

CSUN

CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE

ANNUAL IT SURVEY

2022-2023

Annual Information Technology survey results from students, staff, and faculty addressing IT usage, communication, support, successes, and challenges.

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SURVEY RESULTS

Student Demographics and Representatives

Student survey results are based on 2,324 responses. This represents approximately 6% of total enrollment¹. Table 1 summarizes the distribution of respondents by academic standing.

Table 1: What best describes your current academic standing?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	294	12.7	12.7	12.7
	Sophomore	182	7.8	7.8	20.5
	Junior	679	29.2	29.2	49.7
	Senior	624	26.9	26.9	76.6
	Graduate student	545	23.5	23.5	100
	Total	2324	100	100	

The response rate for undergraduate students indicates that they were less likely to respond (5.6%) than graduate students (13.1%). Among respondents upper-classmen and graduate students are substantively more represented than under-classmen.

Student full-time status is summarized in table 2.

Table 2: Are you a full-time or part-time student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full - time	1936	83.3	83.3	83.3
	Part - time	388	16.7	16.7	100.0
	Total	2324	100.0	100.0	

Consistent with expectations Full-Time students were somewhat more likely (5.9%) to respond than Part-time Students (5.3%).

¹ Based on 2022 CSUN counts data [CSUN Counts - Dashboards](#).

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Student respondents indicated a broad array of race and ethnic diversity. Table 3 summarizes student responses.

Table 3: What is your ethnic background? (Check all that apply) - Selected Choice

Category	Frequency	Percent	Valid Percent
African American	111	4.8	4.8
African American,American Indian	3	0.1	0.1
African American,American Indian,LatinX	1	0.0	0.0
African American,American Indian,LatinX,White	1	0.0	0.0
African American,American Indian,White	1	0.0	0.0
African American,Asian American	3	0.1	0.1
African American,Asian American,LatinX	1	0.0	0.0
African American,LatinX	14	0.6	0.6
African American,LatinX,White	2	0.1	0.1
African American,White	5	0.2	0.2
American Indian	3	0.1	0.1
American Indian,LatinX	11	0.5	0.5
American Indian,LatinX,Other	1	0.0	0.0
American Indian,LatinX,Pacific Islander	1	0.0	0.0
American Indian,LatinX,White	4	0.2	0.2
American Indian,Other	1	0.0	0.0
American Indian,Pacific Islander	1	0.0	0.0
American Indian,White	1	0.0	0.0
Asian American	220	9.5	9.5
Asian American,International	3	0.1	0.1
Asian American,LatinX	13	0.6	0.6
Asian American,LatinX,Pacific Islander	1	0.0	0.0
Asian American,LatinX,White	6	0.3	0.3
Asian American,LatinX,White,Other	1	0.0	0.0
Asian American,Other	8	0.3	0.3
Asian American,Pacific Islander	6	0.3	0.3
Asian American,Pacific Islander,Other	1	0.0	0.0
Asian American,Pacific Islander,White	1	0.0	0.0
Asian American,Prefer not to say	1	0.0	0.0
Asian American,White	16	0.7	0.7
International	144	6.2	6.2

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International,Other	10	0.4	0.4
International,Prefer not to say	1	0.0	0.0
LatinX	883	38.0	38.0
LatinX,International	1	0.0	0.0
LatinX,Other	8	0.3	0.3
LatinX,Pacific Islander	1	0.0	0.0
LatinX,Pacific Islander,White	1	0.0	0.0
LatinX,White	78	3.4	3.4
LatinX,White,International	1	0.0	0.0
LatinX,White,Other	3	0.1	0.1
Other	192	8.3	8.3
Other,Prefer not to say	7	0.3	0.3
Pacific Islander	11	0.5	0.5
Pacific Islander,White	3	0.1	0.1
Prefer not to say	85	3.7	3.7
White	409	17.6	17.6
White,International	11	0.5	0.5
White,International,Other	1	0.0	0.0
White,Other	32	1.4	1.4
Total	2324	100.0	100.0

Table 3 indicates substantial diversity among student respondents. Collapsing categories to those generally reported indicates that response rates by category² is generally consistent with reported distributions Black/African American (5% population/6% response), Latinx (57% population/ 42% response³), Asian (9% population/12% response), White (20% population/20% response), and international students (4% population/ 7% response).

² Collapsing categories is somewhat arbitrary since there is no way of knowing respondent ranking and results in some double counting, it does provide a rough approximation of respondent representativeness.

³ Approximately 5% - 10% of respondents included LantinX or Hispanic in their response so it is likely that Latinx respondents are approximately representative of the student population.

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Table 4 summarizes the college major respondents are in.

Table 4: In which CSUN College does your major reside?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	David Nazarian College of Business and Economics	299	12.9	12.9	12.9
	Engineering & Computer Science	395	17.0	17.0	29.9
	Health & Human Development	299	12.9	12.9	42.7
	Humanities	112	4.8	4.8	47.5
	I have not declared a major	30	1.3	1.3	48.8
	Michael D. Eisner College of Education	160	6.9	6.9	55.7
	Mike Curb College of Arts, Media, & Communication	251	10.8	10.8	66.5
	Science & Mathematics	149	6.4	6.4	72.9
	Social & Behavioral Sciences	492	21.2	21.2	94.1
	The Tseng College	137	5.9	5.9	100.0
	Total	2324	100.0	100.0	

Most respondents are enrolled in Social & Behavioral Sciences (21%) followed by Engineering & Computer Sciences (17%). Except for *I have not declared a major*, the sample sizes for each category are sufficient to make reasonably precise estimates of response percentages (e.g. percent yes/no by college major. Would have a 95% margin or error of about 35 percentage points, while Social & Behavioral Sciences would have a 95% margin of error of about 8.8 percentage points.

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Table 5 summarizes the percentage of students eligible for Pell grants.

Table 5: Have you ever been eligible for a Pell Grant?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	624	26.9	26.9	26.9
	No	472	20.3	20.3	47.2
	Yes	1228	52.8	52.8	100.0
	Total	2324	100.0	100.0	

Roughly half (53%) of the respondents indicate they are eligible for a Pell grant.

Table 6 indicates what percentage of student respondents are transfer students.

Table 6: Are you a transfer student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1293	55.6	55.6	55.6
	Yes	1031	44.4	44.4	100.0
	Total	2324	100.0	100.0	

Slightly more than half of the student respondents indicate that they are not transfer students (56%).

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Student Responses Regarding Device

Table 7 indicates that the vast majority of student respondents use laptop computers (90%). Approximately 32% use (or also use a desktop computer). Very few (< 1%) students respondents indicate they use no technology.

