EXECUTIVE SUMMARY
SPRING 2006 FACULTY TECHNOLOGY SURVEY

Description of Survey

Between January and June 2006, researchers at the Social and Behavioral Research Institute at CSU San Marcos (SBRI) conducted a telephone survey of a representative sample of California State University full-time faculty members. The methodology underlying the survey is discussed at the end of this summary. This survey is the fourth in a series of biennial studies undertaken to provide information about CSU faculty attitudes toward 'access to', 'use of' and 'satisfaction with' computing and network resources and services considered to be within the scope of the technology infrastructure, as defined in the CSU Integrated Technology Strategy (ITS).

In the surveys administered in 2000, 2002 and 2004 faculty were asked about their: 1) views on the importance of information technology; 2) perceptions of the availability to them of computing and network technologies and services; 3) use of these resources; and 4) satisfaction with the quantity and quality of the technology and support available to them. The results of the 2000 survey provided baseline information. Comparisons of the results of the 2002 and the 2004 surveys with the baseline data permit identification of trends that may have occurred over the five years of ITS implementation.

The results of the three surveys revealed a high degree of consensus and stability with respect to access and use of computing and network resources and to satisfaction with both. Because there was so little new information to be gained from asking the same questions a fourth time, the decision was made to place more emphasis in the 2006 survey on broader issues related to the academic use of information technology. Consequently, half of the questions in the 2006 survey were new.

The complete report on the 2006 Faculty Technology Survey provides a detailed breakdown of findings by rank and discipline, as well as a full set of table documenting the survey results. The survey can be found online at: http://its.calstate.edu/documents/Data_Collection/III_Biennial_Surveys/III_Biennial_Surveys.shtml.

Findings

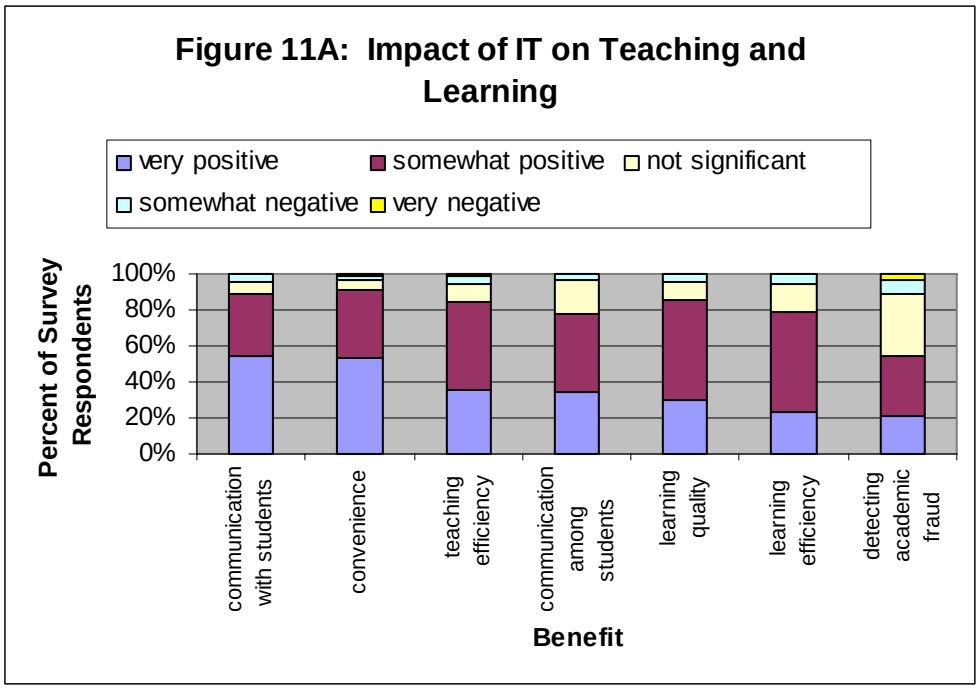
In addition to asking faculty about campus technology resources and services they use in their work, the 2006 Faculty Technology Survey researchers also asked about the:

- impact of information technology on the instructional environment and process;
- factors influencing decisions to use technology; and
  types of technology used in their teaching.

Impact of Information Technology on Teaching and Learning

The vast majority of CSU faculty (80 percent or more) believes that information technology has a positive effect on the instructional process. Only in the area of academic fraud is the impact viewed as negative. Figure 11A summarizes the responses of 3,000 faculty to questions about the impact that computing and network technology have on the teaching and learning process.

