



CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE

Annual Information Technology Survey Report of Faculty, Staff and Students

Fall 2020

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Survey Methodology

1.1 - Purpose

In Fall 2020, Information Technology conducted a survey on faculty, staff and students. The questions were aimed at discovering:

- Impact of the COVID-19 pandemic on teaching, learning, and work
- Feedback on technology changes that CSUN has already implemented
- Thoughts on technology changes that CSUN is considering in the future
- User-awareness of the diverse portfolio of CSUN IT services currently available

This report presents findings from the three surveys for faculty and staff currently employed, and students enrolled in Fall 2020.

The faculty survey contained four open-ended (Q10, Q20, Q22, and Q29) and 25 close-ended questions. The staff survey contained one open-ended (Q15) and 14 close-ended questions. The student survey contained three open-ended (Q16, Q24, and Q25) and 20 close-ended questions.

The surveys were made available online from 4/21/20 until 5/12/20 to all faculty and all staff, and 10,000 students at California State University, Northridge. The surveyed students were obtained by drawing a random sample from the total population. The University's Office of Institutional Research constructed the survey sample, while Information Technology handled the mechanics of survey coding, scripting, and announced the survey to the recipients via email.

In addition to the initial announcement of survey availability, three follow-up messages were sent to recipients. Student respondents were given the opportunity to be entered into a drawing to win a either a \$50 or \$100 Amazon gift card.

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Characteristics of Survey Respondents

2.1 – Sample and Population of Respondents

A total of 776 faculty, 810 staff and 2,361 students responded to the surveys, with response rates of 36%, 41%, and 24%, respectively. When examining complete rates for each of the surveys, the total completes were as follows: faculty 75%, staff 95%, and students 90%.

For Academic appointment (Q1, Faculty Survey), Tenured faculty were significantly over-represented at 49%. In Fall 2020, there were 2,139 faculty, 38% of which were classified as Tenured/Tenured-Track, 58% Lecturers, and finally, 4% Other.

Q1. What best describes your academic appointment at CSUN? - Selected Choice

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Tenured/ Tenure Track	378	48.7	48.7	48.7
Lecturer	366	47.2	47.2	95.9
Other (please specify)	32	4.1	4.1	100.0
Total	776	100.0	100.0	

The colleges were well represented with regard to primary appointment (Q2, Faculty Survey), with responses closely matching the population distribution by college.

Q2. In which CSUN College is your primary appointment? - Selected Choice

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid David Nazarian College of Business and Economics	65	8.4	8.4	8.4
Engineering and Computer Science	55	7.1	7.1	15.6
Health and Human Development	120	15.5	15.6	31.2
Humanities	113	14.6	14.7	45.8
Michael D. Eisner College of Education	81	10.4	10.5	56.4
Mike Curb College of Arts, Media, and Communication	104	13.4	13.5	69.9
Oviatt Library	22	2.8	2.9	72.7
Science and Mathematics	82	10.6	10.6	83.4
Social and Behavioral Sciences	107	13.8	13.9	97.3
The Tseng College	4	.5	.5	97.8
Other	17	2.2	2.2	100.0
Total	770	99.2	100.0	
Total	776	100.0		

Additionally, the sample captured faculty with a wide range of years of service at CSUN (Q3, Faculty Survey). With the two most common responses being “1-5 years” and “More than 15 years.”

Q3. How long have you been a member of the CSUN faculty?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	29	3.7	3.8	3.8
	1 - 5 years	192	24.7	25.0	28.8
	6 - 10 years	159	20.5	20.7	49.5
	11 - 15 years	128	16.5	16.7	66.1
	More than 15 years	260	33.5	33.9	100.0
	Total	768	99.0	100.0	
Missing	System	8	1.0		
Total		776	100.0		

When examining the demographic data for students, current academic standing (Q1, Student Survey) resulted in some unusual response rates. More specifically, freshmen were significantly under-represented, while graduate students were significantly over-represented. Given current academic standing can indirectly measure the age of a student and or their respective experience on campus, caution should be exercised when examining the data.

Q1. What best describes your current academic standing?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	55	2.3	2.3	2.3
	Sophomore	378	16.0	16.0	18.3
	Junior	503	21.3	21.3	39.6
	Senior	860	36.4	36.4	76.1
	Graduate student	565	23.9	23.9	100.0
	Total	2361	100.0	100.0	

Small differences were observed for student’s attendance status (Q2, Student Survey), with full-time being over-represented by 7%. The colleges (Q3, Student Survey) were well-represented in the data.

Q2. Are you a full-time or part-time student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full - time	1959	83.0	83.3	83.3
	Part - time	394	16.7	16.7	100.0
	Total	2353	99.7	100.0	
Missing	System	8	.3		
Total		2361	100.0		

When examining the demographic data for staff, the divisions (Q1, Staff Survey) were well represented.

