

Technology Planning Assessment Survey

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Introduction

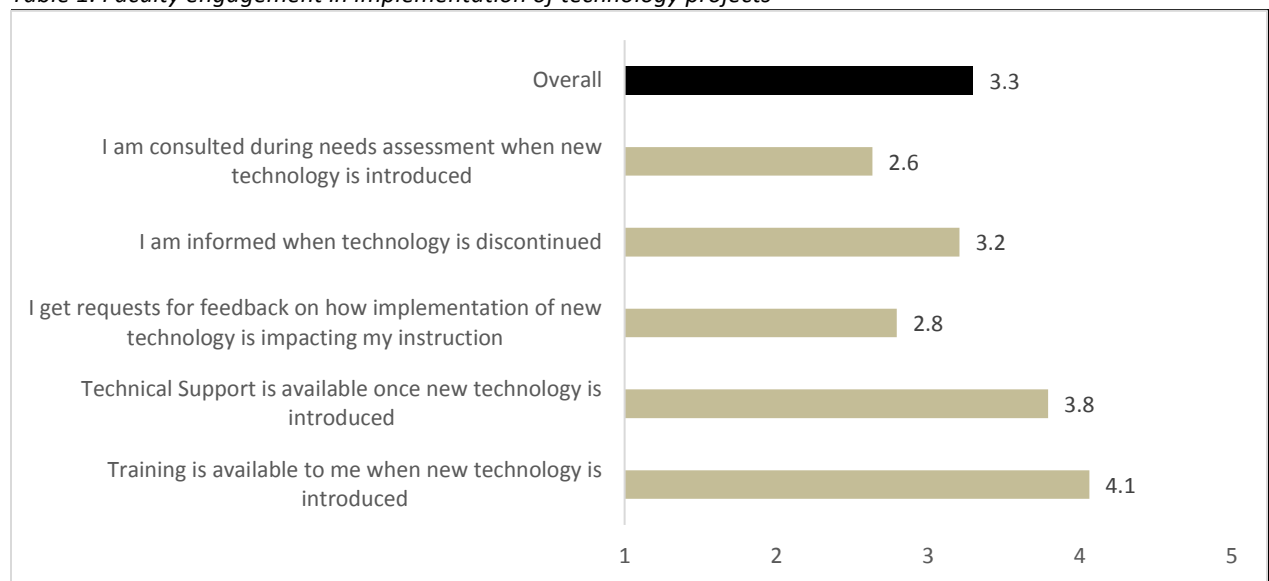
The purpose of this report is to summarize and present the findings of a survey conducted to assess faculty engagement in technology projects. An online survey was sent to 1424 faculty members of SMC, from which 215 or 15% completed the survey. Employees were asked to respond to questions regarding the following five technology tools or platforms: mProfessor, SMC email system, faculty webpages, SMC website, and SMC social media. Both closed and open-ended questions were used to collect the responses. The feedback from the survey will be used to improve institutional practices in planning.

Analysis of Survey Results

Faculty engagement in implementation of technology projects

Faculty were asked questions about their engagement in the implementation of technology projects. Overall, the mean rating of engagement in implementing technology projects was 3.3 (based on a five-point scale, 1=Never, 5=Always). The data indicate that there is relatively better engagement in providing training and technical support to faculty when new technologies are introduced, and less engagement in conducting needs assessment and in getting feedback about the impact of implemented projects (Table 1).

