



CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE

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

Spring 2017

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Survey Methodology

Purpose

In Spring 2017, Information Technology conducted a three survey for faculty, staff and students. The questions were aimed at discovering:

- Feedback on technology changes that CSUN has already implemented.
- Thoughts on technology changes that CSUN is considering in the future.
- Satisfaction with CSUN IT services.

This report presents findings from the three surveys for faculty and staff currently employed, and students enrolled in Spring 2017.

The faculty survey contained nine open-ended (Q4, Q5, Q6, Q8, Q11, Q14, Q19, Q22, Q31) and 52 close-ended questions. The staff survey contained three open-ended (Q3, Q4, Q5) and 13 close-ended questions. The student survey contained six open-ended (Q5, Q13, Q14, Q15, Q20, Q34) and 28 close-ended questions.

The surveys were made available online from 4/12/17 until 5/10/17 to all faculty and all staff, and 10,000 students at California State University, Northridge. The surveyed students were obtained by drawing a random sample from the total population. The University's Office of Institutional Research constructed 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 the initial announcement of survey availability, three follow-up messages were sent to recipients. Student respondents were given the opportunity to be entered into a drawing to win a \$100 CSUN Bookstore gift certificate.

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Characteristics of Survey Respondents

A total of 305 faculty, 498 staff and 1,525 students responded to the surveys, with response rates of 14.43%, 25.49% and 15.25%, respectively. When compared to 2016, the response rates for faculty and staff were each lower by 4%. However, the response rate by students was approximately the same.

When examining complete rates for each of the surveys, the total completes were as follows: faculty 88.85%, staff 98.80% and students 88.20%.

As far as can be determined from the faculty demographic data, there were no differences from the 2016 survey by academic appointment (Q1, Faculty Survey).

Q1. What best describes your academic appointment at CSUN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tenured/Tenured-Track faculty	115	21.4	37.7	37.7
	Part-Time/Non-Tenure Track	190	35.3	62.3	100.0
	Total	305	56.7	100.0	
Missing System		233	43.3		
Total		538	100.0		

The colleges were well represented with regard to primary appointment (Q2, Faculty Survey). However, the Mike Curb College of Arts, Media, and Communication and the College of Health and Human Development were under-represented by 5% and 3% respectively.

Q2. In which CSUN College is your primary appointment?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Mike Curb College of Arts, Media, and Communication	35	6.5	11.5	11.5	
	David Nazarian College of Business and Economics	24	4.5	7.9	19.3	
	Michael D. Eisner College of Education	40	7.4	13.1	32.5	
	Engineering and Computer Science	28	5.2	9.2	41.6	
	Health and Human Development	44	8.2	14.4	56.1	
	Humanities	42	7.8	13.8	69.8	
	Science and Mathematics	34	6.3	11.1	81.0	
	Social and Behavioral Sciences	43	8.0	14.1	95.1	
	Oviatt Library	11	2.0	3.6	98.7	
	Other (please specify)	4	.7	1.3	100.0	
	Total		305	56.7	100.0	

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	25	4.6	8.2	8.2
	1 - 5 years	76	14.1	24.9	33.1
	6 - 10 years	66	12.3	21.6	54.8
	11 - 15 years	46	8.6	15.1	69.8
	More than 15 years	92	17.1	30.2	100.0
	Total	305	56.7	100.0	
Missing	System	233	43.3		
Total		538	100.0		

When examining the demographic data for students, degree program (Q3, Student Survey) was well represented. However, there were significant differences observed for both current academic standing (Q1, Student Survey) and student’s attendance status (Q2, Student Survey).

Q1. What best describes your current academic standing?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	162	8.3	10.6	10.6
	Sophomore	182	9.3	11.9	22.6
	Junior	515	26.4	33.8	56.3
	Senior	500	25.6	32.8	89.1
	Graduate student	166	8.5	10.9	100.0
	Total	1525	78.1	100.0	
Missing	System	428	21.9		
Total		1953	100.0		

Full-time students were over-represented by 7%, with part-time students being under-represented by the same percentage. Also, “Freshman” were under-represented by 7%, with “Juniors” being over-represented by the same percentage. The remaining categories for class standing were similar between the sample and population.

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	1345	68.9	88.2	88.2
	Part-time	180	9.2	11.8	100.0
	Total	1525	78.1	100.0	

When examining the demographic data for staff, the divisions (Q1, Staff Survey) were well represented, with only Administration and Finance under-represented by 5% and Information Technology over-represented by the same percentage. Additionally, the sample captured staff with a wide range of years of service at CSUN (Q2, Staff Survey). With the two most common responses being “1-5 years” and “More than 15 years.”