Q1. In which division are you currently employed? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Academic Affairs	314	37.3%	38.7%
Administration and Finance	223	26.5%	27.5%
Information Technology	68	8.1%	8.4%
President's Office	11	1.3%	1.4%
Student Affairs	182	21.6%	22.5%
The University Corporation	5	0.6%	0.6%
University Advancement	28	3.3%	3.5%
Other (please specify)	7	0.8%	.9%
Total	841	100.0%	103.8%

Additionally, the sample captured staff with a wide range of years of service at CSUN (Q2, Staff Survey), with the two most common responses being “1-5 years” and “More than 15 years.”

Q2. How many years have you been employed at CSUN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1	82	10.1	10.2	10.2
	1-5	226	27.9	28.1	38.3
	6-10	132	16.3	16.4	54.7
	11-15	106	13.1	13.2	67.9
	More than 15	258	31.9	32.1	100.0
	Total	804	99.3	100.0	
Missing	System	6	.7		
Total		810	100.0		

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Findings, Faculty Survey

3.1 - COVID-19 Faculty Impact

When asked to describe technological challenges encountered since the transition to remote learning (Q4), the most common difficulty cited by faculty was student discomfort or lack of familiarity with required technologies or applications (55%). A significant number of respondents also reported having difficulty gaining access to adequate digital replacements for face-to-face collaboration tools (37%) and their own discomfort or lack of familiarity with required technologies or applications (36%).

Faculty were also able to select other (n=239), and then prompted to explain. An analysis of the verbatims showed that faculty were most often concerned about access to reliable internet (8%). Respondents also stated they needed an effective way to proctor exams remotely to maintain academic integrity (4%) and finally, security concerns when using Zoom (3%). More specifically, “Zoom Bombing” was reported as highly impactful in negatively affecting teaching and learning.

Q4. In response to the on-going COVID-19 pandemic, which of the following technological issues have been a challenge for you since the transition to remote learning? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards).	227	17.9%	37.2%
My access to a reliable digital device (e.g., laptop, mobile device).	84	6.6%	13.7%
My access to library resources.	62	4.9%	10.1%
My access to reliable communication software/tools (e.g., Zoom, Microsoft Teams).	55	4.3%	9.0%
My access to reliable internet/service.	160	12.6%	26.2%
My access to specialized software (e.g., Adobe products, statistical packages).	127	10.0%	20.8%
My own discomfort or lack of familiarity with required technologies or applications.	218	17.2%	35.7%
Student discomfort or lack of familiarity with required technologies or applications.	334	26.4%	54.7%
Total	1267	100.0%	207.4%

Faculty were also asked to rate how their students have adapted to remote learning (Q5). Overwhelmingly, respondents stated that their students seem to be adapting reasonably well (49%). Additionally, faculty stated that 13% of their students seem to be adapting extremely well to remote learning compared to only 8% that seem to be struggling a great deal.

Q5. In response to the on-going COVID-19 pandemic, how would you say your students have adapted to remote learning, from your experiences and observations as an instructor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	My students seem to be struggling a great deal with adapting to remote learning.	55	7.1	7.5	7.5
	My students seem to be struggling somewhat with adapting to remote learning.	221	28.5	30.2	37.7
	My students seem to be adapting reasonably well to remote learning.	358	46.1	48.9	86.6
	My students seem to be adapting extremely well to remote learning.	98	12.6	13.4	100.0
	Total	732	94.3	100.0	
Missing	System	44	5.7		
	Total	776	100.0		

Next, faculty were asked about challenges in adapting course design and/or assignments to remote learning (Q6). Most respondents stated they prefer face-to-face learning (66%), while their greatest concern was that course lessons or activities haven't translated well to a remote environment (48%). Faculty were also able to select other (n=162), and then prompted to explain. An analysis of the verbatims showed that faculty had four major concerns:

1. Difficulty in replicating clinical/field/hands-on/lab coursework in an online format (10%)
2. The increased amount of time spent on preparation, redesign and over-all course management (10%)
3. Student engagement (6%)
4. An effective way to proctor exams remotely to maintain academic integrity (5%)

Q6. In response to the on-going COVID-19 pandemic, which of the following have been challenging for you in adapting course design and/or assignments to remote learning? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Course lessons or activities haven't translated well to a remote environment.	274	20.7%	47.9%
I am not familiar or comfortable with online applications/tools.	67	5.1%	11.7%
I am uncertain about how to best assess student learning in this environment.	187	14.1%	32.7%
I have limited knowledge of options for online course delivery.	86	6.5%	15.0%
I have limited personal time or energy to effectively adapt.	149	11.3%	26.0%
My personal preference is for face-to-face learning.	379	28.6%	66.3%
Students have not been adequately available/responsive.	182	13.7%	31.8%
Total	1324	100.0%	231.5%

Finally, faculty were asked to describe their biggest concerns with the transition to remote learning so far (Q7). Overwhelmingly, respondents were concerned about diminished student learning (74%). Faculty were also able to select other (n=179), and then prompted to explain. An analysis of the verbatims showed faculty had four major concerns:

1. Student engagement (17%)
2. Difficulty in replicating clinical/field/hands-on/lab coursework in an online format (12%)
3. The increased amount of time spent on preparation, redesign and over-all course management (8%)
4. Security concerns when using Zoom and more specifically, “Zoom Bombing” (7%)

Q7. In response to the on-going COVID-19 pandemic, what are your biggest concerns with the transition to remote learning so far? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Diminished student learning	420	37.6%	73.7%
Not being able to communicate with my students	194	17.4%	34.0%
Online privacy, protection of my personal data	144	12.9%	25.3%
Online privacy, protection of student data	137	12.3%	24.0%
Security/privacy in proctoring online exams	223	19.9%	39.1%
Total	1118	100.0%	196.1%

3.2 - Technologies and Services

When faculty were asked about which computing devices they use for CSUN-related work (Q8), laptop computer was the most frequent response (90%), followed by smartphone (45%).