Table 1. Faculty engagement in implementation of technology projects



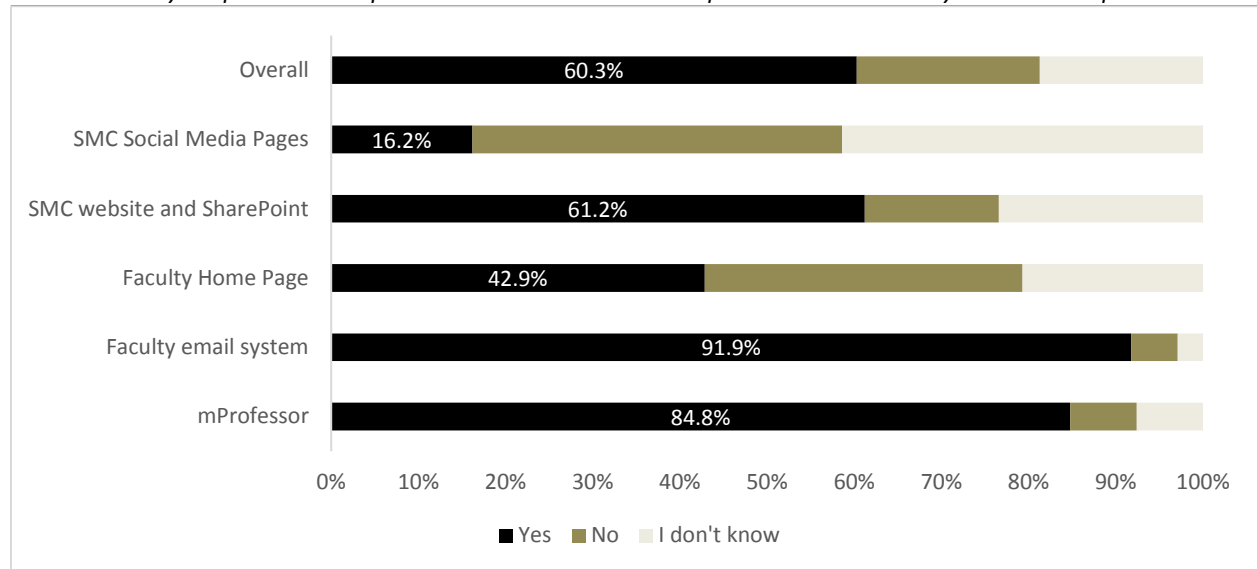
Five scale measure (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

Use of technology to improve instructional practices

I believe the tool is important to enhance my instructional practices

On average, 60.3% of the respondents believe the five technologies are important to enhance their instructional practices. Faculty email system (91.9%) and mProfessor (84.5%) were seen as the most important while SMC social media (16.2%) and faculty home page (42.9%) were perceived as the least important in improving instructional practices.

Table 2. Faculty Response to the question “I believe the tool is important to enhance my instructional practices”

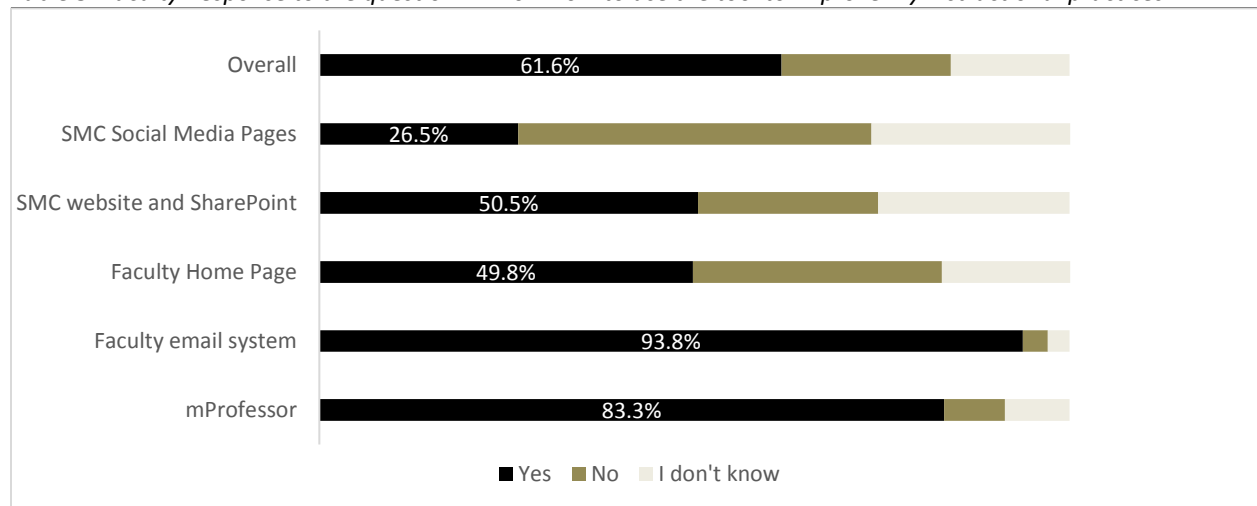


n=210

I know how to use the tool to improve my instructional practices

About 62% of the respondents indicated that they know how to use the technology tools to improve their instructional practices. The “how to use knowledge” rate is highest for faculty email (93.8%) and mProfessor (83.3%), and lowest for social media (26.5%), faculty home page (49.8%), and SMC website/share points/ (50.5%).

