Introduction

In 2013, the Division of Information Technology sponsored two major surveys, the annual CSUN technology survey and the EDUCAUSE Center for Applied Research (ECAR) national survey of students. This document presents the key findings from both surveys.

Independent analyses of the ECAR and CSUN surveys produced two comprehensive summary reports. This document synthesizes important insights from both efforts, focusing on a subset of the ECAR findings[1] that are particularly relevant to our current IT plans or that provide important comparisons of CSUN students to the national results.

ECAR Survey

In 2013, the ECAR technology survey was sent to approximately 1.6 million students at 251 college/university sites, yielding 113,035 respondents. This year's findings are organized into the following four main findings[2]:

- Student's relationship with technology is complex. They recognize its value but still need guidance when it comes to better using it for academics.
- Students prefer blended learning environments while beginning to experiment with MOOCs.
- Students are ready to use their mobile devices more for academics, and they look to institutions and instructors for opportunities and encouragement to do so.
- Students value their privacy, and using technology to connect with them has its limits.

More detailed information about these findings, an infographic and the ECAR survey instrument, summary report and data tables can be found on the EDUCAUSE website, and CSUN student responses compared to responses of students from other participating master's universities (MA1) and all institutions is posted on the IT website.

CSUN Survey

The sixth annual CSUN Information Technology surveys were distributed to all faculty and staff and a random sample of students. The survey was analyzed by Dr. Schutte of the Center for Survey Research; the IT Survey report can be found on the IT website.

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[1] For this summary percentages have been rounded. Some tables and presentations of data do not sum to 100% due to rounding or questions types that allowed more than one response.

[2] Dahlstrom, Eden, J.D. Walker, and Chales Dziuban, with a foreword by Glenda Morgan. ECAR Study of Undergraduate Students and Information Technology, 2013. Louisville, CO. EDUCAUSE Center for Analytics and Research, September 2013.

Discussion of Key Findings

1. **Students, faculty and staff bring and use their own computing devices on campus.**

   - Based on responses to the ECAR survey, a slight majority of students (56%) own three or more Internet capable devices. As Table 1 illustrates, smartphones and laptops are the most prevalent student owned devices. In fact, 76% of student respondents from all US institutions own a smartphone. The comparable percentages for the CSU peer group and CSUN is 79%.

Table 1: Student Device Ownership – % of Respondents Currently Own (2013 ECAR Survey)

Device	CSU Consortium	US Institutions	CSUN
Laptop	93	93	91
Tablet or iPad	28	29	29
Smartphone	79	76	79
Dedicated e-Reader	13	17	12
Desktop Computer	38	35	47

From the CSUN surveys we learned more about how frequently students bring their devices to campus and how frequently faculty and staff use their personally owned devices for CSUN work. We learned:
   - The smartphone is the *student owned* device most frequently brought to campus; 98% bring smartphones to campus several times per week.
     - Tablets and laptops are brought to campus less frequently than smartphones. Among students who own these devices, 63% bring their laptops to campus at least twice a month and 64% bring their tablets at least twice per month.

   - The majority of faculty and staff who personally own a device are using them for CSUN work (Table 2).
     - Among *faculty*, 77% said they have a personally owned laptop that they use for CSUN related work. Forty-four percent have a personally owned tablet that they use for CSUN related work and 21% have a personally owned e-book reader they use for work.
     - Among *staff*, 65% use their personally owned smartphone, 64% use their personally owned laptop and 49% use their personally owned tablet for CSUN work.

Table 2: % Faculty and Staff Who Use Personally Owned Devices for CSUN Work (CSUN Survey)

Device	Faculty		Staff	
	Own	Own and Use for CSUN Work	Own	Own and Use for CSUN Work
Desktop	53	48	65	54
Laptop	81	77	80	64
Tablet	49	44	62	49
E-book reader	28	21	50	39
Smartphone	76	68	79	65

2. **While performing very comparably to peers, there remains room for CSUN to improve support for activities students can perform from a mobile device.**

Table 3 displays a summary of student responses to the ECAR survey to a series of questions related to the availability of services on mobile devices. (Note: These survey responses were gathered prior to the launch of the CSUN mobile app and the responsive redesign of Web-One.)

Table 3: Students' Evaluation of Support for Activities From Mobile Devices (ECAR Survey 2013)

Activity	Percent Good or Excellent from All Respondents		
	CSU Consortium	**All US**	**CSUN**
Accessing library resources	43	39	50
Checking grades	54	55	64
Registering for courses	39	39	45
Accessing financial aid information	37	37	45
Ordering transcripts	25	26	29
Using the course or learning management system (e.g., Moodle, Blackboard, Sakai, Desire2Learn, etc.)	50	46	61
Accessing information about events, student activities, and clubs/organizations	42	43	48
Scheduling appointments (e.g., academic advising, student health, counseling, etc.)	32	33	40

3. **Many CSUN students value some technology in their learning environment.**

From the ECAR survey of CSUN students, we learned:
- 58% of students prefer courses with some online components and 60% believe they learn the most in courses with some online components.
  - CSUN students expressed similar preferences to the overall population surveyed by ECAR. Among all students at US based institutions, 59% prefer courses with some online components and 61% believe they learn most in courses with some online components.
- 44% of students agree or strongly agree that they are more involved in courses that use technology.
- 68% agree or strongly agree that technology better prepares them for their future educational plans.
- 70% agree or strongly agree that technology helps them achieve their academic outcomes.

4. **The majority of students feel their instructors incorporate the right kind of technology in their classes.**

- 60% of CSUN respondents to the ECAR survey report most or all instructors use the right kind of technology. The comparable percentage for the CSU peer group was 61% and for all US institutions it was 64%.
- 64% of the CSUN ECAR respondents report most or all their instructors use technology effectively. The comparable percentage for the CSU peer group was 63% and for all US institutions it was 64%.

