

**Annual Information Technology Survey Report
of Faculty, Staff and Students**

California State University Northridge

Spring 2016



Contents

1 Executive Summary.....	4
Purpose	4
Methodology.....	4
Survey Sample.....	5
2 Characteristics of Survey Respondents.....	6
3 Key Findings	8
Affordable Learning Solutions	8
CSUN Mobile App.....	8
Lynda.com.....	8
myCSUNsoftware	8
Open Educational Resources	9
Software Downloads.....	9
Support Services	9
Streamlining Processes to Improve Services	9
Suggestions to Improve Service.....	9
Technology in Teaching Spaces	10
University-Provided Computer Labs.....	10
4 Trends, Faculty Survey	11
Affordable Learning Solutions	11
Lynda.com.....	11
myCSUNsoftware	11
Submission of Student Work	11
Support Services	11
Technology in Teaching Spaces	12
5 Trends, Staff Survey	13
CSUN Mobile App.....	13
Lynda.com.....	13
Streamlining Processes to Improve Services	13
Suggestions to Improve Service.....	13
Support Services	13
6 Trends, Student Survey	14
CSUN Mobile App.....	14

Lynda.com	14
myCSUNsoftware	14
Streamlining Processes to Improve Services	14
Suggestions to Improve Technology Services.....	14
Support Services	15
University-Provided Computer Labs	15
7 Findings, Faculty Survey	16
Technologies Used for CSUN-Related Work.....	16
Affordable Learning Solutions Initiative	16
Lynda.com	18
myCSUNsoftware	19
Open Educational Resources	19
Technology in Teaching Spaces (Classrooms, Lecture Rooms, Labs used for Teaching).....	20
Submission of Student Work	22
CSUN Mobile App.....	23
Support Services	23
8 Findings, Staff Survey	25
Technologies Used in Your Work.....	25
Streamlining Processes to Improve Services	25
CSUN Mobile App.....	26
Lynda.com	27
Support Services	28
9 Findings, Student Survey.....	30
Technologies Used in Your Work.....	30
CSUN Mobile App.....	30
University-Provided Computer Labs	31
Affordable Learning Solutions Initiative	31
myCSUNsoftware	32
Lynda.com	33
Streamlining Processes to Improve Services	33
Support Services	34

1 Executive Summary

Purpose

In Spring 2016, IT conducted three surveys, each focusing on a unique population; faculty, staff and students. The questions were aimed at discovering:

- Trends and technology developments that are driving institutional changes
- An effective strategy to solve the most common problems using technology solutions
- Ways to advance a culture of innovation and fundamentally rethink the role of technology in how universities and colleges work
- Where faculty, staff and students are satisfied along with where they are dissatisfied and to identify what gaps cause any disappointment in their experience
- What improvements are most important?
- Trends to help prioritize the continuous improvement initiatives that will make it easier for CSUN's faculty, staff and students to complete their work

This report presents findings from three surveys, whose target audience ranged from faculty, student and staff currently employed or enrolled in Spring 2016.

Methodology

The faculty survey contained four open-ended (Q28, Q33, Q44, Q50) and 46 close-ended questions. The staff survey contained seven open-ended (Q4, Q5, Q6, Q7, Q11, Q16, Q22) and 15 close-ended questions. The student survey contained six open-ended (Q11, Q15, Q22, Q27, Q28, Q33) and 27 close-ended questions.

The surveys were made available online from 4/15/16 until 5/13/16 to approximately 2,000 faculty, 1,900 staff and 10,000 students at California State University, Northridge. The pool of survey recipients included all faculty and staff. The students were obtained by drawing a random sample from the total population. The University's Office of Institutional Research drew the survey sample, while Information Technology handled the mechanics of survey coding, scripting and announced the survey to the recipients via email.

In addition to a pre-survey notice and an initial announcement of survey availability, two follow-up messages were sent to recipients who had not yet completed the survey. At the conclusion of the survey, student respondents were given the opportunity to be entered into a drawing to win a \$100 Matador Bookstore gift certificate. Additionally, it should be noted that the 2016 surveys were significantly modified from previous versions. The goal of improvements to the survey were to simplify

and focus questions for each of the respondent groups, paying special attention to saliency and offering multiple opportunities to correspond in an open-format.

Survey Sample

A total of 362 faculty, 550 staff and 1,414 students responded to the survey, with response rates ranging from approximately 18.5%, 29% and 14.1%, respectively. When compared to 2015, the response rates for all three groups are very similar.

When examining complete rates for each of the surveys, the total completes were as follows: faculty 84.24%, staff 62% and students 89.04%. These values are significantly different from the 2015 surveys, which reported faculty 75.32%, staff 94.54% and students 92%.

As far as can be determined from the faculty demographic data, there were significant differences by academic appointment (Q1); however, the colleges were fairly well represented with regard to primary appointment (Q2). Faculty were over represented by approximately 15%, compared to Lecturers, who were underrepresented by the same percentage. The Mike Curb College of Arts, Media, and Communication was over represented by approximately 3%, while the Michael Eisner College of Education and College of Social Behavioral Sciences were underrepresented each by approximately 3%.

Additionally, the sample captured faculty with a wide range of years of service at CSUN (Q3), with the two most common responses being “1-5 years” and “more than 15 years.”

Across campus, the staff divisions (Q1) were well represented with only a few exceptions. Both Academic Affairs and Student Affairs were over-represented by 7% and 5%, respectively.

When examining the demographic data for students, current academic standing (Q1) and college (Q3) were well represented. However, there were significant differences based on a student’s attendance status (Q2). Full-time students were underrepresented by approximately 10%, with part-time students being overrepresented by the same percentage.

2 Characteristics of Survey Respondents

Invitations to participate in the surveys were sent by email to all faculty, staff and approximately 10,000 students at California State University, Northridge in Spring 2016. The pool of survey recipients for students was obtained by drawing a random sample from the total student population.

As far as can be determined from the faculty demographic data, there were significant differences by academic appointment (Q1, Faculty Survey). Full-time faculty were over represented by approximately 14%, compared to lecturers, who were under-represented by the same percentage.