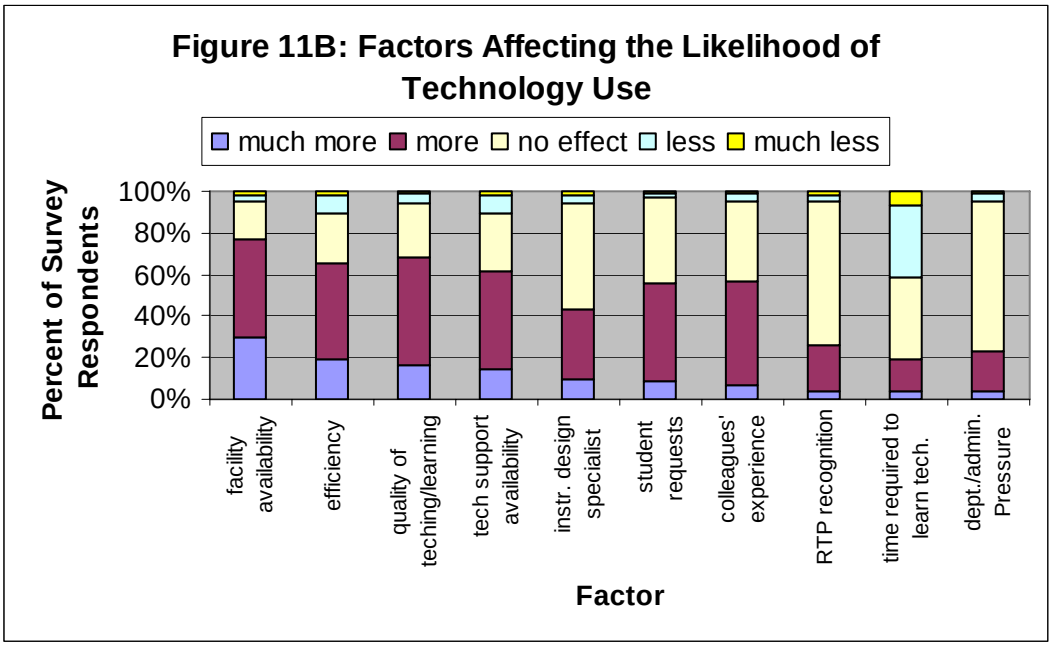
- Improvements in communication with students and in the convenience of carrying out teaching and learning tasks were rated highest with over half of the respondents saying the impact has been "very positive" and another 40 percent calling it "positive".
- Greater efficiency in teaching and better communication among students ranked only slightly lower, with over a third of the respondents finding the impact "very positive", and almost half characterizing it as "positive".
- The quality and efficiency of learning was rated almost as high, with 80 percent of respondents describing the impact of IT as either "very positive" or "positive".
- Three quarters of the faculty said that computing and network technology has "increased the problem of academic fraud and plagiarism." At the same time, almost half of the respondents said that these technologies have provided tools and resources that improved the ability to detect fraud.



Motivations and Barriers to Faculty Use of Technology

The responses to a set of questions about motivations and barriers to the use of technology are summarized in Figure 11B. There is a fairly high degree of agreement on factors that both encourage and discourage use of technology in teaching.

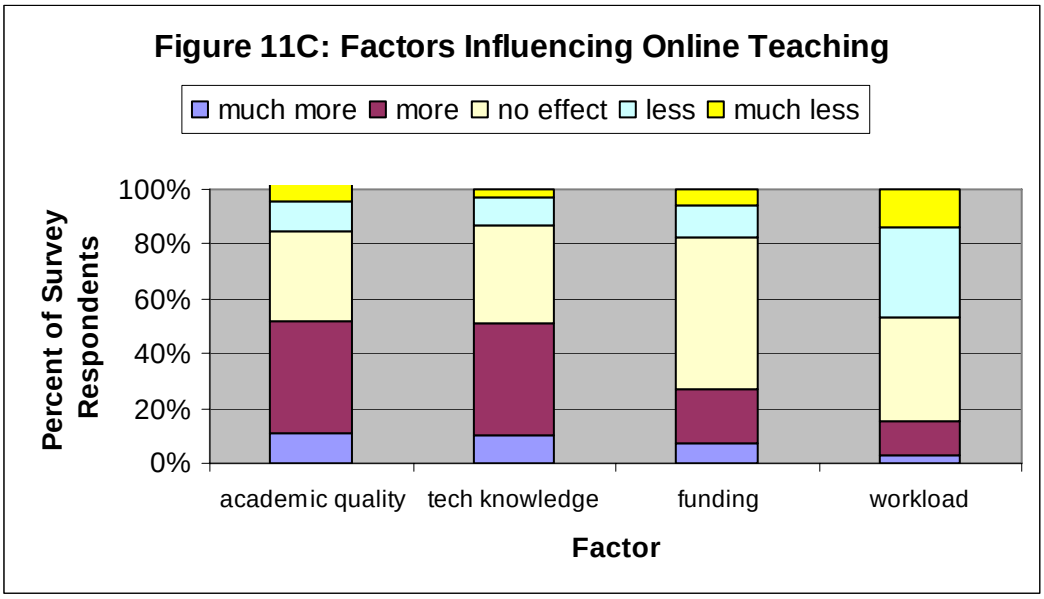
- Seventy-five percent of all full-time faculty said that recognition of their involvement with technology for purposes of retention, tenure or promotion has little or no effect on decisions about such involvement. Not surprisingly, RTP considerations were of least interest to professors and lecturers, but only of marginally greater interest to associate and assistant professors. In addition, efforts of the academic department or administration to promote or restrict the use of technology also have little motivating effect.
- Six out of ten faculty said the time required to learn new technologies is not a barrier to using new technologies.
- Efforts of the department or administration to promote or restrict the use of technology have little motivating effect.
- Easy access to technology-enhanced facilities (such as “smart classroom”) made the choice of using technology “more likely” for almost half of the respondents and “much more likely” for more than a quarter.
- The time-saving benefits of technology and perceptions of improved quality in learning outcomes were cited by about half of the respondents as making the choice to use technology “more likely” and one out of five said these factors would make the choice “much more likely”.
- Six of ten faculty said that availability of technical support to facilitate use of technology would make them “more likely” or “much more likely” to use technology in their teaching. Four out of ten said access to help from persons with expertise in creating technology-mediated instructional resources and environments would be a positive motivating factor.
- Six out of ten respondents said that requests from their students or the positive experience of colleagues would make them “more likely” or “much more likely” to use technology.



