



# Campus Technology Survey

## Modesto Junior College

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## Executive Summary

Grants and Resource Development Office  
Technology Task Force  
Report prepared by Michelle Marquez, Center of Excellence  
Project funded by the U.S. Department of Education Title V Grant

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## Survey Objectives

MJC developed the Campus Technology Survey in order to identify instructional technology needs for students, faculty and information technology (IT) staff. Survey questions are based on a national survey by CDW-G, allowing the college to compare results to national data. Information from the campus survey will be used in the development of grant-funded projects as well as informing strategic planning and assessment. The survey was conducted during the Fall 2010 semester.

## About the Survey

The survey was developed based on a national survey conducted by CDW-G, a company providing technology to business, government, healthcare and education. The national survey, *21st-Century Campus Assessment Tool*, is intended for college students, faculty and IT staff members. More information about CDW-G and the survey instrument can be found at [www.newsroom.cdw.com](http://www.newsroom.cdw.com).

Surveys were administered to three groups: students, faculty and (IT) staff. Each survey contained three categories: 1) general information; 2) technology use; 3) virtual and distance learning. The survey was administered electronically to faculty and IT staff. Students were given an option of taking the survey electronically or on paper.

## Breakdown of survey respondents

	Total population	Number of responses	% of population	Margin of error	Confidence level
Students	19,431	2,340	12%	2.50%	99.803%
Faculty	648	145	21%	7.18%	82.7%
IT Staff	41	41	100%	0%	99.99%
<b>Total</b>	<b>20,120</b>	<b>2,526</b>	<b>13%</b>	<b>1.82%</b>	<b>99.99%</b>

### Student Survey Breakdown

Type of Survey	History, Poly Sci, Geog	Trio	Art, Speech	English, Reading	Math, Engineering	Comp Science	Ag	Bio, Chem, Anthro	Nursing	Other
Electronic	0	0	120	218	0	113	0	30	0	418
Paper	307	50	63	44	190	0	40	560	225	0
<b>Total</b>	<b>307</b>	<b>50</b>	<b>183</b>	<b>262</b>	<b>190</b>	<b>113</b>	<b>40</b>	<b>590</b>	<b>225</b>	<b>418</b>

### IT Staff Survey Breakdown

Type of Survey	Central Services	Modesto Junior College	No Response
Electronic	30	9	2

### Faculty Survey Breakdown

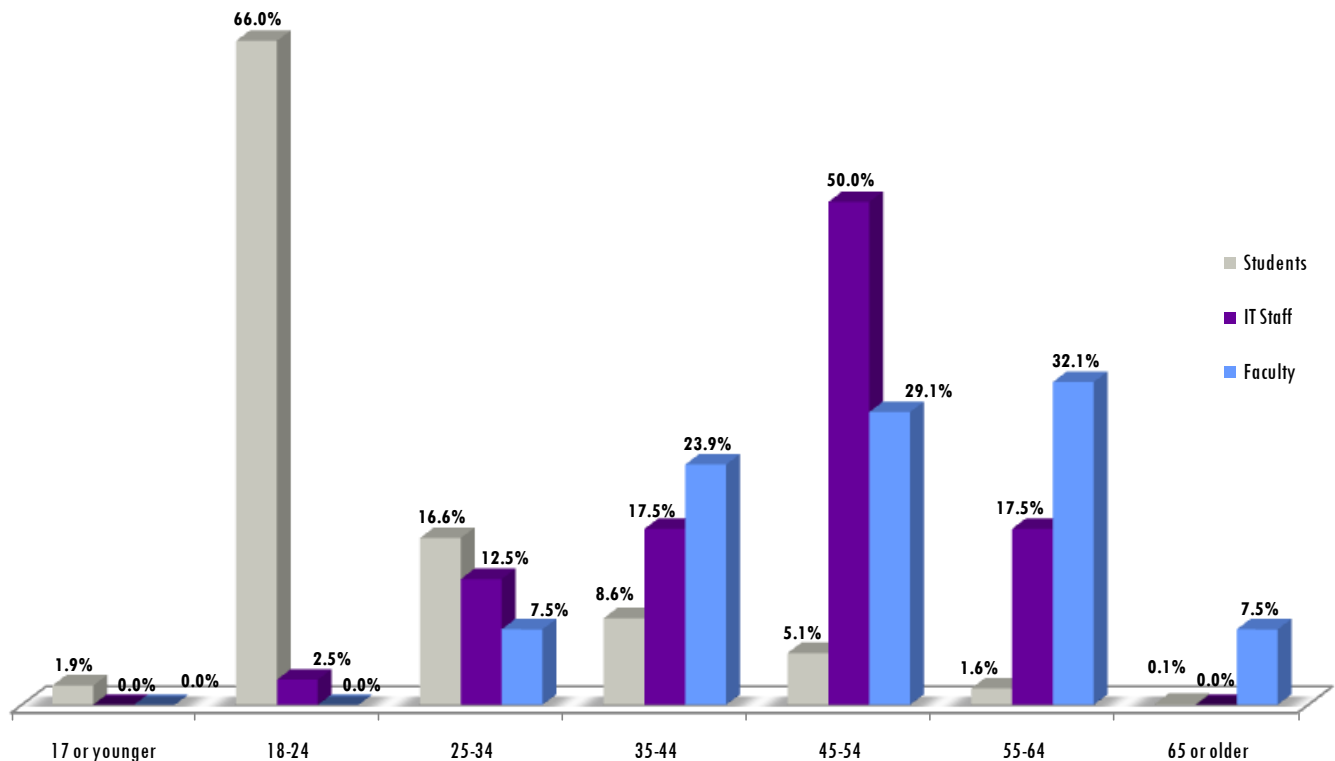
Type of Survey	BBSS	Phys, Rec, & Health Ed	Library	Counseling	SME	Arts, Humanities, Comm	Ag, CTE	Lit & Lang	Allied Health FCS	No Response
Electronic	33	12	6	3	25	11	9	18	10	18

# General Information

Survey respondents were asked to provide general information such as age, sex, number of years teaching/working/attending college, and ethnicity (students only). The majority of student respondents were in the 18-24 age range, while IT staff were mostly in the 45-54 age range. Faculty was largely distributed between the 35-64 age ranges. Approximately 31% of student respondents were Hispanic and 48% were white non-Hispanic.

