

## EXECUTIVE SUMMARY SPRING 2004 FACULTY TECHNOLOGY SURVEY

### Description of Survey

Between January and June 2004 researchers at the Social and Behavioral Research Institute at CSU San Marcos (SBRI), conducted a telephone survey of a representative sample of California State University full-time faculty members. The Methodology underlying the survey is discussed at the end of this summary. This survey is the third in a series of biennial studies undertaken to provide information about CSU faculty attitudes toward, access to, use of and satisfaction with computing and network resources and services considered to be within the scope of the technology infrastructure as defined in the CSU Integrated Technology Strategy (ITS).

Both the initial survey, administered in fall 2000, the second survey in 2002, and this survey asked faculty about their: 1) views on the importance of information technology; 2) perceptions of the availability to them of computing and network technologies and services; 3) use of these resources; and 4) satisfaction with the quantity and quality of the technology and support available to them. The results of the 2000 survey provided baseline information. Comparisons of the results of the 2002 and the 2004 surveys with the baseline data permit identification of trends that may have occurred over the six years of ITS implementation.

The complete report on the 2004 Faculty Technology Survey can be found at:

[http://its.calstate.edu/documents/Data\\_Collection/III\\_Biennial\\_Surveys/III\\_Biennial\\_Surveys.shtml](http://its.calstate.edu/documents/Data_Collection/III_Biennial_Surveys/III_Biennial_Surveys.shtml). That report provides a detailed breakdown of findings by rank and discipline together with a full set of tables documenting the survey results.

### General Findings

The Faculty Technology Survey covers three broad areas: the importance of information technology, its availability and use, and satisfaction with resources and services.

#### Importance

- CSU faculty believe computing and network resources are very important for carrying out tasks related to their work. They assigned to these resources a mean importance rating of 9.15 on a zero-to-10 scale, the highest rating given to any item in the survey.
- Faculty believe that it is important for students to have unlimited (at any time from any place) access to the campus network and to a computer. They rated the importance of such access 8.53 and 8.42, respectively.
- Faculty rated the importance of requiring information competence of students of almost equally high importance with a mean score of 8.31.
- Faculty also regard as quite important campus support to integrate technology into instruction, as indicated by the mean rating of 8.19. Faculty think the departments and programs in which they teach do only a moderately good job (6.86) in preparing their students with the technology skills expected of graduates entering careers in fields related to their majors.
- Least important to faculty was providing students any-time, any-place electronic access to instruction. This item received the lowest mean rating of any survey item (5.67).

#### Access

- Almost all (97.3 percent) of the faculty said they had access to a university-provided computer workstation and to campus assistance in installing, maintaining, and upgrading it.
- More than nine out of 10 faculty said that the university provided the software they needed for routine personal productivity purposes.
- One-third of the faculty reported having a laptop or both a desktop and a laptop computer provided by the campus.

- A large majority (90.7 percent) of faculty used electronic information sources available to them via the campus network and the Internet.
- A strong majority of faculty (82.4 percent) reported that their students have access to technical support when they are required to use information technology applications in completing class assignments.
- Most faculty who access their campus computer network from home (62.7 percent) have access to a high-speed Internet connection (cable or DSL).
- Over half of the faculty (57.9 percent) reported that their campuses provide wireless access to the campus network.

## Use

- Almost all faculty (95.0 percent) said that they require their students to use some kind of computer software application to complete assignments for classes they teach.
- Almost all faculty have received campus-provided help to install and upgrade their computer workstations (96.6 percent) or to solve problems with university-provided computers or software after they are installed (93.5 percent). About half report that they received help from someone in their own department.
- Most faculty (87.1 percent) accessed the campus computer network from their home.
- Almost one-third of the faculty said that they used the campus wireless network. This is about the same proportion that reported having access to a laptop.
- Just over two-thirds of the faculty said that they participated in campus-provided technology training activities of some kind.
- Just under two-thirds of the faculty reported that they used the campus online information system to get information from student records to assist in academic advising.
- Only a small fraction of the faculty reported teaching classes in a distributed or distance learning mode (i.e., in a way that enables students to engage in instructional activities at times and locations other than at scheduled times and locations on campus).

## Satisfaction

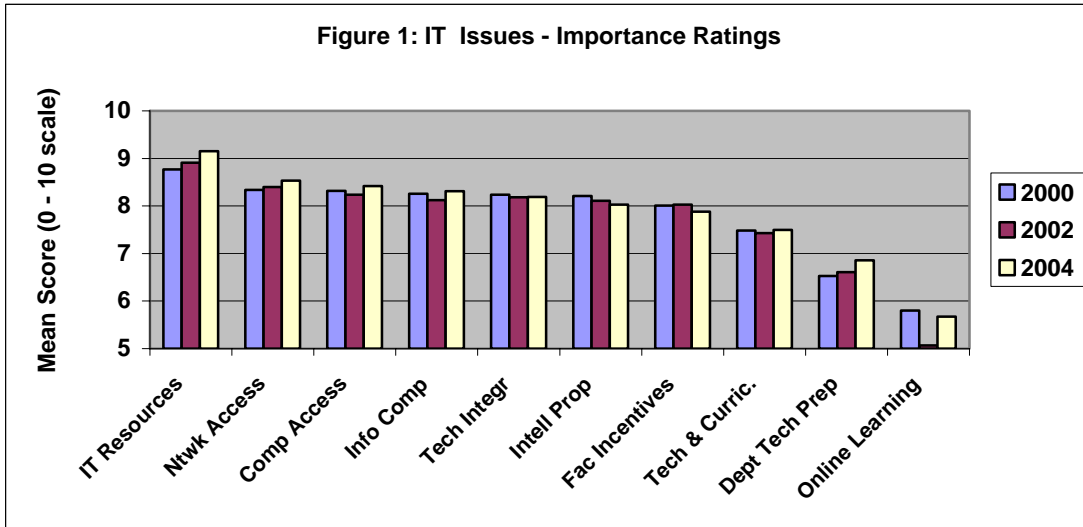
Mean scores for importance range from the threshold of “not important” (5.67) to “very important” (9.15). Levels of access and use vary from mean scores as low as 0.9 percent and as high as 98.1 percent. By contrast, mean satisfaction ratings span a narrow range between 6.06 and 7.99. Mean scores for over half of the 22 satisfaction items fall between 7.52 and 7.99; the remaining 10 are evenly divided between means scores of 7.13 to 7.46 and between 6.06 and 6.65. This pattern suggests that faculty are generally fairly satisfied with the technology equipment and services available to them, and somewhat less satisfied with a few of these.