Q8. Which of the following device(s) do you use for your CSUN-related work? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Desktop computer	296	19.3%	41.4%
Laptop computer	638	41.7%	89.2%
Smartphone	323	21.1%	45.2%
Tablet	241	15.7%	33.7%
Wearable technology (e.g., fitness device, smart watch)	32	2.1%	4.5%
None	1	0.1%	0.1%
Total	1531	100.0%	214.1%

Ninety-seven percent of faculty stated they were aware that the Faculty Technology Center offered basic and intermediate level training on topics such as Canvas, Lecture Capture, Portfolium, Zoom, and other pedagogical strategies for improving teaching and learning (Q9).

Q9. Are you aware that the Faculty Technology Center offers basic and intermediate-level training on topics such as Canvas, Lecture Capture, Portfolium, Zoom, and other pedagogical strategies for improving teaching and learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	2.4	2.6	2.6
	Yes	698	89.9	97.4	100.0
	Total	717	92.4	100.0	
Missing	System	59	7.6		
Total		776	100.0		

Faculty were also asked to identify specific training topics that aren't currently offered at the Faculty Technology Center (Q10). Faculty submitted 776 responses, producing 50 categories, with the top five listed below by percentage:

1. Best practices for teaching online both asynchronously and synchronously (6%)
2. An effective way to proctor exams remotely to maintain academic integrity (6%)
3. Intermediate to advanced level trainings for Zoom (6%)
4. Intermediate to advanced level trainings for Canvas (4%)
5. Creating, editing, videos/lectures (4%)

Ninety-eight percent of faculty are aware of Zoom Video (Q11). Faculty overwhelmingly reported using Zoom (Q12) to attend a meeting (92%). Other common reasons included hosting a meeting (80%), host a course lecture (76%), and finally, host faculty hours (73%). Three-percent of respondents reported never using Zoom.

Q12. In what ways have you used Zoom? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Attend a meeting	634	17.8%	92.0%
Attend an active learning exercise/workshop/discussion	413	11.6%	59.9%
Attend a presentation/webinar	418	11.7%	60.7%
Host a course lecture	523	14.6%	75.9%
Host a meeting	554	15.5%	80.4%
Host a presentation/webinar	211	5.9%	30.6%
Host an active learning exercise/workshop/discussion	297	8.3%	43.1%
Host faculty office hours	503	14.1%	73.0%
I have never used Zoom	18	0.5%	2.6%
Total	3571	100.0%	518.3%

Thirty-six percent of faculty (Q13) stated they are aware that LinkedIn Learning is available at no cost.

Q13. Are you aware that LinkedIn Learning, which offers a wide-range of courses and in some cases, Certificates of Completion, is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	450	58.0	63.7	63.7
	Yes	256	33.0	36.3	100.0
	Total	706	91.0	100.0	
Missing	System	70	9.0		
Total		776	100.0		

Eighty-three percent of faculty (Q14) reported being aware of myCSUNbox, the campus cloud-based file storage and collaboration solution.

Q14. Are you aware that myCSUNbox, CSUN's secure cloud-based file storage and collaboration solution, which provides access to content any time and from any device, is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	117	15.1	16.6	16.6
	Yes	588	75.8	83.4	100.0
	Total	705	90.9	100.0	
Missing	System	71	9.1		
Total		776	100.0		

Sixty-three percent of faculty (Q15) are aware of ePortfolio (Portfolium), CSUN's electronic portfolio network for students and alumni.

Q15. Are you aware that the ePortfolio Platform (Portfolium), CSUN's electronic portfolio network for students and alumni, is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	260	33.5	36.9	36.9
	Yes	445	57.3	63.1	100.0
	Total	705	90.9	100.0	
Missing	System	71	9.1		
Total		776	100.0		

Sixty-four percent of faculty (Q16) reported being aware that Information Technology provides a self-service option to install campus-wide available software directly from your state-owned device.

Q16. Are you aware that Information Technology provides a self-service option to install campus-wide available software directly from your state-owned device?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	252	32.5	35.8	35.8
	Yes	452	58.2	64.2	100.0
	Total	704	90.7	100.0	
Missing	System	72	9.3		
Total		776	100.0		

When faculty were asked about the Self-Service Password Reset tool (Q17), 81% reported they were aware of the service provided by Information technology.