Table 7: Which of the following device(s) do you use for CSUN-related work? (Check all that apply) - Selected Choice

	Frequency	0
Blinak	11	0.5
Desktop computer	48	2.1
Desktop computer,Laptop computer	67	2.9
Desktop computer,Laptop computer,Other (please specify)	4	0.2
Desktop computer,Laptop computer,Smartphone	237	10.2
Desktop computer,Laptop computer,Smartphone,Other (please specify)	3	0.1
Desktop computer,Laptop computer,Smartphone,Tablet	192	8.3
Desktop computer,Laptop computer,Smartphone,Tablet,Other (please specify)	2	0.1
Desktop computer,Laptop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch)	45	1.9
Desktop computer,Laptop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch),Other (please specify)	1	0.0
Desktop computer,Laptop computer,Smartphone,Wearable technology (e.g., fitness device, smart watch)	20	0.9
Desktop computer,Laptop computer,Tablet	41	1.8
Desktop computer,Laptop computer,Tablet,Wearable technology (e.g., fitness device, smart watch)	1	0.0
Desktop computer,Smartphone	25	1.1
Desktop computer,Smartphone,Tablet	32	1.4
Desktop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch)	2	0.1
Desktop computer,Smartphone,Wearable technology (e.g., fitness device, smart watch)	3	0.1
Desktop computer,Tablet	14	0.6
Laptop computer	388	16.7
Laptop computer,Other (please specify)	3	0.1
Laptop computer,Smartphone	500	21.5
Laptop computer,Smartphone,Other (please specify)	2	0.1
Laptop computer,Smartphone,Tablet	369	15.9
Laptop computer,Smartphone,Tablet,Other (please specify)	3	0.1
Laptop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch)	61	2.6
Laptop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch),Other (please specify)	1	0.0
Laptop computer,Smartphone,Wearable technology (e.g., fitness device, smart watch)	22	0.9
Laptop computer,Tablet	124	5.3
Laptop computer,Tablet,Other (please specify)	2	0.1

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Laptop computer,Tablet,Wearable technology (e.g., fitness device, smart watch)	6	0.3
Laptop computer,Wearable technology (e.g., fitness device, smart watch)	1	0.0
None	7	0.3
Other (please specify)	7	0.3
Smartphone	12	0.5
Smartphone,Tablet	15	0.6
Tablet	51	2.2
Tablet,Other (please specify)	1	0.0
Wearable technology (e.g., fitness device, smart watch)	1	0.0
Total	2324	100.0

A chi-square test indicates that college major is associated with technology use. Descriptive results are consistent with expectations as Engineering & Computer Science students are about 1.5 times as likely to use a desktop than the average CSUN student.

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Student Responses with Respect to Canvas

Tables 8 through 20 summarize student responses with respect to Canvas.

Table 8: I find the following Canvas features increase my course engagement when learning - Announcements

	Frequency	Percent
	90	3.9
Strongly Disagree	24	1.0
Disagree	69	3.0
Agree	878	37.8
Strongly Agree	1263	54.3
Total	2324	100.0

Student respondents overwhelmingly (96% of valid responses⁴) agree (or strongly agree) that Canvas increases engagement with respect to announcements.

Table 9: I find the following Canvas features increase my course engagement when learning - Assignments

	Frequency	Percent
	71	3.1
Strongly Disagree	12	0.5
Disagree	42	1.8
Agree	904	38.9
Strongly Agree	1295	55.7
Total	2324	100.0

⁴ In this and all subsequent tables percentages are based on valid (i.e. not blank) responses.

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Student respondents overwhelmingly (98% of valid responses) agree (or strongly) agree that Canvas increases engagement with respect to assignments.

Table 10: I find the following Canvas features increase my course engagement when learning. - Chat

	Frequency	Percent
	365	15.7
Strongly Disagree	151	6.5
Disagree	467	20.1
Agree	782	33.6
Strongly Agree	559	24.1
Total	2324	100.0

Student respondents generally (68% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to chat.

Table 11: I find the following Canvas features increase my course engagement when learning - Discussions

	Frequency	Percent
	158	6.8
Strongly Disagree	128	5.5
Disagree	300	12.9
Agree	1006	43.3
Strongly Agree	732	31.5
Total	2324	100.0

Student respondents overwhelmingly (80% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to discussions.

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Table 12: I find the following Canvas features increase my course engagement when learning - GoReact

	Frequency	Percent
	1414	60.8
Strongly Disagree	128	5.5
Disagree	198	8.5
Agree	350	15.1
Strongly Agree	234	10.1
Total	2324	100.0

Student respondents generally (64% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to GoReact. Although, in this case only about 40% of students responded to this question.

Table 13: I find the following Canvas features increase my course engagement when learning - Grades

	Frequency	Percent
	131	5.6
Strongly Disagree	17	0.7
Disagree	58	2.5
Agree	828	35.6
Strongly Agree	1290	55.5
Total	2324	100.0

Student respondents overwhelmingly (97% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to grades.

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Table 14: I find the following Canvas features increase my course engagement when learning - Pronto

	Frequency	Percent
	1301	56.0
Strongly Disagree	119	5.1
Disagree	234	10.1
Agree	432	18.6
Strongly Agree	238	10.2
Total	2324	100.0

Student respondents generally (66% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to Pronto. Although, in this case only about 45% of students responded to this question.

Table 15: I find the following Canvas features increase my course engagement when learning - Panopto

	Frequency	Percent
	1291	55.6
Strongly Disagree	106	4.6
Disagree	222	9.6
Agree	428	18.4
Strongly Agree	277	11.9
Total	2324	100.0

Student respondents generally (68% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to Panopto. Although, in this case only about 45% of students responded to this question.

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Table 16: I find the following Canvas features increase my course engagement when learning - Quizzes

	Frequency	Percent
	164	7.1
Strongly Disagree	26	1.1
Disagree	68	2.9
Agree	1024	44.1
Strongly Agree	1042	44.8
Total	2324	100.0

Student respondents overwhelmingly (97% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to quizzes.

Table 17: I find the following Canvas features increase my course engagement when learning - Recorded Lectures

	Frequency	Percent
	211	9.1
Strongly Disagree	46	2.0
Disagree	105	4.5
Agree	744	32.0
Strongly Agree	1218	52.4
Total	2324	100.0

Student respondents overwhelmingly (93% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to recorded lectures.

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Table 18: I find the following Canvas features increase my course engagement when learning - Canvas Studio

	Frequency	Percent
	1213	52.2
Strongly Disagree	78	3.4
Disagree	189	8.1
Agree	437	18.8
Strongly Agree	407	17.5
Total	2324	100.0

Student respondents overwhelmingly (76% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to Canvas Studio. Although, in this case only about 48% of students responded to this question.

Table 19: I find the following Canvas features increase my course engagement when learning - Textbook

	Frequency	Percent
	513	22.1
Strongly Disagree	86	3.7
Disagree	176	7.6
Agree	811	34.9
Strongly Agree	738	31.8
Total	2324	100.0

Student respondents overwhelmingly (86% of valid responses) agree (or strongly agree) that Canvas increases engagement with respect to Textbook. Although, in this case about 80% of students responded to this question.

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Table 20: Do you think learning would be improved if all academic courses were structured similarly in Canvas?

