI Survey Lab at California State University, San Marcos. And I'm calling on behalf of the CSU Chancellor's office. May I please speak with [name inserted]?

We are conducting a survey of CSU faculty, staff, and students on issues related to the availability and use of various technologies. The data from this survey will be used to help address the technology needs of the faculty, staff, and students in the CSU system.

I want to let you know that your participation is voluntary, and let me assure you that the answers you give will be kept strictly confidential. I am also required to let you know that this phone call may be monitored by my supervisor for quality control purposes. The interview should take about 15 to 20 minutes, and will include questions pertaining to use of technology in teaching and learning, use of on-line resources, administrative information systems, technical support and training. May we begin?...

Job Status

<QJOB5> Which of the following best describes your tenure status?

1. Tenure Track, Tenured
2. Tenure Track, but Not Tenured
3. Not Tenure Track

8. DON'T KNOW
9. REFUSED

<QJOB6> What is your academic rank?

1. Professor
2. Associate Professor
3. Assistant Professor
4. Lecturer

8. DON'T KNOW
9. REFUSED

Global Questions

<TGLOB1> Now I would like to ask you a series of questions about your perceptions and attitudes toward the computing and network resources available to you.

<QGLOB2A> Using a scale of zero to ten, where zero equals not at all important and ten equals extremely important, how important would you say computing and network resources are to you in performing your teaching responsibilities?

98. DON'T KNOW
99. REFUSED

<QGLOB2B> Using a scale of zero to ten, where zero equals not at all important and ten equals extremely important, how important would you say computing and network resources are to you in carrying out your research?

98. DON'T KNOW
99. REFUSED

<QGLOB3A> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, overall, how would you rate your satisfaction with the computing and technology resources available to you for teaching purposes?

98. DON'T KNOW
99. REFUSED

<QGLOB3B> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, overall, how would you rate your satisfaction with the computing and technology resources available to you for research?

98. DON'T KNOW
99. REFUSED

****Initiative 1A [Faculty]**

Policy

<Q1A8> Using a scale of zero to ten, where zero equals not at all well and ten equals extremely well, how well does your department prepare students in your discipline for the technology skills they will need at graduation?

-
- 98. DON'T KNOW
 - 99. REFUSED

<Q1A10> Using a scale of zero to ten, where zero equals not at all important and ten equals extremely important, how important do you believe it is for your campus to have an information competency requirement - that is, the ability to access, analyze, and present information using computing and network technologies - of all undergraduates?

-
- 98. DON'T KNOW
 - 99. REFUSED

****Initiative 4B: Faculty/Staff/Students**

Connectivity

<T4B1> This next set of questions is about your use of, and satisfaction with, on-line information services, hardware, and equipment.

<QWIRL2> Do you use the campus wireless network?

- 1. YES
- 2. NO

- 8. DON'T KNOW
- 9. REFUSED

<QWIRL3U> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, how would you rate your satisfaction with using your campus wireless network? [F5 HELP: Interviewer: If the respondent has not used or has not tried using the wireless network and they are confused with the question, choose "98. Don't Know". If they have tried using the service at least once ask them to rate their satisfaction with trying the service.]

- 98. DON'T KNOW
- 99. REFUSED

**Initiative 1D [Faculty/Students]

On-line Resources

<T1D> Now I'd like to ask you about your use of on-line information systems and resources available through your campus library.

<QIRUse1> In general, how well would you say your students use various types of electronic or online information resources? Would you say....

- 1. Extremely well
- 2. Very well
- 3. Somewhat
- 4. Not at all well

- 8. DON'T KNOW
- 9. REFUSED

<QIRUse2> How much time do you spend in your courses training students to find, evaluate, and apply electronic or online information resources in your discipline?

- 1. None
- 2. A Little
- 3. Some
- 4. A Lot

- 8. DON'T KNOW
- 9. REFUSED

****Initiative 3A [Faculty/Students]**

Administrative Information Systems

<Q3A1a> Do you use your campus on-line information system to get student records for the purpose of academic advisement? [F-5 HELP SCREEN: This is about YOUR USE, not administrative support or others in your department.]