Q2. How long have you worked at CSUN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	58	6.4	11.6	11.6
	1 - 5 years	127	14.1	25.5	37.1
	6 - 10 years	87	9.7	17.5	54.6
	11 - 15 years	69	7.7	13.9	68.5
	More than 15 years	157	17.4	31.5	100.0
	Total	498	55.3	100.0	
Missing	System	403	44.7		
Total		901	100.0		

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Findings, Faculty Survey

CSUN Technology Enhancements and Improvements

Faculty were asked to identify what aspect of technology they would like most to see improved (Q4). An analysis of the 292 responses produced 44 unique categories, with the top five most common listed below by percentage:

1. Wi-Fi (10.95%)
2. Learning management system (5.82%)
3. Projectors & screens (5.13%)
4. Training and tutorials (3.42%)
5. Online learning and tutoring (3.08%)

When faculty were asked to identify CSUN tasks that were time consuming (Q5) but could be made more efficient through the use of technology (n=292), four categories of the 44 were repeated most frequently. They are listed below by percentage:

1. Grading (7.76%)
2. Learning Management System (6.47%)
3. Advisement (4.31%)
4. eTravel (3.88%)

Faculty were also asked to indicate what change(s) in technology could be made in order to improve student success (Q6). Answers were submitted by 201 faculty, producing 41 unique categories, with the top five listed below by percentage:

1. Advisement (9.45%)
2. Tutoring (7.96%)
3. Update technology in classrooms (5.47%)
4. Technology training (3.98%)
5. Website navigation and functionality (3.98%)

Technologies Used for CSUN-Related Work

Faculty have adopted a wide variety of technologies to complete their CSUN-related work (Q7). 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.

Q7. Which of the following devices do you use for your CSUN-related work? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Desktop	219	26.4%	71.8%
Laptop computer	264	31.8%	86.6%
Tablet	141	17.0%	46.2%
Smartphone	170	20.5%	55.7%
Wearable technology (e.g., fitness device, smart watch)	20	2.4%	6.6%
Other (please specify)	14	1.7%	4.6%
Total	829	100.0%	271.8%

When asked to identify additional software that would help with CSUN work (Q8), faculty submitted 265 responses, producing 102 categories, with the top five software packages listed below by percentage:

1. Adobe Creative Cloud (12.45%)
2. MATLAB (3.40%)
3. SPSS (2.26%)
4. Endnote (1.89%)
5. GraphPad PRISM (1.89%)

Technology in the Classrooms\Lecture Rooms

Ninety-two percent of faculty respondents reported teaching (Q9) in a classroom/lecture room with a computer and projector available for instructional purpose. Of those respondents, 76.02% reported being satisfied to very satisfied with the technology (Q10). A bivariate analysis of overall satisfaction of classrooms\lecture rooms by academic college (Q2) revealed most faculty are happy, with only the Mike Curb College of Arts, Media, and Communication (34.41%) and David Nazarian College of Business and Economics (35.3%) reporting disproportionately high negative sentiments. Faculty members whose length of service exceeded ten years also reported disproportionately higher levels of dissatisfaction (29.91%) versus those with ten or fewer (19.48%). Although, it is worth noting that 95.5% faculty with less than one year of service reported being satisfied or very satisfied. Lastly, academic appointment (Q1) had no effect on the level of satisfaction. Finally, any faculty member who stated they were dissatisfied received a follow-up question (Q11), requesting the building and room number.

Q10. How would you rate your overall satisfaction with the technology in the classroom/lecture room?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	9	1.7	3.3	3.3
	Dissatisfied	56	10.4	20.7	24.0
	Satisfied	184	34.2	67.9	91.9
	Very satisfied	22	4.1	8.1	100.0
	Total	271	50.4	100.0	
Missing	System	267	49.6		
Total		538	100.0		

When faculty were asked whether they bring their own device or use the computer provided in the classroom\lecture rooms (Q12), 55.93% of faculty reported using the instructor computer, 39.26% bring their own computer or tablet and 4.81% 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 Mike Curb College of Arts, Media, and Communication (32.3%) and College of Science and Mathematics (21.9%) have faculty who reported unusually low usages of the computer provided in the classroom/lecture room. Academic appointment (Q1) or length of service (Q3) had no effect on usage.