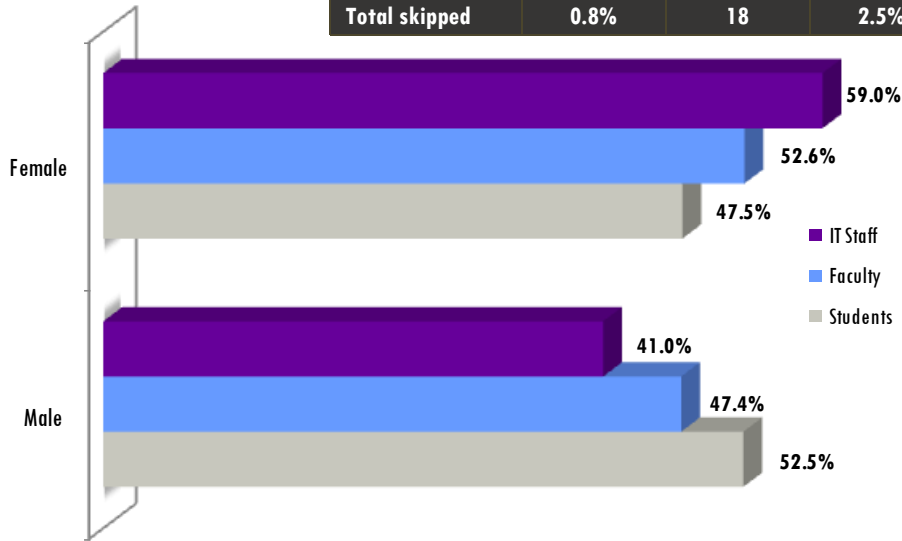
What is your age group?						
Answer Options	Response % - Student	Number of Responses - Student	Response % - IT Staff	Number of Responses – IT Staff	Response % - Faculty	Number of Responses – Faculty
17 or younger	1.9%	45	0.0%	0	0.0%	0
18-24	66.0%	1541	2.5%	1	0.0%	0
25-34	16.6%	387	12.5%	5	7.5%	10
35-44	8.6%	201	17.5%	7	23.9%	32
45-54	5.1%	120	50.0%	20	29.1%	39
55-64	1.6%	38	17.5%	7	32.1%	43
65 or older	0.1%	2	0.0%	0	7.5%	10
<b>Total answered</b>	<b>99.7%</b>	<b>2334</b>	<b>97.5%</b>	<b>40</b>	<b>100%</b>	<b>134</b>
<b>Total skipped</b>	<b>0.3%</b>	<b>6</b>	<b>2.5%</b>	<b>1</b>	<b>0%</b>	<b>0</b>

Age group distribution of survey respondents

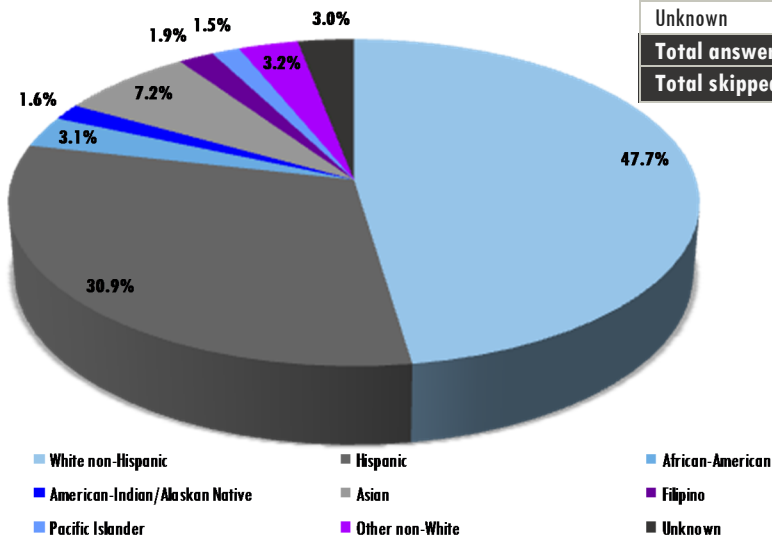


# General Information

What is your sex?						
Answer Options	Response % Student	Responses Student	Response % IT Staff	Responses IT Staff	Response % Faculty	Responses Faculty
Male	41.0%	948	52.5%	21	47.4%	63
Female	59.0%	1374	47.5%	19	52.6%	70
<b>Total answered</b>	<b>99.2%</b>	<b>2322</b>	<b>97.5%</b>	<b>40</b>	<b>99.3%</b>	<b>133</b>
<b>Total skipped</b>	<b>0.8%</b>	<b>18</b>	<b>2.5%</b>	<b>1</b>	<b>0.7%</b>	<b>1</b>



Student Race/Ethnicity		
Answer Options	Response %	Number of Responses
White non-Hispanic	47.7%	1108
Hispanic	30.9%	718
African-American	3.1%	72
American-Indian/Alaskan Native	1.6%	37
Asian	7.2%	168
Filipino	1.9%	44
Pacific Islander	1.5%	35
Other non-White	3.2%	74
Unknown	3.0%	69
<b>Total answered</b>	<b>99%</b>	<b>2325</b>
<b>Total skipped</b>	<b>1%</b>	<b>15</b>