1. YES
2. NO [SKIP TO < Q3AHR >]

7. NOT APPLICABLE [SKIP TO < Q3AHR >]
8. DON'T KNOW [SKIP TO < Q3AHR >]
9. REFUSED[SKIP TO < Q3AHR >]

<Q3A1b> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, how would you rate your satisfaction with online access to get student record information?

-
98. DON'T KNOW
 99. REFUSED

<Q3AHR> Do you use your campus on-line human resource information system to access your personnel information, for things such as making changes to your W-4 document, or making changes to your benefits? [F-5 HELP SCREEN: This question is not in reference to your PAF (personnel action file) or any other confidential information regarding your faculty appointment.]

1. YES
2. NO [SKIP TO <T4A2>]

7. NOT APPLICABLE [SKIP TO < T4A2>]
8. DON'T KNOW [SKIP TO < T4A2>]
9. REFUSED[SKIP TO < T4A2>]

<Q3AHR1> Using the same scale of zero to ten, how would you rate your satisfaction with on-line access to your human resource information?

-
98. DON'T KNOW
 99. REFUSED

****Initiative 4A [Faculty/Students/Staff]**

Technical Support (General)

[IF Q4A1 > 1, SKIP TO T1A]

<T4A2> The next series of questions deals with your experiences when you have problems or need assistance with your computer workstation, network, or software.

<Q4A5E2> In the last two years, have you received technical help to solve a problem with your university-provided computer?

1. YES
2. NO [SKIP TO <T1A>]

7. DON'T HAVE A COMPUTER
8. DON'T KNOW [SKIP TO <T1A>]
9. REFUSED [SKIP TO <T1A>]

<Q4A5E5> On a scale from zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, how satisfied were you with the time it took to resolve the problem(s)? [F-5 HELP SCREEN: IF THE RESPONDENT HAD VARIED EXPERIENCES, ASK: In general, how satisfied were you with the time it took to resolve the problem(s)?]

-
98. DON'T KNOW
 99. REFUSED

**Initiative 1A [Faculty/Students]

Use of Technology in Teaching (General)

<T1A> The next set of questions is about your use of technology in your teaching in the last two years.

<Q1A0> How many classes have you taught over the last two years, including the current term?
[F-5 HELP SCREEN: We want to know how many sections you have taught, not how many courses. A class is a gathering of students.]

-
- 98. DON'T KNOW
 - 99. REFUSED

[IF Q1A0 = 0 SKIP TO TImpact1]

<QLMS> Of these classes, how many were supported by a Learning Management System or LMS, like Blackboard or WebCT? [F-5 HELP SCREEN: Blackboard and WebCT are primarily shells to manage class activities that occur on-line (threaded discussions, feedback on work, groupware utilities); they also provide conveniences to faculty for "housekeeping" (tracking completion of assignments, recording grades, etc.).]

-
- 98. DON'T KNOW
 - 99. REFUSED

<QLMS2> Do you **require** your students to use a Learning Management System in ...

- 1. All of your classes
- 2. Some of your classes
- 3. None of your classes

- 8. DON'T KNOW
- 9. REFUSED

<QLMS3> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, how satisfied are you with the use of a Learning Management System for **course management**?

-
- 98. DON'T KNOW
 - 99. REFUSED

<QLMS4> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, how satisfied are you with the use of a Learning Management System for **teaching and learning purposes**?

-
- 98. DON'T KNOW
 - 99. REFUSED

<TOnline> Now we'd like to ask you a few questions about online learning.

<Q1A1> In the last two years, how many classes did you teach **totally** or **partially** in a distributed/distance learning mode - that is, in a way that does not **require** you and your students to be present in the same place at the same time?