Faculty were also asked if the software available on the instructor computer was sufficient to meet their instructional needs (Q13). Eighty-two percent of faculty said “yes,” while 14% said “no.” Those that responded “no” were prompted to explain what they would like to have available (Q14). The most common software

packages listed were statistics based such as “SPSS” and “Mini Tab”. Academic appointment (Q1) or length of service (Q3) had no effect on a faculty’s opinion regarding the availability of software.

Faculty were asked if they had problems viewing and displaying digital content on the computer provided in the classroom\lecture rooms (Q15). Thirty-six percent of faculty responded having problems viewing and displaying content. When asked to identify the source of the problem (Q16), the modal category was “Streaming content from the internet on the computer provided in the classroom\lecture room.” Additionally, respondents had an opportunity to select “Other (please specify)” and submit a custom written response.

Q16. Is the problem related to:

	Frequency	Percent	Valid Percent	Cumulative Percent
Streaming content from the internet on the computer provided in the classroom/lecture room	23	4.3	23.7	23.7
Streaming content from the internet using a mobile device	8	1.5	8.2	32.0
Viewing a DVD/Blu-ray	6	1.1	6.2	38.1
Viewing content through the library's UVN system	4	.7	4.1	42.3
Other (please specify)	56	10.4	57.7	100.0
Total	97	18.0	100.0	
Missing System	441	82.0		
Total	538	100.0		

Technology in the Computer Labs

Thirty-four percent of faculty respondents reported teaching (Q17) in a computer lab. Seventy-five percent of faculty reported being satisfied to very satisfied with the technology (Q18). A bivariate analysis of overall satisfaction of computer labs by academic college (Q2) revealed most faculty are happy, with only the Mike Curb College of Arts, Media, and Communication (55.6%) and the College of Science and Mathematics (40%) reporting disproportionately high negative sentiments. Faculty members’ length of service had little effect, with one exception, 100% of faculty with “less than one year” reported being satisfied. Lastly, academic appointment (Q1) had no effect on the level of satisfaction.

Q18. How would you rate your overall satisfaction with the technology in the computer lab?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very dissatisfied	9	1.7	9.1	9.1
Dissatisfied	16	3.0	16.2	25.3
Satisfied	67	12.5	67.7	92.9
Very satisfied	7	1.3	7.1	100.0
Total	99	18.4	100.0	
Missing System	439	81.6		
Total	538	100.0		

Finally, any faculty member who stated they were dissatisfied received a follow-up question (Q19), requesting the building and room number.

When faculty were asked whether they bring their own device or use the computer provided in the computer lab (Q20), 72.73% of faculty reported using the instructor computer, 26.26% bring their own computer or tablet and 1% 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 Mike Curb College of Arts, Media, and Communication (32.3%) and College of Science and Mathematics (21.9%) 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.

Faculty were also asked if the software available on the instructor computer was sufficient to meet their instructional needs (Q21), 86.11% of faculty said “yes,” while 13.89% said “no.” Those that responded “no” were prompted to explain what they would like to have available (Q22). The most common responses referred to an updated operating system and web-browser.

Faculty were asked if they had problems viewing and displaying digital content on the computer provided in the computer lab (Q23). Twenty-four percent of faculty responded having problems viewing and displaying content. When asked to identify the source of the problem (Q24), the most frequent response was: “Streaming content from the internet on the computer provided in the teaching space/computer lab.” Additionally, faculty had an opportunity to select “Other (please specify)” and provide a custom written response.

Q24. Is the problem related to:

	Frequency	Percent	Valid Percent	Cumulative Percent
Streaming content from the internet on the computer provided in the teaching space/computer lab	7	1.3	29.2	29.2
Streaming content from the internet using a mobile device	1	.2	4.2	33.3
Viewing a DVD/Blu-ray	2	.4	8.3	41.7
Viewing content through the library's UVN system	1	.2	4.2	45.8
Other (please specify)	13	2.4	54.2	100.0
Total	24	4.5	100.0	
Missing System	514	95.5		
Total	538	100.0		

When faculty were asked to prioritize technology changes over the next 2-3 years in teaching spaces (Q25-Q30), faculty reported the following in order of importance:

1. Increase wireless capacity in teaching spaces.
2. Upgrade the instructor computers provided in teaching spaces to newer computers.

- Increase the number of rooms that support untethered teaching (e.g., a classroom with mobile-enhanced infrastructure that supports a tablet-focused pedagogy).