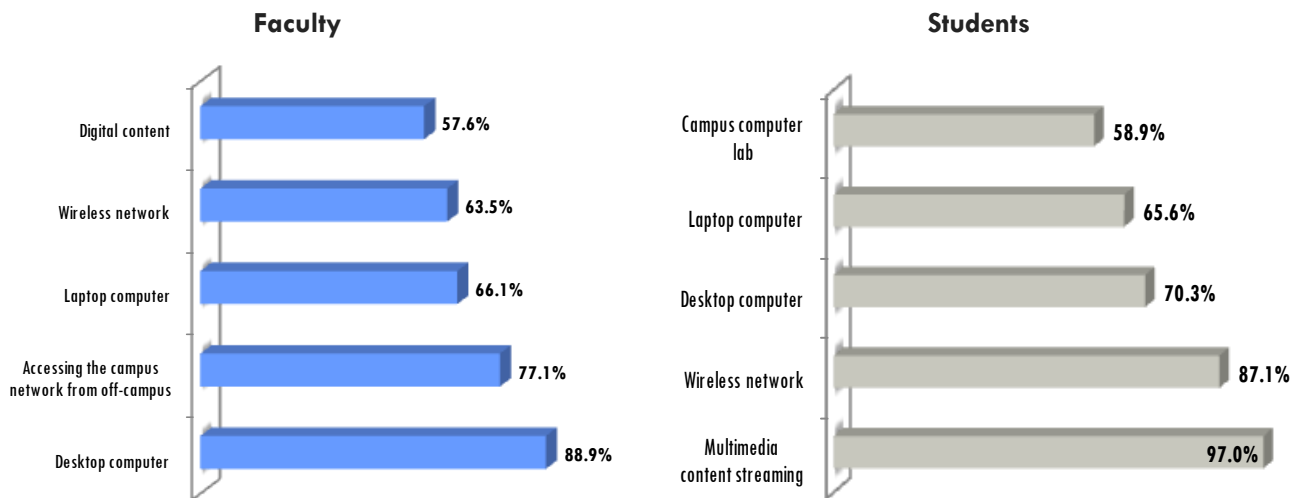
# Technology Use

Students were asked to indicate various types of technology used in their courses, while faculty were asked to indicate types of technology used in the instruction of their courses. The purpose of the question is to determine if there are particular technologies that are used disproportionately more or less than other technologies. Additionally, the question can indicate if there are disparities between what students use in their courses and what faculty uses for instruction.

Survey results indicate a large number of students (84.7%) use the computer lab for course work while only 5.5% of faculty indicate the computer lab is a tool used in their instruction. This disparity indicates a significant portion of students may not have access to computers and the technology offered in the labs. A second disparity in the survey results is students' use of You Tube. While 41.6% of students use You Tube for coursework, only 5% of faculty use the tool in class. .

Compared to data from the national survey, MJC students do not use social media for coursework at the same rate. Facebook, Wiki, MySpace and Twitter all rated low on the survey (less than 13% average). This is significantly different than results of the CDW-G national survey, where 41% of students indicate the use of social media in conjunction with classes. Nationally, 62% of faculty are using digital content in their courses. Less than 10% of MJC faculty indicate the use of digital content.

## Which of the following technologies and/or Internet tools do you use in conjunction with your classes?

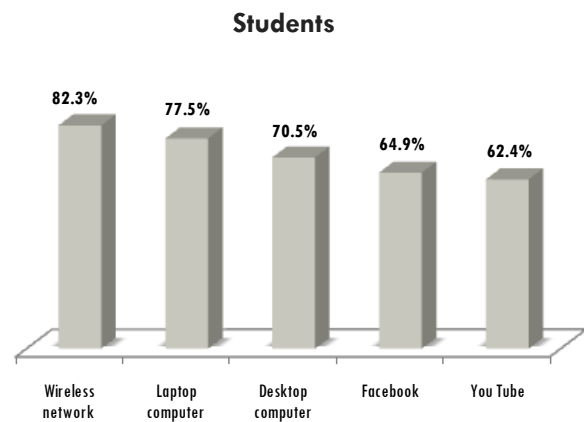
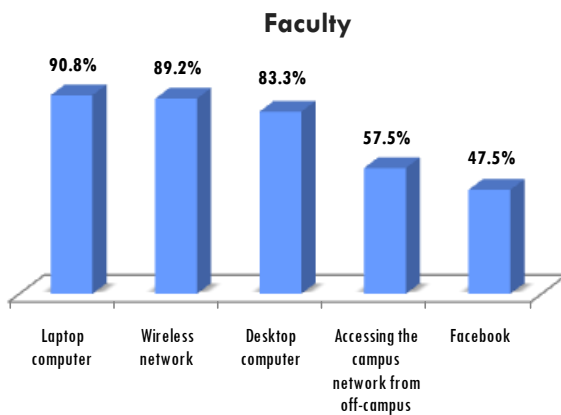


Type of technology used in coursework					
Technology Type	Students	Faculty	Technology Type	Students	Faculty
Multimedia content streaming	97.0%	42.4%	Interactive whiteboard	18.2%	7.6%
Wireless network	87.1%	63.5%	Recorded class lectures	13.6%	14.4%
Desktop computer	70.3%	88.9%	Video streaming	10.3%	36.4%
Laptop computer	65.6%	66.1%	Web 2.0	6.7%	10.1%
Video production	58.9%	44.1%	Netbook computer	6.2%	13.6%
Accessing MJC network off-campus	39.6%	77.1%	MySpace	4.6%	2.5%
Distance learning	26.1%	45.8%	Tablet computer	4.6%	7.6%
Smartphone	25.9%	26.3%	Video cameras	4.0%	16.9%
Digital content	24.7%	57.6%	E-reader device	3.8%	11.0%
Facebook	22.0%	16.1%	Twitter	3.5%	2.5%
Learning management system	21.7%	44.9%	iPad	5.2%	5.1%
Wiki	19.8%	14.4%	Video editing	2.7%	8.5%
Student response systems	19.1%	13.6%	You Tube	28.8%	44.1%

# Technology Use

Students and faculty were asked about the type of technology used in their personal lives. Faculty indicate accessing networks (wireless & MJC) and using computers (desktop and laptop) as the top technologies for both personal and professional use. An interesting finding is the disparity between the use of social media (e.g., Twitter, Facebook, YouTube) for educational and personal purposes. Nearly half of faculty indicate use of Facebook for personal purposes, but only 16% use it in coursework.

