



General Use of Information Technology

Technology Survey, Fall 2005

Institutional Advancement
August 2006

Acknowledgements

Note, this survey was originally developed in 1997 with the assistance of a dedicated group of CCSF faculty. The original survey was distributed three times, however the current version has been updated considerably. We would like to acknowledge the contributions of the late **Steve Levinson**, English Faculty, for bringing to fruition the current version of the survey questions. His interest and concern about this topic was reflected in his even-handed and thoughtful approach. He was able to play the parts of both skeptic and advocate simultaneously, and we are in his debt.

The survey instrument was crafted by Pamela Mery; responses collected with technical assistance from Quyen Lu. Review and modification of questions by Steve Levinson, ITPC, and TLTR—with special thanks to Mamie How, Carol Reitan, and Jan Willett.

Data compiled by Pamela Mery with assistance from Susan Lopez. Results written by Pamela Mery and Susan Lopez, under the direction of Robert Gabriner.

For additional information about this report or to provide comments / feedback, please contact pmery@ccsf.edu

Institutional Advancement
August 2006

Introduction and Table of Contents

(1) HOW TO USE THIS REPORT. This preliminary-report represents a new approach by the Office of Research (now within Institutional Advancement). The preliminary report does not attempt to address all findings but seeks instead to present major findings which are then widely circulated within the College for review and discussion. The accompanying tables and graphs support the major findings, but also include additional figures representing other findings which the College may find interesting and useful. Please review the major findings and the underlying data to determine if there are trends or areas of significant interest to the College which may be missing from the current presentation of results. A final report will be drawn not only from the pre-report but also from the College's reaction to and engagement with the findings in it.

At this time, there are four technology-related preliminary reports being circulated simultaneously. While the findings presented in these reports are all derived from the same survey, the focus of each report is unique:

- (i) General Use of InformationTechnology
- (ii) Instruction-related Use of InformationTechnology
- (iii) Counseling-related Use of InformationTechnology
- (iv) Banner

(2) MAJOR FINDINGS. The most important results of the survey, based upon strategic interest and/or quantitative significance. (Page 2)

(3) SUPPORTING EVIDENCE FOR MAJOR FINDINGS. A brief presentation of the primary evidence supporting each major finding. (Pages 3-11)

Note: In some cases the version of the preliminary report circulated only includes the items above. Additional items listed below, such as the Qualitative and Quantitative Data are available online for your review. Go to www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm

(4) QUALITATIVE DATA. Qualitative data, i.e. summary of comments. (Page 12)

(5) QUANTITATIVE DATA. Numerical data in table format. (Pages 13-19)

(6) METHODS. A brief discussion of methods and representativeness. (Pages 20-22)

(7) SURVEY INSTRUMENT. A copy of the 2005-06 survey instrument. (Page 23)

Major Findings

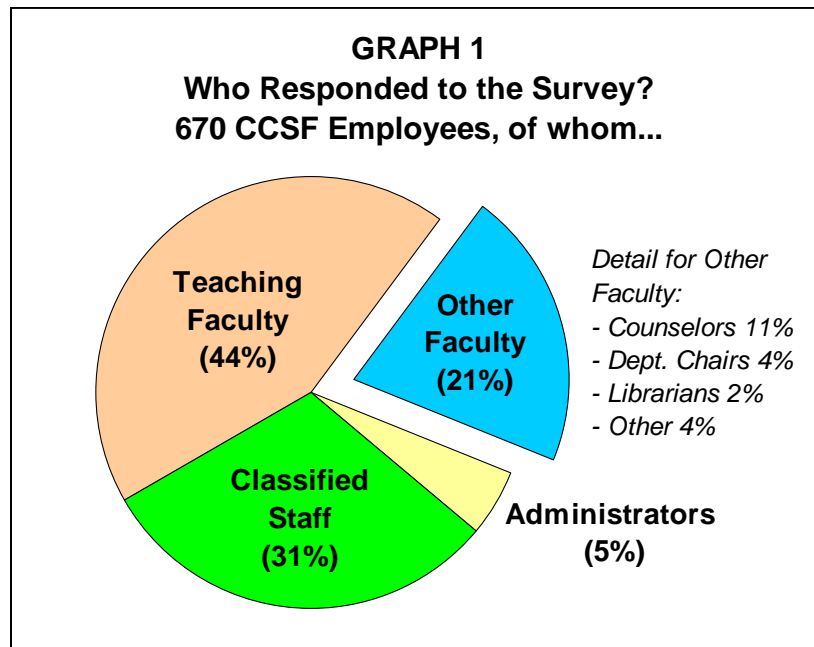
- 1. Overall Satisfaction, Even Enthusiasm, Expressed Regarding College's Technology Efforts.** Many respondents indicated their belief that CCSF is doing a great job, particularly given available resources. Areas with high satisfaction include professional development, technical support, and communication regarding technology "events" such as system outages / upgrades which periodically affect email, internet & phone systems.
- 2. Employees Report Fewer Problems With Technology.** The proportion of respondents indicating major problems or difficulties with technology has decreased dramatically from prior survey years.
- 3. Widespread Use of Technology Is Evident.** As of 2001-02, the use of e-mail, internet, and word processing (e.g., Microsoft Word) were widespread across employee groups. All indications are that this usage has deepened (more extensive use per employee), and in some cases broadened (to include more employees).
- 4. Many Employees Recognize Need For Greater Expertise.** Self-assessed gaps between necessary skills and current knowledge persist, and in some cases have increased since 2001-02. Employees increasingly use the assistance of the Computer Help Desk, as well as the Technology Learning Center, and are very satisfied with those services, but the self-perceived gap between skills and job requirements remains. The current move toward more department-based trainings is at least somewhat supported by 55% of respondents who prefer this method of training.
- 5. Many Employees Lack Familiarity With Computer Policies.** When employees were asked whether they believe CCSF policies regarding computers and related technology are appropriate and adequate, many indicated they (and/or others) are unfamiliar (often "completely unfamiliar") with such policies.

SUPPORTING EVIDENCE FOR MAJOR FINDINGS

1. Overall Satisfaction, Even Enthusiasm, Expressed Regarding College’s Technology Efforts. (Q12, Q15, open-ended)

- 81% feel communications about “events” which affect email, internet & phone systems are adequate. In fact, some wrote that they “felt a little too informed”. Only 8% said “no”. (Note, 14% of classified staff said “no”.) (Q15)
- 68% to 76% very satisfied with the Computer Help Desk and Technology Learning Center. (Q12)
- The largest number of general comments pertained to the “great” job which CCSF is doing regarding technology implementation. Another large group noted general satisfaction given limitations. Some characteristic comments (open-ended)¹:
 - ~ “CCSF technology is great!!!”
 - ~ “This is all a team effort and to bring success to our work place, thank you so much for all of your hard work.”
 - ~ “The overall support to CCSF faulty members is very good.”
 - ~ “Keep up the good work, and thank you.”
 - ~ “a huge improvement over the past 5 years. thanks.”
 - ~ “I think you guys do a good job with what you have.”
 - ~ “I think IT does a good job with the resources they have....”

All employees were surveyed electronically. The overall response rate was 23%. For more respondent information, see Methods section.