An analysis of the responses submitted in the category “other” (Q31) are listed below by percentage:

- Improve/replace projectors (16.36%)
- Improve computer labs (9.09%)
- Expand Lecture Capture (9.09%)

Canvas Learning Management System

Thirty-two percent of faculty reported using the new Canvas Management System (Q32). A bivariate analysis of academic appointment (Q1) revealed that non-tenured faculty were more likely to have experience using Canvas. Additionally, when examining academic appointment (Q2), faculty in the David Nazarian College of Business and Economics and College of Engineering and Computer Science, reported significantly higher rates of usage with Canvas. There were also differences when examining length of service (Q3), with usage dropping each category year from 52.4% at less than one year to 17.8% for faculty reporting more than fifteen.

When faculty were asked when they were planning to begin using the Canvas Learning Management System for teaching (Q33), the most common response was Fall 2017 (57.65%).

Q33. Moodle will no longer be available for teaching in Spring 2018. When do you plan to begin teaching with Canvas?

	Frequency	Percent	Valid Percent	Cumulative Percent
Summer 2017	20	3.7	10.2	10.2
Fall 2017	113	21.0	57.7	67.9
Spring 2018	37	6.9	18.9	86.7
Other	26	4.8	13.3	100.0
Total	196	36.4	100.0	
Missing System	342	63.6		
Total	538	100.0		

When faculty were asked whether they will need help recreating their courses from Moodle to Canvas (Q34), 55.21% stated “yes,” with most faculty identifying a number of areas where they could receive support.

Q35. Are you aware you can get Canvas support from the following areas? (Select all of which you are aware)

	Responses		Percent of Cases
	N	Percent	
Faculty Technology Center	203	31.8%	70.5%
Canvas Website	148	23.2%	51.4%
Canvas 24/7 phone / chat support	99	15.5%	34.4%
IT Helpdesk	122	19.1%	42.4%
I wasn't aware	58	9.1%	20.1%
Total	639	100.0%	221.9%

Affordable Learning Solutions Initiative

When faculty were asked whether they were aware of the Affordable Learning Solutions Initiative (Q36), 36.59% stated “yes,” while 63.41% stated “no.” However, a bivariate analysis revealed significant differences between tenured/tenured-track and non-tenured faculty. Fifty-one percent of tenured/tenured-track faculty reported being aware of the Affordable Learning Solutions Program, compared to 27.5% of non-tenured faculty.

Sixty-nine percent of faculty reported that they require students to purchase a textbook (Q37). Twelve percent reported not using a textbook, with 14.63% selecting “other.” An analysis of the custom written responses revealed that decisions about textbook requirements is often course dependent and involves a combination of materials that are free, available through rental contract, faculty created, reports and miscellaneous academic readings/publications. When asked if faculty were concerned about students who do not purchase the required course material (Q38), 66% stated “yes.” When faculty were asked to identify the criteria used to select course materials, the most common response was, “Topics covered,” followed by “Trusted quality” and “Cost”.

Q39. What is your criteria for choosing course materials? (Check all that apply)

	Responses		Percent of Cases
	N	Percent	
Trusted quality	190	19.8%	66.2%
Topics covered	238	24.7%	82.9%
Electronic version available	97	10.1%	33.8%
Assignment/activities included	74	7.7%	25.8%
Cost	177	18.4%	61.7%
Up to date	166	17.3%	57.8%
Other (please specify)	20	2.1%	7.0%
Total	962	100.0%	335.2%

Open Educational Resources

Forty percent of faculty stated that they are familiar with Open Educational Resources (Q40), while 31.58% stated they had experience using Open Educational Resources in their curriculum (Q41). Of those faculty who use Open Educational Resources, 27.78% reported using it as their “primary course material” (Q42), with an additional 55.56% who stated it is “supplementary”. Although faculty reported using a wide range of Open Educational Resources (Q43), the most frequent categories selected by respondents include “open textbooks,” “videos” and “images”. A bivariate analysis revealed that usage by academic appointment (Q1) and academic college (Q2) revealed no significant differences. However, faculty with less than one year of service (Q3) reported a significantly lower awareness of Open Educational Resources (9.5%) compared to faculty with one year or more (42%).

Q43. What types of OERs have you used? (Check all that apply)

	Responses		Percent of Cases
	N	Percent	
Open textbooks	25	18.8%	69.4%
Videos	25	18.8%	69.4%
Images	22	16.5%	61.1%
Interactive tutorials	11	8.3%	30.6%
Audio podcasts	9	6.8%	25.0%
Infographics	7	5.3%	19.4%
Tests/quizzes/assignments	1	0.8%	2.8%
Assemblage of resources	8	6.0%	22.2%
Open Access academic journal articles	17	12.8%	47.2%
Open Courseware	6	4.5%	16.7%
Other (please specify)	2	1.5%	5.6%
Total	133	100.0%	369.4%

Support Services

Seventy-five percent of faculty reported being aware of the Faculty Technology Center (Q44). When asked how many times during the past twelve months they contacted the Faculty Technology Center (Q45), most stated “Between 1-5 times” (49.53%) with 32.71% stating “Never”. Only a few contacted them “6-10 times” (12.15%), and even fewer contacted them “More than 10 times” (5.61%).