- Faculty gave the higher satisfaction ratings to the use and pedagogical effectiveness of instructional technologies and to the computer hardware, software, and support services provided by their campuses.
- Online information resources and network access rated in the midrange.
- Smaller numbers of faculty users assigned lower mean ratings to the online administrative information systems (Student Records and HR), to wireless network access, and to video conferencing equipment.

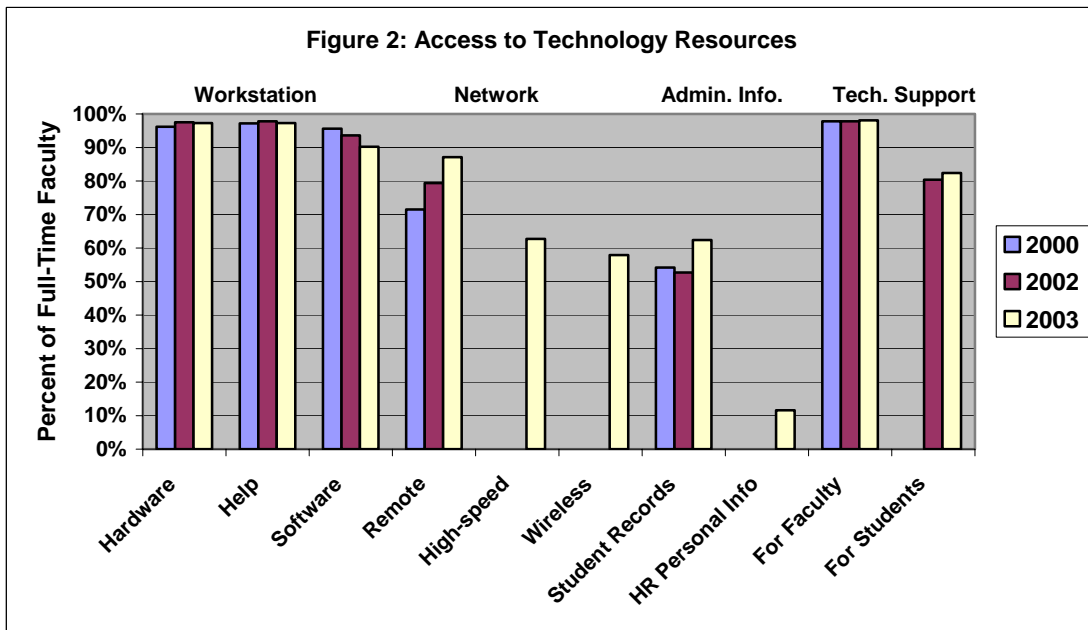
## Major Trends over the Six-Year Period

In broadest terms:

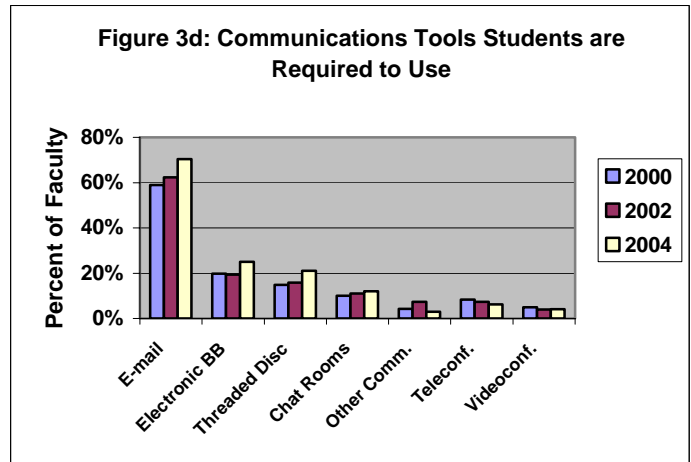
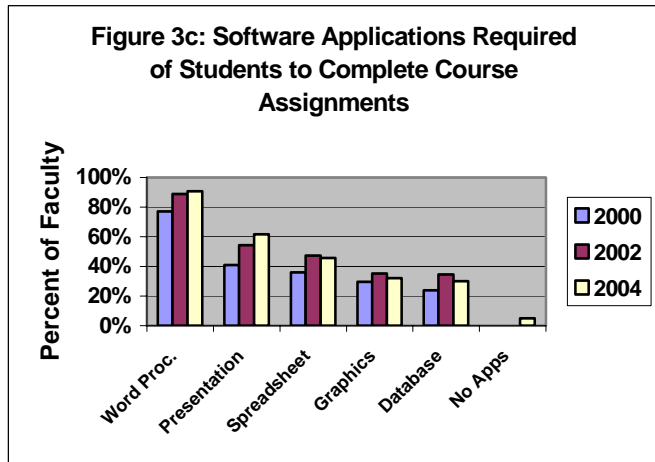
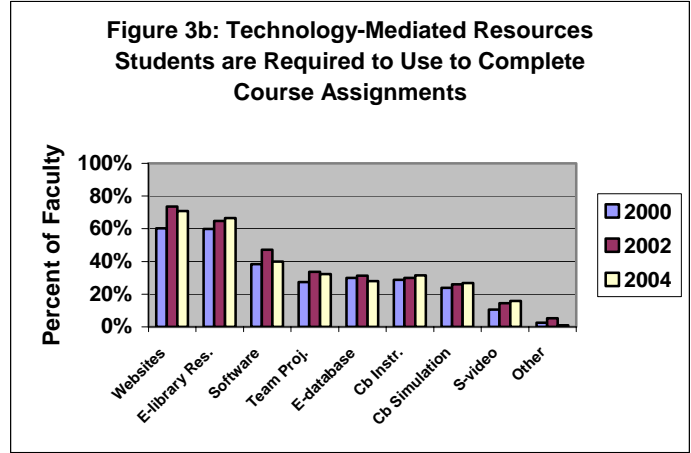
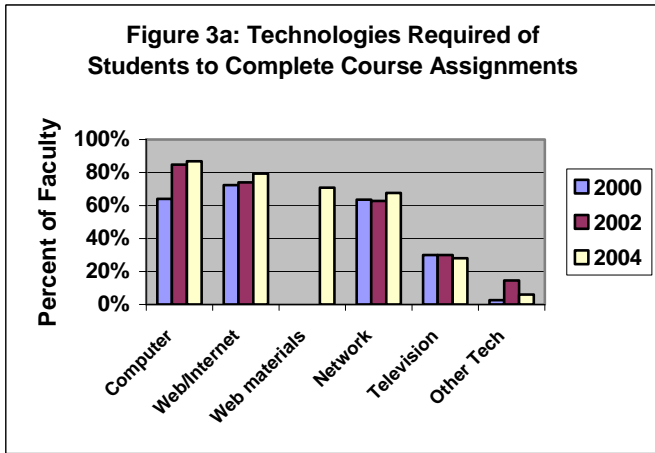
- Measures of importance have remained quite stable, as noted in the graphic summary of changes over the three survey administrations (Figure 1).