	Frequency	Percent
Valid	55	2.4
I don't know	377	16.2
No	171	7.4
Yes	1721	74.1
Total	2324	100.0

Student respondents overwhelmingly (76% of valid responses) agreed that learning would be improved if courses were structured similarly to Canvas.

Disaggregating results of Table 20 by student demographics indicates that there are significant differences in perceptions ($X^2 p < .05$) by Full and Part-Time status and college major. Table 21 summarizes the results.

Table 21: Percent Agreeing learning would be improved if all academic courses were structured similarly in Canvas

College major	Agree
David Nazarian College of Business and Economics	78.2%
Engineering & Computer Science	76.5%
Health & Human Development	80.1%
Humanities	73.6%
I have not declared a major	50.0%
Michael D. Eisner College of Education	73.7%
Mike Curb College of Arts, Media, & Communication	68.4%
Science & Mathematics	72.2%
Social & Behavioral Sciences	80.5%
The Tseng College	70.4%
Full-Time	75.1%
Part-Time	69.1%

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Student Responses with Respect to Using Technology – Issues

The following tables summarize results with respect to student responses relating to issues using technology.

Table 22: How often do you encounter technology-related barriers in your academic work at CSUN?

	Frequency	Percent
	113	4.9
Never	380	16.4
Rarely	999	43.0
Occasionally	577	24.8
Somewhat frequently	165	7.1
Very frequently	90	3.9
Total	2324	100.0

Student Respondents tend to encounter few barriers as approximately 63% either never or rarely encounter barriers. Only 12% encounter barriers somewhat frequently or frequently. Examples of barriers are provided in Appendix A1.

Table 23 summarizes the

Table 23: Within the past year, have you ever encountered a barrier while trying to use any campus technology (course content, materials, or any technology used for a course or other campus activity)?

	Frequency	Percent
	150	6.5
No	1626	70.0
Yes	548	23.6
Total	2324	100.0

Consistent with results presented in Table 23, only about 22% encountered barriers. Barriers and what couldn't be done are presented in Appendix A2.

Disaggregating results of Table 23 by student demographics indicates that there are significant differences in perceptions ($X^2 p < .05$) by college major, academic standing, and Transfer student status. Among these, only college major results in substantively meaningful differences, which are summarized in Table 24.

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Table 24: Within the past year, encountered a barrier while trying to use any campus technology by college major

College major	Yes
David Nazarian College of Business and Economics	25.3%
Engineering & Computer Science	21.2%
Health & Human Development	25.7%
Humanities	33.6%
I have not declared a major	29.2%
Michael D. Eisner College of Education	19.7%
Mike Curb College of Arts, Media, & Communication	28.2%
Science & Mathematics	22.3%
Social & Behavioral Sciences	27.2%
The Tseng College	24.4%

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Student Responses with Respect to Awareness of Available Technology

The following two tables summarize student responses with respect to their awareness of CSUN technology availability.

Table 25: Are you aware that LinkedIn Learning, which offers a wide-range of courses and in some cases, Certificates of Completion, is available at no cost to you?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	3.4	3.4	3.4
No	1524	65.6	65.6	69.0
Yes	720	31.0	31.0	100.0
Total	2324	100.0	100.0	

Student respondents are generally not aware (68% are not aware) of LinkedIn Learning opportunities.

Table 26: Are you aware that myCSUNsoftware, which provides anywhere/anytime Access at no cost?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	3.4	3.4	3.4
No	1151	49.5	49.5	53.0
Yes	1093	47.0	47.0	100.0
Total	2324	100.0	100.0	

Student respondents are generally not aware (51% are not aware) of myCSUNsoftware access any time/anywhere at no cost.

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Student Responses with Respect to IT Communication and Support

The following tables summarize student responses concerning IT communication and support.

Table: 27 Please indicate your level of agreement with the following statements regarding the IT Help Center - The types of services available from the IT Help Center are helpful to me

	Frequency	Percent
	125	5.4
Strongly disagree	251	10.8
Disagree	171	7.4
Agree	1330	57.2
Strongly agree	447	19.2
Total	2324	100.0

Table 27 indicates that students overwhelming (81%) agree (or strongly agree) that the IT help Center is helpful.

Table 28: Please indicate your level of agreement with the following statements regarding the IT Help Center - The IT Help Center is able to address my problem or question

	Frequency	Percent
	148	6.4
Strongly disagree	234	10.1
Disagree	166	7.1
Agree	1348	58.0
Strongly agree	428	18.4
Total	2324	100.0

Table 28 indicates that students overwhelming (82%) agree (or strongly agree) that the IT is able to address a problem or question.

Disaggregation of the results in tables 27 and 28 reveal that student agreement does not significantly differ by student demographic characteristic (no significant χ^2 results).

Table 29 summarizes how students prefer to receive communication from IT.

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Table 29: How would you prefer receiving communications about new and existing technology related services offered by California State University Northridge? - Selected Choice

	Frequency	Percent
	147	6.3
Campus website	187	8.0
Email	1767	76.0
Other (please explain)	37	1.6
Other students	38	1.6
Social media (e.g., Instagram, Twitter)	148	6.4
Total	2324	100.0

The overwhelming majority (76%) of students prefer to receive communications from IT via Email. Only about 1.5% of respondents indicated another means of communication, with a plurality of responses indicating text messages.

Table 30 summarizes the most common responses addressing what type of information students are interested in.

Table 30: Type of information would you be interested in receiving from Information Technology

Option	Frequency	Percent
I am not interested in receiving information	250	10.8%
New technologies available on campus	544	23.4%
New technologies available on campus, Updates to existing technology available on campus	1111	47.8%
Updates to existing technology available on campus	201	8.6%
Total	2106	90.6%

The most common interest relates to updates (48%) and new technology (23%). The top four responses represent about 91% of all responses.

Student respondents were also asked whether they followed IT on Twitter and/or Instagram. Students indicated that they overwhelmingly do not follow IT on either Twitter (91% no) or Instagram (78% no, based on 68% of students providing a response).

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Student Responses Regarding Computer Labs

Table 31 summarizes student use of computer labs.

Table 31: Do you use university-provided computer labs?

	Frequency	Percent	Valid Percent
	135	5.8	
No	1345	57.9	61.4
Yes	844	36.3	38.6
Total	2324	100.0	100.0

The majority (61%) of student respondents indicated that they do not use the university provided labs.

Table 32 provides reasons for computer lab use.

Table 32: What is your primary reason for using university-provided computer labs? - Selected Choice

	Frequency	Percent	Valid Percent
	1483	63.8	
I can get help from other students or laboratory staff there	30	1.3	3.6
I don't have another option	25	1.1	3.0
I have access to a printer there	401	17.3	47.7
I meet up with others, either socially or as a study group	55	2.4	6.5
Other (please explain)	53	2.3	6.3
The software I need is there	132	5.7	15.7
They provide a working environment where I can focus	145	6.2	17.2
Total	2324	100.0	100.0

The most common response is that students have access to a printer (48%). The next most common response (17%) is that the lab provides an environment where the student could focus. About 50 students provided other responses that again include printing, but also, testing, classes met in labs, or forgetting personal laptops.