Faculty overwhelmingly hold a positive opinion regarding the Faculty Technology Center. In fact, 95.11% of respondents “Agree” to “Strongly Agree” that the Faculty Technology Center is helpful (Q46). Additionally, 90.91% of faculty “Agree” to “Strongly Agree” that the Faculty Technology Center was able to address both their problems and questions (Q47).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
46). The types of services available through the Faculty Technology Center are helpful to me.	2.80%	2.10%	51.75%	43.36%	143
47). The Faculty Technology Center is able to address my problem or question.	2.80%	6.29%	44.76%	46.15%	143

Eighty-seven percent of faculty reported being aware that their college offers technology support (Q48). Additionally, when asked about the level of support they receive, the faculty responded overwhelmingly

positive. In fact, 85.77% “Agree” to “Strongly Agree” that the college technicians are helpful (Q49), with 82.85% reporting that their problems and questions are sufficiently addressed (Q50).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
49). The types of services available from my College Technology Support are helpful to me.	4.18%	10.04%	51.88%	33.89%	239
50). My College Technology Support is able to address my problem or question.	5.44%	11.72%	45.19%	37.66%	239

When faculty were asked about their primary source of technical support in one of the lecture rooms, 47.06% reported “College/Department Staff” and 52.94% “Classroom Technology Support (ext.1500)” (Q51). Additionally, when prompted about the level of support they receive, the faculty response was overwhelmingly positive. 88.23% “Agree” to “Strongly agree” that the technicians are able to solve their problems (Q52), with 88.23% reporting that they are satisfied with the support they have received (Q45).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
52). The technician was able to solve the problem(s).	3.68%	8.09%	51.47%	36.76%	272
53). I am satisfied with the support I received.	4.78%	6.99%	49.63%	38.60%	272

When faculty were asked about their primary source of technical support in one of the computer labs, 62.50% reported “College/Department Staff” and 37.50% “Classroom Technology Support (ext.1500)” (Q54). Additionally, when prompted about the level of support they receive, the faculty response was overwhelmingly positive. Eighty-six percent “Agree” to “Strongly Agree” that the technicians are able to solve their problems (Q55), with 86.03% reporting that they are satisfied with the support they have received (Q56).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
55). The technician was able to solve the problem(s).	6.62%	7.35%	53.68%	32.35%	272
56). I am satisfied with the support I received.	6.25%	7.72%	52.94%	33.09%	272

Ninety percent of faculty reported being aware that the IT Help Center is available to help with questions about wireless access, password reset and more (Q57). When asked how many times during the past twelve months they contacted the IT Help Center (Q58), most stated “Between 1-5 times” (66.26%). Only a few contacted them “6-10 times” (10.16%) and even fewer contacted them “More than 10 times” (1.63%). 21.95% 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. Ninety percent “Agree” to “Strongly Agree” that they are helpful (Q59), with 84.81% reporting that they were able to address their problems and questions (Q60).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
59). The types of services available from the IT Help Center are helpful to me.	6.62%	7.35%	53.68%	32.35%	191
60) The IT Help Center is able to address my problem or question.	6.25%	7.72%	52.94%	33.09%	191

Next, faculty were asked if they were aware that in-person IT Help Center services were available in the Library Learning Commons (Q61). Sixty-seven percent of faculty stated “Yes,” with 33.21% stating “No.” A bivariate analysis of responses by years of service (Q3) showed results that faculty with five or fewer years of service reported significantly lower levels of awareness (56.17%) versus faculty with more than five years (71.97%). Academic college and appointment had no effect on awareness.