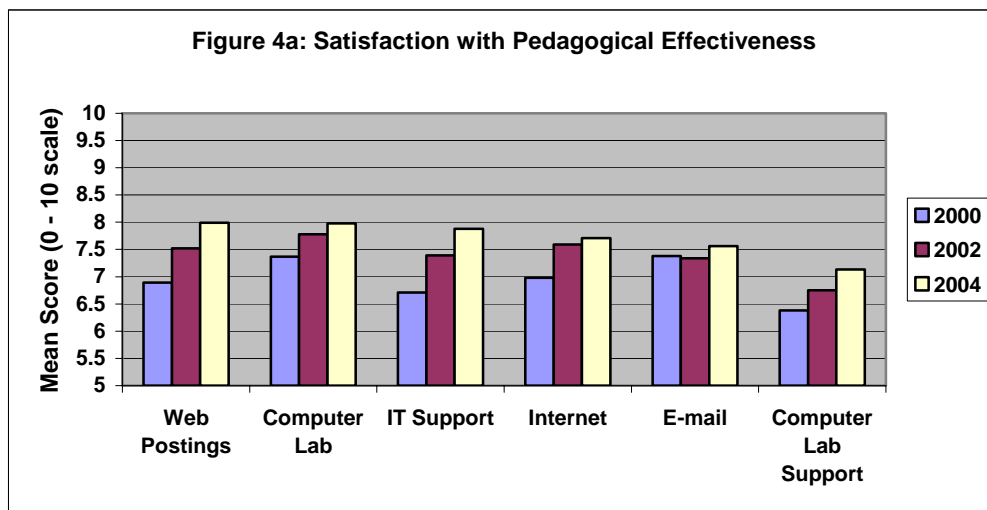
- Measures of access to technology resources and services have generally remained stable (Figure 2).



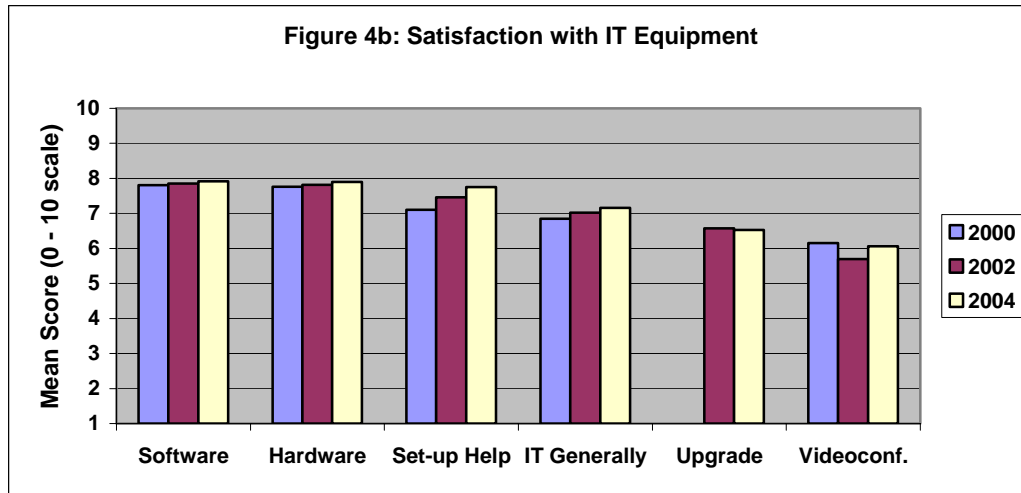
- Instructional use of technology resources continues to increase (Figures 3a – 3d).