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Faculty Survey Results – Faculty Background

The following tables summarize information regarding faculty respondents' background. The faculty response rate was approximately 11%.

Table 33 presents the distribution of appointments among faculty respondents.

**Table 33: What best describes your academic appointment at CSUN?
- Selected Choice**

	Frequency	Percent
Lecturer	118	47.2
Other (please specify)	5	2.0
Tenured/ Tenure Track	127	50.8
Total	250	100.0

Faculty respondents are approximately equally split between lecturers and tenure track/tenured faculty. This is approximately consistent with published data that indicates that 60% of faculty at CSUN are lecturers which implies that tenure track/tenured faculty were about 1.4 times as likely to respond as lecturers.

Table 34 indicates the length of time respondents have been at CSUN.

**Table 34: How long have you been a member of the CSUN
faculty?**

	Frequency	Percent
Less than 1 year	22	8.8
1 - 5 years	38	15.2
6 - 10 years	56	22.4
11 - 15 years	52	20.8
More than 15 years	82	32.8
Total	250	100.0

It is interesting to note that, in general, the longer faculty have been a member of CSUN faculty, the greater their representation among respondents.

Table 35 summarizes the college in which the faculty respondents teach.

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Table 35: In which CSUN College is your primary appointment? - Selected Choice

	Frequency	Percent
David Nazarian College of Business and Economics	25	10.0
Engineering and Computer Science	29	11.6
Health and Human Development	36	14.4
Humanities	35	14.0
Michael D. Eisner College of Education	25	10.0
Mike Curb College of Arts, Media, and Communication	38	15.2
Other (please specify)	2	0.8
Science and Mathematics	29	11.6
Social and Behavioral Sciences	18	7.2
Tseng College: Graduate, International and Midcareer Education	1	0.4
University Library	12	4.8
Total	250	100.0

Faculty respondents are most likely to come from the College of the Arts (15.2%) and least likely to come from Tseng College (.4%). This is in contrast to student respondents who were most likely to come from Social and Behavioral Sciences (Table 4).

Faculty respondent duration of employment does not vary by college; however, the proportion of respondents who are lecturers does vary by college ($\chi^2, p < .05$). The greatest percentage of lecturer respondents is in the Humanities (60%) while the lowest is in the Social and Behavioral Sciences (38%) and Science and Mathematics (38%).

Table 36: Which of the following device(s) do you use for your CSUN-related work? (Check all that apply.) - Selected Choice

	Frequency	Percent
Desktop computer	16	6.4
Desktop computer,Laptop computer	34	13.6
Desktop computer,Laptop computer,Other (please specify)	1	0.4
Desktop computer,Laptop computer,Smartphone	40	16.0
Desktop computer,Laptop computer,Smartphone,Other (please specify)	1	0.4
Desktop computer,Laptop computer,Smartphone,Tablet	36	14.4
Desktop computer,Laptop computer,Smartphone,Tablet,Other (please specify)	2	0.8
Desktop computer,Laptop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch)	7	2.8
Desktop computer,Laptop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch),Other	3	1.2
Desktop computer,Laptop computer,Smartphone,Wearable technology (e.g., fitness device, smart watch)	5	2.0
Desktop computer,Laptop computer,Tablet	10	4.0

SURVEY RESULTS

Desktop computer, Smartphone	1	0.4
Desktop computer, Smartphone, Tablet	1	0.4
Laptop computer	31	12.4
Laptop computer, Other (please specify)	1	0.4
Laptop computer, Smartphone	22	8.8
Laptop computer, Smartphone, Other (please specify)	1	0.4
Laptop computer, Smartphone, Tablet	15	6.0
Laptop computer, Smartphone, Tablet, Wearable technology (e.g., fitness device, smart watch)	5	2.0
Laptop computer, Smartphone, Wearable technology (e.g., fitness device, smart watch)	3	1.2
Laptop computer, Tablet	9	3.6
None	1	0.4
Other (please specify)	2	0.8
Smartphone	2	0.8
Tablet	1	0.4
Total	250	100.0

Virtually all faculty respondents indicate using a laptop. Additionally, approximately 63% indicate that they use a desktop computer.

SURVEY RESULTS

Faculty Responses Regarding Training and Support

The following tables summarize faculty responses related to training and support.

Table 37: Are you aware that the Faculty Technology Center offers basic and intermediate-level training on topics such as Canvas, Zoom, Panopto, H5P and other technologies for improving teaching and learning?

	Frequency	Percent
No	25	10.0
Yes	225	90.0
Total	250	100.0

Faculty appear to overwhelmingly (90%) be aware of FTC provided training.

Table 38: Are you aware that FTC offers one-on-one consultations that you can schedule at your convenience

	Frequency	Percent
No	96	38.4
Yes	154	61.6
Total	250	100.0

Faculty are generally aware (62%) that FTC offers one-on-one support. Disaggregating these results by faculty background finds that faculty in different colleges have different levels of awareness (χ^2 , $p < .05$). Faculty in Health and Human Development are most aware (75%) of one-on-one support, while faculty in the College of the Arts are least aware (34%) of one-on-one support.

SURVEY RESULTS

Faculty Perceptions of IT Communications and Support

The following tables summarize faculty perceptions of IT communications and support. Approximately 62% of faculty responses indicate a preference for in-person (in some combination) preference for learning about academic technology. The complete list of responses is displayed in appendix B1.

Table 39: How would you prefer to receive communications from the Faculty Technology Center? - Selected Choice

	Frequency	Percent
College/Department meetings	17	6.8
Email	197	78.8
Newsletter	32	12.8
Other	2	0.8
Social media	2	0.8
Total	250	100.0

The results in table 39 indicate that an overwhelming majority (78%) prefer to receive communication from the FTC via Email.

Table 40: What kind of information would you like to receive from the Faculty Technology Center? - Selected Choice

	Frequency	Percent
New technologies available on campus	24	9.6
New technologies available on campus,Other	1	0.4
New technologies available on campus,Summer training programs	5	2.0
New technologies available on campus,Summer training programs,Updates to existing technology	4	1.6
New technologies available on campus,Summer training programs,Updates to existing technology,Workshops	88	35.2
New technologies available on campus,Summer training programs,Updates to existing technology,Workshops,Other	2	0.8
New technologies available on campus,Summer training programs,Workshops	13	5.2
New technologies available on campus,Updates to existing technology	39	15.6
New technologies available on campus,Updates to existing technology,Workshops	38	15.2
New technologies available on campus,Workshops	3	1.2
Other	3	1.2
Summer training programs	5	2.0
Summer training programs,Updates to existing technology	1	0.4
Summer training programs,Updates to existing technology,Workshops	1	0.4

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Summer training programs,Workshops	2	0.8
Summer training programs,Workshops,Other	1	0.4
Updates to existing technology	6	2.4
Updates to existing technology,Workshops	5	2.0
Workshops	9	3.6
Total	250	100.0

Faculty respondents indicate they are overwhelmingly (87%) interested in new technology as well as demonstrating interest (49%) in summer training programs⁵.