Q1. What best describes your academic appointment at CSUN?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time Faculty	207	46.4	57.2	57.2
	Lecturers	155	34.8	42.8	100.0
	Total	362	81.2	100.0	
Missing	System	84	18.8		
Total		446	100.0		

The colleges were fairly well represented with regard to primary appointment (Q2, Faculty Survey). However, the Mike Curb College of Arts, Media, and Communication was over represented by approximately 3%, while the Michael Eisner College of Education and College of Social Behavioral Sciences were under-represented each by approximately 3%. Additionally, the sample captured faculty with a wide range of years of service at CSUN (Q3, Faculty Survey). With the two most common responses being “1-5 years” and “more than 15 years.”

Q3. How long have you been a member of the CSUN faculty?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	46	10.3	12.7	12.7
	1 - 5 years	98	22.0	27.1	39.8
	6 - 10 years	64	14.3	17.7	57.5
	11 - 15 years	58	13.0	16.0	73.5
	More than 15 years	96	21.5	26.5	100.0
	Total	362	81.2	100.0	
Missing	System	84	18.8		
Total		446	100.0		

When examining the demographic data for students, current academic standing (Q1, Student Survey) and college (Q3, Student Survey) were well represented. However, there were significant differences based on a

student's attendance status (Q2, Student Survey). Full-time students were over-represented by approximately 10%, with Part-time students being under-represented by the same percentage.

Q2. Are you a full-time or part-time student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full - time	1248	73.7	88.3	88.3
	Part - time	166	9.8	11.7	100.0
	Total	1414	83.5	100.0	
Missing	System	279	16.5		
Total		1693	100.0		

3 Key Findings

Affordable Learning Solutions

- **Outreach for the Affordable Learning Solutions Initiative should target part-time faculty (Q5, Faculty Survey)**
 - Although a majority of faculty reported not being aware (55%) of the Affordable Learning Solutions Initiative (Q5, Faculty Survey), a bivariate analysis revealed significant differences by academic appointment (Q1, Faculty Survey). 61% of full-time faculty reported being aware of the Affordable Learning Solutions Program, compared to 23% of part-time faculty
- **Faculty report low interest in adopting (Q6, Faculty Survey) and learning about e-texts (Q8, Faculty Survey)**
- **The cost of required course-materials is a critical barrier to students (Q13, Student Survey)**

CSUN Mobile App

- **Most faculty, staff and students do not have the CSUN Mobile App installed on their phones (Q34, Faculty Survey; Q8, Staff Survey; Q6, Student Survey)**
 - For students who stated they have not installed the CSUN Mobile App, the primary reason was, “I did not know about it” (Q8, Student Survey)
 - Faculty and staff reported little interest in using the CSUN Mobile App, even with additional improvements (Q35, Faculty Survey; Q9, Staff Survey)

Lynda.com

- **Lynda.com serves an important function for staff across campus**
 - Staff usage of Lynda.com is high (Q11, Staff Survey), with 61% of respondents indicating that they have accessed training materials in the past. Furthermore, 55% reported “to obtain skills needed for my job” as the primary reason for accessing Lynda.com (Q13, Staff Survey)
- **Faculty and staff hold strong opinions about the value and need for training.**
 - Faculty cited the importance of training for Moodle (Q52, Faculty Survey), while staff respondents overwhelmingly requested help with Microsoft Office (Q15, Q21, Staff Survey)
- **Most students are unaware (67%) of Lynda.com (Q19, Student Survey)**

myCSUNsoftware

- **myCSUNsoftware continues to be a critical provider of software solutions for faculty and students**
 - 80% of faculty stated they were aware of the repository (Q13, Faculty Survey), with 49% reporting they had recommended it to their students over the past twelve months (Q14, Faculty Survey). Additionally, 81% of students aware of myCSUNsoftware reported accessing it at least once over the past twelve months (Q15, Student Survey). When asked why, students overwhelmingly stated, “To complete academic coursework without having to purchase the software myself” (Q16, Student Survey)

Open Educational Resources

- **Most faculty are both unaware (Q15, Faculty Survey) and do not use (Q16, Faculty Survey) Open Educational Resources**
 - A bivariate analysis revealed that usage across colleges varied significantly
 - In fact, 0% of the respondents in Engineering and Computer Science reported having used OERs
 - Additionally, the only other college using OERs at a rate much lower than the average was Humanities (11%)

Software Downloads

- **Most staff are unaware of the Microsoft Office suite licensing agreement**
 - 52% of staff reported being unaware (Q14, Staff Survey)
 - A bivariate analysis by division (Q1, Staff Survey) revealed that both Student Affairs (64%) and University Advancement (67%) staff are especially unaware of the Microsoft Office suite licensing agreement

Support Services

- **The Faculty Technology Center, IT Help Center, and Classroom Support are critical partners and provide exemplary support for faculty, staff, and students**
 - Faculty reported a mean average of 89.5% favorable toward the Faculty Technology Center (Q38-39, Faculty Survey), 85.5% toward Classroom Support (Q44-45, Faculty Survey) and 92.5% toward the IT Help Center (Q49-50, Faculty Survey)
 - Staff reported that 92% of the time, the IT Help Center (Q18, Staff Survey) was helpful, with 91% agreeing that their problems and questions were addressed (Q19, Staff Survey)
 - Students reported that 95% of the time, the IT Help Center was able to answer their questions or resolve their problem (Q27, Student Survey)

Streamlining Processes to Improve Services

- **There is a consensus on some important paper-based, manual processes that should be automated across staff and student respondents**
 - “Applying for graduation” and “timesheets” were prioritized by staff and students (Q4, Staff Survey; Q22, Student Survey)

Suggestions to Improve Service

- **Staff and students agree that IT should better communicate services available across campus (Q21, Staff Survey; Q28, Student Survey)**
- **Improving Wi-Fi access is a high priority for faculty, staff and students (Q20-26, Q29-30, Q52, Faculty Survey; Q21, Staff Survey; Q28, Student Survey)**

Technology in Teaching Spaces

- **Faculty overwhelmingly reported satisfaction (74%) with the technology available in the instructional spaces across campus (Q18, Faculty Survey)**
 - However, they identified several important technology changes (Q20-27; Q30, Faculty Survey):
 - Increase wireless capacity
 - Provide additional software to the instructor podium computers provided in teaching spaces
 - Increase the number of teaching spaces with document cameras