## Which types of technology do you currently use in your personal life?



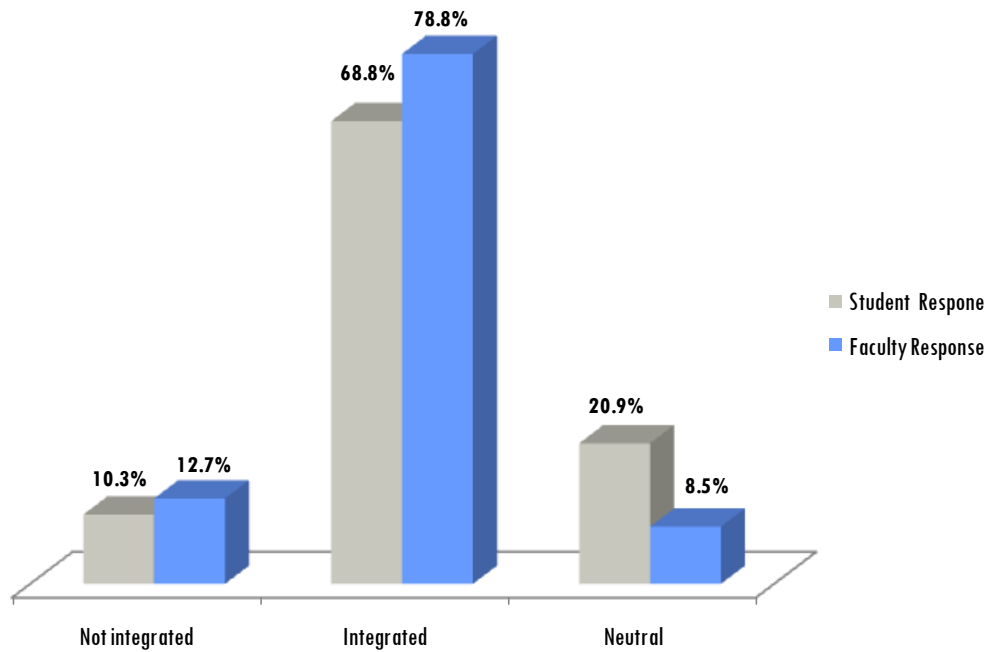
Personal Use of Technology					
Answer Options	Students	Faculty	Answer Options	Students	Faculty
Accessing MJC network off-campus	21.0%	57.5%	Recorded class lectures	8.4%	12.5%
Campus computer lab	28.9%	20.8%	Skype	20.3%	32.5%
Desktop computer	83.3%	70.5%	Smartphone	44.6%	43.3%
Digital content	20.6%	39.2%	Student response systems	12.6%	5.0%
E-reader device	6.8%	13.3%	Tablet computer	5.4%	3.3%
Facebook	64.9%	47.5%	Twitter	12.6%	5.0%
Interactive whiteboard	2.5%	8.0%	Video cameras	9.0%	30.0%
iPad	6.7%	7.7%	Video editing	7.0%	17.5%
Laptop computer	77.5%	90.8%	Video production	6.8%	18.3%
Learning management system	8.3%	15.8%	Video streaming	18.7%	20.0%
Multimedia content streaming	15.4%	20.0%	Web 2.0	22.7%	8.3%
MySpace	24.1%	3.3%	Wiki	28.4%	18.3%
Netbook computer	9.7%	11.7%	Wireless network	82.3%	89.2%
YouTube	62.4%	47.5%			

Use of social media and computers									
Technology Type	PERSONAL USE		EDUCATIONAL USE		Technology Type	PERSONAL USE		EDUCATIONAL USE	
	Students	Faculty	Students	Faculty		Students	Faculty	Students	Faculty
Netbook computer	9.7%	11.7%	6.2%	13.6%	Tablet computer	5.4%	3.3%	4.6%	7.6%
Desktop computer	83.3%	70.3%	70.3%	88.9%	MySpace	24.1%	3.3%	4.6%	2.5%
Laptop computer	77.5%	90.8%	65.6%	66.1%	Twitter	12.6%	9.0%	3.5%	2.5%
Smartphone	44.6%	43.3%	25.9%	26.3%	Facebook	64.9%	47.5%	22.0%	16.1%
iPad	6.7%	7.7%	5.2%	5.1%	YouTube	62.4%	47.5%	28.8%	44.1%