Q17. If you have forgotten your password, are you aware that Information Technology provides a Self-Service Password Reset tool?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	130	16.8	18.5	18.5
	Yes	573	73.8	81.5	100.0
	Total	703	90.6	100.0	
Missing	System	73	9.4		
Total		776	100.0		

3.3 - Technologies and Services

When faculty were asked whether they bring their own device or use the computer provided in the classroom\lecture rooms (Q18), 59% of faculty reported using the instructor computer, 59% bring their own computer or tablet, and 6% do not use the computer provided nor bring their own computing device.

Q18. Which computer(s) do you use while teaching in a classroom (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
I bring a computer or tablet.	409	47.4%	58.8%
I use the instructor computer.	413	47.9%	59.3%
I do not use the instructor computer provided in the room nor bring my own computer or tablet.	41	4.8%	5.9%
Total	863	100.0%	124.0%

Faculty were also asked to rate their satisfaction with classroom technologies. Respondents overwhelmingly reported being satisfied or very satisfied with the automated lecture capture systems (72%), the computers in the classroom (74%), laptop connections (74%), and finally, the reliability of the equipment (73%).

Q19. Rate your satisfaction with the following classroom technologies:

Responses

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N
Automated lecture capture systems.	10.8%	17.4%	46.3%	25.5%	259
Computers in the instructor-stations	8.3%	18.0%	51.7%	22.0%	551
Connections for laptop computers	9.2%	16.2%	54.4%	20.1%	542
Reliability of equipment	6.5%	20.3%	54.9%	18.3%	634
Software on the instructor-station computers	5.9%	14.1%	57.1%	22.9%	510

Faculty were asked which classroom technology has had the greatest positive impact on their teaching (Q20). Faculty submitted 776 responses, producing 22 categories, with the top five listed below by percentage:

1. Instructor computer (23%)
2. Projector and screen (10%)
3. Ability to connect a personal device to project (6%)
4. Document camera (5%)
5. Lecture capture (4%)

Faculty were also asked about what they do when in need of technical support for work-related activities (Q21). Overwhelmingly respondents figure it out on their own (78%) or contact the IT Help Center directly (64%). A majority of faculty also reported using YouTube or other online sources for help (55%).

Q21. When you need technology support for work-related activities, what do you typically do? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Figure it out on my own.	536	21.0%	77.7%
Ask my family.	113	4.4%	16.4%
Ask my friends.	88	3.5%	12.8%
Ask library staff.	17	0.7%	2.5%
Ask my peers or colleagues.	270	10.6%	39.1%
Ask my students.	137	5.4%	19.9%
Ask teaching or research assistants.	28	1.1%	4.1%
Ask the technical staff assigned to my area.	300	11.8%	43.5%
Contact Academic Technology.	202	7.9%	29.3%
Contact the IT Help Center.	438	17.2%	63.5%
Contact the software company or vendor.	42	1.6%	6.1%
Search Google, YouTube, or another online source.	379	14.9%	54.9%
Total	2550	100.0%	369.6%

3.4 - Canvas

Eighty-six percent of faculty reported having taught using Canvas (Q23). Faculty with experience using Canvas were then asked to rate their satisfaction with an assortment of features and capabilities (Q24).

The top three most important are listed below by percentage:

1. Distribute course readings and other documents/files (81%)
2. Track and post student grades (72%)
3. Collect assignments online (71%)

The top three least important are as follows:

1. Manage student participation using the Roll Call Attendance tool (48%)
2. Communicate with students synchronously using Canvas Chat (43%)
3. Align Canvas Outcomes to assignments, quizzes, and discussions to track student development on completed activities (43%)

Q24. Rate the importance of the following features and capabilities when teaching with Canvas::

Responses

	Do not use	Not all important	Low Important	Important	Very Important	N
Add a rubric to an assignment to help students understand expectations for an assignment.	32.5%	2.0%	11.7%	26.6%	27.2%	591
Administer quizzes and/or exams.	15.7%	1.5%	8.5%	23.5%	50.8%	591
Align Canvas Outcomes to assignments, quizzes, and discussions to track student development on completed activities.	43.1%	3.2%	14.9%	20.8%	17.9%	591
Collect assignments online.	5.1%	0.7%	1.9%	21.7%	70.7%	591
Communicate with students asynchronously using email in Canvas.	11.8%	3.4%	13.5%	25.2%	46%	591
Communicate with students synchronously using Canvas Chat.	43.5%	8.0%	17.6%	14.6%	16.4%	591
Distribute course readings and other documents/files.	1.0%	0.3%	1.7%	16.4%	80.5%	591
Engage students with course materials through discussions/activities.	14.0%	1.7%	11.8%	25.7%	46.7%	591
Facilitate student group work, peer review, or other collaboration using Canvas Groups.	36.7%	3.4%	13.2%	23.2%	23.5%	591
Manage student participation using the Roll Call Attendance tool.	48.4%	8.5%	12.4%	12.9%	17.9%	591
Post important course announcements.	4.2%	1.0%	5.1%	20.5%	69.2%	591
Post recorded course lectures and other course videos.	17.6%	2.0%	7.8%	23.7%	48.9%	591
Provide a calendar of course dates and due dates for students.	12.0%	1.0%	10.2%	21.8%	55.0%	591
Track and post student grades.	7.4%	1.5%	5.2%	13.5%	72.3%	591
Use Account Analytics to track student progress.	38.1%	6.1%	13.2%	23.2%	19.5%	591
View, grade, and provide feedback on assignments using SpeedGrader.	11.0%	1.0%	4.6%	15.4%	68.0%	591