-
- 98. DON'T KNOW
 - 99. REFUSED

[IF Q1A1 = 0 SKIP TO Q1A3]

<Q1A2A> Of these classes, how many were taught totally or completely in this mode?

(F5: *This answer will be less than or equal to the prior question.*)

-
- 98. DON'T KNOW
 - 99. REFUSED

[IF Q1A2A = Q1A1 SKIP TO Q1A3]

<Q1AHyb> Of the classes you taught partially online, how many classes have you taught in the last two years that had 50 percent or more of the instruction delivered online?

-
- 98. DON'T KNOW
 - 99. REFUSED

<Q1A3> Using a scale of zero to ten, where zero equals not at all important and ten equals extremely important, how important do you believe it is to provide students with access to electronic on-line course instruction at anytime, in any place?

-
- 98. DON'T KNOW
 - 99. REFUSED

Technologies

<Q1A5> In the last two years, which of the following technologies have you **required** your students to use in completing assignments? [F-5 HELP SCREEN: Client-server applications are applications that run locally but use data from a central source. The student enrollment data and university budget data on many campuses is accessed via client software. Examples would include PeopleSoft and Banner.] Have you required your students to:

- 1. Computer
- 2. Campus Computer Network (e.g., Library Info Sys., client-server Appl.)
- 3. World Wide Web and/or the Internet
- 4. Television (closed circuit, public broadcast, cable, satellite, video tapes)
- 5. Others (specify) _____

- 7. NONE
- 8. DON'T KNOW
- 9. REFUSED
- 10. NO MORE ANSWERS

<QDisreq> Using a scale of zero to ten, where zero equals not at all knowledgeable, and ten equals extremely knowledgeable, how would you rate your knowledge of accessibility requirements and guidelines for students with disabilities?

-
- 98. DON'T KNOW
 - 99. REFUSED

Applications

[IF Q1A5 NE 1, 2, OR 3 SKIP TO T1abcl]

<Q1A4> Which of the following computer software applications have you **required** your students to use in completing assignments? Have you required:

1. Word processing programs (such as MS Word, or WordPerfect)
2. Spreadsheet programs (such as MS Excel, Lotus 1,2,3, or Quattro Pro)
3. Database programs (such as MS Access, Dbase, or Paradox)
4. Presentation programs (such as MS PowerPoint)
5. Graphics programs (such as Photoshop)

8. NONE
9. DON'T KNOW
10. REFUSED

Communications Tools

<Q1A6> In the last two years, which of the following communications tools have you required your students to use in completing assignments? [F-5 HELP SCREEN: Electronic Bulletin Board is where any member may post messages, read posted messages, and reply to posted messages. Threaded Discussions are a type of electronic bulletin board system. All posted messages (referred to as 'posts') are organized, or 'threaded' so that posts and their replies remain linked. Messages remain on the bulletin board until a facilitator removes them. Wiki- a Web site that can be quickly edited by its visitors with simple formatting rules. Designed to facilitate collaborative discussions. Blog- A Web site that contains dated entries in chronological order about a particular topic. Functioning as an online newsletter, blogs can be written by one person or a group of contributors. Entries contain commentary, links to other Web sites, and images.]

Have you required:

1. E-mail
2. Chat rooms
3. Threaded discussions
4. Electronic bulletin boards
5. Web-based conferencing system
6. Blogs
7. Wikis

97. NONE
98. DON'T KNOW
99. REFUSED

Tech-Mediated Resources

<Q1A7> Which of the following technology-mediated resources have you **required** your students to use in completing assignments? Have you required:

1. Electronic data repositories (e.g., Lexus-Nexus)
2. Electronic library resources (e.g., on-line magazine/newspaper articles)
3. Computer-based instruction or tutorials (e.g., Interactive Math, language laboratory drills)
4. Computer-based simulations and/or animations
5. Information websites (e.g., collections of images, documents, audio clips)
6. Streaming video presentations
7. Specialized discipline-based software applications (e.g., statistical, CAD-CAM, graphic design)
8. Project or team-based activities employing information technologies (e.g. virtual companies)
11. NONE
12. DON'T KNOW
13. REFUSED

F5: Computer simulations and/or animations - This is a model (built by the user or part of the program) of something - either a process or activity.