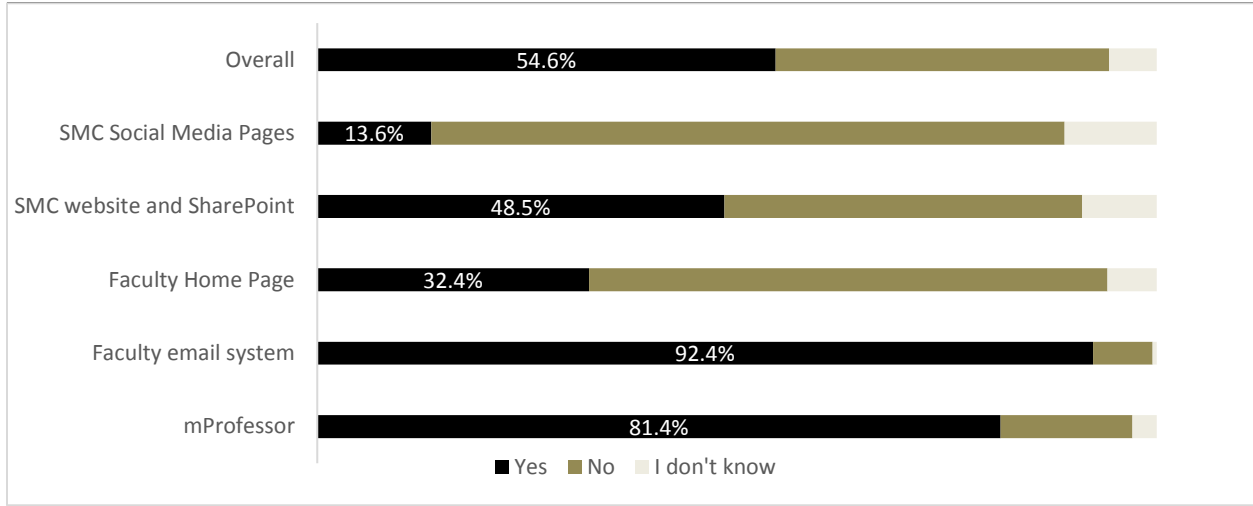
Table 3. Faculty Response to the question “I know how to use the tool to improve my instructional practices”



I have already incorporated the tool into my instructional practices

Nearly 55% of the respondents indicated that they have already incorporated the various technology tools into their instructional practices. The application (use) rate is highest for faculty email (92.4%) and mProfessor (81.4%). Social media and faculty home page were the least used technology tools (13.6% and 32.4%, respectively).

Table 4. Share of Faculty already incorporated the tools with their instructions



How often you use the tool in your instructional practices

Faculty use email and mProfessor most frequently than the other technology tools. The least used tools are social media and faculty home page. Note that 73% of the respondents reported that they never used social media for instructional purposes.

Table 5. How often faculty do use each of the technology tools?

	At least once a week	About once a month	About once a semester	About once a year	Never	Total
Faculty email system	195 92%	9 4%	4 2%	0 0%	3 1%	211 100%
mProfessor	159 75%	31 15%	9 4%	1 0%	12 6%	212 100%
SMC website and SharePoint	85 40%	34 16%	16 8%	8 4%	69 33%	212 100%
Faculty Home Page	31 15%	12 6%	17 8%	17 8%	135 64%	212 100%
SMC Social Media Pages	16 8%	16 8%	15 7%	10 5%	155 73%	212 100%

What are the reasons for not using the technology?

The following are the main reasons provided by respondents for not using technology for instructional purposes:

Responses	Percent	Count
I am not sure what I can do with the tool to improve my instructional practice	46.10%	89
I don't know how to use it	25.40%	49
Didn't know the tool exists	24.40%	47
I use a better alternative technology than the one indicated here (a)	10.90%	21
I don't see any added value to my instruction by using the tool	33.70%	65
I don't believe the technology will make a difference in student learning	15.50%	30
Other (b)	16.10%	31

Note: counts are duplicate since respondents can provide multiple reasons, N=193.