Faculty hold very positive attitudes toward Canvas support and efficacy as a pedagogical tool for teaching and learning (Q25). More specifically, eighty-six percent of respondents agreed or strongly agreed that Canvas enabled them to perform their work as an instructor. Additionally, 81% of faculty agreed or strongly agreed that Academic Technology was available for assistance. Faculty also stated that Canvas was easy to use (80%), critical to teaching (78%), and increased effectiveness as a teacher (74%).

Q25. Please indicate your level of agreement with the following statements about Canvas:

Responses

Academic Technology has been available for assistance in using Canvas.
 Canvas enabled me to do what I wanted for my course(s).
 Canvas increased my effectiveness as a teacher.
 Canvas is a critical tool to enhance student learning.
 Canvas is critical to my teaching.
 Canvas was easy for me to learn how to use.
 Canvas was easy for my students to learn how to use.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N
Academic Technology has been available for assistance in using Canvas.	40.9%	40.1%	2.7%	2.2%	14.0%	591
Canvas enabled me to do what I wanted for my course(s).	32.3%	53.3%	8.8%	3.2%	2.4%	591
Canvas increased my effectiveness as a teacher.	29.1%	45.2%	13.4%	4.4%	8.0%	591
Canvas is a critical tool to enhance student learning.	32.8%	42.6%	13.0%	4.1%	7.4%	591
Canvas is critical to my teaching.	39.3%	38.7%	13.5%	4.1%	4.4%	591
Canvas was easy for me to learn how to use.	30.5%	49.2%	15.1%	4.6%	0.7%	591
Canvas was easy for my students to learn how to use.	24.4%	47.9%	9.1%	2.7%	15.9%	591

Thirty three percent of faculty are aware of Canvas Insights, a new Canvas tool custom built by CSUN allowing faculty to easily communicate with individual students in their classes based on an early alert (Q26). Of those faculty, 17% stated they have taught a course using Canvas insights (Q27). Seventy-five percent of faculty agreed or strongly agreed that it was an effective tool to provide personalized positive feedback to students who were doing well, and encouragement and support to students who needed assistance.

I found Canvas Insights was an effective tool to provide personalized positive feedback to students who were doing well, and encouragement and support to students who needed assistance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	1.0	18.2	18.2
	Agree	25	3.2	56.8	75.0
	Disagree	7	.9	15.9	90.9
	Strongly Disagree	4	.5	9.1	100.0
	Total	44	5.7	100.0	
Missing	System	732	94.3		
Total		776	100.0		

4 Findings, Staff Survey

4.1 - COVID-19 Check-In

Staff overwhelmingly reported the need for access to a meeting/communication application such as Zoom (78%) and a computing device (68%). Respondents were also able to select other (n=107), and then prompted to explain. An analysis of the verbatims revealed the most common responses were related to an ergonomic workstation, with special emphasis on a comfortable chair and desk (21%).

Q3. Due to the COVID-19 pandemic, most staff are now required to work remotely. What supplies or services do you need your institution to provide to allow you to carry out your work duties? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Access to a meeting/communication application (e.g., Zoom...)	506	23.2%	77.5%
Access to internet/hotspot	244	11.2%	37.4%
Additional monitors	283	13.0%	43.3%
Camera	155	7.1%	23.7%
Copier/scanner/printer	206	9.4%	31.5%
Headset	212	9.7%	32.5%
Laptop/desktop	445	20.4%	68.1%
Microphone	134	6.1%	20.5%
Total	2185	100.0%	334.6%

When asked to describe technological challenges (Q4) encountered since the transition to remote work, staff consistently reported downloading/running work related software application (45%), access to reliable internet service (44%), and lack of familiarity using remote technologies/applications (34%). Respondents were also able to select other (n=123), and then prompted to explain. An analysis of the verbatims revealed the three most common problems were a reliable VPN connection (11%), access to additional monitors (9%), and remote access to work files (9%).

Q4. Which of the following technological issues have been a challenge for you since the transition to remote work, as a result of the on-going COVID-19 pandemic? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Access to a reliable computer device (laptop, mobile device)	67	10.8%	16.8%
Access to reliable internet service	174	28.1%	43.7%
Access to reliable telephone service	67	10.8%	16.8%
Downloading/running my normal work-related software or application(s)	177	28.5%	44.5%
Lack of familiarity or comfort using remote technologies/applications (e.g., Zoom, Microsoft Teams)	135	21.8%	33.9%
Total	620	100.0%	155.8%

Staff overwhelmingly stated they were able to effectively maintain collaboration (Q5) with colleagues while working remotely (97%). For staff who stated no (n=26), the most common reasons cited (Q6) were the need for an ergonomic home workstation (12%) and the consolidation to a single communication solution (e.g., Microsoft Teams, Skype, Slack, Zoom, etc.) (12%).