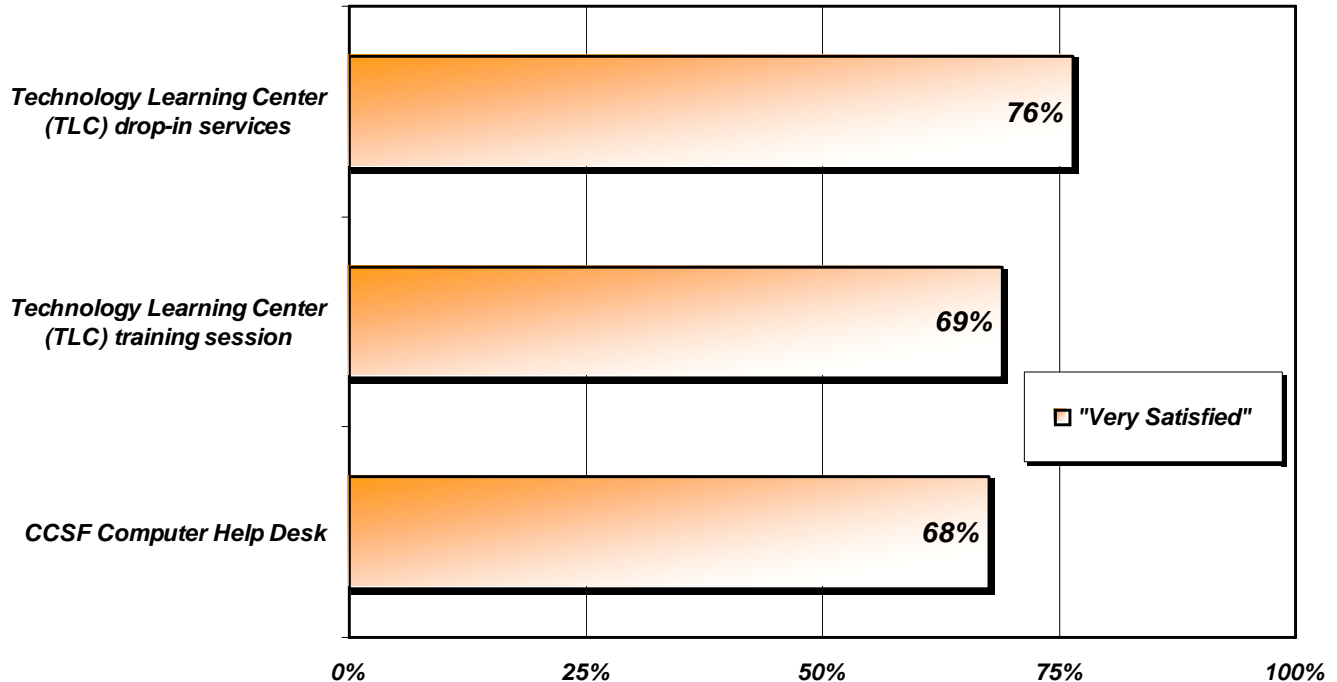


¹ Excludes comments regarding instructional or counseling use, or Banner—these comments are included in the reports focused in these areas.

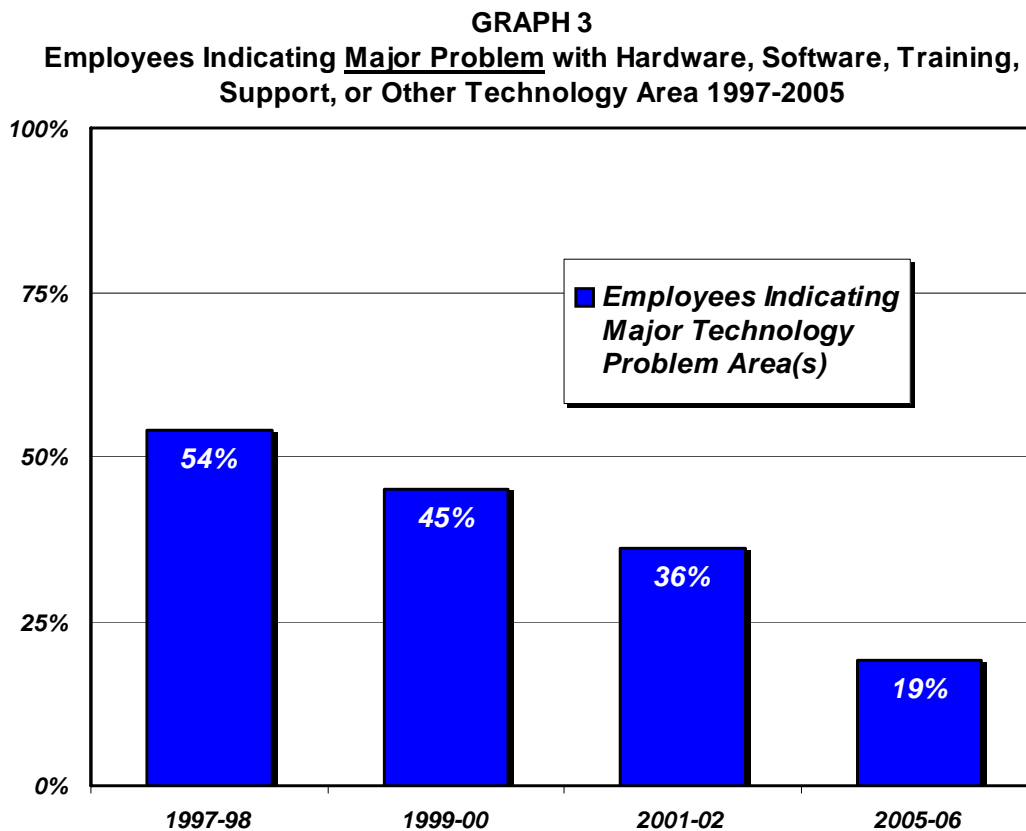
Continued Overall Satisfaction

- Another large group of positive comments referred to technology-related services such as those provided by the ITS department and the TLC—Technology Learning Center.
 - “ITS and the Faculty Help Desk are terrific.”
 - “...I was extremely pleased and very impressed with how quickly my voicemail and email were set up and with the quality of basic information I was provided to get me started. As a college instructor of seven years in other institutions, I am impressed with the available IT resources available to instructors and staff at CCSF....”
 - “I have received prompt and effective help from all the staff connected with technology that I have interacted with.”
 - “Thank you for your tech support. I appreciate it very much. Overall I am very pleased with it.”

GRAPH 2
Satisfaction of Users of Technology Support and Related Professional Development Resources



2. Employees Report Fewer Problems With Technology. (Q10-11, open-ended)



- Only 19% of respondents indicated experiencing major problems related to computers and information technology, with only 8% indicating more than one major problem. Initial survey results from 1997-98 showed 54% of respondents experiencing "major" problems.² Figures have improved steadily since then--in 1999-00 (45%) and 2001-02 (36%). (Q10-11)
- 22% of respondents indicated no problems whatsoever, major or minor.

² Phrasing of the question is slightly altered in new survey format: "In which one of the following areas (if any) do you experience the most problems or difficulties related to computers and information technology?"