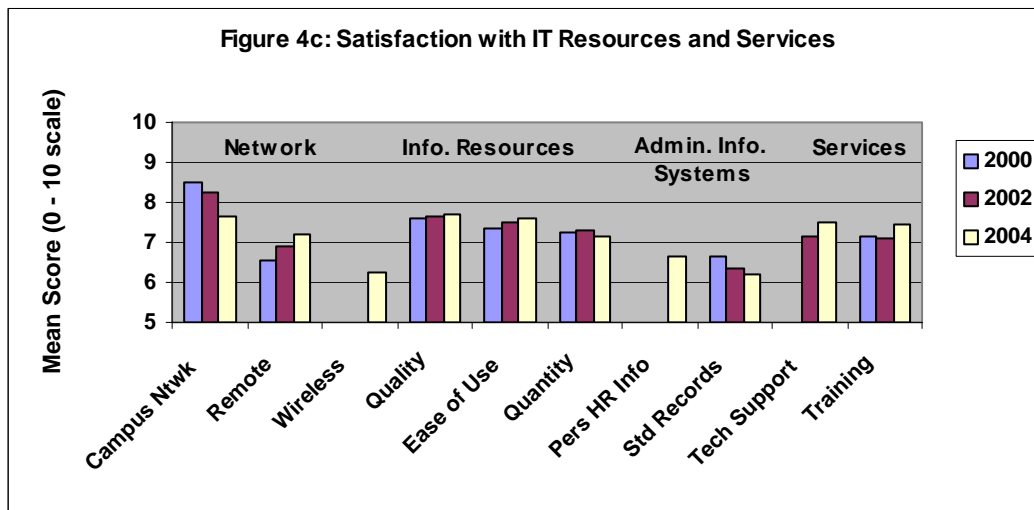
- Satisfaction with instructional applications of technology has improved notably (Figure 4a).



- Satisfaction with information technology equipment has remained stable or increased modestly (Figure 4b).



- Satisfaction ratings of information technology resources and services present a mixed picture within a modest range of change (Figure 4c).



## Methodology

The data in this survey come from telephone interviews with 3,174 CSU full-time faculty members from 21 campuses in the system. Interviews were conducted with faculty at each of the campuses except the California Maritime Academy and CSU Channel Islands. These campuses were excluded because they do not have faculty populations adequate to provide statistically reliable information. The number of individuals interviewed at each university was proportional to campus size and ranged from six at the smallest campus to 283 at the largest.

In addition to campus size, the survey sample population was stratified on academic discipline and rank, thus ensuring that the sample is representative of the CSU faculty systemwide with respect to these characteristics. Respondents for the 2004 survey had been at their campus for a mean of 12.96 years, down from the two previous survey administrations. The pattern of years employed at their institution is consistent with the pattern of increasing numbers of assistant and associate professors relative to earlier survey populations.

The following tables compare the distribution of CSU faculty interviewed in this survey with the CSU faculty for the system as reported in the *Fall 2003 Profile of CSU Employees* published by the Human Resources CSU Office of the Chancellor.

### Rank

Rank	Full-time Faculty (Fall 2003)	Survey Participants (Spring 2004)	Over/Under Representation
Professor	45.0%	47.4%	+2.5%
Associate Professor	16.4%	18.6%	+2.2%
Assistant Professor	24.9%	25.3%	+0.5%
Lecturer	13.6%	8.6%	-5.0%

Source: *Fall 2003 Profile of CSU Employees*

### Disciplinary Group

Disciplinary Group	Full-time Faculty (Fall 2003)	Survey Participants (Spring 2004)	Over/Under Representation
Fine Arts	6.8%	6.3%	+0.5%
Business	9.9%	11.1%	+1.1%
Education	13.8%	15.4%	+1.6%
Engineering & Computer Sc.	6.3%	7.0%	+0.7%
Humanities	10.3%	11.1%	+0.9%
Natural Sciences & Math	13.5%	15.8%	+2.3%
Behavioral & Social Sciences	20.4%	25.4%	+4.9%
Professional & Technical	9.0%	7.9%	-1.1%
Other (not identified)	10.0%	0.0%	-10.0%

Source: Human Resources Information Support & Analysis

### Gender

Category	Full-time Faculty (Fall 2003)	Survey Participants (Spring 2004)	Over/Under Representation
Male	59.1%	60.3%	+1.3%
Female	40.5%	39.6%	-0.9%

Source: *Fall 2003 Profile of CSU Employees*

## Survey Design

A number of attitudes regarding technology were assessed using 11-point scales. For example, respondents were asked about the importance of providing distance-learning opportunities to students. They were asked to respond using a scale of zero to 10, where zero equals "not at all important" and 10 equals "extremely important." Similarly, satisfaction items used an 11-point scale where zero equals "not at all satisfied" and 10 equals "extremely satisfied." On each of the 11-point scales, higher numbers indicate higher levels of the quantity being measured. The responses to these items are reported as mean scores for each item together with standard deviation. Most of the items regarding access to and use of technology were yes/no type questions. Answers to these questions are reported as the percentages of all valid responses.

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Yes (% pt.)</u>		<u>No (% pt.)</u>	
<b>Global</b>									
<b>General</b>									
						<b>Change,</b>	<b>Signif.</b>	<b>Change</b>	<b>Change</b>
QGLOB2	Importance of computing/network resources for own work	3168	99.8%	1.49	9.15	0.24			
		3282	99.7%	1.66	8.91	0.14	**		
		3141	99.7%	1.69	8.77				
QGLOB3	Satisfaction with computing and technology resources	3155	99.4%	1.81	7.16	0.14			
		3273	99.4%	1.93	7.02	0.17	***		
		3133	99.5%	1.99	6.85				
<b>Classroom Use 1A</b>									
<b>General</b>									
Q1A0	N classes taught last 2years (including current term)	3155	99.4%	5.69	11.67	0.10			
		3276	99.5%	5.76	11.57	-0.40	**		
		3137	99.6%	6.31	11.97				
Q1A1	N classes taught wholly/partially in distributed/distance learning mode	3111	98.0%	2.64	0.86	-0.06			
		3220	97.8%	2.85	0.92	0.02	ns		
		3099	98.4%	2.67	0.90				
Q1A2A	N classes taught totally/completely in distr./dist. lng. mode	544	17.1%	3.17	1.72	0.24			
		587	17.8%	2.79	1.48	1.48			
QSPACE	Assigned classroom space not used entire term	370	11.7%					21.1%	21.1% * 78.9%
									78.9%
<b>Policy</b>									
Q1A3	Importance of having any time/place electronic access to instruction	3054	96.2%	3.06	5.67	0.60			
		3167	96.2%	3.04	5.07	-0.73	***		
		3037	96.4%	3.03	5.80				