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Findings, Staff Survey

Technologies Used in Your Work

Staff were asked to identify what aspect of technology they would like most to see improved (Q3). An analysis of the 407 custom written responses produced 61 unique categories, with the top five most common listed below by percentage:

1. Wi-Fi (13.02%)
2. SOLAR (7.86%)
3. Digitize documents and forms (4.42%)
4. Technical Training (3.44%)
5. Lab computers (3.19%)

When staff were asked to identify CSUN tasks that were time consuming (Q4), but could be made more efficient through the use of technology (n=340), four categories of the 56 were repeated most frequently. They are listed below by percentage:

1. Digitize documents and forms (12.94%)
2. Financial Processes (7.35%)
3. SOLAR (6.18%)
4. Human Resources processes and forms (5.29%)

Staff were also asked to indicate what change(s) in technology could be made in order to improve student success (Q5). Two-hundred-sixty-three answers were submitted, producing 50 unique categories, with the top three listed below by percentage:

1. Advisement (8.36%)
2. SOLAR (5.70%)
3. Digitize documents and forms (4.94%)

Staff report that they use a wide variety of technologies to complete their CSUN related work (Q6). However, overwhelmingly, staff reported using a desktop computer when compared to other computing devices.

Q6. Which computing device(s) do you use? (Check all that apply)

	Responses		Percent of Cases
	N	Percent	
Desktop computer	428	32.06%	85.9%
Laptop computer	275	20.60%	55.2%
Tablet	202	15.13%	40.6%
Smartphone	338	25.32%	67.87%
Wearable technology (e.g., fitness device, smart watch)	81	6.07%	16.27%
Other (please specify)	9	0.67%	1.81%
Total	1335	100.0%	268.1%

Zoom Video and Web Conferencing

Forty-seven percent of staff have experience using Zoom Video or web conferencing (Q7). When asked how many times during the past twelve months they had accessed Zoom (Q8), most stated “1-5” times (62.07%). Twenty percent of staff reported using Zoom “More than 10 times,” with fewer reporting “6-10” (11%). Only 6.47% reported “Never” using Zoom.

Q8. During the past 12 months, how many times have you accessed Zoom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	15	1.7	6.5	6.5
1 - 5	144	16.0	62.1	68.5
6 - 10	27	3.0	11.6	80.2
More than 10 times	46	5.1	19.8	100.0
Total	232	25.7	100.0	
Missing System	669	74.3		
Total	901	100.0		

Furthermore, 54.74% of staff reported, “Attend a meeting” as the primary reason for using Zoom (Q9).

Q9. What is the primary reason you use Zoom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Attend meetings	127	14.1	54.7	54.7
Video chat	25	2.8	10.2	64.9
Share my screen	8	.9	3.4	68.3
Attend a webinar	37	4.1	15.9	84.2
Other (please specify)	35	3.9	15.1	100.0
Total	232	25.7	100.0	
Missing System	669	74.3		
Total	901	100.0		

Lynda.com

Eighty-eight percent of staff (Q10) stated they are aware that Lynda Online Training materials are available at no cost. When asked if they knew Lynda Online Training offered more than software training (Q11), 65.59% of staff stated “Yes”.

Support Services

Ninety-seven percent of staff reported being aware that the IT Help Center is available to help with questions about wireless access, password reset and more (Q12). When asked how many times during the past twelve months they contacted the IT Help Center (Q13), most stated “Between 1- 5 times” (60%). With 20.83% stating they have contacted the IT Help Center six or more times and 19.17% “Never.” When staff were asked about the level of support they receive, they were overwhelmingly positive. In fact, 89.12% “Agree” to

“Strongly Agree” that the IT Help Center is helpful (Q14). Also, 84.72% reported that their problems and questions are sufficiently addressed (Q15).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
14). The types of services available from the IT Help Center are helpful to me.	8.29%	2.59%	52.33%	36.79%	386
15) The IT Help Center is able to address my problem or question.	8.55%	6.74%	47.93%	36.79%	386

When staff were asked if they were aware that in-person IT Help Center services were available in the Library Learning Commons (Q16), 75.13% of staff stated “Yes,” with only 24.87% stating “No.”

5

Findings, Student Survey

Technologies Used in Your Work

Students were asked to identify an aspect of technology that would lead to greater success if improved (Q5). An analysis of the 1,402 custom written responses generated 81 categories, with the top five listed below by percentage:

1. Wi-Fi (15.76%)
2. Printing across campus (7.70%)
3. Learning management system (5.28%)
4. More computer labs (4.99%)
5. Mobile app (4.14%)

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

Q6. Which computing device(s) do you own and use for CSUN-related work (Check all that apply).