University-Provided Computer Labs

- **Computer labs are critical learning spaces for students (Q9, Student Survey)**
 - Students stated that they provide a great working environment (Q10, Student Survey), coupled with improved access to software and printing (Q10-11, Student Survey)
 - 79% of students reported using University-provided computer labs (Q9, Student Survey)
- **Students want more printing stations available across the campus (Q10-11; 28, Student Survey)**

4 Trends, Faculty Survey

Affordable Learning Solutions

- **Over the past four years, adoption of e-texts remains low**
 - On average, over the past four years, 34% of faculty offer e-texts, with the highest adoption rate in 2016 at 36%

Lynda.com

- **The percentage of faculty using Lynda.com has increased to 57% in 2016, a rise of 12% from 2014**

myCSUNsoftware

- **Awareness of myCSUNsoftware has increased significantly since 2013**
 - Between 2013-2015, 54% of faculty reported being aware of myCSUNsoftware, compared to 80% in 2016
- **Although awareness has increased significantly since 2013, the percentage of faculty recommending myCSUNsoftware to students has remained stable at 49%**

Submission of Student Work

- **Over the past four years, the percentage of faculty requesting students submit hard-copies of their work for grading has remained stable**
 - On average, between 2013-2015, 59% of faculty required hard copies, compared to 57% in 2016

Support Services

- **The Faculty Technology Center continues to improve and provide exemplary support for faculty**
 - Over the past four years, 86% of faculty reported being aware that FTC provides support and facilities to help incorporate technology into their teaching
 - On average, over the past four years, 85% of faculty stated that FTC is helpful, with satisfaction climbing to 91% in 2016
- **Satisfaction with Classroom Technology has improved significantly since 2013**
 - On average, over the past four years, 70% of faculty were satisfied with the support they received from Classroom Technology, with a low of 62% in 2014 and a high of 87% in 2016
- **The IT Help Center continues to improve and provide an integral resource to address faculty problems and questions**
 - On average, over the past four years, 80% of faculty reported that the IT Help Center sufficiently addressed their problems and questions, with a low of 72% in 2015 and a high of 91% in 2016

Technology in Teaching Spaces

- **Satisfaction with the technology improved significantly in 2016**
 - Between 2013-2015, only 58% of faculty reported being satisfied, compared to a high of 74% in 2016
- **Satisfaction with the software available on the instructor computer has decreased significantly**
 - Between 2013-2015, 81% of faculty reported being satisfied or very satisfied with the software in teaching spaces, compared to 66% in 2016
- **There is a consensus over the past four years on what technology changes/additions faculty want to see in teaching spaces:**
 - Increase the number of SmartBoards
 - Improve wireless
 - Provide additional software to the instructor podium computers
 - Increase the number of document cameras

5 Trends, Staff Survey

CSUN Mobile App

- **Over the past two years, staff have requested the same improvements in the CSUN Mobile App**
 - Campus map
 - Email access
 - HR module

Lynda.com

- **Over the past three years, Lynda.com has served as an important function for staff across campus**
 - Over the past three years, usage has climbed from 45% in 2014, 52% in 2015 and finally, 61% in 2016. Furthermore, between those years, staff reported, “to obtain skills needed for my job” as the primary reason for accessing Lynda.com

Streamlining Processes to Improve Services

- **IT should prioritize making key forms available online for submission**
 - There is consensus in the 2014 and 2016 surveys that the forms listed below should be made available for submission online:
 - Employee action request
 - Change of grade
 - Special pay
 - Graduation application
 - Employee evaluations

Suggestions to Improve Service

- **Over the past three years, staff requested the same improvements to information technology services and support:**
 - Communication of services
 - Wi-Fi access
 - campus training

Support Services

- **The IT Help Center continues to improve and provide exemplary support for staff**
 - Over the past four years, 95% of staff reported being aware that the IT Help Center was available to help with questions about wireless access, password reset and more
 - On average, over the past four years, 85% of staff stated that the IT Help Center is helpful, with satisfaction climbing to 92% in 2016
 - Over the past three years, awareness for the IT Help Center in the Learning Commons has climbed from 57% in 2014, 65% in 2015 and finally, 72% in 2016

6 Trends, Student Survey

CSUN Mobile App

- **IT needs to more effectively communicate with students about the CSUN Mobile App**
 - On average, over the past three years, 66% of the students who have not installed the app reported the primary reason was: “I did not know about it”

Lynda.com

- **IT needs to more effectively communicate with students about the Lynda.com**
 - In 2016, 33% of students reported being aware of Lynda.com, an increase of 6% over 2015

myCSUNsoftware

- **IT needs to more effectively communicate with students about myCSUNsoftware**
 - In 2013, the percentage of students aware of myCSUNsoftware was 39%. In 2014, the percentage grew to 45%; 52% in 2015; and finally, 60% of students reporting they were aware in 2016
- **Usage of myCSUNsoftware has remained stable over the past three years**
 - On average, 79% of students reported accessing myCSUNsoftware from 2014-2016
- **The primary reason students use myCSUNsoftware has remained unchanged over the past four years: “To complete academic coursework without having to purchase the software myself”**
- **Students over the past four years have consistently requested Adobe Photoshop, Adobe Creative Suite and Anti-Virus be made available through myCSUNsoftware**

Streamlining Processes to Improve Services

- **IT should prioritize making key forms available online for submission**
 - There is consensus in the 2014 and 2016 surveys that the forms listed below should be made available for submission online:
 - Graduation application
 - Financial aid
 - Transcript request
 - Add/drop

Suggestions to Improve Technology Services

- **Suggestions for improvement remain consistent over the past four years, with the following listed by importance:**
 - Improve Wi-Fi
 - More effectively communicate services available to students
 - More access to printing stations

Support Services

- **IT Help Center continues to provide exemplary support for students**
 - On average, over the past four years, 85% of students reported that their problems and questions were adequately addressed. With the most significant percentage gain in 2016, rising from an average of 81% between the years of 2013-2015 to 95% in 2016
- **IT needs to more effectively communicate with students about in-person help at the Learning Commons**
 - On average, over the past three years, 72% of students reported being aware that assistance was available in-person at the Learning Commons. In 2016, that percentage was 80%, an increase of 19% from 2014

University-Provided Computer Labs

- **Usage of computer labs has remained stable over the last three years, increasing only one percent from 2013**
 - On average, over the past four years, 78% of students reported using university provided computer labs
 - The primary reason for using University-provided computer labs over the past four years has remained identical from 2013-2016
 - “They provided a working environment where I can focus”

7 Findings, Faculty Survey

Technologies Used for CSUN-Related Work

Faculty have adopted a wide variety of technologies to complete their CSUN-related work (Q4). Although computers, such as laptops and desktops continue to be the most commonly used devices, the growth in tablets and smartphones is not far behind.

