In April of 2014, the Division of Information Technology surveyed students, faculty and staff to understand technology ownership and use, and evaluate satisfaction with existing services. This seventh annual campus IT survey was distributed to all faculty and staff and a random sample of students. The survey results were analyzed and a report prepared by the Center for Survey Research; the full IT survey report can be found on the IT website. Infographics for each survey (students, faculty, and staff) are also available on the IT website.

Three discrete surveys were administered in the Spring of 2014 with questions tailored to participating students, faculty and staff. Responses were received from 1,910 students, 338 faculty, and 471 staff. A detailed analysis of the characteristics of responses is included in the full report. This document presents and discusses key findings from the IT survey.

Discussion of Key Findings

The IT support environment is meeting the needs of students, faculty and staff.
Depending on an individual's role at the University, IT support is provided by a mix of resources including the Help Center, the Faculty Technology Center, and college IT staff. In general, use of these avenues of support is widespread and constituents are satisfied with each point of support's services, ability to help and staff knowledge.

- Most are aware of the IT Help Center and satisfied with their services, knowledge and ability to address problems.
  - 84% of students are aware of the IT Help Center and 80% of those agree or strongly agree its services are helpful. A similar percentage agree or strongly agree that the Center addressed their problem (81%) and that the staff are appropriately knowledgeable (81%).
  - 95% of faculty are aware of the IT Help Center and 80% agree or strongly agree that its services are helpful. Slightly fewer agree or strongly agree their problems were addressed (76%) and that the Center staff are appropriately knowledgeable (75%).
  - Among staff, 95% were aware of the IT Help Center. Staff also agree or strongly agree the services are helpful (85%), their problems are addressed (80%) and the staff are knowledgeable (89%).
- Faculty are aware (87%) of the Faculty Technology Center and 59% have contacted the Center between 1 and 5 times in the past 12 months. Agreement is high that services are helpful (84%), problems are addressed (79%) and staff are knowledgeable (81%).
- Faculty members are similarly satisfied with college IT staff. Awareness was near universal (93%) and three-quarter (77%) agree or strongly agree the services provided by college technical staff are helpful. Similar percentages report their problems are addressed (79%) and the staff are knowledgeable (70%).

There is continued need to improve classroom technology and classroom technology support.
The majority (57%) of faculty are satisfied with technology in the classroom and 10% very satisfied; an additional 22% are neutral. Additionally, more than three quarters of faculty (77%) report that software in the classroom meets their instructional needs. Among the most frequently used equipment, 74% agree that data projectors meet their needs and 67% agree the classroom control box meets their needs.

Among the faculty (48%) who contacted x1500 for smart classroom support:

- 61% agree or strongly agree that the support was timely; nearly a quarter (23%) disagree or strongly disagree.
- 62% agree or strongly agree that issues they encountered were resolved in time to continue with the original plans for the class; nearly 32% disagreed or strongly disagreed.

Faculty have adopted multiple aspects of a "digital classroom".

Moodle is used extensively to organize course information such as syllabi and assignments. Some faculty have adopted e-texts and non-published digital content. Many faculty offer students a mechanism to submit assignments electronically.

- 84% of faculty report using Moodle in the last 12 months to support their courses: 44% are satisfied and 27% very satisfied with it. The majority of faculty use Moodle to distribute course syllabi (57%) and other course materials (60%). The most valued elements of Moodle are its capabilities to distribute assignments, provide links to documents, grade sheet, discussion forum and Turnitin.
- A third of faculty offer students an e-text version of the course textbook. For the faculty that do not provide e-text, the most frequently identified reason is an uncertainty if one is available (28%) or the publisher isn't offering one (18%). A larger percentage of faculty (43%) provide students with non-published digital content.
- 65% of faculty have explored methods for paper-free work submission using a variety of technology solutions. Only 35% of faculty require students to turn in paper assignments multiple times per semester.
- 61% of faculty are interested in learning about electronic grading options.
- 41% of faculty use a tablet computer at CSUN (with 5% of respondents indicating they obtained their tablet from myCSUNtablet initiative), primarily to access the internet, email or the portal. Fewer use their tablets to create content or deliver instruction. For example, 12% use tablets to conduct polls in class, 29% to create presentations for class use, or create a sound or video recording for class use (18%). A third use their tablets to display presentations in class.

Use of several technologies and services that are valued can be increased.

There is significant lack of awareness of availability and capability for myCSUNsoftware, CSUN mobile application and Lynda Online Training. Those who use these technologies and services report generally positive experiences. Continued enhancements to the services and additional promotion are likely needed to increase use.

- A significant percentage of students and faculty are not aware of myCSUNsoftware.
  - 51% of faculty are not aware of its availability. Likewise, 55% of students aren't aware of it.
  - Among students that have used it, 21% accessed more than ten times in the past 12 months.
  - Students value it because it enables them to access software required for a course without having to purchase it (45%). About a third (32%) use it to access software without having to come to campus.

- The CSUN mobile application has been downloaded by half of the students (52%), a third of the faculty (36%) and 43% of staff surveyed.
  - The most frequent reason students haven't downloaded it is a lack of awareness of its availability (67%).
    - 29% of students with the application use it weekly, 40% monthly and 8% daily. The features most frequently used are access to Moodle (74%), campus map (35%), and enrolling in class (30%).
  - 47% of faculty aren't aware of the mobile application's availability.
    - Among faculty with the mobile app, 38% use it monthly, 18% weekly and 6% daily. The features used include Moodle (41%), map (38%), news (21%) and the directory (21%).
  - 37% of staff aren't aware of the mobile applications availability.
    - Among staff with the mobile app, 40% use it monthly, 17% weekly and 5% daily. The most used features are the employee directory (40%), followed by the map (36%), calendar (23%), and news (22%).
- Most who have used Lynda Online Training report positive experiences; adoption, however is low especially among students.
  - 18% of students have used the resource; among users 46% rated it average, 21% above average, 22% excellent.
  - 45% of faculty have used Lynda; 33% of users rated it average, 37% above average and 24% excellent. Among those who haven't used it, 46% didn't know it existed.
  - 45% of staff have tried Lynda; 22% rated it excellent and 44% above average. Among non-users, 34% didn't know if existed.

Next Steps

To further our understanding of the survey findings and act on the opportunities it presents, the Division of IT plans the following actions:
- We will analyze classroom technology support requests to identify patterns in problem types, locations or times of day. We expect this analysis to identify potential opportunities to prevent problems or quicken response times.
- We will work with our faculty advisory committees to identify effective means to promote additional awareness and adoption of e-texts and electronic grading options.
- The Faculty Technology Center will identify Lynda Online Training sessions that align with software tools or skills that faculty frequently incorporate in their course assignments. We will publicize this as a resource list for faculty to share with their students as supplemental support materials.
- We will create mechanisms to share with faculty who bring their own tablets to campus how faculty participating in the myCSUNtablet initiative are using the devices in their courses.
- We will continue to monitor the use of myCSUNsoftware and determine if additional software titles should be added to increase the value of the service to faculty and students.
- We will evaluate and prioritize the additional features that were identified of value by constituents. Students in particular sought including class schedules, CSUN email/Gmail access, event alerts, GPS, grades, and an improved map in the mobile application.
- We will evaluate and prioritize additional online forms/paperless processes. Top common forms identified by faculty include change of grade forms, add/drop forms, forms for student incompletes, travel expense forms graduate student classification forms. Suggestions from staff include absence request forms, change of grade forms, graduation applications, travel forms, solar access forms.