<sup>1</sup> †The relative significance of changes in responses between the 2001 survey (lower row), the 2003 survey (middle row) and the 2004 survey (upper row) is indicated by asterisks:

\* The probability that the observed change is attributable to substantive, not random, factors is from 95 percent to 98 percent.

\*\* The probability that the observed change is attributable to substantive, not random, factors is 99 percent or greater.

\*\*\* The chances that the observed change is due to random rather than substantive factors is 1 in 1,000 or less.

ns The change was not statistically significant.

Absence of an indication of significance means the change between survey administrations did not include a comparable question, or that the number of responses was insufficient for statistical analysis.

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.t</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>	
Q1A8	How well does dept. prepare students for technology skills in field	2997	94.4%	2.00	6.86	<u>0.25</u>						
		3142	95.4%	2.16	6.61	<u>0.08</u>	ns					
		2976	94.5%	2.19	6.53							
Q1A9	Importance of departmental plan for integrating technology in curriculum	3136	98.8%	2.53	7.50	<u>0.07</u>						
		3249	98.7%	2.64	7.43	<u>-0.05</u>	ns					
		3084	97.9%	2.59	7.48							
Q1A10	Importance of requiring information competency of all undergraduates	3111	98.0%	2.03	8.31	<u>0.19</u>						
		3236	98.3%	2.18	8.12	<u>-0.14</u>	*					
		3088	98.0%	2.19	8.26							
Q1A11	Importance of students having unlimited access to a computer	3113	98.1%	2.13	8.42	<u>0.18</u>						
		3239	98.4%	2.24	8.24	<u>-0.08</u>	ns					
		3059	97.1%	2.26	8.32							
Q1A12	Importance of students having unlimited access to campus network	3131	98.6%	2.05	8.53	<u>0.13</u>						
		3244	98.5%	2.12	8.40	<u>0.06</u>	ns					
		3062	97.2%	2.21	8.34							
Q1A14	Importance of incentives for faculty to participate in development of tech-mediated resources	3151	95.7%	2.33	7.88	<u>-0.15</u>						
		3264	99.1%	2.30	8.03	<u>0.02</u>	ns					
		3102	98.5%	2.47	8.01							
Q1A15	Importance of ownership policy for faculty developed web/tech-mediated resources	3037	95.7%	2.24	8.03	<u>-0.08</u>						
		3142	95.4%	2.38	8.11	<u>-0.10</u>	ns					
		3102	98.5%	2.33	8.21							
Q14B5B	Importance of assisting faculty to integrate technology into instruction	3158	99.5%	1.95	8.19	<u>0.01</u>						
		3274	99.5%	2.01	8.18	<u>-0.06</u>	ns					
		3090	98.1%	2.05	8.24							
<b>Technologies</b>												
Q1A5_1	Required students to use computer, including CD-ROM	3122	98.4%					86.8%	<u>2.0%</u>	13.2%	<u>-2.0%</u>	
		3229	98.1%				***	84.8%	<u>20.9%</u>	*	15.2%	<u>-20.9%</u>
		3111	98.8%					64.0%			36.0%	

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.t</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>
Q1A5_2	Required students to use campus computer network	3122	98.4%					67.7%	4.8%	32.3%	-4.8%
		3229	98.1%				ns	62.9%	-0.7%	37.1%	0.7%
		3111	98.8%					63.7%		36.3%	
Q1A5_3	Required students to use World Wide Web or Internet	3122	98.4%					79.4%	5.2% *	20.6%	-5.2%
		3229	98.1%				ns	74.1%	1.7%	25.9%	-1.7%
		3111	98.8%					72.4%		27.6%	
Q1A5_4	Required students to use television	3122	98.4%					28.1%	-1.9%	71.9%	1.9%
		3229	98.1%				ns	30.0%	-0.0%	70.0%	0.0%
		3111	98.8%					30.0%		70.0%	
Q1A5_95	Required students to use other technologies	3122	98.4%					6.1%	-8.6% **	93.9%	8.6%
		3229	98.1%				***	14.7%	12.0% *	85.3%	-12.0%
		3111	98.8%					2.7%		97.3%	
Q1C123C	Satisfaction with tech support aspects of required student IT use	1158	36.5%	1.88	7.88	0.49					
		1015	30.8%	2.06	7.39	0.68					
		2103	66.8%	2.16	6.71						
Q1C1B	Satisfaction with use of Internet (pedagog. effectiveness)	2420	76.2%	1.84	7.71	0.12					
		2259	68.6%	1.85	7.59	0.61	***				
		2171	68.9%	1.84	6.98						
Q1C2B	Satisfaction with use of materials on Web (pedagog. effectiveness)	1992	62.8%	1.89	7.99	0.47					
		1754	53.3%	2.24	7.52	0.63	***				
		1693	53.7%	2.23	6.89						
Q1C3B	Satisfaction with pedagog. effectiveness of E-Mail use	2133	67.2%	2.16	7.56	0.22					
		1801	54.7%	2.17	7.34	-0.04	ns				
		1619	51.4%	2.02	7.38						
Q1C4A	Satisfaction with tech support aspects of instruction in computer classroom	1494	47.1%	2.37	7.13	0.38					
		1575	47.8%	2.44	6.75	0.37	***				
		1708	54.2%	2.50	6.38						