Q4. Which of the following devices do you use for your CSUN-related work? (Check all that apply)

	Responses		
	N	Percent	Percent of Cases
Desktop	271	26.9%	74.9%
Laptop computer	311	30.9%	85.9%
Tablet	187	18.6%	51.7%
Smartphone	203	20.1%	56.1%
None	22	2.2%	6.1%
Other (please specify)	14	1.4%	3.9%
Total	1008	100.0%	278.5%

Affordable Learning Solutions Initiative

When faculty were asked whether they were aware of the Affordable Learning Solutions Initiative (Q5), 45% stated “yes”, while 55% stated “no.” However, a bivariate analysis revealed significant differences between full-time and part-time faculty. 61% of full-time faculty reported being aware of the Affordable Learning Solutions Program, compared to 23% of part-time faculty. When asked about e-texts (Q6), 64% of faculty stated they do not offer an e-text version of a publisher’s textbook. However, when faculty were asked if they offer any digital content to their students not published for general use (Q7), 56% stated, “I use content that was created or assembled by me or another CSUN faculty member.” Furthermore, only 24% of respondents stated, “No, I do not currently offer any additional digital content.” A bivariate analysis by academic appointment, years of service and academic college revealed no significant differences with regard to e-text adoption rates or likelihood to offer digital content not published for general purpose.

Q6. Do you offer an e-text version of a publisher's textbook for your students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, I'm currently offering a publisher's e-text version of the course textbook	120	26.9	35.8	35.8
	I'm in the process of identifying a publisher's e-text version of the course textbook to offer	23	5.2	6.9	42.7
	No	192	43.0	57.3	100.0
	Total	335	75.1	100.0	
Missing	System	111	24.9		
Total		446	100.0		

Q7. Do you offer any digital content to your students that is not published for general use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I use content that was created or assembled by me or another CSUN faculty member	188	42.2	56.1	56.1
	I use other material not from a publisher	57	12.8	17.0	73.1
	No, I do not offer any digital content, but I do have content I am interested in making digital	11	2.5	3.3	76.4
	No, I do not currently offer any additional digital content	79	17.7	23.6	100.0
	Total	335	75.1	100.0	
Missing	System	111	24.9		
Total		446	100.0		

When asked what items regarding e-texts faculty would be most interested in learning about (Q8), the modal response was “None.” Of the faculty interested in learning about e-texts, their main concerns were “how to create my own e-text,” followed closely with “how to fund the development of my e-text.”

Q8. Which of the following items regarding e-texts would you be most interested in learning about? (Check all that apply)

	Responses		
	N	Percent	Percent of Cases
How to adopt e-texts that are relevant to the classes I teach	90	16.5%	26.9%
How to assemble e-texts using existing materials	102	18.8%	30.4%
How to create my own e-text	110	20.2%	32.8%
How to fund the development of my e-text	104	19.1%	31.0%
Other (please specify)	18	3.3%	5.4%
None	120	22.1%	35.8%
Total	544	100.0%	162.4%

When faculty were asked if they were interested in receiving help to develop an educational app (Q9), 67% stated “no.” Of those respondents who stated “yes,” twelve academic subjects were identified ranging from statistics to literature analysis.

Lynda.com

69% of faculty stated that they are aware of training materials through Lynda.com (Q10). However, only 57% of the respondents stated accessing the material over the past twelve months (Q11). Furthermore, 41% reported recommending Lynda.com to students (Q12).

Q11. During the past 12 months, how many times have you accessed Lynda Online Training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	98	22.0	43.2	43.2
	1-5 times	110	24.7	48.5	91.6
	6-10 times	12	2.7	5.3	96.9
	More than 10 times	7	1.6	3.1	100.0
	Total	227	50.9	100.0	
Missing	System	219	49.1		
Total		446	100.0		

myCSUNsoftware

When faculty were asked if they were aware that myCSUNsoftware provides anywhere/anytime access to many software applications, 80% stated, “yes” (Q13). Additionally, 49% of faculty respondents recommended myCSUNsoftware to their students over the past twelve months (Q14). A bivariate analysis revealed there are significant disparities on the likelihood faculty in a particular college (Q2) would recommend myCSUNsoftware, despite there being no difference in the level of awareness. Most departments recommended at a rate of 50% or more, with the exceptions of Science and Mathematics (22%), Mike Curb College of Arts, Media, and Communication (30%), Humanities (38%). The same results were also discovered when examining academic appointment (Q1), with full-time faculty (54%) much more likely to recommend myCSUNsoftware compared to part-timers (38%).

Open Educational Resources

47% of faculty stated that they are familiar with Open Educational Resources (Q15), while 38% stated they had experience using OERs in their curriculum (Q16). Although faculty reported using a wide range of OER resources (Q17), the most frequent categories selected by respondents include “videos,” “open access academic journal articles” and “open textbooks.” A bivariate analysis revealed that usage across colleges (Q2) varied significantly. In fact, 0% of the respondents in Engineering and Computer Science reported having used OERs. Additionally, the only other college using OERs at a rate much lower than the average was Humanities (11%).

Q17. What types of Open Educational Resources (OER) have you used? (check all that apply)

	Responses		
	N	Percent	Percent of Cases
open textbooks	18	12.8%	51.4%
videos	26	18.4%	74.3%
images	17	12.1%	48.6%
interactive tutorials	14	9.9%	40.0%
audio podcasts	10	7.1%	28.6%
infographics	8	5.7%	22.9%
tests/quizzes	3	2.1%	8.6%
assemblage of resources	7	5.0%	20.0%
open access academic journal articles	21	14.9%	60.0%
MOOC	3	2.1%	8.6%
other	7	5.0%	20.0%
assignments	7	5.0%	20.0%
Total	141	100.0%	402.9%

Technology in Teaching Spaces (Classrooms, Lecture Rooms, Labs used for Teaching)

74% of faculty reported being satisfied to very satisfied with the technology in the classrooms used for teaching (Q18). A bivariate analysis of overall satisfaction of classrooms by academic college (Q2) revealed most faculty are happy, with only Humanities (47%) and the Mike Curb College of Arts, Media, and Communication (38%) reporting high negative sentiments. Academic appointment (Q1) or length of service (Q3) had no effect on the level of satisfaction.