Approximately 92% of faculty do not follow IT on Instagram. However, about 79% of faculty respondents are aware that CSUN provides to ensure technology and communications are available.

Table 41: Please indicate your level of agreement with the following statements regarding the Faculty Technology Center: - The types of services available through the Faculty Technology Center are helpful to me

	Frequency	Percent
	1	0.4
Strongly disagree	11	4.4
Disagree	36	14.4
Agree	133	53.2
Strongly Agree	69	27.6
Total	250	100.0

Faculty respondents indicate that they overwhelmingly (81%) agree (or strongly agree) that the services are helpful.

⁵ Given the option to select all that apply the percentages do not sum to 100%.

SURVEY RESULTS

Table 42: Please indicate your level of agreement with the following statements regarding the Faculty Technology Center: - The Faculty Technology Center is able to address my problem or question

	Frequency	Percent
	1	0.4
Strongly disagree	10	4.0
Disagree	39	15.6
Agree	143	57.2
Strongly Agree	57	22.8
Total	250	100.0

Faculty respondents indicate that they overwhelmingly (80%) agree (or strongly agree) that the FTC addresses faculty problems.

Table 43: Within the past year, have you contacted any of the following for such assistance: (Check all that apply.) - Selected Choice (top 5 choices)

option	Frequency	Percent
IT Help Center and/or Classroom Support	24	9.6
Other (please specify)	23	9.2
Department tech	11	4.4
Faculty Technology Center (FTC)	10	4.0
IT Help Center and/or Classroom Support, Department tech	10	4.0

Table 43 presents the five most frequent responses (representing approximately 32% of all selections). *Other* responses demonstrate no pattern and the modal response is contacting no one. A complete list of responses are presented in appendix B2.

Table 44: How satisfied are you with the accessibility services provided by CSUN

	Frequency	Percent
	1	0.4
Very dissatisfied	5	2.0
Dissatisfied	8	3.2
Neutral	47	18.8
Satisfied	115	46.0
Very satisfied	74	29.6
Total	250	100.0

SURVEY RESULTS

Overall, faculty respondents are overwhelmingly (75%) stratified with accessibility of services at CSUN.

Faculty satisfaction does not vary by faculty background characteristics.

SURVEY RESULTS

Faculty Responses with Respect to Technology Use in the Classroom

The following section presents results with respect to technology use in the classroom.

Table 45: How often do you use the following technologies in your teaching?

Category	Never	Rarely	Occasionally	Frequently	All the time	Total	Frequently (+)
Presentation Software	19.6%	6.8%	10.0%	20.0%	43.6%	100.0%	63.6%
Laptop	14.4%	11.2%	11.2%	20.8%	42.4%	100.0%	63.2%
Tablet	14.4%	11.2%	11.2%	20.8%	42.4%	100.0%	63.2%
Computer	20.8%	12.0%	7.6%	15.2%	44.4%	100.0%	59.6%
Zoom	8.8%	11.2%	25.2%	23.6%	31.2%	100.0%	54.8%
Data Projector	38.8%	5.6%	6.4%	11.2%	38.0%	100.0%	49.2%
Blackboard	24.4%	10.0%	18.0%	18.0%	29.6%	100.0%	47.6%
Specia Software for Field	37.6%	14.8%	15.6%	13.6%	18.4%	100.0%	32.0%
cameras and sound system	43.6%	11.6%	14.0%	15.2%	15.6%	100.0%	30.8%
Video Conferencing	35.2%	11.2%	24.0%	17.2%	12.4%	100.0%	29.6%
Recording Lecture	39.6%	17.2%	18.8%	13.2%	11.2%	100.0%	24.4%
Streaming Video	38.8%	17.6%	19.2%	16.0%	8.4%	100.0%	24.4%
Student Response Software	56.8%	19.6%	8.4%	9.6%	5.6%	100.0%	15.2%
Other	82.4%	4.0%	5.2%	2.8%	5.6%	100.0%	8.4%
HyFlex	76.0%	5.2%	10.4%	5.2%	3.2%	100.0%	8.4%
Document Camera	72.0%	13.2%	6.8%	5.2%	2.8%	100.0%	8.0%

Table 45 presents faculty selected responses identifying classroom use of technology, sorted from most to least used. For example, faculty respondents indicated (64%) that they use presentation software frequently or All of the Time. On the other end of the spectrum very few faculty (8%) indicated that they use the document camera frequently or All of the Time.

Table 46: What online resources, if any, do you access during your classes? (Box, Canvas, GoogleDocs, etc.)?

Resource	Number	Percent
Canvas	179	71.6%
MyCSUNbox	58	23.2%
GoogleDocs	34	13.6%
Zoom	11	4.4%

Table 46 indicates that Canvas is the most often used (72%) resource in the classroom.

SURVEY RESULTS

Table 47: Which of the following software applications available to students have you used in your teaching? (Check all that apply)

Software	Number	Percent
Adobe	80	32.0%
LinkedIn	36	14.4%
MyCSUNBox	84	33.6%
Qaultrics	30	12.0%
SPSS etc.	48	19.2%

Table 47 indicates that the most often used software is Adobe (32%) and MyCSUNBox (34%).

Appendix B3 details the list of how faculty use technology in the classroom.

Appendix B4 details faculty responses with respect to technology needs.

Table 48 summarizes faculty views on AI.

Table 48: What is your opinion on the use of Artificial Intelligence (AI) in education?

	Frequency	Percent
	7	2.8
AI has the potential to cause more harm than good in education.	58	23.2
AI is a valuable tool that can enhance the learning experience for students.	77	30.8
I don't have enough knowledge or experience with AI to form an opinion	70	28.0
I have no strong feelings one way or the other about the use of AI in education.	38	15.2
Total	250	100.0

Faculty opinions are varied with respect to AI in education. Among faculty respondents a plurality (31%) indicated that AI was beneficial to students in education.

Faculty respondents indicated that they have preferences with respect to classrooms and technology, although fewer (30%) there is a classroom they particularly like, while 45% indicated there are classrooms they particularly dislike.

The liked and disliked classrooms are detailed in appendix B5.

SURVEY RESULTS

Faculty Responses with Respect to Issues Using Technology

The following two tables summarize faculty responses regarding issues using technology. A detailed list of responses are presented in appendix B6.

Table 49: Please indicate your general level of agreement with the following statements regarding the technical assistance you received for support in the lecture room: - I am satisfied with the support I received

	Frequency	Percent
Strongly disagree	20	8.0
Disagree	34	13.6
Agree	129	51.6
Strongly agree	67	26.8
Total	250	100.0

Faculty are overwhelmingly (78% agree or strongly agree) satisfied with the support they receive.