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.t</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>	
Q1C4B	Satisfaction with use of computer classroom (pedagog. effectiveness)	1530	48.2%	1.76	7.98	0.20						
		1601	48.6%	1.82	7.78	0.41	***					
		1691	53.7%	2.02	7.37							
Q1C4LAB	Used a computer classroom in his/her teaching	2849	89.8%					54.5%	54.5%	*	45.5%	45.5%
Q1C2WEB	Taught classes in which instructional materials were posted on Web	2855	89.9%					70.9%	70.9%	*	29.1%	29.1%
<b>Applications</b>												
Q1A4_1	Required students to use word processing programs	2860	90.1%					90.6%	1.7%		9.4%	-1.7%
		2739	83.2%				***	88.9%	11.8%	*	11.1%	-11.8%
		3111	98.8%					77.1%			22.9%	
Q1A4_2	Required students to use spreadsheet programs	2860	90.1%					45.7%	-1.6%		54.3%	1.6%
		2739	83.2%				***	47.3%	11.5%	*	52.7%	-11.5%
		3111	98.8%					35.8%			64.2%	
Q1A4_3	Required students to use database programs	2860	90.1%					30.0%	-4.7%		70.0%	4.7%
		2739	83.2%				***	34.6%	10.8%	*	65.4%	-10.8%
		3111	98.8%					23.8%			76.2%	
Q1A4_4	Required students to use presentation programs	2860	90.1%					61.6%	7.2%	*	38.4%	-7.2%
		2739	83.2%				***	54.4%	13.5%	*	45.6%	-13.5%
		3111	98.8%					40.9%			59.1%	
Q1A4_5	Required students to use graphics programs	2860	90.1%					32.1%	-3.1%		67.9%	3.1%
		2739	83.2%				***	35.2%	5.6%	*	64.8%	-5.6%
		3111	98.8%					29.6%			70.4%	
Q1A4_97	Required students to use no software applications	2860	90.1%					5.0%	5.0%	*	95.0%	95.0%

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean Change</u>	<u>Signif.t</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>	
<b>Communications Tools</b>											
Q1A6_1	Required students to use E-Mail (communications tools)	3122	98.4%				70.4%	<u>7.6%</u>	*	29.6%	<u>-7.6%</u>
		3229	98.1%			**	62.8%	<u>3.8%</u>		37.2%	<u>-3.8%</u>
		3111	98.8%				59.0%			41.0%	
Q1A6_2	Required students to use chat rooms	3122	98.4%				12.0%	<u>1.0%</u>		88.0%	<u>-1.0%</u>
		3229	98.1%			ns	11.0%	<u>1.0%</u>		89.0%	<u>-1.0%</u>
		3111	98.8%				10.0%			90.0%	
Q1A6_3	Required students to use threaded discussions	3122	98.4%				21.0%	<u>5.2%</u>	*	79.0%	<u>-5.2%</u>
		3229	98.1%			ns	15.8%	<u>1.0%</u>		84.2%	<u>-1.0%</u>
		3111	98.8%				14.8%			85.2%	
Q1A6_4	Required students to use electronic bulleting boards	3122	98.4%				25.0%	<u>5.7%</u>	*	75.0%	<u>-5.7%</u>
		3229	98.1%			ns	19.3%	<u>-0.6%</u>		80.7%	<u>0.6%</u>
		3111	98.8%				19.8%			80.2%	
	Required students to use video conferencing							<u>0.1%</u>			<u>-0.1%</u>
		3229	98.1%			ns	4.0%	<u>-1.0%</u>		96.0%	<u>1.0%</u>
		3111	98.8%				5.0%			95.0%	
Q1A6_6	Required students to use telephone conferencing	3122	98.4%				6.2%	<u>-1.1%</u>		93.8%	<u>1.1%</u>
		3229	98.1%			ns	7.3%	<u>-1.0%</u>		92.7%	<u>1.0%</u>
		3111	98.8%				8.3%			91.7%	
Q1A6_95	Required students to use other communications tools	3122	98.4%				2.9%	<u>-4.5%</u>		97.1%	<u>4.5%</u>
		3229	98.1%			***	7.4%	<u>3.2%</u>		92.6%	<u>-3.2%</u>
		3111	98.8%				4.2%			95.8%	
<b>Tech.-Mediated Resources</b>											
Q1A7_1	Required students to use electronic data repositories	2860	90.1%				28.0%	<u>-3.4%</u>		72.0%	<u>3.4%</u>
		2739	83.2%			ns	31.4%	<u>1.5%</u>		68.6%	<u>-1.5%</u>
		3111	98.8%				29.9%			70.1%	
Q1A7_2	Required students to use electronic library resources	2860	90.1%				66.5%	<u>1.8%</u>		33.5%	<u>-1.8%</u>
		2739	83.2%			***	64.8%	<u>4.9%</u>		35.2%	<u>-4.9%</u>
		3111	98.8%				59.9%			40.1%	