	Responses		Percent of Cases
	N	Percent	
Desktop computer	402	11.1%	26.4%
Laptop computer	1405	38.8%	92.1%
Tablet	523	14.4%	34.3%
Smartphone	1188	32.8%	77.9%
Wearable technology (e.g., fitness device, smart watch)	85	2.3%	5.6%
Other (please specify)	14	0.4%	0.9%
None	4	0.1%	0.3%
Total	3621	100.0%	237.4%

CSUN Mobile App

Fifty-three percent of students reported having downloaded the CSUN Mobile App (Q7). Of those respondents, 72.92% stated they had used the mobile app over the past six months (Q8). When asked which features they would like to see added (Q9), 29 were identified from the 507 responses. The top five are listed below by percentage:

1. Learning management systems integration (7.30%)
2. Improved map capabilities (6.31%)
3. Event alerts/notifications (6.11%)
4. Improved user-friendly app navigation/interface (5.56%)
5. Modify login settings (4.93%)

For those students who didn’t download the app, the primary reason (Q10) was, “I did not know about it” (72.3%). An analysis of the 147 custom written responses for “Other” generated eight categories, with “Don’t want it” (38.77%) as the most common response followed by “Not enough storage on my phone” (24.48%), and “Didn’t know about it” (8.16%).

Q10 What are the reasons you have not installed the CSUN Mobile App? (Check top three that apply)

	Responses		Percent of Cases
	N	Percent	
I do not have a smartphone or tablet	12	1.6%	1.7%
I did not know about it	507	66.1%	72.3%
It does not offer the features I need (please specify features you would like to see added)	34	4.4%	4.9%
I didn't realize it was free	77	10.0%	11.0%
Other (please specify)	137	17.9%	19.5%
Total	767	100.0%	109.4%

University-Provided Computer Labs

When students were asked if they use University-provided computer labs (Q11), most responded “Yes” (79.31%). Only 20.69% answered they did not use labs. When asked the primary reason for using University-provided computer labs (Q12), the most common response was, “They provided a working environment where I can focus” (36.47%). Some stated it was because, “The software I need is available in the computer labs” (23.13%). Twenty-four percent of respondents stated, “Other (please explain)”, with an analysis of the 262 responses identifying the primary reason as “Free printing” (75.19%). Additionally, 10.15% 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” (2.65%), and “I don’t have another option” (3.66%).

Q12. What is your primary reason for using University-provided computer labs?

	Frequency	Percent	Valid Percent	Cumulative Percent
They provide a working environment where I can focus	399	20.4	36.5	36.5
The software I need is available in the computer labs	253	13.0	23.1	59.6
I don't have another option	40	2.0	3.7	63.3
I can get help from other students or staff in the computer lab	29	1.5	2.7	65.9
I meet up with others, either socially or as a study group	111	5.7	10.1	76.1
Other (please explain)	262	13.4	23.9	100.0
Total	1094	56.0	100.0	
Missing System	859	44.0		
Total	1953	100.0		

Students were asked to list the top three software packages they don’t have but would like available (Q13). Two-hundred-eighteen categories and products were identified in the 1,823 responses. The top three are listed below by percentage:

1. Adobe Photoshop (14.53%)
2. Microsoft Office (9.05%)
3. Final Cut Pro (2.03%)

Wi-Fi

When asked to identify a building that needs improvements to the Wi-Fi (Q14), 43 buildings were identified in the 1,222 responses. The top five most common are listed below by percentage:

1. Sierra Hall (18.74%)
2. Delmar T. Oviatt Library (8.92%)
3. Jacaranda Hall (8.18%)
4. Jerome Richfield (5.32%)
5. Chaparral Hall (4.83%)

When asked to identify a location that needs improvements to the Wi-Fi (Q15), 58 locations were identified in the 1,137 responses. The top five most common are listed below by percentage:

1. Delmar T. Oviatt Library perimeter (13.19%)
2. Parking Structures (11.96%)
3. Sierra Hall perimeter (8.79%)
4. University Student Union (5.98%)
5. Arbor Court (2.55%)

myCSUNsoftware

When students were asked if they were aware that myCSUNsoftware provided anywhere/anytime access to many software applications (Q16), 57.35% stated “Yes.” Of those respondents, 76.15% of students reported accessing myCSUNsoftware at least once during the past twelve months (Q17).

Q17. During the past 12 months, how many times have you accessed myCSUNsoftware?

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	187	9.6	23.9	23.9
1 - 5 times	346	17.7	44.1	68.0
6 - 10 times	71	3.6	9.1	77.0
More than 10 times	180	9.2	23.0	100.0
Total	784	40.1	100.0	
Missing System	1169	59.9		
Total	1953	100.0		

When asked the primary reason for using myCSUNsoftware (Q18), the most common response was, “To complete academic coursework without having to purchase the software myself (48.81%). Also, more students use myCSUNsoftware (Q19) “Off campus” (56.07%) as compared to those who use it “On campus” (43.93%).