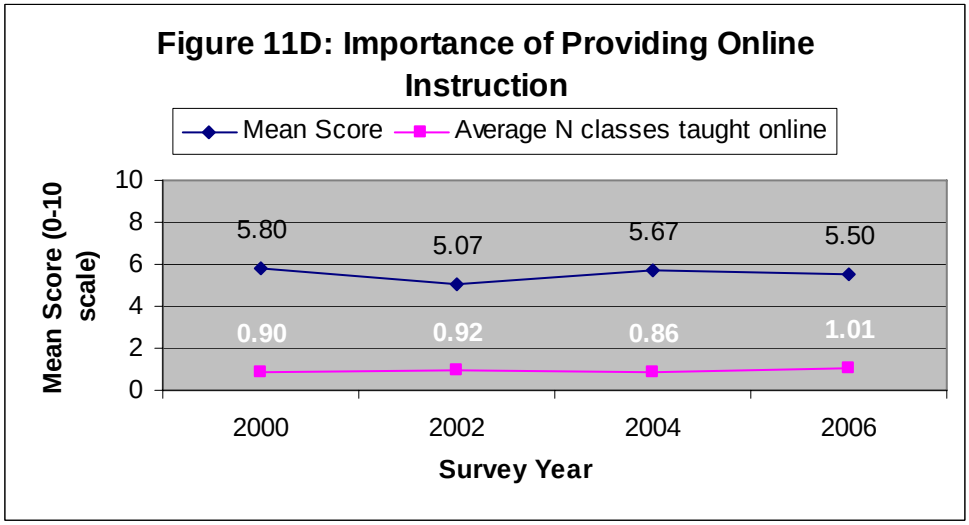
Motivations and Barriers to Online Teaching

Faculty opinion is much more divided regarding factors influencing willingness to provide instruction online. The 2006 survey asked faculty specifically about motives and barriers to providing online instruction because of its implications for expanding the capacity of existing physical facilities, and because the rate of growth of such instruction in the CSU is very slow on most campuses. Answers to questions about four factors often cited as barriers to faculty willingness to teach online are summarized in Figure 11C.

- Half of the faculty said that the impact on the quality of teaching and learning would make it "more likely" or "much more likely" that they would courses online. One out of three faculty said that this impact would have "no effect" on their decision to teach online.
- Half of the faculty said that the requirement to acquire new pedagogical knowledge necessary to teach effectively online would make the choice of doing so "more" or "much more likely". A third said the technology learning curve would have "no effect" on their interest in online teaching. For only 13 percent did these demands make it "less likely" or "much less likely" that they would teach online.
- Faculty views are evenly split on the importance of special funding to adapt regular courses to an online environment. For one in five respondents, absence of such funding makes it "less likely" or "much less likely" that they will teach online. One in four said funding availability is not a barrier. For most (55 percent), funding appears to play no role.
- The increased workload associated with teaching online is clearly perceived to be an obstacle to faculty engagement in online teaching. A third of the survey respondents said that workload demands make it "less likely" they would teach online; for fifteen percent, workload demands made it "much less likely". Thirty-seven percent said workload issues had "no effect" on their willingness to provide such instruction. Only one out of ten perceives workload to be a positive factor.



The divergence of faculty opinion about online teaching noted above is consistent with the low priority faculty have assigned to it since the technology survey was instituted in 2000. In each of the four surveys faculty were asked "how important they believe it is to provide students with access to electronic on-line course instruction at anytime, in any place." The mean scores for responses to this question have consistently ranked below 6.00 on the zero-to-ten scale where zero equates to "not at all important" and 10 means "extremely important". This question has, in fact, received the lowest mean score rating of any item in all four survey administrations. Figure 11D displays the mean scores for the importance question together with the average number of classes faculty have taught either partially or wholly online within the past two years.



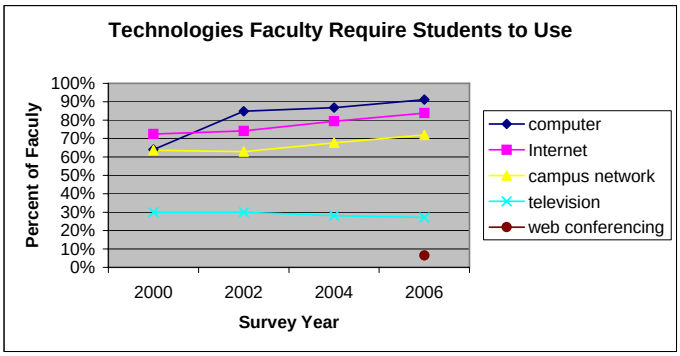
Faculty Use of Technology in Teaching

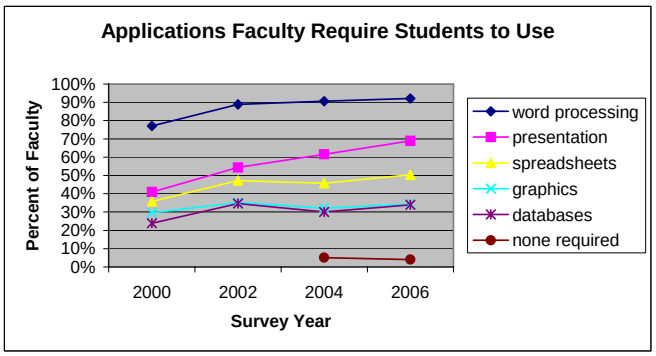
Over the six-year period covered by the biennial technology survey there has been a continuous, and in some instances dramatic increase in the instructional use of computer and network technologies. Figure 11E summarizes changes in the required student use of several information technologies.