Q18. How would you rate your overall satisfaction with the technology available in the rooms where you teach students (e.g. classrooms, lecture rooms, labs used for teaching)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	17	3.8	5.4	5.4
	Dissatisfied	67	15.0	21.1	26.5
	Satisfied	198	44.4	62.5	89.0
	Very Satisfied	35	7.8	11.0	100.0
	Total	317	71.1	100.0	
Missing	System	129	28.9		
Total		446	100.0		

When faculty were asked whether they bring their own device or use the computer provided in teaching rooms (Q19), 52% of faculty reported using the instructor computer, 45% bring their own laptop, and 3% do not use the instructor station nor bring their own computing device. A bivariate analysis by academic college (Q2) revealed significant differences. In fact, the College of Science and Mathematics (9.7%) and Michael D. Eisner College of Education (31.1%) have faculty who reported unusually low usages of the computer provided in the classroom. Academic appointment (Q1) or length of service (Q3) had no effect on usage.

When faculty were asked to prioritize technology changes over the next 2-3 years in teaching spaces (Q20-26), faculty reported the following in order of importance:

1. Increase wireless capacity
2. Add additional software to the instructor podium computers provided in teaching spaces (please specify the software)
3. Increase the number of teaching spaces with document cameras

An analysis of the verbatims generated by the response category “other,” identified the following pattern listed by frequency:

1. Add additional software to the instructor podium computers provided in teaching spaces (34%)
2. Improve projectors (20%)
3. Improve Wi-Fi in classrooms (10%)

Faculty were also asked if the software available on the instructor computer was sufficient to meet their instructional needs (Q27). 66% of faculty said “yes,” while 34% said “no.” Those that responded “no” were prompted to explain what they would like to have available. The modal response by faculty was “I don’t use

the instructor computer “or “not applicable,” which accounted for 37% of the “no” responses. The most common software packages listed were; “Adobe Photoshop,” “Adobe Creative Cloud,” and “Google Earth.” Academic appointment (Q1) or length of service (Q3) had no effect on a faculty’s opinions regarding the availability of software.

Faculty were asked if they had problems viewing and displaying digital content into teaching spaces (Q28). 39% of faculty responded having problems viewing and displaying content. When asked to identify the source of the problem (Q29), the modal category was “Streaming content from the internet on the computer provided in the teaching space.” Additionally, respondents had an opportunity to select “other” and provide a verbatim. An analysis of the verbatims revealed the following equipment problems as the source:

1. Projector
2. Laptop cables/adapters
3. Wi-Fi

Q29. Do you have problems viewing and displaying digital content into teaching spaces? Is the problem related to:

	Responses		
	N	Percent	Percent of Cases
Streaming content from the internet on the computer provided in the teaching space	65	37.6%	54.6%
Streaming content from the internet using a mobile device	19	11.0%	16.0%
Viewing a DVD/Blu-ray	24	13.9%	20.2%
Viewing content through the University Video Network system	18	10.4%	15.1%
Other (please specify)	47	27.2%	39.5%
Total	173	100.0%	145.4%

Faculty were asked to identify technologies they would like to see deployed to benefit student learning (Q30). 146 answers were submitted, producing 25 unique suggestions, with the top seven most common responses by percentage listed below:

1. Improve Wi-Fi (12%)
2. Improve Moodle (12%)
3. Ability to disable phones/wireless in classrooms (6%)
4. Improve projectors (6%)
5. Install more smartboards in classrooms (6%)
6. Install more Apple TV’s in classrooms (6%)
7. Upgrade classrooms to HDMI (6%)

Submission of Student Work

Faculty were asked how they request students submit their course work for grading (Q31). Most faculty members stated they receive students' work through the Learning Management System (Moodle) (66%) or by hard copy (57%). 38% receive student work over email, and 12% use some "other" system to collect work. For those respondents who selected "other," the modal response was cloud storage (i.e., DropBox, Box, Google Drive) followed by Turnitin.

Q31. How do you request that your students submit their work to you? (Check all that apply)

	Responses		
	N	Percent	Percent of Cases
Email	117	21.8%	37.7%
Learning Management System (Moodle)	205	38.2%	66.1%
Hard copy	177	33.0%	57.1%
Other (please explain)	38	7.1%	12.3%
Total	537	100.0%	173.2%

Faculty were also asked to describe how often they require students to submit printed copies of their course work (Q32). The modal response was "multiple times per semester" (36%), followed by "seldom" (31%) and "never, all work is submitted electronically" (17%). Only a few faculty members require paper copies "every week" (9%). 7% claimed that this question was "not applicable to them—that the subject matter does not require production of computer-generated written work by students."

Additionally, faculty reported overwhelmingly that "Turnitin" and "Track changes in Microsoft Word" were the most common methods for electronic grading of student work.

Q33. Have you used any of the following methods for electronic grading of student work? (check all that apply)

	Responses		
	N	Percent	Percent of Cases
Turnitin	151	42.1%	72.9%
Track changes in Microsoft Word	106	29.5%	51.2%
PDF Annotation	57	15.9%	27.5%
Respondus	13	3.6%	6.3%
Other	32	8.9%	15.5%
Total	359	100.0%	173.4%

CSUN Mobile App

When faculty were asked if they had downloaded the CSUN Mobile App (Q34), 39% stated “yes,” while 61% stated “no” they had not. When asked about what features should be added (Q35), 52 responses were submitted, eleven categories were identified, with the modal response being “none” (51%). Followed by “native Moodle support” (14%) and single-sign-on webmail (9%).

Support Services

88% of faculty reported being aware of the Faculty Technology Center (Q36). When asked how many times during the past twelve months they contacted the Faculty Technology Center (Q37), most stated “between 1-5 times” (59%). Only a few contacted them “6-10 times” (12%), and even fewer contacted them “more than 10 times” (5%). A fourth of the faculty said they “never” contacted the Faculty Technology Center.