Continued Fewer Problems With Technology

- All problem areas have vastly improved. For example, hardware funding was the largest problem area in 1997-98 at 32% “major problem”. In 2005-06, only 8% of respondents *overall* indicated major problems with hardware.
- Although it has improved, hardware funding continues to be the largest major problem area, with more administrators and full-time employees indicating it to be a problem. For example, while only 8% of all employees indicated that hardware funding is a major problem, 46% of administrators and department chairs indicated that there are some problems regarding hardware funding -- either major problems or minor problems. Additionally, 24% of instructional faculty indicate problems in this area. Moreover, a variety of open-ended comments echo this issue, many citing specific areas of concern.³ (open-ended)

**TABLE 1
Problems Most Often Cited, Fall 2005**

	<i>Administrators & Department Chairs</i>	<i>Classified Staff</i>	<i>Instructional Faculty</i>	<i>Student Services & Other Faculty</i>	<i>All Groups</i>
Ranked #1	Hardware funding 46%	Adequate training 36%	Adequate training 29%	Adequate training 36%	Adequate training 31%
Ranked #2	Software funding 25%	No Problems 26%	Technical assistance / Hardware funding (tie) 24%	No Problems 24%	Technical assistance / Hardware funding / No Problems (tie) 22%
Ranked #3	Technical assistance 21%	Technical assistance 21%	Software funding 20%	Technical assistance 17%	Software funding 17%

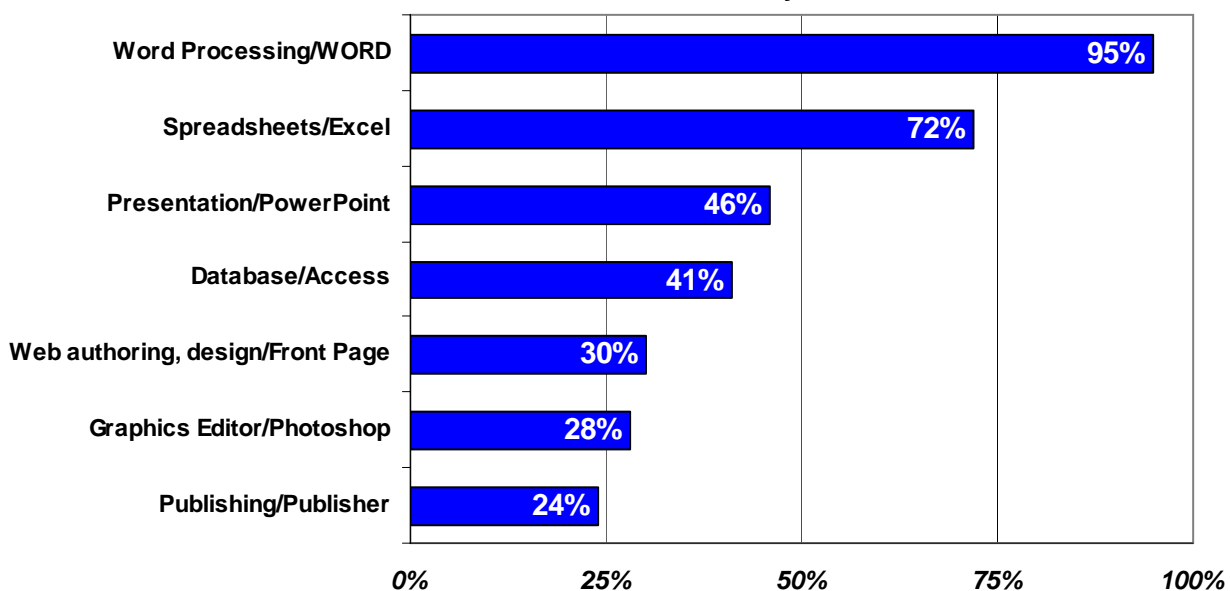
**Note, includes both Major and Minor problem areas.*

³ See also the report on instruction-related technology.

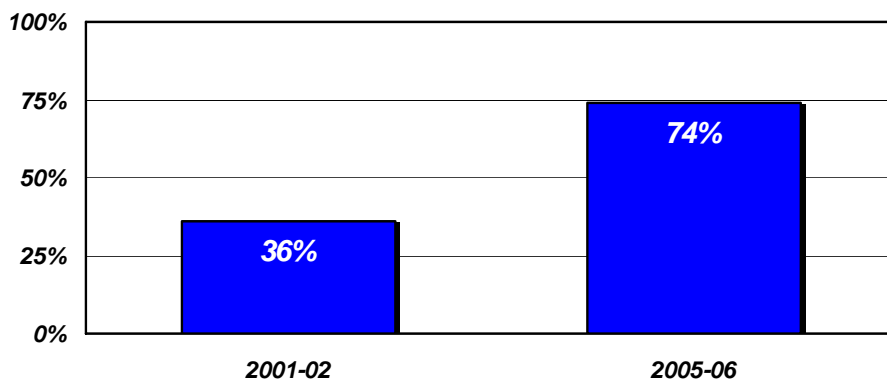
3. Widespread Use of Technology Is Evident. (Q2-3, Q12)

- o Word processing (e.g., Microsoft Word) continues to be the most widely used computer application – 87% of respondents use such software frequently (a few times a week or more). (Q2)
- o Excel and other spreadsheet software falls into second place with 43% using it frequently, increasing to 72% when "occasionally" is included. Other software applications are used less frequently—for example 54% of respondents have never used PowerPoint, 70% never used FrontPage or similar software. However, it is clear that there is a vast array of software that employees—however few—use. For example, 6% of employees use sound editing software. (Q3)

GRAPH 4
Software Used at Least Occasionally, Fall 2005



GRAPH 5
Employees Making Greater Use of Computer Help Desk



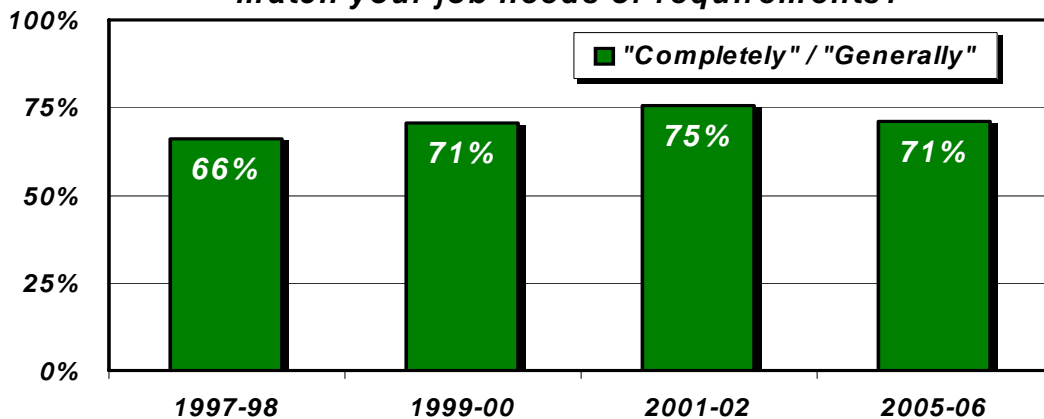
In addition to increased software use, employees are making greater use of technology support services. At left, the percentage of respondents who have used the Computer Help Desk in the past year.