When asked what software they would like to see included in myCSUNsoftware at no additional cost (Q20), 99 categories were identified in the 313 responses. The top three most common are listed below by percentage:

1. Adobe Photoshop (17.25%)
2. IBM SPSS (6.71%)
3. Adobe Creative Cloud (4.79%)

Q18. What is the primary reason you use myCSUNsoftware?

	Frequency	Percent	Valid Percent	Cumulative Percent
To complete academic coursework without having to come to campus	195	10.0	33.2	33.2
To complete academic coursework without having to purchase the software myself	287	14.7	48.8	82.0
To complete academic coursework during a time that was convenient for me	96	4.9	16.3	98.3
Other (please specify)	10	.5	1.7	100.0
Total	588	30.1	100.0	
Missing System	1365	69.9		
Total	1953	100.0		

Lynda.com

Awareness of the Lynda.com materials is low (Q21). Only 24.80% of students answered that they were aware that Lynda.com materials are available to them as students. For those respondents, 53.78% stated that they had accessed them at least once during the past 12 months (Q22).

Q22. During the past 12 months, how many times have you accessed Lynda Online Training?

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	153	7.8	46.2	46.2
1 - 5 times	143	7.3	43.2	89.4
6 - 10 times	20	1.0	6.0	95.5
More than 10 times	15	.8	4.5	100.0
Total	331	16.9	100.0	
Missing System	1622	83.1		
Total	1953	100.0		

When asked to describe the primary reason they use Lynda.com (Q23), the most common response was, “To obtain the skills that can be used after graduation.”

Q23. What is the primary reason you use Lynda Online Training?

	Frequency	Percent	Valid Percent	Cumulative Percent
Helps me in my coursework	76	3.9	23.0	23.0
To obtain skills that can be used outside the classroom	142	7.3	42.9	65.9
Other (please specify)	113	5.8	34.1	100.0
Total	331	16.9	100.0	
Missing System	1622	83.1		
Total	1953	100.0		

Zoom Video and Web Conferencing

Nineteen percent of students stated they were aware (Q24) that Zoom Video and web conferencing is available at no cost. When asked how many times during the past twelve months they had accessed Zoom (Q25), most stated “Never” (45.42%). However, 54.58% stated they had accessed it at least once over the past twelve months (Q25).

Q25. During the past 12 months, how many times have you accessed Zoom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	119	6.1	45.4	45.4
1 - 5 times	96	4.9	36.6	82.1
6 - 10 times	24	1.2	9.2	91.2
More than 10 times	23	1.2	8.8	100.0
Total	262	13.4	100.0	
Missing System	1691	86.6		
Total	1953	100.0		

Furthermore, of those students are using Zoom, 22% reported, “Online faculty office hours”, as the primary reason for using Zoom (Q25).

Q25. Select all the reasons you use Zoom?

	Responses		Percent of Cases
	N	Percent	
Online faculty office hours	79	22.0%	30.2%
Meet with other students	63	17.5%	24.0%
Video chat	52	14.5%	19.8%
Share my screen	28	7.8%	10.7%
Attend a webinar	39	10.9%	14.9%
Other (please specify)	98	27.3%	37.4%
Total	359	100.0%	137.0%

Support Services

Seventy-nine percent of students reported being aware that the IT Help Center is available to help them with wireless access, password assistance and more (Q27). In addition, 78.63% of students reported being aware that assistance was also available in-person at the Learning Commons in the Oviatt Library (Q28). 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 (Q29), most stated, “Never” (57.36%).

Q29. During the past 12 months, how many times have you contacted the IT Help Center via chat, online, e-mail, phone or in person in the Library Learning Commons?

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	612	31.3	57.4	57.4
1 - 5 times	438	22.4	41.0	98.4
6 - 10 times	7	.4	.7	99.1
More than 10 times	10	.5	.9	100.0
Total	1067	54.6	100.0	
Missing System	886	45.4		
Total	1953	100.0		

When students were asked about the level of support they receive, responses were overwhelmingly positive. In fact, 90.11% “agree” to “Strongly Agree” that the IT Help Center is helpful (Q31). Also, 87.91% reported that their problems and questions are sufficiently addressed (Q32).

	Responses				N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
31). The types of services available from the IT Help Center are helpful to me.	7.47%	2.42%	43.08%	47.03%	455
32) The IT Help Center is able to address my problem or question.	8.13%	3.96%	38.24%	49.67%	455