Table 50: Please indicate your general level of agreement with the following statements regarding the technical assistance you received for support in the lecture room: - The technician was able to solve the problem(s)

	Frequency	Percent
Strongly disagree	21	8.4
Disagree	36	14.4
Agree	127	50.8
Strongly agree	66	26.4
Total	250	100.0

Faculty are overwhelmingly (77% agree or strongly agree) that technicians were able to solve problems. The results in Tables 49 and 50 are invariant to faculty background characteristics.

SURVEY RESULTS

Faculty Respondent Perceptions of Research Support

The following two tales summarize faculty perceptions of research support.

Table 51: Do you have any research plans for the upcoming academic year?

	Frequency	Percent	Valid Percent	Cumulative

Less than half (46%) of faculty indicated that they had research plans in the 2023-2024 academic year.

IN terms of resources or support that would support research goals, about 51% did not respond the remaining responses were unique to each respondent. The most frequent category of response was computer/computing resources.

Table 52: What resources or support will you need to accomplish your research goals?

	Frequency	Percent
N/A	127	50.8

SURVEY RESULTS

Staff Respondent Background

The following tables summarize the background characteristics of staff respondents.

**Table 53: In which division are you employed?
(Check all that apply.) - Selected Choice**

	Frequency	Percent
Academic Affairs	173	29.3
Academic Affairs,Administration and Finance	1	0.2
Academic Affairs,Student Affairs	1	0.2
Academic Affairs,Student Affairs,The University Corporation	1	0.2
Administration and Finance	113	19.2
Administration and Finance,Information Technology	2	0.3
Administration and Finance,Other (please specify)	1	0.2
Information Technology	64	10.8
Other (please specify)	83	14.1
President's Office	4	0.7
President's Office,Other (please specify)	1	0.2
Student Affairs	109	18.5
The University Corporation	3	0.5
University Advancement	34	5.8
Total	590	100.0

The results in table 53 indicate the modal division of staff respondents is Academic Affairs with approximately 30% of respondents indicating this as the division in which they are employed. Administration and Finance (20%), Student Affairs (19%) and IT(11%) (along with Academic Affairs represent approximately 79% of respondents.

A detailed list of *Other* is presented in appendix C1.

Table 54 summarizes year employed at CSUN.

Table 54: How many years have you been employed at CSUN?

	Frequency	Percent
Less than 1 year	88	14.9
1-5 years	138	23.4
6-10 years	114	19.3
11-15 years	70	11.9
More than 15 years	180	30.5
Total	590	100.0

The results in table 54 indicates that approximately 42% of staff respondents have 11 or ore years of service at CSUN.

A X^2 test indicates that years of service varies significantly ($p < .05$) among divisions. Student Affairs (58%) has a higher percentage of respondents with 11 or more years of service compared to staff respondents overall. Both the University Corporation (18%) and Other (24%) have a lower percentage of respondents with 11 or more years of service compared to all staff respondents. In fact, 25% of *Other* have less than 1 year of service, and approximately 22% of Administration and Finance have less than 1 year of service.

SURVEY RESULTS

Staff Technology Use

The following table summarizes the devices used by staff respondents

Table 55: Which of the following device(s) do you use for CSUN-related work? (Check all that apply.) - Selected Choice

	Frequency	Percent
	21	3.6
Desktop computer	46	7.8
Desktop computer,Laptop computer	94	15.9
Desktop computer,Laptop computer,Other (please specify)	2	0.3
Desktop computer,Laptop computer,Smartphone	121	20.5
Desktop computer,Laptop computer,Smartphone,Other (please specify)	3	0.5
Desktop computer,Laptop computer,Smartphone,Tablet	28	4.7
Desktop computer,Laptop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch)	21	3.6
Desktop computer,Laptop computer,Smartphone,Wearable technology (e.g., fitness device, smart watch)	15	2.5
Desktop computer,Laptop computer,Smartphone,Wearable technology (e.g., fitness device, smart watch),Other (please specify)	1	0.2
Desktop computer,Laptop computer,Tablet	10	1.7
Desktop computer,Laptop computer,Tablet,Other (please specify)	1	0.2
Desktop computer,Smartphone	23	3.9
Desktop computer,Smartphone,Tablet	8	1.4
Desktop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch)	4	0.7
Desktop computer,Smartphone,Wearable technology (e.g., fitness device, smart watch)	3	0.5
Desktop computer,Tablet	7	1.2
Laptop computer	53	9.0
Laptop computer,Other (please specify)	1	0.2
Laptop computer,Smartphone	66	11.2
Laptop computer,Smartphone,Other (please specify)	6	1.0
Laptop computer,Smartphone,Tablet	20	3.4
Laptop computer,Smartphone,Tablet,Wearable technology (e.g., fitness device, smart watch)	7	1.2
Laptop computer,Smartphone,Wearable technology (e.g., fitness device, smart watch)	15	2.5
Laptop computer,Tablet	7	1.2
Laptop computer,Tablet,Wearable technology (e.g., fitness device, smart watch)	1	0.2
None	1	0.2
Smartphone	4	0.7
Smartphone,Other (please specify)	1	0.2
Total	590	100.0

SURVEY RESULTS

The results in table 55 indicate that 80% of respondents use a laptop while 65% use (or also use) a desktop computer. Approximately 15% of respondents use a desktop but not a laptop.

SURVEY RESULTS

Staff Awareness of CSUN Technology

The following tables summarize the extent to which staff respondents are aware of CSUN technology.

Table 56: Are you aware that LinkedIn Learning, which offers a wide-range of courses and in some cases, Certificates of Completion, is available at no cost to you?

	Frequency	Percent
	21	3.6
No	152	25.8
Yes	417	70.7
Total	590	100.0

Staff respondents are aware (73%) of LinkedIn Learning opportunities.

Table 57: Are you aware that myCSUNbox, CSUNs secure cloud-based file storage and collaboration solution, which provides access to content any time and from any device, is available at no cost to you?

	Frequency	Percent
	21	3.6
No	67	11.4
Yes	502	85.1
Total	590	100.0

Staff respondents are overwhelmingly (88%) aware of the MyCSUNbox storage solution.

SURVEY RESULTS

Table 58: Are you aware of Adobe Acrobat Sign, CSUNs cloud-based e-Signature service that lets you send, sign, track, and manage signature processes using a browser or mobile device?

	Frequency	Percent
	21	3.6
No	53	9.0
Yes	516	87.5
Total	590	100.0

Staff respondents are overwhelmingly (91%) aware of Adobe Acrobat signature management solutions.

Table 59: Are you aware that Information Technology provides a self-service option to install campus-wide available software directly from your university-owned computer?

	Frequency	Percent
	21	3.6
No	124	21.0
Yes	445	75.4
Total	590	100.0

Staff respondents are overwhelmingly (78%) aware of IT self-service options for software.