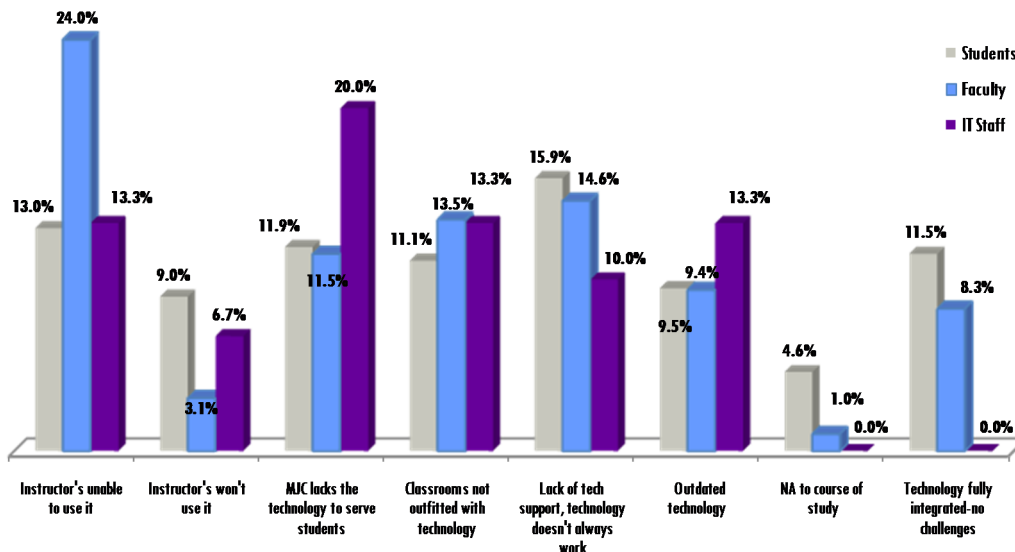
# Technology Use

Both students and faculty were asked to provide their opinion about how technology is integrated into coursework. The majority of respondents in both groups feel that technology is integrated into their courses. However, 20% of students responded that they are 'neutral' in their opinions. This may indicate students are unsure about the question or may have mixed feelings about the integration of technology into their courses.

## To what extent is technology integrated into coursework?

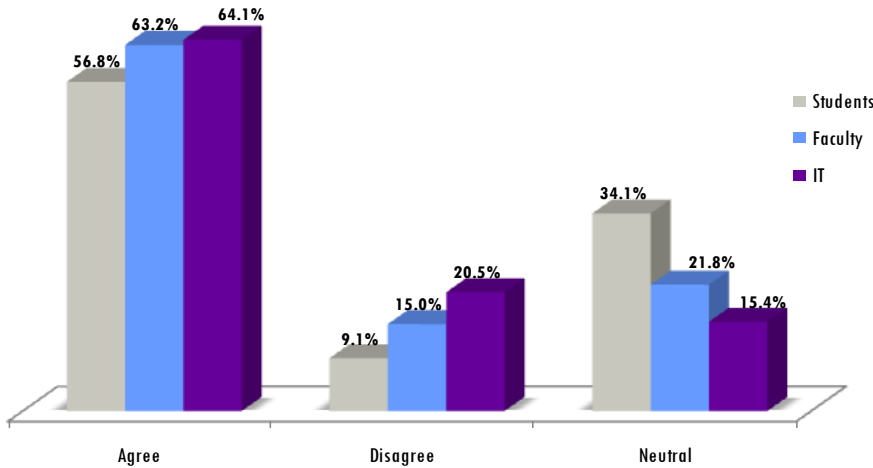


## What are the challenges to classroom technology use at MJC?

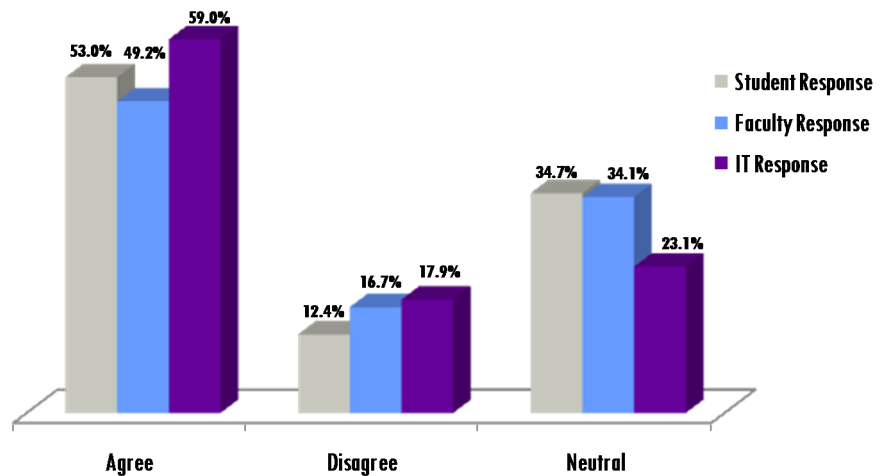


# Technology Use

MJC understands how students use or want to use technology as a learning tool.



MJC prepares students to use technology as a business or professional tool when entering the workforce.



## What do students say about technology in the classroom?

“Never use a Power Point, consider using more videos in class”

“Give more assignments that make us use technology more”

“Professors do a great job with the technology they have”

“Try new technology. It may revolutionize how instructors teach and students learn”

“I think we are relying too much on technology in the class room. I prefer the good ole book and white board”

“Don't be afraid to learn new teaching methods! It's the 21st century, after all”

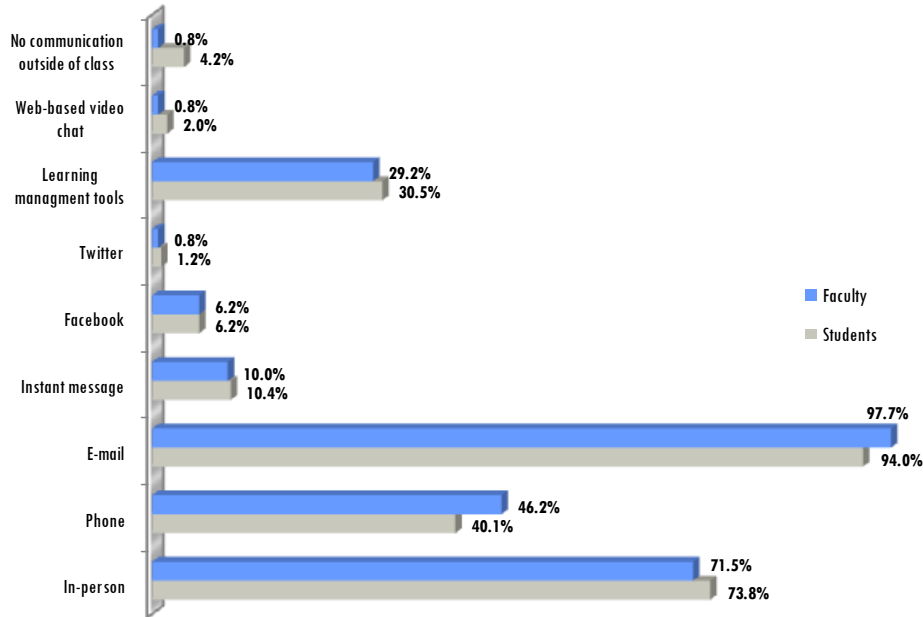
“Don't be flustered or reluctant to use technology...it's there to help you, not hurt you!”