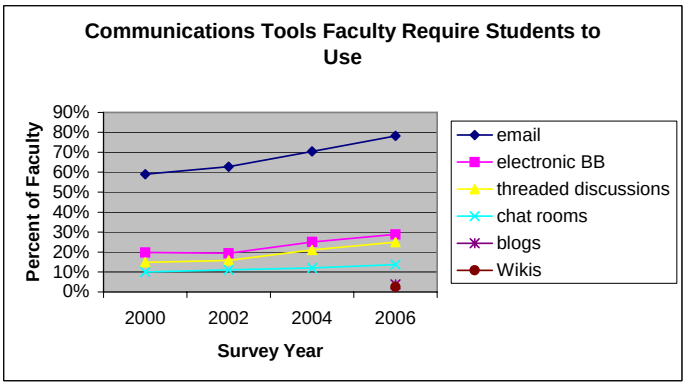
The increase in the percent of CSU faculty requiring students to use computing and network technologies since 2000 ranged from a low of 2.80 percent for electronic data repositories to a high of 28.00 percent for presentation software.

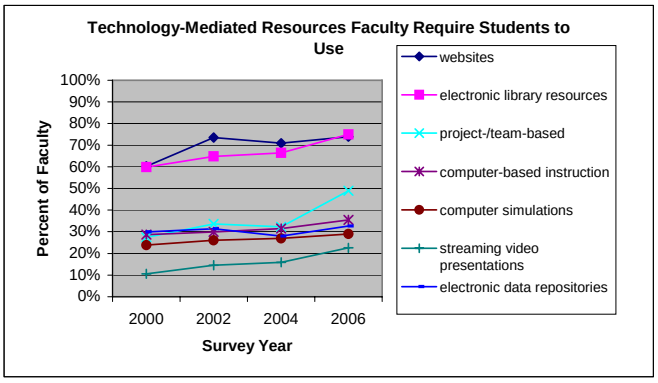
The average increase across all technologies and applications is 11.47 percent. The only technology whose required use declined was television.

Figure 11E









Faculty Use of Campus Technology Resources and Services

Information about CSU faculty use of and satisfaction with computing and network resources provided by their campuses is reported in the section of *Measures of Success* focusing on Information Technology Infrastructure Initiatives. The appendix to this executive summary provides longitudinal data for all of the resource and service items common to all four faculty surveys.

Methodology

The data in this survey come from telephone interviews with 3113 CSU full-time faculty members from 21 campuses in the system. Interviews were conducted with faculty at each of the campuses except the California Maritime Academy and CSU Channel Islands. These campuses were excluded because they do not have faculty populations adequate to provide statistically reliable information. The number of individuals interviewed at each university was proportional to campus size and ranged from four at the smallest campus to 287 at the largest.

In addition to campus size, the survey sample population was stratified on academic discipline and rank, thus ensuring that the sample is representative of the CSU faculty systemwide with respect to these characteristics. Respondents for the 2006 survey had been at their campus for a mean of 13.02 years

The following tables compare the distribution of CSU faculty interviewed in this survey with the CSU faculty for the system as reported in the *Fall 2005 Profile of CSU Employees* published by the Human Resources CSU Office of the Chancellor.

Rank

Rank	Full-time Faculty (Fall 2005)	Survey Participants (Spring 2006)	Over/Under Representation
Professor	41.1%	45.5%	+4.1%
Associate Professor	19.5%	20.9%	+1.4%
Assistant Professor	24.2%	23.5%	-0.7%
Lecturer	14.8%	10.1%	-4.7%

Source: *Fall 2005 Profile of CSU Employees*

Tenure Status

Rank	Full-time Faculty (Fall 2005)	Survey Participants (Spring 2006)	Over/Under Representation
Tenured	58.2%	66.0%	+7.8%
Probationary	27.0%	24.0%	-3.0%
Temporary (not tenure-track)	14.8%	10.0%	-4.9%
Unknown	0.0%	0.0%	0.0%

Source: *Fall 2005 Profile of CSU Employees*

Disciplinary Group

Disciplinary Group	Full-time Faculty (Fall 2005)	Survey Participants (Spring 2006)	Over/Under Representation
Fine Arts	6.7%	5.8%	-1.0%
Business	9.5%	9.9%	+0.4%
Education	13.3%	14.4%	+1.2%
Engineering & Computer Sc.	6.7%	7.1%	+0.4%
Humanities	10.6%	10.9%	+0.3%
Natural Sciences & Math	13.8%	17.0%	+3.2%
Behavioral & Social Sciences	20.1%	27.0%	+6.9%
Professional & Technical	9.8%	7.9%	-2.0%
Other (not identified)	9.4%	0.0%	-9.4%

Source: Human Resources Information Support & Analysis

Gender

Category	Full-time Faculty (Fall 2005)	Survey Participants (Spring 2006)	Over/Under Representation
Male	57.7%	59.2%	+1.5%
Female	42.3%	40.8%	-1.5%