(a) Alternative technologies being used:

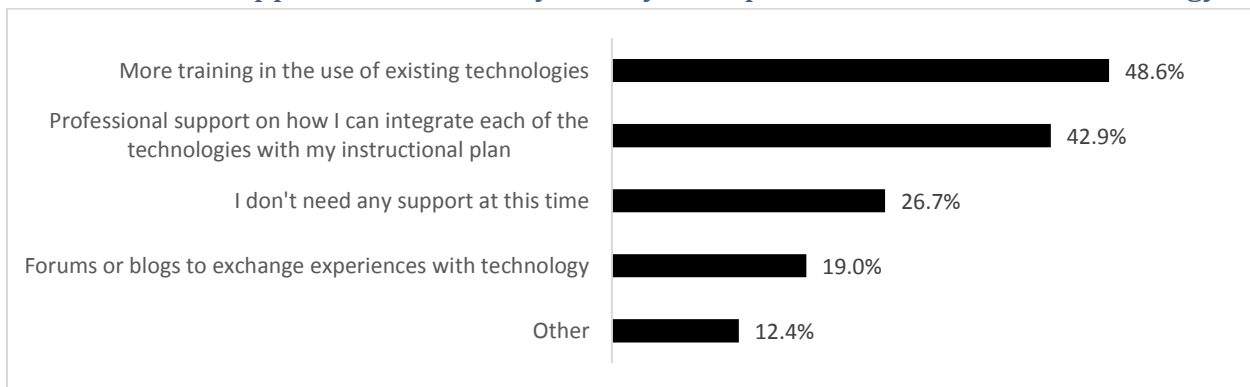
1. Canvas/eCompanion
2. Group Facebook page for each class
3. Dropbox
4. Google doc, google drive
5. Email and face-to-face-communication(the oldest technology)
6. LinkedIn
7. Wordpress, webassign
8. My Mathlab

(b) Other reasons stated

1. I don't want to use or I have no time for social media (3)
2. Setting Faculty home page is difficult, no adequate support, access not given (7)
3. I don't know what share point is or how I can access it (2)

Not knowing what to do with the technology to improve instructional practices, not being convinced to use the technology for instruction purposes, and not knowing how to use the technology are the most common reasons stated for not using technology for instruction.

What kinds of support are needed by faculty to improve on their use of technology?



Note: counts are duplicate since respondents can provide multiple reasons, N=210

Is there a need for a new technology?

About 33% of the respondents believe there are other tools the college needs to invest in. Most of the suggestions focus on improving network and connectivity; replacing or improving existing course management, SharePoint, and webpage technologies; and expanding smart classrooms (details in the attachment).

Suggestions and comments on improving faculty engagement in the use of technology

- A handbook that describes what technology resources we have and how they can be used and integrated with instructional practices would be helpful.
- Don't treat technology as an obvious net positive by default. Most technology that goes beyond the basics we have would be a net negative and a distraction if not implemented thoughtfully.
- Have the presence of Canvas and other tech tools more present in the classroom. For example, just having a monitor with entry page to Canvas on and visible in each classroom would be a great way to encourage instructors to incorporate it into their instruction.
- Update technologies (like we are doing with Canvas) to reflect modern demands. mProfessor and our SMC website are very outdated (for example).
- Maybe for departments to organize faculty tech workshops as part of a professional day at the beginning of the semester?
- I think faculty learn best from other faculty about what technologies might work best or what technologies might fit a need that they have but might not realize.

Summary of survey result

- There seems relatively better engagement in providing training and technical support to faculty when new technologies are introduced, and less engagement in conducting needs assessment and in getting feedbacks about the impact of projects implemented
- SMC Social Media and Faculty Home Page are the least used technologies by faculty. Faculty either don't believe the technologies will make a difference in their instructional practices or don't have knowledge on how to use the tools.
- Faculty suggests additional training, professional support, and modernization of the tools as strategies to enhance the application of technology in instructional practices.