“I think they're doing a great job understanding how to use the available technology to teach their classes”

“Actually learn how to use it before you just tell your students that you don't like it”

# Technology and Communication

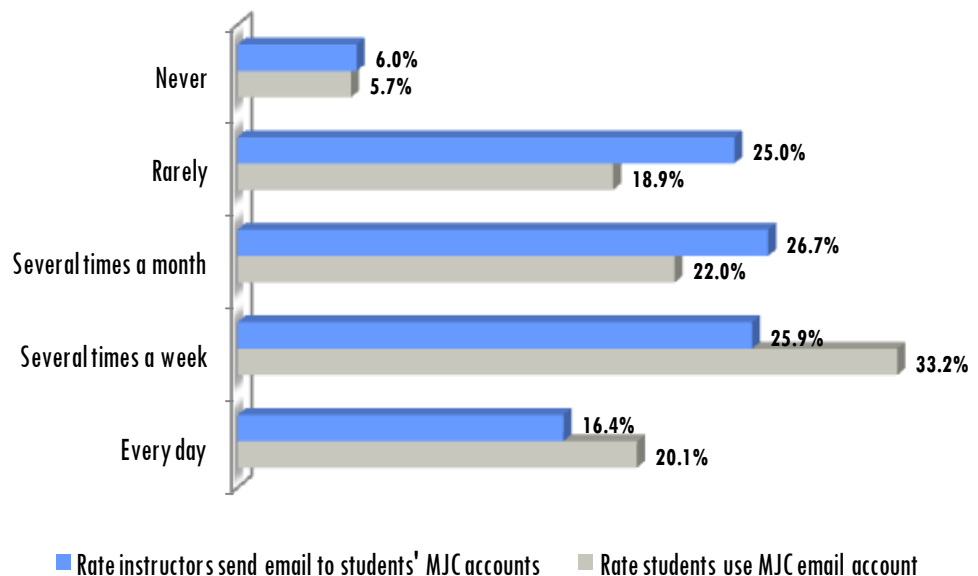
## How do you prefer to communicate with your instructor/students?



Both students and instructors overwhelmingly prefer to communicate outside of the classroom using e-mail. A large percentage of both groups also prefer in-person communication. Social media was not indicated as a significant preference by either group.

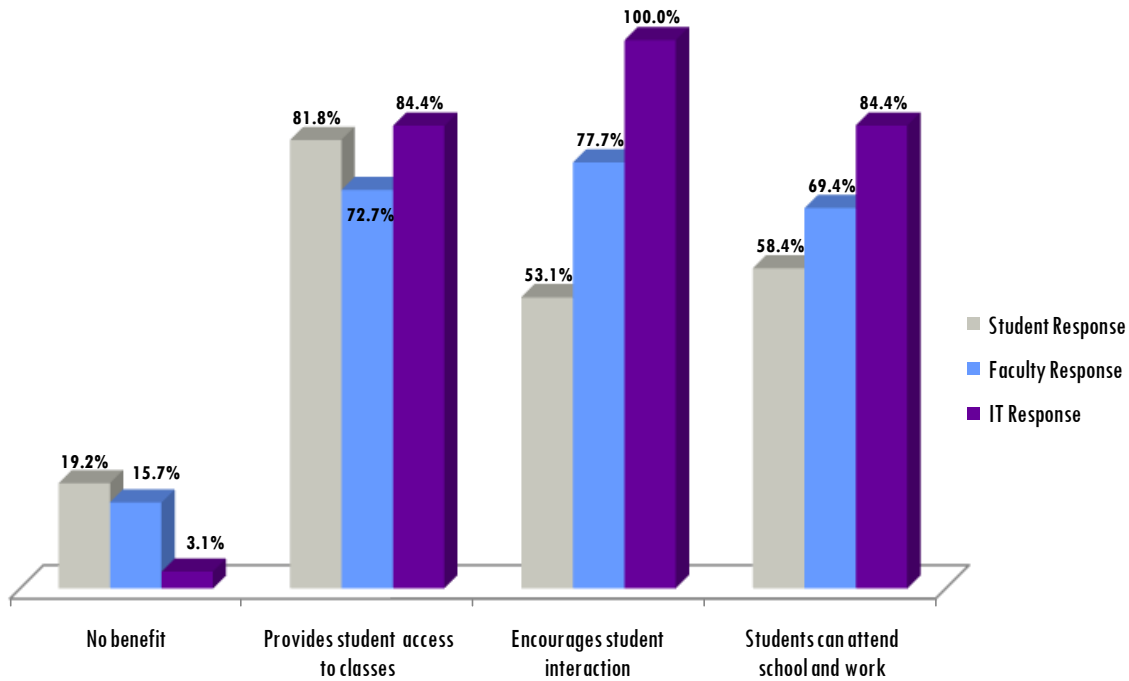
## Students MJC email use compared to frequency of instructor use.

There is a disparity between the rate at which instructors indicate their preference to communicate via email and the rate at which they actually send email to students MJC accounts. Over 30% of instructors rarely or never send students email to their MJC email address.