Source: *Fall 2005 Profile of CSU Employees*

Spring 2006 Faculty Technology Survey Responses

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
				Global							
	General										
QGLOB2a	Importance of computing/network resources for teaching	3095	99.4%	1.64	8.84						
QGLOB2b	Importance of computing/network resources for research	3073	98.7%	1.90	8.81						
QGLOB3a	Satisfaction with computing and technology resources for teaching	3081	99.0%	1.98	7.03						
QGLOB3b	Satisfaction with computing and technology resources for research	3028	97.3%	2.16	6.89						
qimpact1	Impact of IT on quality of student learning	3022	97.1%								
		very positive	908	30.0%							
		somewh.pos.	1695	56.1%							
		not significant	280	9.3%							
		somewh. neg.	125	4.1%							
		very negative	14	0.5%							
qimpact2	Impact of IT on efficiency of the teaching process	3061	98.3%								
		very positive	1092	35.7%							
		somewh.pos.	1501	49.0%							
		not significant	296	9.7%							
		somewh. neg.	149	4.9%							
		very negative	23	0.8%							
qimpact3	Impact of IT on efficiency of the learning process	2988	96.0%								
		very positive	700	23.4%							
		somewh.pos.	1670	55.9%							
		not significant	454	15.2%							
		somewh. neg.	149	5.0%							
		very negative	15	0.5%							

†The relative significance of changes in responses between the surveys of 2000 (bottom row, in red), 2002 (near bottom row, in blue), 2004 (below top row, in purple), and 2006 is indicated by asterisks:
* The probability that the observed change is attributable to substantive, not random, factors is from 95% to 98%;
** The probability that the observed change is attributable to substantive, not random, factors is 99% or greater;
*** The chances that the observed change is due to random rather than sustantive factors is 1 in 1,000 or less;
ns The change was not statistically significant.
Absence of an indication of significance means the change between survey administrations did not include a comparable question, or that the number of responses was insufficient for statistical analysis.
Absence of data from previous survey administrations results when questions are added to the survey or their content is modified to preclude longitudinal comparisons.

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.) Change	No (% pt.) Change
qimpact4	Impact of IT on convenience	3041	97.7%						
	very positive	1607	52.8%						
	somewh.pos.	1171	38.5%						
	not significant	149	4.9%						
	somewh. neg.	96	3.2%						
	very negative	18	0.6%						
qimpact5	Impact of IT on communication with students	3068	98.6%						
	very positive	1678	54.7%						
	somewh.pos.	1034	33.7%						
	not significant	237	7.7%						
	somewh. neg.	103	3.4%						
	very negative	16	0.5%						
qimpact6	Impact of IT on communication among students in class	2667	85.7%						
	very positive	912	34.2%						
	somewh.pos.	1174	44.0%						
	not significant	508	19.0%						
	somewh. neg.	61	2.3%						
	very negative	12	0.4%						
qimpact7	Impact of IT on detecting academic fraud and plagiarism	2718	87.3%						
	very positive	586	21.6%						
	somewh.pos.	898	33.0%						
	not significant	932	34.3%						
	somewh. neg.	210	7.7%						
	very negative	92	3.4%						
qimpact8	Impact of IT on adapting teaching to changes in technology	3092	99.3%						
	not at all	136	4.4%						
	a little	485	15.7%						
	somewhat	1128	36.5%						
	a lot	1343	43.4%						
qimpact9	Effect of IT on academic fraud and plagiarism	2834	91.0%						
	increased	2183	77.0%						
	decreased	148	5.2%						
	no effect	503	17.7%						

Classroom Use 1A

General

Q1A0	N classes taught last 2years (including current term)	3099	99.6%	5.63	11.87	0.20	
		3155	99.4%	5.69	11.67	0.10	ns
		3276	99.5%	5.76	11.57	-0.40	**
		3137	99.6%	6.31	11.97		

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.) Change	No (% pt.) Change
Q1A3	Importance of any time/place electronic access to instruction	2978	95.7%	3.19	5.50	-0.17			
		3054	96.2%	3.06	5.67	0.60	***		
		3167	96.2%	3.04	5.07	-0.73	***		
		3037	96.4%	3.03	5.80				
Q1A8	How well does dept./univ. prepare students for technology skills in field	2914	93.6%	1.98	6.82	-0.04			
		2997	94.4%	2.00	6.86	0.25	***		
		3142	95.4%	2.16	6.61	0.08	ns		
		2976	94.5%	2.19	6.53				
Q1A10	Importance of requiring information competecy of all undergraduates	3037	97.6%	2.52	7.77	-0.54			
		3111	98.0%	2.03	8.31	0.19	**		
		3236	98.3%	2.18	8.12	-0.14	*		
		3088	98.0%	2.19	8.26				
qiruse1	How well do students use electronic/online information resources	2950	94.8%						
	extremely	101	3.4%						
	very	764	25.9%						
	somewhat	1876	63.6%						
	not at all	209	7.1%						
qiruse2	Time spent training students in disciplinary use of IT resources	3075	98.8%						
	none	303	9.9%						
	a little	939	30.5%						
	some	1366	44.4%						
	a lot	467	15.2%						
qdisreq	Knowledge of accessibility requirements: students with disabilities	2990	96.0%	2.52	5.96				
qmotiv1	Likelihood of using IT in teaching: experience of colleagues	3080	98.9%						
	much less	26	0.8%						
	less	106	3.4%						
	no effect	1190	38.6%						
	more	1541	50.0%						
	much more	217	7.0%						
qmotiv2	Likelihood of using IT in teaching: depart./admin. pressure	3073	98.7%						
	much less	29	0.9%						
	less	115	3.7%						
	no effect	2205	71.8%						
	more	616	20.0%						
	much more	108	3.5%						