Q5. Now that most staff are working remotely in response to the on-going COVID-19 pandemic, are you able to maintain necessary collaboration with colleagues?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	26	3.2	3.3	3.3
	Yes	756	93.3	96.7	100.0
	Total	782	96.5	100.0	
Missing	System	28	3.5		
Total		810	100.0		

4.2 - Technologies Used in Your Work

Staff have adopted a wide variety of technologies to complete their CSUN-related work (Q7). However, overwhelmingly, staff reported using a laptop computer (81%) and their smartphones (72%).

Q7. Now that most staff are working remotely in response to the on-going COVID-19 pandemic, are you able to maintain necessary collaboration with colleagues?

	Responses		
	N	Percent	Percent of Cases
Desktop computer	291	16.2%	37.3%
Laptop computer	628	35.0%	80.5%
Smartphone	558	31.1%	71.5%
Tablet	174	9.7%	22.3%
Wearable technology (e.g., fitness device, smart watch)	50	2.8%	6.4%
Other (please specify)	78	4.3%	10.0%
None	17	0.9%	2.2%
Total	1796	100.0%	230.3%

Ninety-four percent of staff are aware of Zoom Video (Q8).

Q8. Are you aware that Zoom, CSUN's video and web conferencing tool is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	47	5.8	6.0	6.0
	Yes	733	90.5	94.0	100.0
	Total	780	96.3	100.0	
Missing	System	30	3.7		
Total		810	100.0		

Staff overwhelmingly reported using Zoom (Q9) to attend a meeting (95%). Other common reasons included hosting a meeting (61%), attending a presentation/seminar (55%), and finally, attending an active learning exercise/workshop/discussion (49%). Three-percent of respondents reported never using Zoom.

Q9. In what ways have you used Zoom? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Attend a meeting	695	31.0%	95.1%
Attend an active learning exercise/workshop/discussion	359	16.0%	49.1%
Attend a presentation/webinar	403	18.0%	55.1%
Host a meeting	443	19.8%	60.6%
Host a presentation/webinar	132	5.9%	18.1%
Host an active learning exercise/workshop/discussion	124	5.5%	17.0%
Other (please specify)	59	2.6%	8.1%
I have never used Zoom	24	1.1%	3.3%
Total	2239	100.0%	306.3%

Fifty-seven percent of staff (Q10) stated they are aware that LinkedIn Learning is available at no cost.

Q10. Are you aware that LinkedIn Learning, which offers a wide-range of courses and in some cases, Certificates of Completion, is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	337	41.6	43.4	43.4
	Yes	439	54.2	56.6	100.0
	Total	776	95.8	100.0	
Total		810	100.0		

Eighty-seven percent of staff (Q11) reported being aware of myCSUNbox, the campus cloud-based file storage and collaboration solution.

Q11. Are you aware that myCSUNbox, CSUN's secure cloud-based file storage and collaboration solution, which provides access to content any time and from any device, is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	97	12.0	12.5	12.5
	Yes	679	83.8	87.5	100.0
	Total	776	95.8	100.0	
Total		810	100.0		

Seventy-percent of staff (Q12) are aware of Adobe Sign, CSUN’s cloud-based e-Signature service.

Q12. Are you aware of Adobe Sign, CSUN’s cloud-based e-Signature service that lets you send, sign, track, and manage signature processes using a browser or mobile device?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	236	29.1	30.4	30.4
	Yes	540	66.7	69.6	100.0
	Total	776	95.8	100.0	
Missing	System	34	4.2		
Total		810	100.0		

Sixty-eight percent of staff (Q13) reported being aware that Information Technology provides a self-service option to install campus-wide available software directly from your state-owned device.

Q13. Are you aware that Information Technology provides a self-service option to install campus-wide available software directly from your state-owned device?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	248	30.6	32.0	32.0
	Yes	527	65.1	68.0	100.0
	Total	775	95.7	100.0	
Missing	System	35	4.3		
Total		810	100.0		

When staff were asked about the Self-Service Password Reset tool (Q14), 79% reported they were aware of the service provided by Information technology.

Q14. If you have forgotten your password, are you aware that Information Technology provides a Self-Service Password Reset tool?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	166	20.5	21.4	21.4
	Yes	609	75.2	78.6	100.0
	Total	775	95.7	100.0	
Missing	System	35	4.3		
Total		810	100.0		

5 Findings, Student Survey

5.1 - COVID-19 Check-In

When asked to describe technological challenges encountered since the transition to remote learning (Q5), the most common difficulty cited by students was instructor discomfort or lack of familiarity with required technologies or applications (41%). A significant number of respondents reported having difficulty gaining access to reliable internet service (37%), as well.