SURVEY RESULTS

Staff Respondent Perceptions of IT Support

The following tables summarize Staff responses with respect to IT support.

Table 60: Please indicate your level of agreement with the following statements regarding the IT Help Center - The types of services available from the IT Help Center are helpful to me

	Frequency	Percent
	24	4.1
Strongly disagree	7	1.2
Disagree	18	3.1
Agree	318	53.9
Strongly agree	223	37.8
Total	590	100.0

Staff respondents overwhelmingly (96%) agree (or strongly agree) that the types of services available from the IT help center are helpful.

Table 61: Please indicate your level of agreement with the following statements regarding the IT Help Center - The IT Help Center is able to address my problem or question

	Frequency	Percent
	30	5.1
Strongly disagree	12	2.0
Disagree	39	6.6
Agree	298	50.5
Strongly agree	211	35.8
Total	590	100.0

Staff respondents overwhelmingly (91%) agree (or strongly agree) that the IT Help Center is able to address problems or questions.

SURVEY RESULTS

Table 62: Are you aware that CSUN provides assistance to ensure that a technology and communications are accessible to users with disabilities?

	Frequency	Percent
	34	5.8
No	99	16.8
Yes	457	77.5
Total	590	100.0

Staff respondents overwhelmingly (82%) are aware that CSUN provides assistance to ensure that a technology and communications are accessible to users with disabilities.

Table 63: Within the past year, have you contacted any of the following for such assistance (resources, training or support)? (Check all that apply.) - Selected Choice*

College/Div ATI Coord	61	11.3%
Department Tech	44	8.2%
FTC	21	3.9%
IT Help Center	277	51.5%
Universal Design Center	58	10.8%
Library	21	3.9%

*Excludes double counting

Staff respondents indicated that they generally (51.5%) contact the IT Help Center for assistance. A complete listing of all staff respondent selections is presented in appendix C2.

Table 64: How Satisfied are you with the accessibility services provided by CSUN?

	Frequency	Percent
	34	5.8
Very dissatisfied	6	1.0
Dissatisfied	10	1.7
Neutral	158	26.8
Satisfied	207	35.1
Very satisfied	175	29.7
Total	590	100.0

SURVEY RESULTS

Staff respondents indicate that they are generally (69%) satisfied (or very satisfied with accessibility services at CSUN.

Additional staff comments are listed in appendix C3.

SURVEY RESULTS

Appendix A1: Student examples of barriers encounters when using technology.

Issues with Wifi	7.1%
Issues with Canvas	4.7%
Issues with Duo-Mobile	1.6%
Issues with Zoom	1.1%

Respondents replied with over 1300 different responses with a broad array of issues.

SURVEY RESULTS

Appendix A2: Examples of Barriers with CSUN Technology and what couldn't be done.

Barriers with Canvas	55.7%
Barriers with Mobile App	14.3%
Barriers with CSUN Website	6.4%
Barriers with MyCSUNBox	6.4%

There were 140 unique responses.

What couldn't you do?

Of the 5233 responses,

Follow Link	62%
Fill Out Form	25%

SURVEY RESULTS

Appendix A3 Other type of technology information

Other information interested in receiving had only 34 unique responses. The most frequently requested is information on new or free software (n=4).

SURVEY RESULTS

Appendix B1: Preferred Method of Learning about Academic Technology

What is your preferred method of learning about academic technology or areas of teaching practice? (Choose all that apply.)

	Frequency	Percent
In person, individually	17	6.8
In person, individually,In person, with peers	15	6.0
In person, individually,In person, with peers,Online, asynchronously (Video recordings)	5	2.0
In person, individually,In person, with peers,Online, asynchronously (Video recordings),Online, self-paced (Primarily text-based content, documentation, screenshots)	5	2.0
In person, individually,In person, with peers,Online, asynchronously (Video recordings),Online, self-paced (Primarily text-based content, documentation, screenshots),Online, synchronously (Live webinar)	15	6.0
In person, individually,In person, with peers,Online, asynchronously (Video recordings),Online, synchronously (Live webinar)	3	1.2
In person, individually,In person, with peers,Online, self-paced (Primarily text-based content, documentation, screenshots)	8	3.2
In person, individually,In person, with peers,Online, self-paced (Primarily text-based content, documentation, screenshots),Online, synchronously (Live webinar)	2	0.8
In person, individually,In person, with peers,Online, synchronously (Live webinar)	9	3.6
In person, individually,Online, asynchronously (Video recordings)	8	3.2
In person, individually,Online, asynchronously (Video recordings),Online, self-paced (Primarily text-based content, documentation, screenshots)	7	2.8
In person, individually,Online, asynchronously (Video recordings),Online, self-paced (Primarily text-based content, documentation, screenshots),Online, synchronously (Live webinar)	2	0.8
In person, individually,Online, asynchronously (Video recordings),Online, synchronously (Live webinar)	4	1.6
In person, individually,Online, self-paced (Primarily text-based content, documentation, screenshots)	9	3.6
In person, individually,Online, self-paced (Primarily text-based content, documentation, screenshots),Online, synchronously (Live webinar)	2	0.8
In person, individually,Online, synchronously (Live webinar)	7	2.8
In person, with peers	15	6.0
In person, with peers,Online, asynchronously (Video recordings),Online, self-paced (Primarily text-based content, documentation, screenshots)	4	1.6
In person, with peers,Online, asynchronously (Video recordings),Online, self-paced (Primarily text-based content, documentation, screenshots),Online, synchronously (Live webinar)	6	2.4
In person, with peers,Online, asynchronously (Video recordings),Online, synchronously (Live webinar)	4	1.6
In person, with peers,Online, self-paced (Primarily text-based content, documentation, screenshots)	1	0.4
In person, with peers,Online, self-paced (Primarily text-based content, documentation, screenshots),Online, synchronously (Live webinar)	3	1.2
In person, with peers,Online, synchronously (Live webinar)	4	1.6
Online, asynchronously (Video recordings)	13	5.2
Online, asynchronously (Video recordings),Online, self-paced (Primarily text-based content, documentation, screenshots)	19	7.6
Online, asynchronously (Video recordings),Online, self-paced (Primarily text-based content, documentation, screenshots),Online, synchronously (Live webinar)	17	6.8
Online, asynchronously (Video recordings),Online, synchronously (Live webinar)	6	2.4
Online, self-paced (Primarily text-based content, documentation, screenshots)	24	9.6
Online, self-paced (Primarily text-based content, documentation, screenshots),Online, synchronously (Live webinar)	1	0.4

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Online, synchronously (Live webinar)	15	6.0
Total	250	100.0

SURVEY RESULTS

Appendix B2: Selected Responses for IT Support – Other

(minimum N = 5).