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.) Change	No (% pt.) Change
qmotiv3	Likelihood of using IT in teaching: student request	3035	97.5%						
		much less		23	0.8%				
		less		76	2.5%				
		no effect		1255	41.4%				
		more		1429	47.1%				
		much more		252	8.3%				
qmotiv4	Likelihood of using IT in teaching: quality of teaching and learning	3040	97.7%						
		much less		30	1.0%				
		less		132	4.3%				
		no effect		796	26.2%				
		more		1575	51.8%				
		much more		507	16.7%				
qmotiv5	Likelihood of using IT in teaching: time savings, efficiency	3056	98.2%						
		much less		73	2.4%				
		less		236	7.7%				
		no effect		739	24.2%				
		more		1414	46.3%				
		much more		594	19.4%				
qmotiv6	Likelihood of using IT in teaching: time required to learn/use technology	3086	99.1%						
		much less		206	6.7%				
		less		1054	34.2%				
		no effect		1235	40.0%				
		more		460	14.9%				
		much more		131	4.2%				
qmotiv7	Likelihood of using IT in teaching: availability of technical support	3072	98.7%						
		much less		67	2.2%				
		less		255	8.3%				
		no effect		847	27.6%				
		more		1466	47.7%				
		much more		437	14.2%				
qmotiv8	Likelihood of using IT in teaching: availability of tech facilities	3042	97.7%						
		much less		50	1.6%				
		less		84	2.8%				
		no effect		560	18.4%				
		more		1441	47.4%				
		much more		907	29.8%				

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
qmotiv9	Likelihood of using IT in teaching: availability of instr. design specialist	2861	91.9%								
	much less	44	1.5%								
	less	116	4.1%								
	no effect	1462	51.1%								
	more	965	33.7%								
	much more	274	9.6%								
qmotiv10	Likelihood of using IT in teaching: recognition in RTP process	2730	87.7%								
	much less	42	1.5%								
	less	97	3.6%								
	no effect	1895	69.4%								
	more	579	21.2%								
	much more	117	4.3%								
	Technologies										
Q1A5_1	Required students to use computer, including CD-ROM	3085	99.1%					91.1%	4.3%	8.9%	-4.3%
		3122	98.4%				***	86.8%	2.0%	13.2%	-2.0%
		3229	98.1%				***	84.8%	20.9%	15.2%	-20.9%
		3111	98.8%					64.0%		36.0%	
Q1A5_2	Required students to use campus computer network	3085	99.1%					72.0%	4.3%	28.0%	-4.3%
		3122	98.4%				***	67.7%	4.8%	32.3%	-4.8%
		3229	98.1%				ns	62.9%	-0.7%	37.1%	0.7%
		3111	98.8%					63.7%		36.3%	
Q1A5_3	Required students to use World Wide Web or Internet	3085	99.1%					83.8%	4.4%	16.2%	-4.4%
		3122	98.4%				***	79.4%	5.2%	20.6%	-5.2%
		3229	98.1%				ns	74.1%	1.7%	25.9%	-1.7%
		3111	98.8%					72.4%		27.6%	
Q1A5_4	Required students to use television	3085	99.1%					27.1%	-1.0%	72.9%	1.0%
		3122	98.4%				ns	28.1%	-1.9%	71.9%	1.9%
		3229	98.1%				ns	30.0%	-0.0%	70.0%	0.0%
		3111	98.8%					30.0%		70.0%	
q1a6_8	Required students to use web-based conferencing	2885	92.7%					6.5%		93.5%	
Q1A5_95	Required students to use other technologies	3085	99.1%					10.6%	4.5%	89.4%	-4.5%
		3122	98.4%				***	6.1%	-8.6%	93.9%	8.6%
		3229	98.1%				***	14.7%	12.0%	85.3%	-12.0%
		3111	98.8%					2.7%		97.3%	
	Classroom										
Q1C4LAB	Used a computer classroom in his/her teaching	3073	98.7%					55.9%		44.1%	