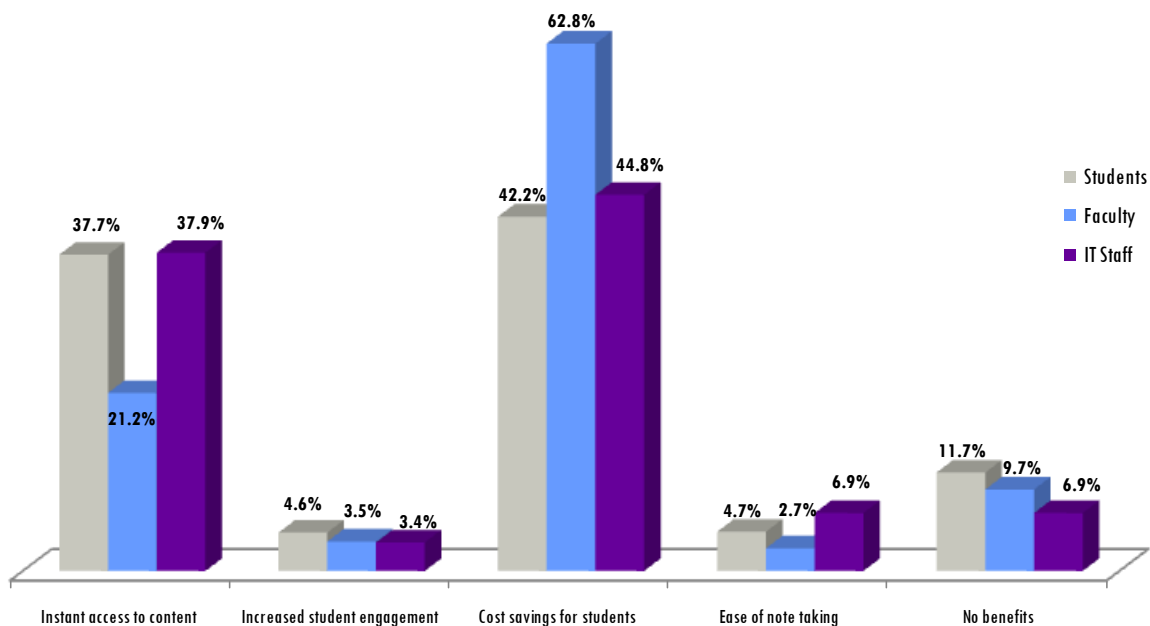


# Virtual and Distance Learning

## What are the benefits of distance learning?



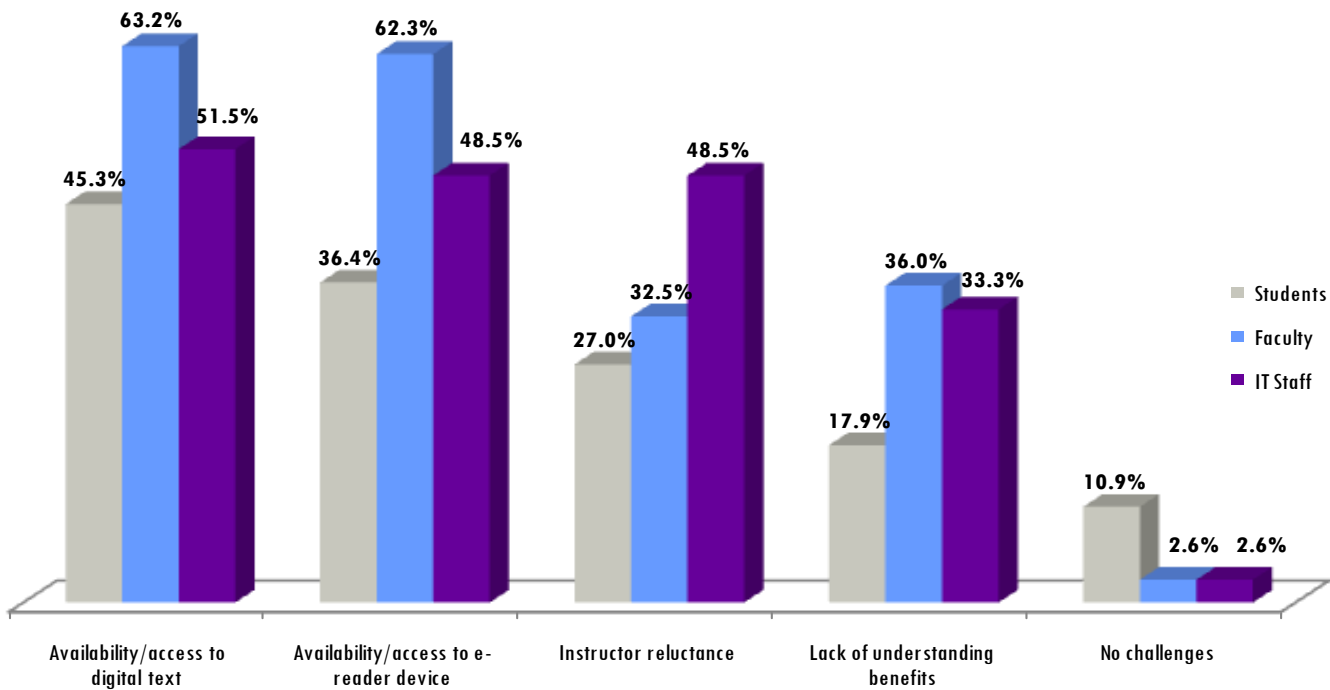
## What are the benefits of online textbooks?



# Virtual and Distance Learning

Students, faculty, and IT staff identified several perceived challenges in moving from the use of traditional textbooks to digital or online textbooks. The primary challenge identified is the availability and access of online materials and devices. Additionally, nearly 33% of students still prefer print materials to digital or online materials. An additional finding with these questions is that several students mentioned existing learning or other disabilities prevent the use of online or digital text as well as present a significant challenge to online course access.