Respondents were also able to select other (n=172), and then prompted to explain. An analysis of the verbatims showed overwhelmingly that students lack a physical space conducive to learning and studying (20%). Finally, students reported not being able to study in groups (11%), access to printing (10%), and access to labs (10%) as on-going problems impacting teaching and learning.

Q5. In response to the on-going COVID-19 pandemic, which of the following technological issues have been a challenge for you since the transition to remote learning? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards).	742	15.1%	38.1%
Instructor discomfort or lack of familiarity with required technologies or applications.	810	16.5%	41.6%
My access to a reliable digital device (e.g., laptop, mobile device).	318	6.5%	16.3%
My access to library resources.	521	10.6%	26.8%
My access to reliable communication software/tools (e.g., Zoom, Microsoft Teams).	270	5.5%	13.9%
My access to reliable internet/service.	726	14.8%	37.3%
My access to specialized software (e.g., Adobe products, statistical packages).	357	7.3%	18.4%
My own discomfort or lack of familiarity with required technologies or applications.	510	10.4%	26.2%
Unclear expectations around which technologies and applications I am required to use.	472	9.6%	24.3%
Other (please specify)	172	3.5%	8.8%
Total	4898	100.0%	251.8%

Next, students were asked to describe technical accessibility challenges since the transition to remote learning (Q6). Most students reported that they didn't require accessibility accommodations (55%). For those students identifying an accommodation challenge, time on tests (30%) was the most frequent response. File conversion (12%), test proctoring (10%), captioning in Zoom (10%), and finally the availability of live captioning on video conferencing (9%) were cited.

For those students who selected other and provided a verbatim (n=64), the most common response was regarding access to reliable internet service (6%). Students listed access to tutoring (5%) and the length of time provided for examinations (5%) as problems, as well.

Q6. In response to the on-going COVID-19 pandemic, which of the following technical accessibility issues have been challenging for you since the transition to remote learning? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Access to ASL interpreters	20	0.7%	0.9%
Access to assistive technology hardware	104	3.4%	4.7%
Availability of closed captioning	123	4.1%	5.6%
Availability of Communication Access Realtime Translation (CART) services	39	1.3%	1.8%
Availability of live captioning on video conferencing	194	6.4%	8.8%
File converting	260	8.6%	11.9%
Integrating captioning into Zoom	209	6.9%	9.5%
Test proctoring	214	7.1%	9.8%
Time on tests	656	21.7%	29.9%
I do not require accessibility accommodations	1210	39.9%	55.2%
Total	3029	100.0%	138.1%

Finally, students were asked to describe any teaching-related accessibility issues since the transition to remote learning (Q7). Most students reported that they didn't require accessibility accommodations (43%). For those students identifying an accommodation challenge, timed tests (33%) was most often reported. Respondents were also able to select other (n=92), and then prompted to explain. The most common challenges cited were instructors not maintaining academic standards (14%) and faculty not responding to email in a timely manner (6%).

Q7. In response to the on-going COVID-19 pandemic, which of the following teaching-related accessibility issues have been challenging for you since the transition to remote learning? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Instructors not using a tool that is supported by the institution	205	7.1%	9.5%
Instructors not using Canvas	400	13.9%	18.6%
Instructors only holding synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	532	18.5%	24.8%
Instructors using a tool that is not supported by the institution	95	3.3%	4.4%
Timed tests	718	24.9%	33.4%
I do not require accessibility accommodations.	932	32.3%	43.4%
Total	2882	100.0%	134.1%

5.2 - Technologies Used in Your Academic Work

When students were asked about which computing devices they use for CSUN-related work (Q8), laptop computer was the most frequent response (91%), followed by smartphone (58%).

Q8. Which of the following device(s) do you use for CSUN-related work? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Desktop computer	418	10.0%	19.0%
Laptop computer	2007	47.8%	91.4%
Smartphone	1276	30.4%	58.1%
Tablet	446	10.6%	20.3%
Wearable technology (e.g., fitness device, smart watch)	44	1.0%	2.0%
None	8	0.2%	0.4%
Total	4199	100.0%	191.3%

5.3 - University-Provided Computer Labs

Students were asked about their usage of university-provided computer labs before the COVID-19 pandemic. Fifty-four percent of students stated they used computer labs (Q9), most often citing (Q10) that they provide a good working environment for focusing (39%).

Respondents were also able to select other (n=130), and then prompted to explain. The most common response was access to printing services (45%).

Q10. What is your primary reason for using university-provided computer labs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I can get help from other students or laboratory staff there.	98	4.2	8.3	8.3
	I don't have another option.	51	2.2	4.3	12.6
	I meet up with others, either socially or as a study group.	178	7.5	15.1	27.7
	The software I need is there.	260	11.0	22.1	49.8
	They provide a working environment where I can focus.	462	19.6	39.2	89.0
	Other (please explain)	130	5.5	11.0	100.0
	Total	1179	49.9	100.0	
Missing	System	1182	50.1		
Total		2361	100.0		

5.4 - Canvas Learning Environment

Ninety-eight percent of students reported using Canvas in Fall 2020 (Q11).