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
Q1C4A	Satisfaction with tech support aspects of instruction in computer classroom	1683	54.1%	2.28	7.06	-0.07					
		1494	47.1%	2.37	7.13	0.38	***				
		1575	47.8%	2.44	6.75	0.37	***				
		1708	54.2%	2.50	6.38						
Q1C4B	Satisfaction with use of computer classroom (pedagog. effectiveness)	1681	54.0%	1.73	7.77	-0.21					
		1530	48.2%	1.76	7.98	0.20	**				
		1601	48.6%	1.82	7.78	0.41	***				
		1691	53.7%	2.02	7.37						
qsmarta	Have access to a “smart classroom”	2985	95.9%					73.3%		26.7%	
qsmartu	No. of classes taught last 2 years in “smart classroom”	2167	69.6%	5.79	7.37						
qsmarts1	Satisfaction with equipment available in “smart classroom”	1925	61.8%	1.94	7.51						
qsmarts2	Satisfaction with tech support available in “smart classroom”	1864	59.9%	2.30	7.21						
	Applications										
Q1A4_1	Required students to use word processing programs	2885	92.7%					92.1%	1.5%	7.9%	-1.5%
		2860	90.1%				***	90.6%	1.7%	9.4%	-1.7%
		2739	83.2%				***	88.9%	11.8%	11.1%	-11.8%
		3111	98.8%					77.1%		22.9%	
Q1A4_2	Required students to use spreadsheet programs	2885	92.7%					50.3%	4.6%	49.7%	-4.6%
		2860	90.1%				***	45.7%	-1.6%	54.3%	1.6%
		2739	83.2%				***	47.3%	11.5%	52.7%	-11.5%
		3111	98.8%					35.8%		64.2%	
Q1A4_3	Required students to use database programs	2885	92.7%					33.9%	3.9%	66.1%	-3.9%
		2860	90.1%				***	30.0%	-4.7%	70.0%	4.7%
		2739	83.2%				***	34.6%	10.8%	65.4%	-10.8%
		3111	98.8%					23.8%		76.2%	
Q1A4_4	Required students to use presentation programs	2885	92.7%					68.9%	7.3%	31.1%	-7.3%
		2860	90.1%				***	61.6%	7.2%	38.4%	-7.2%
		2739	83.2%				***	54.4%	13.5%	45.6%	-13.5%
		3111	98.8%					40.9%		59.1%	
Q1A4_5	Required students to use graphics programs	2885	92.7%					34.4%	2.3%	65.6%	-2.3%
		2860	90.1%				***	32.1%	-3.1%	67.9%	3.1%
		2739	83.2%				***	35.2%	5.6%	64.8%	-5.6%
		3111	98.8%					29.6%		70.4%	

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
Q1A4_97	Required students to use no software applications	2885	92.7%					4.0%	-1.0%	96.0%	1.0%
		2860	90.1%					5.0%		95.0%	
	Communications Tools										
Q1A6_1	Required students to use E-Mail (communications tools)	2885	92.7%					78.2%	7.8%	21.8%	-7.8%
		3122	98.4%				***	70.4%	7.6%	29.6%	-7.6%
		3229	98.1%				**	62.8%	3.8%	37.2%	-3.8%
		3111	98.8%					59.0%		41.0%	
Q1A6_2	Required students to use chat rooms	2885	92.7%					13.7%	1.6%	86.3%	-1.6%
		3122	98.4%				*	12.0%	1.0%	88.0%	-1.0%
		3229	98.1%				ns	11.0%	1.0%	89.0%	-1.0%
		3111	98.8%					10.0%		90.0%	
Q1A6_3	Required students to use threaded discussions	2885	92.7%					24.9%	3.9%	75.1%	-3.9%
		3122	98.4%				***	21.0%	5.2%	79.0%	-5.2%
		3229	98.1%				ns	15.8%	1.0%	84.2%	-1.0%
		3111	98.8%					14.8%		85.2%	
Q1A6_4	Required students to use electronic bulleting boards	2885	92.7%					28.8%	3.9%	71.2%	-3.9%
		3122	98.4%				***	25.0%	5.7%	75.0%	-5.7%
		3229	98.1%				ns	19.3%	-0.6%	80.7%	0.6%
		3111	98.8%					19.8%		80.2%	
Q1A6_6	Required students to use blogs	2885	92.7%					3.8%		96.2%	
q1a6_7	Required students to use Wikis	2885	92.7%					2.5%		97.5%	
	Tech.-Mediated Resources										
Q1A7_1	Required students to use electronic data repositories	2884	92.6%					32.7%	4.6%	67.3%	-4.6%
		2860	90.1%				*	28.0%	-3.4%	72.0%	3.4%
		2739	83.2%				ns	31.4%	1.5%	68.6%	-1.5%
		3111	98.8%					29.9%		70.1%	
Q1A7_2	Required students to use electronic library resources	2884	92.6%					75.0%	8.5%	25.0%	-8.5%
		2860	90.1%				***	66.5%	1.8%	33.5%	-1.8%
		2739	83.2%				***	64.8%	4.9%	35.2%	-4.9%
		3111	98.8%					59.9%		40.1%	
Q1A7_3	Required students to use computer-based instruction/tutorials	2884	92.6%					35.5%	4.0%	64.5%	-4.0%
		2860	90.1%				ns	31.5%	1.6%	68.5%	-1.6%
		2739	83.2%				ns	29.9%	1.2%	70.1%	-1.2%
		3111	98.8%					28.7%		71.3%	

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Q1A7_4	Required students to use computer-based simulations and/or animations	2884	92.6%					29.0%	2.1%	71.0%	-2.1%
		2860	90.1%				*	26.9%	0.7%	73.1%	-0.7%
		2739	83.2%				*	26.1%	2.3%	73.9%	-2.3%
		3111	98.8%					23.8%		76.2%	
Q1A7_5	Required students to use information websites	2884	92.6%					73.9%	3.0%	26.1%	-3.0%
		2860	90.1%				***	70.9%	-2.6%	29.1%	2.6%
		2739	83.2%				***	73.5%	13.3%	26.5%	-13.3%
		3111	98.8%					60.3%		39.7%	
Q1A7_6	Required students to use streaming video presentations	2884	92.6%					22.6%	6.7%	77.4%	-6.7%
		2860	90.1%				***	15.9%	1.4%	84.1%	-1.4%
		2739	83.2%				***	14.5%	3.9%	85.5%	-3.9%
		3111	98.8%					10.6%		89.4%	
Q1A7_7	Required students to use specialized software applications	2884	92.6%					41.7%	1.6%	58.3%	-1.6%
		2860	90.1%				***	40.0%	-7.1%	60.0%	7.1%
		2739	83.2%				**	47.1%	8.8%	52.9%	-8.8%
		3111	98.8%					38.3%		61.7%	
Q1A7_8	Required students to use project-/team-based activities employing IT	2884	92.6%					48.9%	16.6%	51.1%	-16.6%
		2860	90.1%				***	32.3%	-1.3%	67.7%	1.3%
		2739	83.2%				**	33.6%	6.2%	66.4%	-6.2%
		3111	98.8%					27.4%		72.6%	
	Learning Management System										
qlms2	Required students to use a Learning Management System (LMS)	3054	98.1%								
		all classes	1087	35.6%							
		some classes	680	22.3%							
		no classes	1287	42.1%							
qlms	No. of classes taught last 2 years supported by LMS	2226	71.5%	6.31	5.72						
qlms4	Satisfaction with use of LMS for teaching and learning	2224	71.4%	2.62	6.52						
qlms3	Satisfaction with use of LMS for course management	2226	71.5%	2.73	6.53						
	Online										
Q1A1	N classes taught wholly/partially in distributed/distance learning mode	3070	98.6%	3.03	1.01	0.15					
		3111	98.0%	2.64	0.86	-0.06	ns				
		3220	97.8%	2.85	0.92	0.02	ns				
		3099	98.4%	2.67	0.90						