4. Many Employees Recognize Need For Greater Expertise. (Q1-2, Q4, Q6-13, open-ended)

- o While a majority (71%) of employees currently feel that their skills “completely” or “generally” match their job needs, this composite figure represents a slight decline from 75% in 2001-02. The composite percentages have gone down since 2001-02 for every group—in some cases slightly and in a few more dramatically--except instructional faculty who have remained the same. Moreover, only 33% of employees feel their computer expertise fully meets their job needs. (Q1)

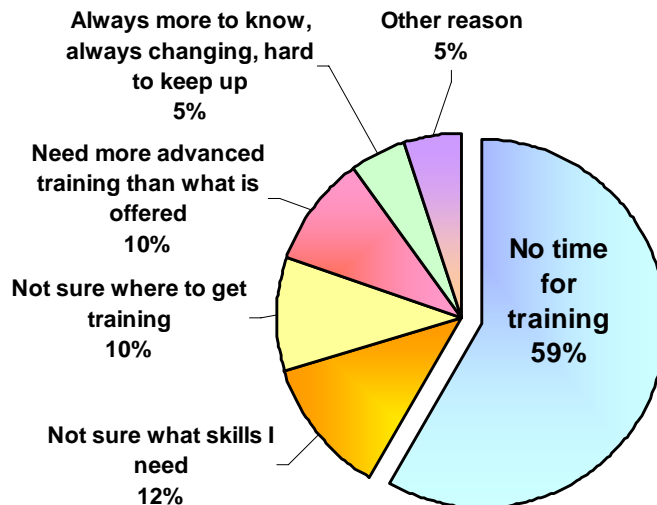
GRAPH 6

Question: Overall, how well does your computer expertise match your job needs or requirements?



GRAPH 7

Write-in: Why Skills Don't Completely Match Needs



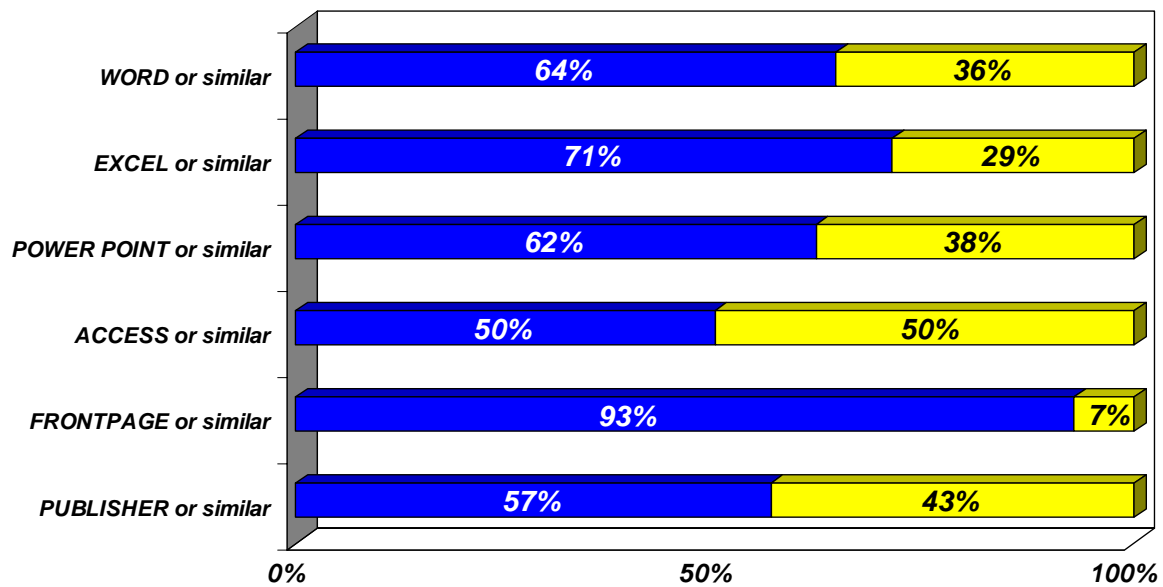
Only one-third of employees feel their computer expertise fully meets their job needs. When asked to cite why this is the case, 59% of those responding indicated that time for training is the primary issue.⁴ This concern was echoed in the open-ended comments. (Q1, open-ended)

⁴ Additionally, it may be that the increasing variety of technology applications and uses available makes this question harder to answer in the absolute. An indication of this is the degree to which respondents struggled with this question—something that was not evident in prior distributions of the survey. The proportion who felt they could not respond to the question increased from 3% to 23%.

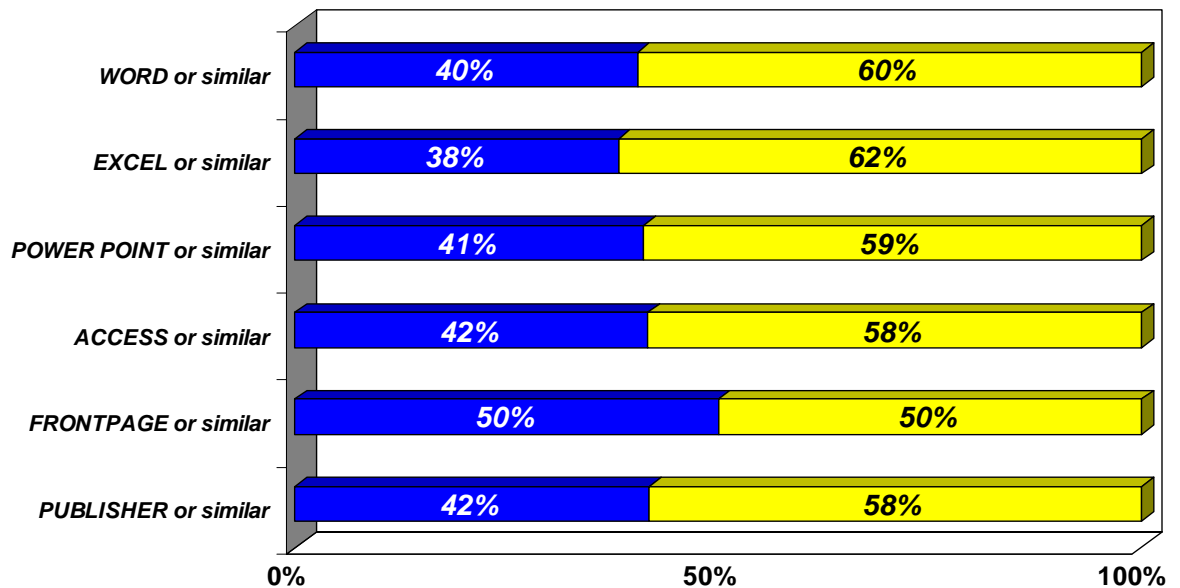
Continued Need For Greater Expertise

- o Even those who use particular tools with great frequency feel their knowledge is incomplete and does not meet job requirements. For example, only 64% of employees who use Word or other word processing software on a daily basis feel that their knowledge is complete. (Q2)