Streaming Video Presentation - Video (moving pictorial information) presented over the web.

Discipline based software applications, like SPSS/statistics, CAD-CAM, graphic design.

Virtual Companies - like Virtual United Nations where people at different physical locations play the roles of United Nations Members and use the WWW to interact when conducting United Nations business.

Technologies

<TLabcls> Now we'd like to ask you some questions about computer classrooms and computer labs, then I have a few questions about smart classrooms. (F5 – smart classrooms have permanently installed equipment to facilitate multi-media presentations to large groups.)

<Q1C4lab> Have you taught any classes over the last two years in which any instruction was conducted in a computer classroom or lab? [F-5 HELP SCREEN: Only if computer classes are used in the instruction.]

1. YES
2. NO [SKIP TO QSmartA]

8. DON'T KNOW [SKIP TO QSmartA]
9. REFUSED [SKIP TO QSmartA]

<Q1C4a> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, how would you rate your satisfaction with the technical support aspects of instructing in a computer classroom or lab? [F-5 HELP SCREEN: Technical support aspects - This can refer to students also, if the problems students encounter affect the faculty member.]

-
98. DON'T KNOW
 99. REFUSED

<Q1C4b> Using the same scale, how would you rate your satisfaction with the pedagogical effectiveness of instructing in a computer classroom or lab? [F-5 HELP SCREEN: Pedagogical means teaching, educational, instructive.]

-
98. DON'T KNOW
 99. REFUSED

<QSmartA> Do you have access to a smart classroom when you need it?

1. YES
2. NO [SKIP TO TIMPACT1]

8. DON'T KNOW [SKIP TO TIMPACT1]
9. REFUSED [SKIP TO TIMPACT1]

<QSmartU> How many of the classes you have taught over the last two years had any instruction conducted in a smart classroom?

98. DON'T KNOW [SKIP TO TIMPACT1]

99. REFUSED [SKIP TO TIMPACT1]

[IF QSMARTU = 0, SKIP TO TIMPACT1]

<QSmartS1> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, how would you rate your satisfaction with the equipment available to you in a smart classroom?

98. DON'T KNOW

99. REFUSED

<QSmartS2> Using a scale of zero to ten, where zero equals not at all satisfied and ten equals completely satisfied, how would you rate your satisfaction with the technical support available to you in a smart classroom?

98. DON'T KNOW

99. REFUSED

<TImpact1> We'd like to ask some questions about the impact that computing and network technology is having on the teaching and learning process. For each aspect, please tell me if technology is having a very positive impact, a somewhat positive impact, no significant impact, a somewhat negative impact, or a very negative impact. What would you say has been the impact on ...

<QImpact1> [What impact has computing and networking technology had on...]
The quality of student learning

1. A Very Positive Impact
2. A Somewhat Positive Impact
3. No Significant Impact
4. A Somewhat Negative Impact
5. A Very Negative Impact

8. DON'T KNOW

9. REFUSED

<QImpact2> [What impact has computing and networking technology had on...]
Efficiency of the teaching process

1. A Very Positive Impact
2. A Somewhat Positive Impact
3. No Significant Impact
4. A Somewhat Negative Impact
5. A Very Negative Impact

8. DON'T KNOW
9. REFUSED

<QImpact3> [What impact has computing and networking technology had on...]
Efficiency of the learning process

1. A Very Positive Impact
2. A Somewhat Positive Impact
3. No Significant Impact
4. A Somewhat Negative Impact
5. A Very Negative Impact

8. DON'T KNOW
9. REFUSED

<QImpact4> [What impact has computing and networking technology had on...]
Convenience

1. A Very Positive Impact
2. A Somewhat Positive Impact
3. No Significant Impact
4. A Somewhat Negative Impact
5. A Very Negative Impact

8. DON'T KNOW
9. REFUSED

<QImpact5> [What impact has computing and networking technology had on...]
Communication between you and your students.