Faculty overwhelmingly hold a positive opinion regarding the Faculty Technology Center. In fact, 91% of respondents “agree” to “strongly agree” that the Faculty Technology Center is helpful (Q38). Additionally, 88% of faculty “agree” to “strongly agree” that the Faculty Technology Center was able to address both their problems and questions (Q39).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
38). The types of services available through the Faculty Technology Center are helpful to me.	5%	4%	55%	36%	224
39). The Faculty Technology Center is able to address my problem or question.	6%	6%	47%	41%	224

89% of faculty reported being aware that their college offers technology support (Q40). Additionally, when asked about the level of support they receive, the faculty responded overwhelmingly positive. In fact, 86% “agree” to “strongly agree” that the college technicians are helpful (Q41), with 78% reporting that their problems and questions are sufficiently addressed (Q42).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
41). The types of services available from my College Technology Support are helpful to me.	8%	6%	50%	36%	230
42). My College Technology Support is able to address my problem or question.	8%	14%	43%	35%	230

When faculty were asked about their primary source of technical support, 50% reported “College/Department Staff” and 50% “Classroom Technology Support (ext.1500)” (Q43). Additionally, when prompted about the level of support they receive, the faculty response was overwhelmingly positive. 89% “agree” to “strongly agree” that the technicians are able to solve their problems (Q44), with 86% reporting that they are satisfied with the support they have received (Q45).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
44). The technician was able to solve the problem(s)	2%	9%	53%	36%	230
45). I am satisfied with the support I received	3%	11%	50%	36%	230

Faculty were asked to identify any classroom or teaching space where they are currently experiencing a technology issue (Q46). An analysis of the verbatims generated 52 room locations. 28 of the rooms are “open” classrooms, directly supported by Classroom Support. The remaining 24 identified room locations are college supported and defined as “closed,” computer labs or faculty offices.

95% of faculty reported being aware that the IT Help Center is available to help with questions about wireless access, password reset and more (Q47). When asked how many times during the past twelve months they contacted the IT Help Center (Q48), most stated “between 1-5 times” (71%). Only a few contacted them “6-10 times” (10%) and even fewer contacted them “more than 10 times” (2%). 18% of the faculty said they “never” contacted the IT Help Center. When faculty were asked about the level of support they receive from the IT Help Center, they responded overwhelmingly positive. 94% “agree” to “strongly agree” that they are helpful (Q49), with 91% reporting that they were able to address their problems and questions (Q50). Next, faculty were asked if they were aware that in-person IT Help Center services were available in the Library Learning Commons (Q51). 63% of faculty stated “yes,” with only 37% stating “no.” A bivariate analysis of responses by years of service (Q3) resulted in an important finding. Faculty with “less than 1 year” of service reported significantly lower levels of awareness (34%) versus faculty with more than one year. Academic college and appointment had no effect on awareness.

Finally, faculty were asked to provide any additional suggestions to improve technology services (Q52). An analysis of the 115 verbatims produced 19 unique categories, with the top five most common responses by percentage listed below:

1. Training for Moodle (18%)
2. Improve Moodle (12%)
3. Improve lab support (12%)
4. Improve audio in classrooms (9%)
5. Improve Wi-Fi (9%)

8 Findings, Staff Survey

Technologies Used in Your Work

Staff have adopted a wide variety of technologies to complete their CSUN-related work (Q3). However, overwhelmingly, staff reported using a desktop computer when compared to other computing devices.

Q3. Which computing device(s) do you use? (Check all that apply)			
	Responses		
	N	Percent	Percent of Cases
Desktop computer	495	34.1%	90.0%
Laptop computer	295	20.3%	53.6%
Tablet	248	17.1%	45.1%
None	335	23.1%	60.9%
Wearable technology (e.g., fitness device, smart watch)	70	4.8%	12.7%
Other (please specify)	8	0.6%	1.5%
Total	1451	100.0%	263.8%

Streamlining Processes to Improve Services

Staff were asked to identify the most important paper based, manual processes that could be automated to improve service and efficiency (Q4). 174 verbatims were generated, resulting in 57 unique categories. The top ten most common responses by percentage are as follows:

1. Applying for graduation (6%)
2. PCard reconciliation (5%)
3. Student advisement (5%)
4. Changing grades (5%)
5. Surveying equipment (5%)
6. Timesheets (5%)
7. Special pay (4%)
8. Faculty evaluations (4%)
9. Employee evaluations (3%)
10. Change requisition (3%)

Staff were asked to identify the most important paper forms to make available for online submission to improve service and efficiency (Q5). 226 responses were submitted, resulting in 90 unique categories. The top ten most common responses by percentage are as follows:

1. Purchase orders from The University Corporation (6%)
2. Request for Solar access (4%)
3. Campus timesheets (4%)
4. Employee action request (4%)

5. E&IT procurement form (3%)
6. Faculty special pay form (3%)
7. Direct deposit (3%)
8. Graduation application (3%)
9. Surplus property request form (3%)
10. Faculty evaluation form (2%)

Staff were asked to identify important data points that would be helpful in constructing reports and dashboards for decision making (Q6). Staff submitted 86 suggestions, resulting in 49 unique categories. The top five most common responses by percentage are as follows:

1. Access to admission enrollment data (13%)
2. Demographics on faculty/staff/students (9%)
3. Foundation financials (6%)
4. Filled and vacant positions (5%)
5. Purchase orders (5%)

Staff were also asked to share ideas about content enhancements for the myNorthridge portal (Q7). Staff listed a wide range of enhancements. In fact, 32 unique categories were identified in the 102 verbatims. The top five most common responses by percentage are as follows:

1. Organize the portal/“cleaner” interface (18%)
2. Extend time before auto log-out (7%)
3. Improve travel process (7%)
4. Ensure mandatory training pages are accessible (7%)
5. Ensure CSUN employment bulletins are viewable (7%)

CSUN Mobile App

Staff were asked if they had downloaded the CSUN Mobile App (Q8). 49% of respondents stated “no.” When asked to describe the reasons why not (Q9), the modal response was “other.” An analysis of the 175 verbatims revealed the most common reason reported was “don’t need it,” with that totaling 31% of all responses.