**GRAPH 8 - Expertise Matches Job Requirements?
Use Software Daily**



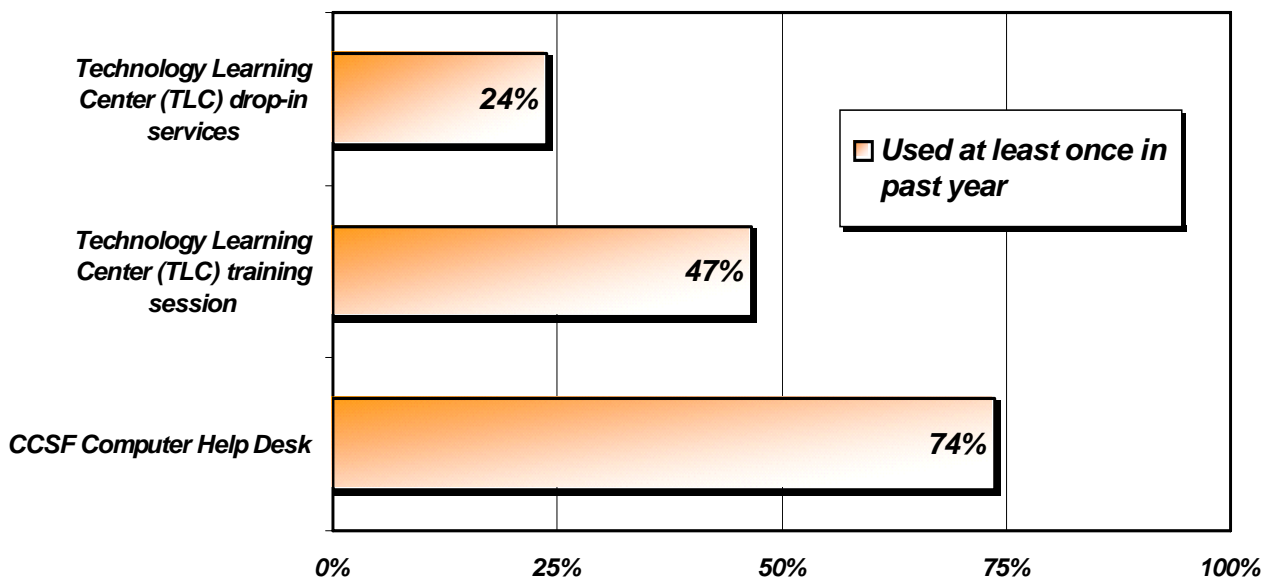
Use Software a Few Times a Week



Continued Need For Greater Expertise

- 56% of employees overall indicated at least one specific type of software from which they feel their work would benefit, but they have yet to use it. (Q4)
- Adequate training was cited by 31% of employees as a problem area. This is by far the largest single problem area cited by classified staff (36%) and student services faculty (36%). (Q10-11)
- Technical assistance is a related area of concern (22%) Given comments rating the TLC and the open-ended comments, it can be inferred that the concern is generally more related to availability than quality. (Q10-11, Q12, open-ended)
- A related area includes the GroupWise and phone questions which indicate that employees are not optimizing tools currently available to them. For example, nearly 40% of employees do not create folders to organize their GroupWise mail. (Q6-9)
- Use of technology-related services has also increased. Use of the Computer Help Desk has increased to 74% of respondents (up from 36% in 2001-02). Satisfaction with the services remains high (68% Very Satisfied, nearly identical to 2001-02 figures). Other services are not used as regularly and thus may not be “maximized”: 53% of employees have not engaged in any TLC training in the last year and 76% of employees (64% of faculty) have not used drop-in services. (Q12) SEE GRAPH BELOW
- Survey respondents indicate an interest in department-based training. Comments suggest that this may help to address the problem of lack of time—not only time for training but also time and support for practicing and incorporating new skills. We acknowledge that many factors can influence both the perception of and actual amount of time. These factors were not explored in any detail in the current survey and ideas are only suggested by comments. (Q13, open-ended)

GRAPH 9
Employee Use of Technology Support, Professional Development



5. Many Employees Lack Familiarity With Computer Policies.

- Regarding computer and related technology policies, a large percentage were “unsure” (38%) whether current policies are adequate, with a majority of written comments citing a lack of familiarity (often complete lack of familiarity) with such policies. (Q14)

*Additional items listed, such as the Qualitative and Quantitative Data, Methods, and Survey Instrument are available online for your review.
Go to www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm*

QUANTITATIVE DATA

1. Overall, how well does your computer expertise match your job needs or requirements?

		BY YEAR	1997-98	1999-00	2001-02	2005-06	Difference 01-02 to 05-06
All Respondents	Completely		22%	25%	28%	33%	5%
	Generally		44%	46%	47%	38%	(-9%)
	Somewhat		23%	19%	18%	6%	(-12%)
	Not at all / Not Applicable		10%	6%	4%	0%	(-3%)
	Missing		1%	4%	3%	23%	20%
	Total			1077	837	770	670
Administrators	Completely		14%	31%	30%	28%	(-2%)
	Generally		57%	55%	65%	28%	(-37%)
	Somewhat		26%	10%	4%	6%	2%
	Not at all / Not Applicable		3%	0%	0%	0%	0%
	Missing		0%	3%	0%	38%	38%
	Total			35	29	23	32
Classified Staff	Completely		30%	30%	41%	39%	(-2%)
	Generally		45%	51%	38%	33%	(-6%)
	Somewhat		16%	12%	14%	3%	(-11%)
	Not at all / Not Applicable		8%	6%	5%	0%	(-5%)
	Missing		1%	2%	1%	25%	23%
	Total			288	235	229	207
Department Chairs	Completely		12%	10%	7%	29%	22%
	Generally		36%	58%	63%	38%	(-25%)
	Somewhat		45%	32%	22%	0%	(-22%)
	Not at all / Not Applicable		6%	0%	0%	0%	0%
	Missing		0%	0%	7%	33%	26%
	Total			33	31	27	24
Instructional Faculty	Completely		21%	25%	25%	31%	6%
	Generally		42%	42%	46%	41%	(-5%)
	Somewhat		24%	22%	22%	8%	(-14%)
	Not at all / Not Applicable		13%	6%	3%	0%	(-3%)
	Missing		1%	6%	4%	20%	16%
	Total			645	476	405	292
Student Service Faculty	Completely		7%	11%	11%	29%	18%
	Generally		52%	55%	71%	43%	(-28%)
	Somewhat		33%	25%	13%	5%	(-7%)
	Not at all / Not Applicable		7%	9%	2%	2%	0%
	Missing		2%	0%	3%	21%	18%
	Total			58	53	63	115

If **NOT** completely, main reason:

- | | |
|------------|---|
| 59% | no time for training |
| 12% | not sure what skills I need |
| 10% | not sure where to get training |
| 10% | need more advanced training than what is offered |
| 5% | always more to know, always changing, hard to keep up |
| 2% | supervisor not supportive |
| 3% | other |

QUANTITATIVE DATA

2. How frequently do you use this software?

BY EMPLOYMENT CATEGORY	Admin and Dept Chairs	Classified Staff	Faculty - Instruct'l	Faculty - Other	Total
Word processing (e.g. Word, ...)					
1-Daily	79%	62%	69%	54%	65%
2-A Few Times Each Week	14%	23%	23%	22%	22%
3-Once a Week or Less	0%	9%	5%	17%	8%
4-Never (default)	7%	5%	3%	7%	5%
Spreadsheets (e.g. Excel, ...)					
1-Daily	23%	29%	17%	7%	20%
2-A Few Times Each Week	30%	26%	23%	17%	23%
3-Once a Week or Less	30%	26%	29%	32%	29%
4-Never (default)	16%	19%	30%	44%	28%
Database (e.g. Access, ...)					
1-Daily	11%	21%	5%	11%	11%
2-A Few Times Each Week	16%	12%	5%	3%	8%
3-Once a Week or Less	27%	23%	21%	19%	22%
4-Never (default)	46%	44%	68%	66%	59%
Presentation (e.g. PowerPoint, ...)					
1-Daily	5%	2%	7%	2%	4%
2-A Few Times Each Week	18%	8%	9%	5%	9%
3-Once a Week or Less	38%	31%	30%	40%	33%
4-Never (default)	39%	59%	54%	53%	54%
Publishing for Print Media (e.g. Publisher, ...)					
1-Daily	0%	1%	3%	2%	2%
2-A Few Times Each Week	5%	2%	5%	4%	4%
3-Once a Week or Less	13%	21%	16%	17%	18%
4-Never (default)	82%	75%	76%	77%	76%
Web authoring / Design (e.g. FrontPage, ...)					
1-Daily	4%	5%	7%	2%	5%
2-A Few Times Each Week	2%	2%	13%	3%	7%
3-Once a Week or Less	16%	17%	22%	10%	18%
4-Never (default)	79%	75%	58%	86%	70%