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.t</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>
Q1A7_3	Required students to use computer-based instruction/tutorials	2860	90.1%					31.5%	1.6%	68.5%	-1.6%
		2739	83.2%				ns	29.9%	1.2%	70.1%	-1.2%
		3111	98.8%					28.7%		71.3%	
Q1A7_4	Required students to use computer-based simulations and/or animations	2860	90.1%					26.9%	0.7%	73.1%	-0.7%
		2739	83.2%				*	26.1%	2.3%	73.9%	-2.3%
		3111	98.8%					23.8%		76.2%	
Q1A7_5	Required students to use information websites	2860	90.1%					70.9%	-2.6%	29.1%	2.6%
		2739	83.2%				***	73.5%	13.3%	* 26.5%	-13.3%
		3111	98.8%					60.3%		39.7%	
Q1A7_6	Required students to use streaming video presentations	2860	90.1%					15.9%	1.4%	84.1%	-1.4%
		2739	83.2%				***	14.5%	3.9%	85.5%	-3.9%
		3111	98.8%					10.6%		89.4%	
Q1A7_7	Required students to use specialized software applications	2860	90.1%					40.0%	-7.1%	** 60.0%	7.1%
		2739	83.2%				**	47.1%	8.8%	* 52.9%	-8.8%
		3111	98.8%					38.3%		61.7%	
Q1A7_8	Required students to use project-/team-based activities employing IT	2860	90.1%					32.3%	-1.3%	67.7%	1.3%
		2739	83.2%				**	33.6%	6.2%	* 66.4%	-6.2%
		3111	98.8%					27.4%		72.6%	
Q1A7_95	Required students to use other technology-mediated resources	2860	90.1%					0.9%	-4.3%	99.1%	4.3%
		2739	83.2%				**	5.3%	2.7%	94.7%	-2.7%
		3111	98.8%					2.6%		97.4%	
Q1A2P2	Proportion of classes taught wholly-completely in dist. lrng. mode	586	17.8%	0.23	0.13	0.13					
Q1A2PA2	Proportion of dist. lrng. classes taught wholly-completely using dist. lrng. mode	583	17.7%	0.46	0.36	0.36					

### Online Info Resources 1D

Q11D1	Used electronic information resources	3166	99.7%					90.7%	4.5%	9.3%	-4.5%
		3279	99.6%				**	86.2%	-3.8%	13.8%	3.8%
		3146	99.9%					90.0%		10.0%	

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.t	Yes (% pt.)	Change	No (% pt.)	Change
Q1D1A	Satisfaction with quality of available electronic library resources	2846	89.7%	1.72	7.72	0.07					
		2807	85.3%	1.77	7.65	0.04	ns				
		2807	89.1%	1.74	7.61						
Q1D1B	Satisfaction with quantity of available electronic library resources	2791	87.9%	1.99	7.13	-0.15					
		2722	82.7%	2.00	7.28	0.02	ns				
		2728	86.6%	1.96	7.26						
Q1D1C	Satisfaction with ease of use of available electronic library resources	2814	88.7%	1.80	7.58	0.06					
		2771	84.2%	1.91	7.52	0.17					
		2764	87.7%	1.94	7.35						

### Administrative IS 3A

Q3A1A	used campus online information system to get student records	3130	98.6%					62.4%	9.6%	*	37.6%	-9.6%
		3268	99.3%					52.7%	-1.4%		47.3%	1.4%
		3124	99.2%					54.2%			45.8%	
Q3A1B	Satisfaction with online access to get student record information	1930	60.8%	2.71	6.21	-0.14						
		1712	52.0%	2.59	6.35	-0.28						
		1670	53.0%	2.59	6.63							
Q3AHR	Uses online HR Info System to access personal HR information	3094	97.5%					11.6%	11.6%	*	88.4%	88.4%
Q3AHR1	Satisfaction with online access to personal HR information	350	11.0%	2.40	6.65	6.65						

### Workstation Access 4A

Policy												
QI4B5C	Satisfaction with workstation upgrade/replacement	2921	92.0%	2.66	6.53	-0.04						
		3048	92.6%	2.69	6.57	6.57						
QI4A1	Access to a university-provided computer workstation	3165	99.7%					97.3%	-0.2%		2.7%	0.2%
		3281	99.7%					**	97.5%	1.3%	2.5%	-1.3%
		3135	99.5%					96.2%			3.8%	
QI4A1C	Satisfaction with university-provided computer workstation	3071	96.8%	2.06	7.90	0.08						
		3190	96.9%	2.11	7.82	0.06	ns					

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.t</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>
QCOMP	Type of university-provided computer	3068	96.7%								
	desktop	2010	65.5%								
	laptop	375	12.2%								
	desk- & laptop	683	22.3%								
<b>Software</b>											
QI4A2	Access to university-provided computer software	3017	95.1%					90.2%	-3.4%	9.8%	3.4%
		3164	96.1%				**	93.6%	-2.0%	6.4%	2.0%
QI4A2C	Satisfaction with university-provided computer software	2714	85.5%	1.81	7.92	0.07					
		2944	89.4%	1.86	7.85	0.04	ns				
		2823	89.6%	1.92	7.81						
<b>Installation/Maintenance</b>											
QI4A3	Access to help to set up, upgrade...univ.-provided computer equipment	3048	96.0%					97.3%	-0.5%	2.7%	0.5%
		3178	96.5%				ns	97.8%	0.7%	2.2%	-0.7%
		2998	95.2%					97.2%		2.8%	
QI4A3B	Received help to set up, upgrade...univ.-provided computer equipment	2959	93.2%					96.6%	0.5%	3.4%	-0.5%
		3104	94.3%				ns	96.0%	-0.4%	4.0%	0.4%
		2908	92.3%					96.4%		3.6%	
QI4A3C	Satisfaction with campus help for installing, upgrading...computer equipment	2855	89.9%	2.11	7.75	0.29					
		2974	90.3%	2.23	7.46	0.36	***				
		2797	88.8%	2.40	7.10						
<b>Network Access 4B</b>											
Q4B1B	Satisfaction with campus access to the Internet	3161	99.6%	2.09	7.67	-0.56					
		3238	98.4%	1.82	8.23	-0.28					
		3074	97.6%	1.68	8.51						
Q4B3A	Used modem/DSL/etc. to access campus network	3165	99.7%					87.1%	7.8%	*	12.9%
		3281	99.7%					79.4%	7.8%	*	20.6%
		3145	99.8%					71.5%			28.5%