5. **There is room to expand the effective adoption of several CSUN learning technologies including lecture capture, e-texts and the virtual software library (myCSUNsoftware).**

From the CSUN survey of faculty and students we learned the following:
- **Lecture Capture**
  - 72% of faculty expressed an interest in learning about one or more aspects of the use of lecture capture.
  - 6% of faculty have used lecture capture in CSUN equipped lecture halls and 14% have used personal lecture capture on their computer.
- **E-texts**
  - 31% of faculty reported offering an e-text version of a publisher's textbook for their students.
  - Faculty more frequently offer students digital content that is not published. For example, 43% use content that they or another faculty member created.
  - 74% of faculty expressed an interest in learning more about one or more aspects of e-texts.
- **Virtual Software Library** (now re-branded as **myCSUNsoftware**)
  - Among faculty, 61% are aware of the VSL and nearly half (46%) have recommended it to their students in the last 12 months.
  - The percentage of students that have used the VSL 1 to 5 times in the last 12 months is up since the survey conducted a year ago (47% vs. 35% in 2012).
  - Even so, the majority of students (61%) responding to the 2013 survey were still not aware of the VSL[3].

Table 4: Why Students Use the VSL (CSUN Survey)

Primary Reason	% of Respondents
Complete academic coursework w/o having to come to campus	39
Complete academic coursework w/o having to purchase software myself	39
Complete academic coursework during a time that is convenient for them	19

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[3] Additional marketing and rebranding of the VSL, now myCSUNsoftware, was done at the beginning of the Fall 2013 semester. Usage is already substantially higher than it was the first week of the spring semester. During the first two weeks of September, there were 400 new unique students for a total of 1,150 unique student users and 5,700 application launches; 1,700 of which were for SPSS.

6. **It is important to many students to be better trained or skilled at using available technologies to learn, study or complete coursework.**

- 45% of CSUN student respondents to the ECAR survey reported it was very important or extremely important to be better trained or skilled at using technologies to learn and to complete coursework. The comparable percentages reported by students from the CSU peer group is 48% and from all US institutions is 47%.
  - 65% preferred that training in available technologies come from their instructor, 41% from peers, and 46% from university staff.
  - CSUN students report some (47%), most (29%) or all (10%) of their instructors provide them adequate technology training in their courses.
- Students value the availability of multiple modes of training, with three-quarters preferring a face-to-face training option.

7. **Some faculty expressed concern with the performance of classroom technology computer hardware.**

- From the CSUN IT survey we learned that among the 81% of faculty members who have taught in a CSUN general-purpose classroom equipped with an instructor computer, 57% were either dissatisfied or very dissatisfied with classroom technology.

- Looking deeper into these results reveals the predominant concern is with the performance of the instructor computer hardware:
  - 57% bring their own device, 5% use the instructor computer, and 49% do neither.
  - 84% report that the software available on the instructor computer is sufficient to meet their instructional needs.
  - Nearly half (43%) believe that the performance of the instructor computer hardware is insufficient to meet their instructional needs.
  - 64% reported that the other classroom equipment (e.g., the data projector and control box) was sufficient.
  - Qualitative comments from faculty members general focused on a desire to have more specialized software available on classroom computers (13 comments), concerns about the reliability of instructor station (12 comments), and concerns about the reliability of other classroom equipment (25 comments).

- A minority of faculty also reported concerns regarding the time required to set-up (20%), quality and speed of video streaming (14%), preparing content to utilize classroom technology (12%) and the quality and durability of hardware (12%).

8. **Awareness of the training resource Lynda.com is low; however, those who try it find it a valuable resource.**

- Relatively few of the faculty (37%) and staff (30%) surveyed had used Lynda.com. However, among those who had, 59% of faculty and 62% of staff rated it above average or excellent.
- For those faculty that have not used Lynda.com, 44% say it is because they didn't know it exists, followed by 31% that don't have training needs at this time. Staff describe comparable reasons for non-use. Among staff who have not used Lynda.com, 48% didn't know it existed.

9. **While many faculty request students submit their work on paper, the majority of faculty have explored ways of introducing paper-free work submission.**

- Faculty request students submit their work in a variety of methods including hard copy (55%), Moodle (50%), and email (34%). In addition, 72% of faculty have explored other ways of introducing paper free work submission.
- When asked how frequently they request assignments printed from a computer system, 39% of faculty responded multiple times a semester, 30% seldom make this request, 21% never make this request, and 10% require printed copies every week.
- Of the faculty members that request paper copies, 30% estimate students submit between 59 and 99 pages each within a given semester and 23% estimate students submit more than 100 pages. The primary reason for requesting printed copies of assignments is ease of grading (51%).

10. **Most faculty, students and staff are aware of CSUN IT support services and are satisfied with their performance.**

- Among students, 86% are aware of the IT Help Center. Of the 38% who have used the center in the past year, 80% agree or strongly agree that the services are helpful.
- Among faculty,
    - 83% are aware of the support and facilities provided by the *Faculty Technology Center*. 75% of faculty who have used the FTC agree or strongly agree it is able to address their problem or question.
    - 83% percent have contacted the *IT Help Center* and 75% agree or strongly agree that the Help Center is able to address their problem or question.
    - 85% percent have contacted *College Technology Support* in the past 12 months and 78% agree or strongly agree that it is able to address their problem or question. The support faculty describe receiving includes support for their computer (50%), for software (31%), for their classroom (21%) and for their lab (19%). Fewer receive server support (9%) or research support (5%)[4].
- Among staff, 94% are aware of the IT Help Center and 80% agree or strongly agree it is able to address their problem or question.

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[4] The question asked the respondent to select all that apply.