3. What other types of software do you use? (check all that apply) - percentage of all respondents

3-Graphics Editor (PhotoShop, Paint, Windows Photo Editor, etc.)	21%	28%	36%	14%	28%
1-Course Management Tool (WebCT)	9%	5%	22%	8%	13%
4-Video Editor (iMovie, Windows Movie Maker, Adobe Premier, etc.)	4%	7%	11%	3%	8%
2-E-grade book (EasyGrade Pro, Micrograde, etc.)	5%	1%	13%	3%	7%
5-Sound Editor (Audacity, CoolEdit, Adobe Audition, etc.)	4%	5%	8%	3%	6%

QUANTITATIVE DATA

2. How frequently do you use this software?

How well does your knowledge of this software match your job requirements?

BY USE FREQUENCY	Daily	A Few Times Each Week	Once a Week or Less	Never (default)
WORD				
1-Completely	64%	40%	39%	0%
2-Generally	34%	53%	41%	0%
3-Somewhat	1%	7%	20%	0%
4-No Experience (default)	0%	0%	0%	100%
Total	408	131	51	31
EXCEL				
1-Completely	71%	38%	16%	0%
2-Generally	25%	47%	40%	0%
3-Somewhat	3%	15%	44%	0%
4-No Experience (default)	0%	0%	0%	100%
Total	118	144	172	189
POWER POINT				
1-Completely	62%	41%	22%	0%
2-Generally	34%	53%	46%	0%
3-Somewhat	3%	6%	32%	0%
4-No Experience (default)	0%	0%	0%	100%
Total	29	51	199	362
ACCESS				
1-Completely	50%	42%	15%	0%
2-Generally	39%	40%	41%	0%
3-Somewhat	11%	19%	44%	0%
4-No Experience (default)	0%	0%	0%	100%
Total	64	48	130	394
PUBLISHER				
1-Completely	57%	42%	15%	0%
2-Generally	40%	49%	38%	0%
3-Somewhat	3%	9%	46%	0%
4-No Experience (default)	0%	0%	0%	100%
Total	30	43	104	469
FRONTPAGE				
1-Completely	93%	50%	22%	0%
2-Generally	7%	38%	39%	0%
3-Somewhat	0%	12%	39%	0%
4-No Experience (default)	0%	0%	0%	100%
Total	14	26	109	510

Note: A small percentage (two to seven percent) of respondents "missing" from totals. Missing indicates a respondent answered only one portion of the question.

QUANTITATIVE DATA

**Admin and Classified Faculty - Faculty -
Dept Chairs Staff Instruct'l Other Total**

4. What software have you not used which might be useful to you in performing your job (select the one most needed, if any)?

1-Word Processing (Word)	2%	1%	2%	3%	2%
2-Spreadsheets (Excel)	2%	5%	3%	8%	4%
3-Database (MS Access)	14%	9%	3%	9%	7%
4-Presentation (PowerPoint)	5%	2%	10%	12%	7%
5-Publishing for Print Media (Publisher)	9%	4%	4%	6%	5%
6-Web Authoring / design (FrontPage)	11%	8%	9%	5%	8%
7-Course Management Tool (WebCT)	4%	1%	9%	5%	5%
8-E-grade book (EasyGrade Pro, Micrograde, etc.)	2%	2%	11%	3%	6%
9-Graphics Editor (PhotoShop, Paint, Windows Photo Editor, etc.)	7%	3%	4%	8%	5%
10-VideoEditor (iMove, Windows Movie Maker, Adobe Premier, etc.)	2%	2%	7%	1%	4%
11-Sound Editor (Audacity, CoolEdit, Adobe Audition, etc.)	0%	1%	5%	1%	3%
At least one selected	57%	40%	67%	60%	56%
None (default)	43%	60%	33%	40%	44%

5. How do you access GroupWise (GW) email?

Out of 670 respondents, only 20 indicated that they do not use Groupwise and 16 did not respond to the question.

6. Do you make folders in GroupWise to organize your mail?

Percent Yes	79%	66%	58%	50%	61%
Number Yes	42	132	167	57	398
Total Respondents	53	201	288	113	655

7. Do you use the GroupWise calendar feature?

Percent Yes	21%	27%	6%	9%	14%
Number Yes	11	53	18	10	92
Total Respondents	53	200	281	112	646

8. Do you use the GroupWise Archive feature and/or regularly save email to Word for backup purposes?

Percent Yes	45%	30%	16%	13%	22%
Number Yes	24	60	46	15	145
Total Respondents	53	201	285	114	653

9. Do you use the phone system's extension lookup feature (i.e. the electronic directory accessible via the phone)?

Percent Yes	64%	58%	25%	32%	40%
Number Yes	34	116	72	36	258
Total Respondents	53	200	284	113	650

QUANTITATIVE DATA

10/11. In which one of the following areas (if any) do you experience the most problems or difficulties related to computers and information technology? Rate degree of difficulty.*

MAJOR PROBLEM (5)	1997-98	1999-00	2001-02	2005-06	Difference 97-98 to 05-06
Funds to purchase or upgrade hardware	32%	24%	20%	8%	(-24%)
Funds to purchase or upgrade software	28%	22%	20%	5%	(-23%)
Adequate training	15%	10%	8%	3%	(-12%)
Incentives and rewards for innovation	15%	15%	14%	2%	(-13%)
Technical assistance / user support	16%	10%	7%	2%	(-13%)
Support from administration	14%	9%	5%	2%	(-11%)
Incompatible computer systems / software	10%	6%	5%	2%	(-8%)
Computer set-up / repair	18%	12%	9%	1%	(-17%)
Internet access / connection	18%	12%	5%	1%	(-17%)
Support from my department / unit	7%	6%	4%	1%	(-6%)
Access to CD-ROMs and multimedia	18%	14%	7%	n/a	n/a
AT LEAST ONE MAJOR PROBLEM INDICATED	54%	45%	36%	19%	(-35%)

Notes:

Includes also second most problematic / difficult, combining responses to questions 10 and 11.

* Previous survey language, "What kinds of problems or difficulties do you encounter using computers and other kinds of information technology resources at CCSF".