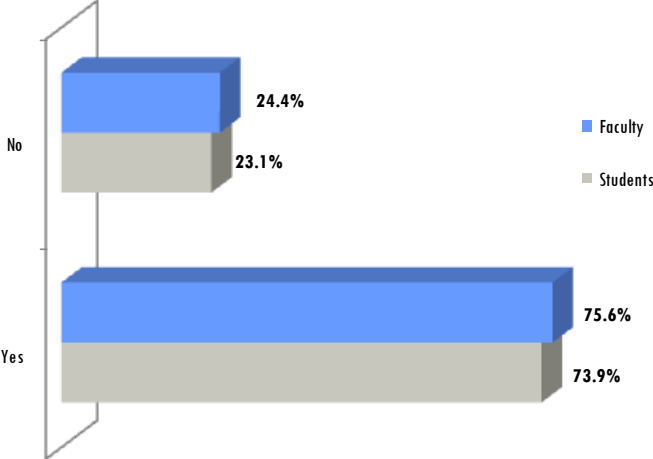
## What are the challenges to using online text books?



Perceived digital or online textbook challenges for MJC staff and students			
Answer Options	Students	Faculty	IT staff
Availability of, or access to, digital or online textbooks	45.3%	63.2%	51.5%
Availability of, or access to, a digital content reader or computing device	36.4%	62.3%	48.5%
Lack of funding	27.0%	36.8%	48.5%
Instructor reluctance to move to digital or online textbooks	17.9%	32.5%	48.5%
Departmental reluctance to move to digital or online textbooks		23.7%	39.4%
Lack of IT infrastructure to support a move		28.9%	12.1%
Lack of understanding of the benefits of digital or online textbooks	17.9%	36.0%	33.3%
There are no challenges to using digital or online textbooks	10.9%	2.6%	6.1%
Affordability of digital textbook device	48.6%		
I prefer print materials	32.5%		

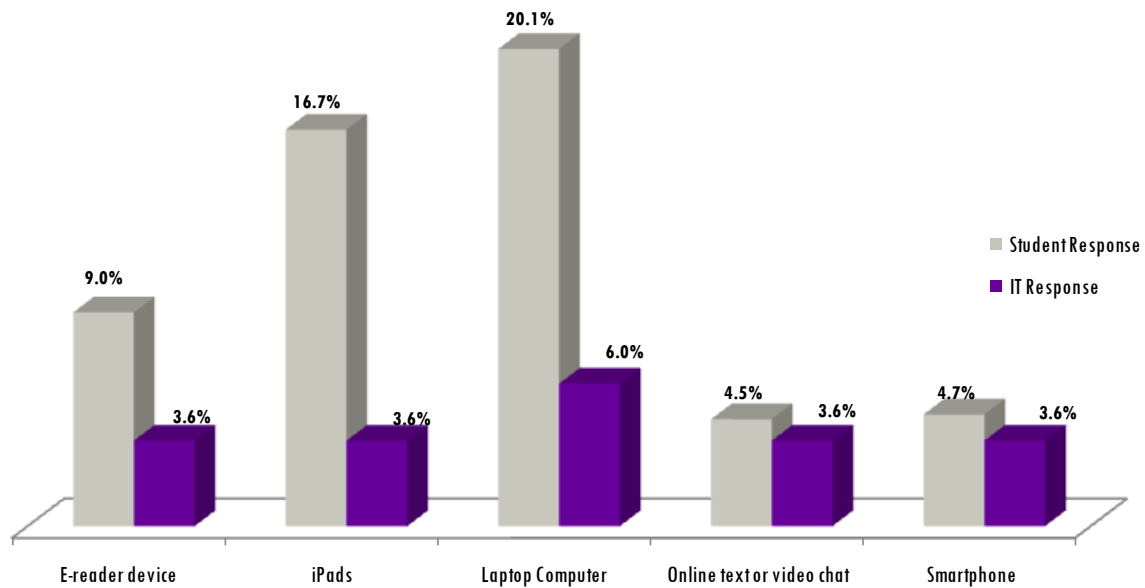
# Virtual and Distance Learning

Would you use online text books if they were available?



# Technology Needs

What technology that you do not currently have would be most useful to you?



# Conclusion

## Recommendations

Survey results provided a great deal of information about the current use of technology at Modesto Junior College. The results of the survey indicate multiple opportunities to provide methods of instructional delivery and communication that are responsive to the constituent groups on campus. Overall, survey results indicate the need to diversify and expand technology at MJC.

- **Distance learning.** Students perceive the primary benefit of distance learning as increased access to courses. Many students have difficulty accessing campus-based courses and use distance learning as a way to take courses they otherwise would not be able to. However, nearly 20% of students do not see a benefit in distance learning and prefer to use 'traditional' instructional methods. Based on survey results, there is a clear need to increase the development and offerings of distance learning at MJC
- **Avoid an "all or nothing" approach.** Many of responses indicate a significant variance in the use of technology for personal versus educational purposes. When making decisions on the implementation of new technology, it is important to note that students use a variety of different technologies and there is not one 'sure-fire' technology that will work for students.
- **Incorporate survey findings into program development, strategic planning, professional development and grant development.**

## Considerations for future surveys

The MJC Campus Technology Survey is a tool to provide a rich set of data about current technology use and needs of students, staff, and IT staff. In the future, it would be beneficial to consider the following considerations to improve the response and participation rate of the surveys as well as the overall quality of data received:

- Examine the value and purpose of each question. Prior to the next survey, it would be useful to determine ahead of time what the purpose of the survey is. This will allow each question to be targeted toward the identified goal and avoid asking unnecessary questions.
- Shorten the length of the student survey. The overall number of questions was too large, as well as the length of time it took students to complete the survey
- Use focus groups to gather qualitative data and validate survey results. The current survey provided multiple opportunities for students to provide qualitative responses to questions (open-ended response questions). The value of these questions is high, however when the sample size is large the benefit of these qualitative responses is diminished because of the volume and unfocused responses. It would be more effective in the future to have a series of brief focus groups/facilitated discussions with students to obtain qualitative data. Furthermore, the discussions would provide a way to 'spot check' and validate the data collected in the survey
- Remove ambiguous response choices (i.e., 'neutral'). Ambiguous response options do not yield valuable information and typically give the respondent the opportunity to answer a question with minimal thought or without even fully reading the question.