Q11. Have you used Canvas this semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	38	1.6	1.7	1.7
	Yes	2156	91.3	98.3	100.0
	Total	2194	92.9	100.0	
Missing	System	167	7.1		
Total		2361	100.0		

When asked if they think Canvas improves learning (Q12), 82% of students responded yes.

Q12. Do you find that using Canvas improves your learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	395	16.7	18.3	18.3
	Yes	1760	74.5	81.7	100.0
	Total	2155	91.3	100.0	
Missing	System	206	8.7		
Total		2361	100.0		

5.5- Funded projects

When students were asked if they were aware that myCSUNsoftware provided anywhere/anytime access to many software applications (Q13), 52% stated yes. When asked the primary reason for using myCSUNsoftware (Q14), the most frequent response was to complete academic coursework without having to purchase the software myself (62%). Also, more students use myCSUNsoftware (Q15) off campus (78%) as compared to those who use it on campus (56%).

Q14. What is the primary reason you use myCSUNsoftware?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To complete academic coursework during a time that is convenient for me.	283	12.0	25.0	25.0
	To complete academic coursework without having to come to campus.	109	4.6	9.6	34.7
	To complete academic coursework without having to purchase the software myself.	698	29.6	61.7	96.4
	Other (please specify)	41	1.7	3.6	100.0
	Total	1131	47.9	100.0	
Missing	System	1230	52.1		
Total		2361	100.0		

When students were asked what software they would like to see included in myCSUN software at no additional cost (Q16), 22 categories were identified in the 1,262 responses. The top five most common are listed below by percentage:

1. Adobe Creative Cloud (8%)
2. Microsoft Office (7%)
3. Adobe Photoshop (7%)
4. Final Cut Pro (6%)
5. AutoCAD (4%)

Awareness of the LinkedIn Learning materials is very low (Q17). Only 24% of students answered that they were aware that LinkedIn Learning is available to them as students.

Q17. Are you aware that LinkedIn Learning, which offers a wide-range of courses and in some cases, Certificates of Completion, is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1625	68.8	75.6	75.6
	Yes	525	22.2	24.4	100.0
	Total	2150	91.1	100.0	
Missing	System	211	8.9		
Total		2361	100.0		

Ninety-two percent of students stated they were aware (Q18) that Zoom video and web conferencing is available at no cost. Students overwhelmingly reported using Zoom (Q19) to attend a course lecture (94%). Other common reasons included attending a meeting (73%), host a meeting (38%), and finally, attend an active learning exercise/workshop/discussion (37%). Less than one-percent of respondents reported never using Zoom.

Q19. In what ways have you used Zoom? (Check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Attend a course lecture	1854	28.4%	93.9%
Attend a meeting	1448	22.2%	73.4%
Attend an active learning exercise/workshop/discussion	721	11.1%	36.5%
Attend a presentation/webinar	655	10.0%	33.2%
Attend faculty office hours	538	8.3%	27.3%
Host a meeting	743	11.4%	37.6%
Host a presentation/webinar	278	4.3%	14.1%
Host an active learning exercise/workshop/discussion	217	3.3%	11.0%
Other (please specify)	52	0.8%	2.6%
I have never used Zoom	13	0.2%	0.7%
Total	6519	100.0%	330.2%

Fifty-one percent of students (Q20) reported being aware of myCSUNbox, the campus cloud-based file storage and collaboration solution.

Q20. Are you aware that myCSUNbox, CSUN's secure cloud-based file storage and collaboration solution, which provides access to content any time and from any device, is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1059	44.9	49.4	49.4
	Yes	1086	46.0	50.6	100.0
	Total	2145	90.9	100.0	
Missing	System	216	9.1		
Total		2361	100.0		

Forty-four percent of students (Q21) are aware of ePortfolio (Portfolium), CSUN's electronic portfolio network for students and alumni.

Q21. Are you aware that the ePortfolio Platform (Portfolium), CSUN's electronic portfolio network for students and alumni, is available at no cost to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1197	50.7	55.9	55.9
	Yes	945	40.0	44.1	100.0
	Total	2142	90.7	100.0	
Missing	System	219	9.3		
Total		2361	100.0		

5.6 – Technology (IT) Support Services

When students were asked about the Self-Service Password Reset tool (Q22), 69% reported they were aware of the service provided by Information technology.

Q22. If you have forgotten your password, are you aware that Information Technology provides a Self-Service Password Reset tool?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	664	28.1	31.0	31.0
	Yes	1477	62.6	69.0	100.0
	Total	2141	90.7	100.0	
Missing	System	220	9.3		
Total		2361	100.0		

Finally, 66% of students stated they were aware of the 'Ask a Tech' desk located inside the Oviatt Library Commons.

Before the COVID-19 pandemic forced the closure of the library, were you aware that the IT Help Center provided in-person support at the 'Ask a Tech' desk inside the Oviatt Library Learning Commons?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	722	30.6	33.7	33.7
	Yes	1418	60.1	66.3	100.0
	Total	2140	90.6	100.0	
Missing	System	221	9.4		
Total		2361	100.0		