QUANTITATIVE DATA

10/11. In which one of the following areas (if any) do you experience the most problems or difficulties related to computers and information technology? Rate degree of difficulty.*

Any Problem (Minor or Major)	Admin and Dept Chairs	Classified Staff	Faculty - Instruct'l	Faculty - Other	Total
Adequate training	18%	36%	29%	36%	31%
Technical assistance / user support	21%	21%	24%	17%	22%
Funds to purchase or upgrade hardware	46%	15%	24%	15%	22%
Funds to purchase or upgrade software	25%	13%	20%	14%	17%
Incentives and rewards for innovation	9%	9%	13%	13%	11%
Computer set-up / repair	5%	5%	12%	9%	9%
Incompatible computer systems / software	11%	6%	9%	9%	8%
Internet access / connection	9%	7%	7%	7%	7%
Support from administration	0%	6%	5%	5%	5%
Support from my department / unit	0%	2%	4%	4%	3%
No Problems (default)	14%	26%	19%	24%	22%

Notes:

Includes also second most problematic / difficult, combining responses to questions 10 and 11.

* Previous survey language, "What kinds of problems or difficulties do you encounter using computers and other kinds of information technology resources at CCSF".

QUANTITATIVE DATA

	Admin and Dept Chairs	Classified Staff	Faculty - Instruct'I	Faculty - Other	Total
12. Indicate your <u>frequency of usage</u> for the following services during the last year and <u>rate how satisfied</u>... (note, satisfaction figures only include those who used the service)					
CCSF Computer Help Desk					
0-Never (default)	20%	24%	27%	30%	26%
1-Once	14%	18%	22%	21%	20%
2-Twice	13%	20%	17%	23%	19%
3-Three or more	54%	38%	34%	26%	35%
1-Very Satisfied	74%	66%	65%	73%	68%
2-Somewhat Satisfied	21%	29%	28%	27%	27%
3-Not Satisfied	5%	5%	7%	0%	5%
Technology Learning Center (TLC) training session					
0-Never (default)	68%	58%	46%	57%	53%
1-Once	13%	21%	23%	18%	21%
2-Twice	13%	11%	15%	13%	13%
3-Three or more	7%	9%	17%	11%	13%
1-Very Satisfied	63%	62%	75%	66%	69%
2-Somewhat Satisfied	31%	36%	21%	32%	27%
3-Not Satisfied	6%	2%	4%	2%	4%
Technology Learning Center (TLC) drop-in services					
0-Never (default)	84%	86%	64%	85%	76%
1-Once	4%	8%	14%	7%	10%
2-Twice	2%	2%	8%	3%	5%
3-Three or more	11%	4%	14%	4%	9%
1-Very Satisfied	56%	74%	79%	75%	76%
2-Somewhat Satisfied	44%	19%	15%	25%	19%
3-Not Satisfied	0%	6%	5%	0%	5%
13. Would you prefer department-based computer training sessions rather than ... group training sessions?					
Yes - prefer department-based training sessions	57%	62%	45%	67%	55%
Total Respondents	51	182	264	101	598
14. ...do you believe CCSF policies regarding computers and related technology are appropriate & adequate?					
Yes	50%	52%	52%	51%	51%
Unsure	48%	39%	36%	38%	38%
No	2%	10%	13%	11%	11%
Total Respondents	54	197	285	110	646
15. ...do you feel adequately informed about events which affect email, internet & phone systems at CCSF?					
Yes	91%	76%	87%	81%	83%
Unsure	4%	10%	9%	9%	9%
No	6%	14%	4%	10%	8%
Total Respondents	53	192	266	109	620

Qualitative Data

Regarding general use of technology, 124 respondents focused on the following items. These responses do not include comments focused on instructional or counseling use of technology, or Banner. Responses to those items will be covered separately.

16	CCSF is doing a great job on technology. Very satisfied.
9	<i>Additionally...</i> Generally satisfied with technology implementation. Improvement noted. Good implementation considering resource limitations
15	ITS or Help Desk supportive / helpful / responsive / patient / professional / great / prompt.
15	Want more frequent upgrades. Want more freedom in choice of hardware or software.
12	Burden to get tech training or implement instructional technology falls on employees -- limited time and limited incentives.
11	Need more computers / laptops (e.g., for new teachers).
10	Don't like GroupWise or GroupWise on web.
9	TLC workshop schedule / location sometimes not convenient. Faculty at campuses may lack transportation to TLC.
8	Access from home not supported. Lack of acknowledgement that many telecommute.
8	Very satisfied with outage notification.

Note: Some miscellaneous comments not included in the list.

Although these were the most frequent types of comments, sometimes there were qualifications or opposing comments. For example, despite generally positive feedback on tech support (e.g., "HELP staff great -- always responsive;" "I've been very impressed with the knowledge, patience and the professionalism of all the staff who work with technology at CCSF."), a smaller number of comments expressed that Help Desk staff could be friendlier, less harsh. Comments regarding inconvenient TLC schedules often contained a recognition that no schedule would be ideal for everyone.

The overall sense about the implementation of technology at CCSF was that the vast majority of employees were either generally satisfied (given CCSF's resource limitations) or very satisfied indeed. However, some expressed that technology has its limitations, while others thought that some colleagues ought to be less resistant to technological change.

METHODS

The CCSF Information Technology Survey of Faculty and Staff has been distributed four times since 1997-98. The first three distributions were via hardcopy format, sent by campus mail to all employees. The most recent distribution occurred via the College's email "bulletin" system (to both GroupWise and Fog email accounts). The email contained a link to the online survey. For reasons discussed below, it was felt that the timing was right to switch to an electronic format. In addition to this, multiple announcements were made in City Currents regarding the availability of hardcopy format for those who could not complete the survey online, for whatever reason(s). No employees opted for hardcopy.

In the time since the initial paper technology survey was distributed, CCSF employees' technology skill levels and degrees of access have changed dramatically. Regarding access, 24% of respondents (including 28% of instructional faculty) indicated that they did not have an e-mail account through CCSF or other provider in 1997-98. By 2001-02, that number had dropped to 3% (or 4% of instructional faculty). In other words, five years ago CCSF was already getting closer to universal email access for its employees.¹ Regarding skill level, 28% of respondents classified themselves as beginners or non-computer users in 1997-98—while this number dropped to 16% in 2001-02. Of this 16%, only 2% classified themselves as non-computer-users. Moreover, in 2001-02, only 4% of respondents indicated that they did not have experience with "the Internet". The current survey was distributed four years after these impressive findings. Thus, it was felt that an electronic format would be acceptable to the vast majority of employees and would be in line with the College's goal of moving processes toward electronic formats where appropriate and more efficient. Many logistical reasons support the use of an electronic survey method. It allows for multiple strands (aka "branching") which permit the collection of a broader range of information. For example, this revised technology survey includes two new sections--a Banner section and a Counseling section--which were not present earlier since they pertain only to some rather than all employees. The online format also allows for more qualitative information to be transmitted and analyzed via the use of "memo fields". Finally, it is more efficient, saving considerable staff time and paper.

In addition to the change in format (formerly hardcopy, now online), and the addition of two new sections (Banner and Counseling), there were substantive changes made to the previous questions in the General Technology and Instructional Technology sections. Some questions were struck (e.g., the question regarding whether the respondent regards him or herself as a "beginning" computer user), while other questions were augmented (e.g., types of software used was asked in more detail).