When asked to identify features that would be helpful (Q10), 20 categories were identified in the verbatims. The top three most common responses by percentage are as follows:

1. Access the HR module (16%)
2. Improve the map (14%)
3. Email access (10%)

Q9. What are the reasons you have not installed the CSUN Mobile App? (Check top three that apply)

	Responses		
	N	Percent	Percent of Cases
I do not have a smartphone or tablet	13	7.4%	7.6%
I did not know about it	43	24.6%	25.0%
It does not offer the features I need (please specify features you would like to see added)	9	5.1%	5.2%
I did not realize it was available for no additional cost	21	12.0%	12.2%
Other (please specify)	89	50.9%	51.7%
Total	175	100.0%	101.7%

Lynda.com

Staff usage of Lynda.com is high (Q11), with 61% of respondents indicating that they have accessed training materials in the past. A bivariate analysis by division (Q1) revealed two interesting findings: Information Technology staff reported very high usage (84%), while University Advancement reported very low (37%). When staff were asked about frequency (Q12), 94% of the respondents stated accessing the material at least once over the past twelve months. Furthermore, 55% reported, “to obtain skills needed for my job” as the primary reason for accessing Lynda.com (Q13).

Q12. During the past 12 months, how many times have you accessed Lynda Online Training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	1.7	5.6	5.6
	1-5 times	174	24.8	81.7	87.3
	6-10 times	15	2.1	7.0	94.4
	More than 10 times	12	1.7	5.6	100.0
	Total	213	30.3	100.0	
Missing	System	489	69.7		
Total		702	100.0		

Q13. What is the primary reason you use Lynda Online Training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To obtain skills needed for my job	112	16.0	55.4	55.4
	To obtain skills needed outside my job	9	1.3	4.5	59.9
	To complete training assigned by supervisor	22	3.1	10.9	70.8
	To keep up to date with technology	49	7.0	24.3	95.0
	Other (please specify)	10	1.4	5.0	100.0
	Total	202	28.8	100.0	
Missing	System	500	71.2		
Total		702	100.0		

When staff were asked if they were aware that they could download the Microsoft Office Suite on up to five personally owned devices for free (Q14), 48% stated “yes,” with a majority, 52% responding “no.” A bivariate analysis by division (Q1) revealed that both Student Affairs (64%) and University Advancement (67%) staff are especially unaware of the Microsoft Office suite licensing agreement.

When staff were asked to suggest online technology training resources, 107 verbatims were generated, producing 5 unique categories. The top five most common responses by percentage are as follows:

1. Microsoft Office (33%)
2. Sample document for eTravel (11%)
3. Web-One (8%)
4. Box (8%)
5. Accounting/reconciliation (6%)

Support Services

94% of staff reported being aware that the IT Help Center is available to help with questions about wireless access, password reset, and more (Q16). When asked how many times during the past twelve months they contacted the IT Help Center (Q17), most stated “between 1- 5 times” (58%). With almost a quarter stating they have contacted the IT Help Center six or more times and 18% “never.” A bivariate analysis by division (Q1) revealed that University Advancement staff have contacted the IT Help Center with much greater frequency, with 44% of their staff reporting six times or higher. When staff were asked about the level of support they receive, they were overwhelmingly positive. In fact, 92% “agree” to “strongly agree” that the IT Help Center is helpful (Q18). Also, 91% reported that their problems and questions are sufficiently addressed (Q19).

Q17. During the past twelve months, how many times have you contacted the IT Help Center via online, email, phone, or in person?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	58	8.3	17.9	17.9
	1 - 5 times	188	26.8	58.0	75.9
	6 - 10 times	41	5.8	12.7	88.6
	More than 10 times	37	5.3	11.4	100.0
	Total	324	46.2	100.0	
Missing	System	378	53.8		
Total		702	100.0		

	Responses				N	
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
18). The types of services available from the IT Help Center are helpful to me.	7%	0%	49%	43%	1%	263
19). The IT Help Center is able to address my problem or question.	7%	1%	48%	43%	1%	263

When staff were asked if they were aware that in-person IT Help Center services were available in the Library Learning Commons (Q20), 72% of staff stated “yes,” with only 28% stating “no.”

Finally, staff were asked to provide suggestions on how to improve information technology services and support for staff at CSUN (Q21). An analysis of the 97 verbatims generated 13 unique categories, with the top three most common responses by percentage as follows:

1. Improve campus training (27%)
2. Improve Wi-Fi (17%)
3. Communicate IT services (13%)

9 Findings, Student Survey

Technologies Used in Your Work

When students were asked about which computing devices they own and use for CSUN-related work, “Laptop computer” was the modal response, followed by “Smartphone.”

Q5. Which computing device(s) do you own and use for CSUN-related work (Check all that apply)

	Responses		
	N	Percent	Percent of Cases
Desktop computer	473	13.5%	33.5%
Laptop computer	1278	36.6%	90.4%
Tablet	583	16.7%	41.2%
Smartphone	1077	30.9%	76.2%
Wearable technology (e.g., fitness device, smart watch)	53	1.5%	3.7%
Other (please specify)	22	0.6%	1.6%
None	5	0.1%	0.4%
Total	3491	100.0%	246.9%

CSUN Mobile App

49% of students reported having downloaded the CSUN Mobile App (Q6). For those who hadn’t, the primary reason (Q8) was, “I did not know about it” (65%). An analysis of the 130 verbatims for the response “other” generated six categories, with “don’t see a need” (58%) as the most common reason referenced.

Q8. What are the reasons you have not installed the CSUN Mobile App? (Check top three that apply)

	Responses		
	N	Percent	Percent of Cases
I do not have a smartphone or tablet	19	2.4%	2.7%
I did not know about it	504	64.9%	70.7%
It does not offer the features I need (please specify features you would like to see added)	38	4.9%	5.3%
I didn't realize it was free	85	11.0%	11.9%
Other (please specify)	130	16.8%	18.2%
Total	776	100.0%	108.8%

When asked which features they would like to see added (Q7), 67 were identified from the 436 responses. The modal response was “interactive map with GPS” (17%), followed by “improved/easier access to Portal” (13%), “Notification of CSUN campus events/deadlines and important calendar items” (11%), “Improved Moodle experience” (7%), and “Improved login experience/Remember me feature/Longer or no time-out” (7%).

University-Provided Computer Labs

When students were asked if they use University-provided computer labs (Q9), most responded “yes” (79%). Only 21% answered they did not use labs. When asked the primary reason for using University-provided computer labs (Q10), the modal response was, “They provided a working environment where I can focus” (39%). Some stated it was because, “The software I need is available in the computer labs” (22%). 21% of respondents stated, “other”, with an analysis of the 219 verbatims identifying the primary reason as “free printing” (72%). Additionally, 13% of students stated, “I meet up with others, either socially or as a study group,” with the remaining two response categories having few respondents; “I can get help from other students or staff in the computer lab” (4%), and “I don’t have another option” (2%).