1. A Very Positive Impact
2. A Somewhat Positive Impact
3. No Significant Impact
4. A Somewhat Negative Impact
5. A Very Negative Impact

8. DON'T KNOW
9. REFUSED

<QImpact6> [What impact has computing and networking technology had on...]
Communication among students in your classes.

1. A Very Positive Impact
2. A Somewhat Positive Impact
3. No Significant Impact
4. A Somewhat Negative Impact
5. A Very Negative Impact

8. DON'T KNOW
9. REFUSED

<QImpact7> [What impact has computing and networking technology had on...]
Detecting Academic Fraud and Plagiarism.

1. A Very Positive Impact
2. A Somewhat Positive Impact
3. No Significant Impact
4. A Somewhat Negative Impact
5. A Very Negative Impact

8. DON'T KNOW
9. REFUSED

<TImpact2> I have a couple other questions about the impact of computing and network technology.

<QImpact8> How much have you tailored your teaching to adapt to these changes in technology?

1. Not At All
2. A Little
3. Somewhat
4. A Lot

8. DON'T KNOW
9. REFUSED

< QImpact9> What effect has network and digital technology had on the problem of academic fraud and plagiarism over the years.

1. Increased the problem
2. Decreased the problem
3. Had no effect

8. DON'T KNOW
9. REFUSED

Motivations and Barriers

<TMOTIVE2> We would like to know how a number of factors might influence you to use or not use information technology in your teaching. For each factor that I read, please indicate how it affects your decisions about using technology. Specifically, do these factors make you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

[QMotiv series is RANDOMIZED]

<QMotiv1> Has the experience of your colleagues made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv2> Has Departmental or Administrative Pressure made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

[HAS THIS MADE TECHNOLOGY USE...]

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv3> Have student requests made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv4> Has the impact on the quality of teaching and learning outcomes made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv5> Has time savings or efficiency made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv6> Has the time required to learn technical skills or use the technology made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv7> Has the availability of technical support made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv8> Has the availability of technology-enhanced facilities such as smart classrooms made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

(F5 - classrooms with permanently installed equipment to facilitate multi-media presentations).

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv9> Has the availability of access to an instructional design specialist made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QMotiv10> Has recognition in the RTP process made you much less likely, less likely, had no effect, more likely, or much more likely to use information technology in your teaching.

(F5: RTP stands for Retention, Tenure, and Promotion)

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW

9. REFUSED

<TOnlfac> Now I want to ask about how factors affect how likely you are to provide online instruction. For each factor that I read, please indicate whether the factor has made your use of online instruction much less likely, less likely, had no effect, more likely, or much more likely.

[QOnlfac series is RANDOMIZED]

<QOnlfac1> Has the workload associated with providing online instruction made your use of online instruction

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QOnlfac2>

Has knowledge of instructional techniques appropriate to online instruction made your use of online instruction

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QOnlfac3>

Has funding to support initial online course development costs made your use of online instruction

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QOnlfac4>

Has the impact on the quality of teaching and learning outcomes made your use of online instruction

1. Much Less Likely
2. Less Likely
3. Had No Effect
4. More Likely
5. Much More Likely

8. DON'T KNOW
9. REFUSED

<QCOM> Those are all the questions I have for you. Do you have any comments you would like to add about the subjects we have covered today?

<QEND> Thank you very much for your time and participation in this survey, Professor _____.

NOT ASKED OF RESPONDENT:

<QCOOPER> How cooperative was the respondent?

1. very cooperative
2. somewhat cooperative
3. somewhat uncooperative
4. very uncooperative

<QUNDR1> In general, how well did the respondent understand the questions?

1. very well
2. fairly well
3. not so well
4. not well at all

<QDEM3> Enter R's gender.

1. FEMALE
2. MALE