A word about response rates. Overall, just under one-quarter of the College employees responded to the survey. The response rate was closer to one-fifth for instructional faculty and over half for administrators and department chairs. Most likely it is the comprehensive nature of this long survey, as well as its frequency, which lowers our

¹ Some exceptions to this probably still exist. Employees who do not operate from desks (e.g., buildings & grounds, custodial staff) are not likely to have regular computer access during their work day and may not use their college-provided email.

response rate. While the survey was pushed from a biennial one to a four-year horizon or perhaps longer, it may be the case that for faculty and staff the horizon seems much shorter. Speaking with employees about the survey, the researcher heard comments such as “didn’t we just complete a technology survey?” As many as 100 people were apparently discouraged by the length of the survey upon beginning it, and did not make it to the second page. (These false starters are not included in these results since they did not respond to any substantive questions. Some may have returned to complete the survey at a later time. However, there is no way to determine how many did so.) Reassuringly, those who did make it past the demographics section to the second page did nearly all follow through to the completion of the full survey.

Regarding representativeness, clearly there is some concern that the responses are more weighted toward those who are comfortable with technology. On the one hand, there is some justification for believing that the vast majority of faculty and staff has at least minimal levels of comfort with basic technology such as the internet. However, a relatively lesser degree of access (as opposed to comfort) may have inadvertently served to underrepresent potential responses of certain sectors, in particular part-timers, noncredit and “the campuses.” Selected percentages from the population have been drawn to test for the degree of skew.

- **Part time.** Among classified staff, 80% of respondents are part time compared to 70% of the classified population. Responses of instructional faculty show an even stronger skew toward full time: approximately 57% in the sample versus 37% in the population.
- **Campus.** Responses of instructional faculty in particular skew more toward Ocean than previous responses—72% in the sample versus 54% in the population.
- **Noncredit.** While there is some skew toward credit instructional faculty—71% in the sample versus 63% in the population--the Ocean skew is larger and appears to subsume any credit / noncredit skew.

Note, throughout the report **Department Chairs** are combined with **Administrators**. This is due to two essential facts. Both groups are relatively small and therefore percentages shift very easily. One person’s responses can change the percentage dramatically. Combining the groups makes the numbers more stable and reliable. Moreover, previous results, as well as these, indicate that the two groups have similar familiarity with and concerns around technology. However, in specific instances where there are large differences between the groups, the groups have been disaggregated.

TABLE 2
Respondent Demographics

	Admin and Dept Chairs*	Classified Staff	Faculty - Instruct'l	Faculty - Other**	Total 2005-06	Total 2001-02
Total Respondents	56	207	292	115	670	770
Total Population	111	878	1,586	306	2,881	
Response Rate	50%	24%	18%	38%	23%	
* Consists of 57% Administrators and 43% Department Chairs						
** 63% Counseling faculty, 10% Library faculty, 26% Other faculty						
2. Do you work full- or part-time?						
Part Time	7%	20%	42%	44%	32%	36%
Full Time	93%	80%	58%	56%	68%	64%
Total Population Full Time		70%	37%			
3. Are you affiliated with Credit or Non-Credit courses?						
Affiliated With Both	30%	31%	11%	33%	22%	15%
Credit Only	38%	23%	71%	45%	49%	50%
Noncredit Only	7%	8%	17%	6%	12%	19%
Not Applicable	25%	38%	1%	17%	17%	17%
Total Population Affiliated With Both***			11%			
Total Population Credit Only			63%			
Total Population Noncredit Only			26%			
4. How many years have you been employed at CCSF?						
3 years or less	7%	15%	15%	26%	16%	20%
4 to 8 years	25%	34%	22%	26%	27%	21%
9 to 14 years	15%	20%	21%	14%	19%	18%
15 or more years	53%	31%	42%	34%	38%	41%
5. What Department are you affiliated with? Detail not presented here.						
6. What is your primary Campus affiliation?						
Ocean	64%	67%	72%	75%	70%	63%
John Adams	5%	6%	7%	6%	6%	
Downtown	2%	3%	7%	3%	4%	
Gough	5%	11%	1%	1%	4%	
Chinatown	0%	4%	5%	3%	4%	
Evans	7%	3%	2%	3%	3%	
Mission	4%	1%	3%	3%	3%	
None / No Response	5%	3%	1%	3%	2%	
Aleman / Fort Mason	2%	0%	2%	1%	1%	
Other	5%	0%	0%	2%	1%	27%
Southeast	0%	1%	0%	1%	0%	
Castro	0%	0%	1%	0%	0%	
Total Population Ocean****			54%			

*** Taught Credit and Noncredit within the last five years.

**** Percentage with Any Classes at Ocean in Fall 2005.

CCSF Information Technology Survey of Faculty and Staff

GENERAL USE OF COMPUTERS AND RELATED TECHNOLOGY

1. Overall, how well does your computer expertise match your job needs or requirements? Please Select

If *NOT* completely, please specify main reason: Please Select

If Other, Please elaborate

2. Indicate your frequency of usage for the following and rate how well your knowledge matches your job needs or requirements:

How frequently do you use this software?				How well does your knowledge of this software match your job requirements?				
Daily	A few times each week	Once a week or less	Never		Completely	Generally	Somewhat	No experience
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Word processing (e.g. Word, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Spreadsheets (e.g. Excel, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Database (e.g. Access, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Presentation (e.g. PowerPoint, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Publishing for Print Media (e.g. Publisher, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Web authoring / Design (e.g. FrontPage, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What other types of software do you use? (Please check all that apply) Banner Users, specific Banner questions follow in a later section.

Course Management Tool (WebCT)

E-grade book (EasyGrade Pro, Micrograde, etc.)

Graphics Editor (PhotoShop, Paint, Windows Photo Editor, etc.)

Video Editor (iMovie, Windows Movie Maker, Adobe Premier, etc.)

Sound Editor (Audacity, CoolEdit, Adobe Audition, etc.)

4. What software have you not used which might be useful to you in performing your job (select the one most needed, if any)? None

5. How do you access GroupWise email?

Web/GWW.ccsf.edu Novell® GroupWise® WebAccess Yes No

Windows/Desktop shortcut Yes No

6. Do you make folders in GroupWise to organize your mail? Yes No

7. Do you use the GroupWise calendar feature? Yes No

8. Do you use the GroupWise Archive feature and/or regularly save email to Word for backup purposes? Yes No

9. Do you use the phone system's extension lookup feature (i.e. the electronic directory accessible via the phone)? Yes No

	Minor Problem (1)	(2)	(3)	(4)	Major Problem (5)
10. In which one of the following areas (if any) do you experience the most problems or difficulties related to computers and information technology? Rate degree of difficulty. Please Select	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Which area (if any) would you select as the second most problematic or difficult? Please Select	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any comments regarding problems or difficulties?					

12. Indicate your frequency of usage for the following services during the last year and rate how satisfied you were:

FREQUENCY OF USE				SATISFACTION			
Never	Once	Twice	Three times or more	Not Satisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				CCSF Computer Help Desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				Technology Learning Center (TLC) training session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				Technology Learning Center (TLC) drop in services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Would you prefer department-based computer training sessions rather than other group training sessions? Yes No

14. In general, do you believe CCSF policies regarding computers and related technology are appropriate and adequate? Yes No Unsure

Any comments regarding CCSF computing policies?

15. In general, do you feel adequately informed about events which affect email, internet & phone systems at CCSF? Yes No Unsure

Additional comments:

Note: Bottom comment box cropped to fit on page.