Students were asked to identify technologies to help with learning (Q11). Although students listed a wide variety of technologies, the modal response was “everything is fine/CSUN offers everything I need” (24%). However, an analysis of the 327 verbatims which actually identified a specific technology solution, 29 categories were constructed, with the top five listed below:

1. Provide additional software packages (11%)
2. More computer labs (10%)
3. More iPads available (8%)
4. More printing stations across campus (7%)
5. More charging stations across campus (6%)

Affordable Learning Solutions Initiative

When students were asked about how often they purchase required materials (Q12), 45% stated, “For all of my courses,” with 38% answering, “For most of my CSUN courses,” and the remaining 16%, “For less than half of my CSUN courses.” When asked why they don’t purchase the required course materials (Q13), students cited a wide range of reasons, with the modal response being, “Materials are too expensive.”

Q13. What are the reasons you don’t purchase required course materials for all courses? (select all that apply):

	Responses		
	N	Percent	Percent of Cases
Materials are too expensive	525	43.3%	72.7%
Materials are not useful or not used much	345	28.4%	47.8%
I prefer to borrow or share materials with other students	151	12.4%	20.9%
I prefer to borrow or share materials from the library	122	10.1%	16.9%
Other (please specify)	70	5.8%	9.7%
Total	1213	100.0%	168.0%

myCSUNsoftware

When students were asked if they were aware that myCSUNsoftware provided anywhere/anytime access to many software applications (Q14), 60% stated “yes.” 81% of students reported accessing myCSUNsoftware at least once during the past twelve months (Q15).

Q15. During the past 12 months, how many times have you accessed myCSUNsoftware?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	150	8.9	18.9	18.9
	1 - 5 times	405	23.9	51.1	70.0
	6 - 10 times	78	4.6	9.8	79.8
	More than 10 times	160	9.5	20.2	100.0
	Total	793	46.8	100.0	
Missing	System	900	53.2		
Total		1693	100.0		

When asked the primary reason for using myCSUNsoftware (Q16), the modal response was, “To complete academic coursework without having to purchase the software myself (50%). There seem to be more students who use myCSUNsoftware (Q17) “Off campus” (57%) as compared to those who use it “On campus” (43%). When asked what software they would like to see included in myCSUNsoftware at no additional cost (Q18), 24 software packages were identified in the 335 verbatims. The top three most common responses by percentage are listed below:

1. Adobe Photoshop (39%)
2. Adobe Creative Suite (17%)
3. Anti-Virus (8%)

Q16. What is the primary reason you use myCSUNsoftware?

		Frequency	Percent	Valid Percent	Cumulative Percent
	To complete academic coursework without having to come to campus	182	10.8	28.5	28.5
	To complete academic coursework without having to purchase the software myself	319	18.8	49.9	78.4
	To complete academic coursework during a time that was convenient for me	124	7.3	19.4	97.8
	Other (please specify)	14	.8	2.2	100.0
	Total	639	37.7	100.0	
Missing	System	1054	62.3		
Total		1693	100.0		

Lynda.com

Awareness of the Lynda.com materials is low (Q19). Only 33% of students answered that they were aware that Lynda.com materials are available to them as students. For those that were aware of the Lynda.com videos, 50% stated that they had accessed them at least once during the past 12 months (Q20).

Q20. During the past 12 months, how many times have you accessed Lynda Online Training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	213	12.6	49.7	49.7
	1-5 times	161	9.5	37.5	87.2
	6-10 times	23	1.4	5.4	92.5
	More than 10 times	32	1.9	7.5	100.0
	Total	429	25.3	100.0	
Missing	System	1264	74.7		
Total		1693	100.0		

When asked to describe the primary reason they use Lynda.com (Q21), the modal response was, "To obtain the skills that can be used after graduation."

Q21. What is the primary reason you use Lynda Online Training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	As a resource for course material	85	5.0	40.7	40.7
	To obtain the skills that can be used after graduation	114	6.7	54.5	95.2
	Other (please specify)	10	.6	4.8	100.0
	Total	209	12.3	100.0	
Missing	System	1484	87.7		
Total		1693	100.0		

Streamlining Processes to Improve Services

Students were asked to identify the most important paper-based, manual processes that could be automated to improve service and efficiency (Q22). 569 verbatims were generated, resulting in 20 unique categories. The top five most common responses by percentage are as follows:

1. Graduation forms (22%)
2. Financial aid (13%)
3. Transcript request (6%)
4. Late add/drop application (5%)
5. Time sheets (5%)

Students were asked to identify the most important paper forms they wanted available to access and submit online(Q23). 533 responses were submitted, resulting in 18 unique categories. The top five most common responses by percentage are as follows:

1. Graduation application (37%)
2. Financial aid forms (15%)
3. Transcript request (9%)
4. Extra unit application form (8%)
5. Late add/drop form (5%)

Support Services

86% of students reported being aware that the IT Help Center is available to help them with wireless access, password assistance and more (Q24). In addition, 80% of students reported being aware that assistance was also available in-person at the Learning Commons in the Oviatt Library (Q25). When asked how many times over the past twelve months they had contacted the IT Help Center via chat, online, email, phone or in-person at the Library Learning Commons (Q26), most stated, “Never” (54%). Also, 95% of students reported that their problems and questions were adequately addressed (Q27).

Q26. During the past 12 months, how many times have you contacted the IT Help Center, via chat, online, email, phone or in person in the Library Learning Commons?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	587	34.7	54.0	54.0
	1 - 5 times	473	27.9	43.5	97.4
	6 - 10 times	20	1.2	1.8	99.3
	More than 10 times	8	.5	.7	100.0
	Total	1088	64.3	100.0	
Missing	System	605	35.7		
Total		1693	100.0		

Finally, students were asked to provide suggestions to improve information technology services and support (Q28). 503 suggestions were submitted, producing 20 unique categories, with the top five most common responses by percentage are as follows:

1. Improve Wi-Fi (21%)
2. IT needs to communicate services available to students (19%)
3. More printing stations (7%)
4. More software packages available (7%)
5. Provide computer repair service (6%)