Within the past year, have you contacted any of the following for such assistance:

option	Frequency	Percent
IT Help Center and/or Classroom Support	24	9.6
Other (please specify)	23	9.2
Department tech	11	4.4
Faculty Technology Center (FTC)	10	4.0
IT Help Center and/or Classroom Support,Department tech	10	4.0
Faculty Technology Center (FTC),IT Help Center and/or Classroom Support	8	3.2
Faculty Technology Center (FTC),University Library,IT Help Center and/or Classroom Support	8	3.2
Disability Resources and Educational Services (DRES)	7	2.8
University Library	7	2.8
College or division ATI Coordinator	5	2.0
College or division ATI Coordinator,IT Help Center and/or Classroom Support	5	2.0
Faculty Technology Center (FTC),IT Help Center and/or Classroom Support,Department tech	5	2.0
IT Help Center and/or Classroom Support,Disability Resources and Educational Services (DRES)	5	2.0
Universal Design Center (UDC),Faculty Technology Center (FTC),University Library,IT Help Center and/or Classroom Support,Department tech,Disability Resources and Educational Services (DRES),NCOD: Deaf and Hard of Hearing Services	5	2.0

SURVEY RESULTS

Appendix B3 Faculty Technology Use

(Minimum N= 5)

For the previous room, [QID65-ChoiceTextEntryValue] How would you characterize your use of technology when teaching in classrooms

	N
Teach using classroom-provided computer,Projector,Whiteboard	28
Use a laptop I bring with me,Projector	26
Use a laptop I bring with me,Projector,Whiteboard	19
Teach using classroom-provided computer,Projector	17
Teach using classroom-provided computer,Use a laptop I bring with me,Projector,Whiteboard	12
Use a laptop I bring with me	9
Teach using classroom-provided computer	6
Teach using classroom-provided computer,Use a laptop I bring with me,Projector	6
Teach using classroom-provided computer,Projector,Whiteboard,Classroom Camera and Sound System	5
Teach using classroom-provided computer,Use a laptop I bring with me,Projector,Whiteboard,Classroom Camera and Sound System	5
Whiteboard	5

(minimum N = 5)

No Reponse	111
Teach using classroom-provided computer,Projector,Whiteboard	16
Teach using classroom-provided computer,Use a laptop I bring with me,Projector,Whiteboard	14
Use a laptop I bring with me,Projector,Whiteboard	13
Teach using classroom-provided computer,Projector	10
Use a laptop I bring with me,Projector	9
Use a laptop I bring with me	6
Teach using classroom-provided computer	5
Teach without the use of classroom technology	5

SURVEY RESULTS

Appendix B4: Technology Needs

(minimum N = 5)

Response	Number
No Response	57
More options for professional development in the areas of integrating technological tools in my teaching	30
Easier access to technical support for computers and applications available in the classroom	28
More access to technology tools to integrate in my classroom instruction	21
More training on how to use technology in the classroom	17
Easier access to technical support for computers and applications available in the classroom,More options for professional development in the areas of integrating technological tools in my teaching	10
More access to technology tools to integrate in my classroom instruction,More options for professional development in the areas of integrating technological tools in my teaching	10
Easier access to technical support for computers and applications available in the classroom,More access to technology tools to integrate in my classroom instruction	9
More opportunities to collaborate with colleagues on how to use technology in the classroom	9
More opportunities to collaborate with colleagues on how to use technology in the classroom,More options for professional development in the areas of integrating technological tools in my teaching	9
Easier access to technical support for computers and applications available in the classroom,More access to technology tools to integrate in my classroom instruction,More opportunities to collaborate with colleagues on how to use technology in the classroom,More options for professional development in the areas of integrating technological tools in my teaching	7
More training on how to use technology in the classroom,Easier access to technical support for computers and applications available in the classroom,More access to technology tools to integrate in my classroom instruction,More opportunities to collaborate with colleagues on how to use technology in the classroom,More options for professional development in the areas of integrating technological tools in my teaching	7
More training on how to use technology in the classroom,Easier access to technical support for computers and applications available in the classroom	6
More access to technology tools to integrate in my classroom instruction,More opportunities to collaborate with colleagues on how to use technology in the classroom,More options for professional development in the areas of integrating technological tools in my teaching	5

SURVEY RESULTS

Appendix B5: Classrooms liked and disliked by Faculty

Liked:

Only Chaparral Hall 5122 (2), JD 3510 (2) JR 118 (2) we listed more than once.

Disliked:

Only JD 1105 (2), Jerome Richfield (2), and Sierra Hall (2 – no room numbers) were listed more than once.

Is there a classroom (or building) you really dislike, which should be improved sooner rather than later? If yes please enter into the text box the specific classroom (or building). - Yes - Text

SURVEY RESULTS

Appendix C1: Other Divisions in which Staff Respondents Are Employed

There were 82 unique responses, including advisement, the art gallery and athletics (2).

SURVEY RESULTS

Appendix C2: Who Staff Respondents Contacted for Assistance

(minimum of 5)

Within the past year, have you contacted any of the following for such assistance (resources, training or support)? (Check all that apply.) - Selected Choice

	Frequency	Percent
IT Help Center	191	32.4
IT Help Center,Department tech	62	10.5
No Response	52	8.8
Other (please specify)	50	8.5
Department tech	43	7.3
College or division ATI Coordinator,IT Help Center	19	3.2
Universal Design Center (UDC),IT Help Center	14	2.4
University Library,IT Help Center	10	1.7
College or division ATI Coordinator	9	1.5
Universal Design Center (UDC),IT Help Center,Department tech	8	1.4
College or division ATI Coordinator,IT Help Center,Department tech	7	1.2
Faculty Technology Center (FTC),IT Help Center	7	1.2
IT Help Center,Department tech,NCOD: Deaf and Hard of Hearing Services	6	1
IT Help Center,NCOD: Deaf and Hard of Hearing Services	6	1
NCOD: Deaf and Hard of Hearing Services	5	0.8
Universal Design Center (UDC)	5	0.8
University Library	5	0.8
University Library,IT Help Center,Department tech	5	0.8

SURVEY RESULTS

Appendix C3: Staff Comments

There 150 responses that were generally mixed in comments. The following are representative of those provided.

Cross Training with other departments and Hands-on, live professional development training will be a good addition for IT personnel in lower levels, not just for management and leads

Good and fast responses

FYI, when we call IT for help, there is always a 25 or more-minute waiting time. Anything you can do to help reduce the waiting time would be much appreciated.

Help Center often can't help with my issues. I must wait for them to send my ticket (or create one) and send it to someone else. It would be helpful if the technicians at the Help Center could be trained in more common issues so that there isn't so much need to send the ticket elsewhere to get it resolved.

I glad we have all this help

I think the IT website needs to be updated to improve navigation. For example I only recently learned about the self-service software options after submitting a help ticket request. When I select the software option from the website, there is no information about the self-service software options. Lastly some kind of flowchart or table identifying when to contact the department or divisional IT department and when to contact Central IT would be helpful.

IT staff has always been helpful to me and students I refer for assistance.

What about training for the apps and programs third parties provide that CSUN touts are available to employees?

Do you have any additional comments to share with Information Technology?