<u>Item ID</u>	<u>Question</u>	<u>Number</u>	<u>% of All</u>	<u>SD</u>	<u>Mean</u>	<u>Change</u>	<u>Signif.t</u>	<u>Yes (% pt.)</u>	<u>Change</u>	<u>No (% pt.)</u>	<u>Change</u>	
Q4B3B	Satisfaction with modem/DSL/etc. access to campus network	2724	85.8%	2.37	7.19	<u>0.29</u>						
		2585	78.5%	2.47	6.90	<u>0.35</u>						
		2228	70.7%	2.55	6.55							
QDSL	Has hi-speed network access from home (cable, DSL)	2747	86.5%					62.7%	<u>62.7%</u>	*	37.3%	<u>37.3%</u>
QWIRL1	Campus provides wireless access to campus network	2240	70.6%					57.9%	<u>57.9%</u>	*	42.1%	<u>42.1%</u>
QWIRL2	Used campus wireless network	1290	40.6%					31.2%	<u>31.2%</u>	*	68.8%	<u>68.8%</u>
QWIRL3	Satisfaction with campus wireless network	548	17.3%	2.91	6.25	<u>6.25</u>						

### Tech Support 4A

#### General

Q4A5	Access to help solve problems with university-provided computer or software	3068	96.7%					98.1%	<u>0.3%</u>		1.9%	<u>-0.3%</u>
		3178	96.5%				ns	97.8%	<u>-0.1%</u>		2.2%	<u>0.1%</u>
		2996	95.1%					97.8%			2.2%	
Q4A5E7	How reliant is respondent on tech support staff	2989	94.2%	2.75	6.64	<u>0.09</u>						
		3091	93.9%	2.75	6.55	<u>6.55</u>						
Q4A5E2	Received technical help	3006	94.7%					93.5%	<u>0.1%</u>		6.5%	<u>-0.1%</u>
		3103	94.3%					93.5%	<u>93.5%</u>	*	6.5%	<u>6.5%</u>
Q4A5E3	Number of times technical help received	2804	88.3%	0.94	2.19	<u>2.19</u>						
		2897	88.0%									
		1 to 2	792	27.3%								
		3 to 5	1235	42.6%								
		6 to 10	529	18.3%								
	more than 6	341	11.8%									

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.t	Yes (% pt.)	Change	No (% pt.)	Change
Q4A5E4	Number of times problems satisfactorily resolved	2803	88.3%	0.72	1.64	<u>1.64</u>					
		2894	87.9%								
		all of the time	1372	47.4%							
		most of time	1115	38.5%							
		some of time	375	13.0%							
none of time	32	1.1%									
Q4A5E6	Tech help provided by unit/dept	2765	87.1%					49.9%	<u>-4.9%</u>	50.1%	<u>4.9%</u>
		2871	87.2%					54.8%	<u>54.8%</u>	*	45.2%
Q1C123A	Access by students to help with IT problems when use required	2693	84.8%					82.4%	<u>2.0%</u>	17.6%	<u>-2.0%</u>
		2412	73.3%					80.4%	<u>80.4%</u>	*	19.6%
Q1C123B	Used tech help with student use of IT tools	2210	69.6%					53.2%	<u>-2.7%</u>	46.8%	<u>0.1%</u>
		1933	58.7%					55.8%	<u>55.8%</u>	*	46.8%
Q4A5E5	Satisfaction with time it took to resolve problem	2782	87.6%	2.28	7.52	<u>0.39</u>					
		2858	86.8%	2.46	7.13	<u>7.13</u>					

### Training 4A

#### General

Q4A8A_1	Used computer-based training resources	3080	97.0%					51.7%	<u>8.9%</u>	*	48.3%	<u>-8.9%</u>
		3199	97.2%				***	42.8%	<u>-10.2%</u>	**	57.2%	<u>10.2%</u>
		3015	95.7%					53.0%			47.0%	
Q14A8A_3	Used training workshop(s)	3080	97.0%					68.1%	<u>4.7%</u>		31.9%	<u>-4.7%</u>
		3199	97.2%				*	63.4%	<u>-2.9%</u>		36.6%	<u>2.9%</u>
		3015	95.7%					66.3%			33.7%	
Q14A8A_6	Used "other" training resources	3080	97.0%					4.6%	<u>-10.1%</u>	**	95.4%	<u>10.1%</u>
		3199	97.2%					14.8%	<u>12.0%</u>	*	85.2%	<u>-12.0%</u>
		3015	95.7%					2.8%			97.2%	
Q4A8A1	Satisfaction with training activities/programs	2268	71.5%	2.03	7.46	<u>0.34</u>						
		2259	68.6%	2.15	7.12	<u>-0.04</u>	ns					
		2260	71.7%	2.03	7.16							

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<b>Policy</b>											
Q4A7	Importance of campus-provided training activities or programs	3051	96.1%	2.43	8.02	-0.22					
		3175	96.4%	2.27	8.24	-0.27	***				
		3000	95.2%	2.09	8.51						

### Equipment 4A

Q4A12	Satisfaction with condition/capabilities of video conferencing equipment	1064	33.5%	2.68	6.06	0.36					
		1185	36.0%	2.86	5.70	-0.45	***				
		1115	35.4%	2.73	6.15						

### Respondent Characteristics

QDEM3	Gender	3172	99.9%								
		3292	100.0%								
		3150	100.0%								
QJOB4A	Number of years worked on campus	3172	99.9%	9.99	12.63	-0.94					
		3279	99.6%	11.33	13.57	-0.67					
		3150	100.0%	10.36	14.24						
QJOB4B	Number of months worked on campus	3020	95.1%	4.08	4.21	-0.85					
		3091	93.9%	3.05	5.06	1.64					
		3020	95.9%	2.53	3.42						
QJOB5	Tenure status	3168	99.8%								
		3285	99.8%								
		3147	99.9%								
QJOB6	Academic rank	3170	99.9%								
		3288	99.9%								
			0.0%								

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