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
Q1A2A	N classes taught totally/completely in distr./dist. lrng. mode	564	18.1%	3.22	1.93	0.21					
		544	17.1%	3.17	1.72	0.24	ns				
		587	17.8%	2.79	1.48						
q1ahyb	No. of classes taught partially online (>=50%)	357	11.5%	3.59	2.12						
qonlfac1	Likelihood of teaching online: workload	2971	95.4%								
	much less	415	14.0%								
	less	983	33.1%								
	no effect	1116	37.6%								
	more	364	12.3%								
	much more	93	3.1%								
qonlfac2	Likelihood of teaching online: knowledge of instructional techniques	2936	94.3%								
	much less	83	2.8%								
	less	300	10.2%								
	no effect	1060	36.1%								
	more	1201	40.9%								
	much more	292	9.9%								
qonlfac3	Likelihood of teaching online: funding for course development	2872	92.3%								
	much less	167	5.8%								
	less	340	11.8%								
	no effect	1596	55.6%								
	more	550	19.2%								
	much more	219	7.6%								
qonlfac4	Likelihood of teaching online: teaching and learning outcomes	2872	92.3%								
	much less	196	6.8%								
	less	306	10.7%								
	no effect	942	32.8%								
	more	1175	40.9%								
	much more	318	11.1%								

Administrative IS 3A

Q3A1A	used campus online information system to get student records	3049	97.9%					65.7%	3.3%	34.3%	-3.3%
		3130	98.6%				***	62.4%	9.6%	37.6%	-9.6%
		3268	99.3%					52.7%	-1.4%	47.3%	1.4%
		3124	99.2%					54.2%		45.8%	
Q3A1B	Satisfaction with online access to get student record information	1989	63.9%	2.61	6.40	0.19					
		1930	60.8%	2.71	6.21	-0.14	ns				
		1712	52.0%	2.59	6.35	-0.28					
		1670	53.0%	2.59	6.63						

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
Q3AHR	Uses online HR Info System to access personal HR information	3058	98.2%					19.6%	8.0%	80.4%	-8.0%
		3094	97.5%					11.6%		88.4%	
Q3AHR1	Satisfaction with online access to personal HR information	589	18.9%	2.18	7.11	0.46					
		350	11.0%	2.40	6.65						
	Network Access 4B										
QWIRL2	Used campus wireless network	3059	98.3%					49.0%	17.7%	51.0%	-17.7%
		1290	40.6%					31.2%		68.8%	
QWIRL3	Satisfaction with campus wireless network	1490	47.9%	2.27	6.89	0.64					
		548	17.3%	2.91	6.25						
	Tech Support 4A										
Q4A5E2	Received technical help	3102	99.6%					92.0%	-1.5%	7.4%	0.9%
		3006	94.7%				ns	93.5%	0.1%	6.5%	-0.1%
		3103	94.3%					93.5%		6.5%	
Q4A5E5	Satisfaction with time it took to resolve problem	2842	91.3%	2.31	7.68	0.16					
		2782	87.6%	2.28	7.52	0.39	***				
		2858	86.8%	2.46	7.13						
	Respondent Characteristics										
	Human Resources										
yrsemp	Total years employed	3113	100.0%	9.81	13.02						
QDEM3	Gender	3112	100.0%								
		3172	99.9%								
		3292	100.0%								
		3150	100.0%								
CAMPCOD	Campus ID	3113	100.0%								
		3292	100.0%								
		3150	100.0%								
DEPCODE3	disciplinary division (“big 8”)	3113	100.0%								
		3292	100.0%								
		3150	100.0%								
		art	179	5.8%							
		business	309	9.9%							
		education	449	14.4%							
		engin-compsc	221	7.1%							
		humanities	340	10.9%							
		science/math	529	17.0%							
		behv/socsc	841	27.0%							
		behv/socsc	245	0							

Item ID	Question	Number	% of All	SD	Mean	Change	Signif.†	Yes (% pt.)	Change	No (% pt.)	Change
QJOB5	Tenure status	3112	100.0%								
		3168	99.8%								
		3285	99.8%								
		3147	99.9%								
QJOB6	Academic rank	3113	100.0%								
		3170	99.9%								
		3288	99.9%								
			0.0%								

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