2009-2010 TLTR Survey: Executive Summary

Part 1: Background Questions
The 2009-2010 TLTR survey was available between December 4th and 18th, 2009. Seventy three people took the survey: 7 management, 16 non-teaching professionals, 47 teaching faculty, and 3 librarians. Although all of the academic units were represents (Question 3), response rates from departments varied widely (Questions 4) and the results of the survey likely reflect this sampling problem. The total number of responses was down from 90 in 2008-2009; probably because no automatic reminder was send out.

Part 2: Software Overview
Respondents overwhelmingly agreed that proficiency in the Microsoft Office Suite (Word, Excel, and PowerPoint) is an essential undergraduate skill (Question 6). Many departments indicated that employers expect new graduates to be proficient with discipline-specific software (Question 7). Specific examples include: Crane – audio/video editing, music notation software; Education – smartboards; and Math - SPSS, SAS, Geometer’s Sketchpad, etc. Faculty indicated that technology skills were directly responsible for securing our graduates a place in the workforce. In addition to proficiency with Microsoft Office and discipline-specific software, skills with web design, programming, and basic file and operating system management and maintenance were listed as particularly marketable skills.

Faculty software needs, both for personal use and teaching/research, paralleled the trends outlined above: everyone uses Microsoft Office and many disciplines have specific software packages that are essential to them (Questions 8 and 9).

Part 3: Software for Office Use
Mozilla Firefox (60.3%) is the preferred internet browser; Safari (19.2%) and Internet Explorer (17.8%) ranked a distant second and third (Question 12). When on campus, 44.3% of respondents access email using Mozilla Thunderbird, 28.6% use Apple Mail, and 18.6% use the Bearmail web interface (Question 13). Respondents overwhelmingly use the Bearmail web interface to access email when they are off campus (Question 14).

Meeting Maker was the most popular calendar software among respondents (40%), ical (11.4%) and Google Calendar (7.1%) were considerably less popular, and 34.3% of respondents do not use software to manage their calendar. Meeting maker users indicated that although they were generally satisfied with the software, that they were unhappy with their inability to sync with mobile devices and other types of calendar software (Question 16). Among the non-Meeting Maker users, 64.3% indicated that they would transfer to a different electronic calendar provided that the new software was compatible across platforms, accessible on mobile devices, capable of syncing with other programs, and capable of designating both public and private events (Question 17). Several users commented that they would like to have the integrated calendar-email-list capability offered by Microsoft Outlook. Only 31.4% of respondents presently use a PDA or smartphone that is capable of syncing with their computer (Question 18).
Part 4: Web-based Technology

Web-Based Tools
Respondents were generally satisfied with the reliability and functionality of Blackboard, Bearmail, Bearpaws, and BearDEN (Question 19a-d). Blackboard and BearDEN appear to be somewhat underutilized compared to the other programs - 32% (Blackboard) and 50% (BearDEN) of respondents did not use the software. Several comments suggested that the interface with BearPaws could be improved to be more user friendly (e.g., not having to go back several screens to change semesters, etc.). Although 55% of respondents did not use electronic textbook requisitions, those who did were pleased with the electronic submission process (Question 19e).

Online Forms
Responses were more mixed about the functionality and usability of online forms: 40% responded positively, 25% were neutral, and 22% were dissatisfied. The majority of respondents would like to see more widespread use of .pdf forms that can be filled and saved (80.5%) and web-based forms that can be filled and submitted electronically (76.3%). Comments specifically mentioned that electronic versions of travel requisitions, purchase orders, faculty information forms, and printing requests would be particularly useful in an electronic format.

SUNY Potsdam Web Site
The SUNY Potsdam Web Site was an area of great disagreement and much comment among the respondents. The organization of the SUNY Potsdam web site was viewed favorably by 47% of respondents, 22% were neutral, and 30.5% were dissatisfied. Specific comments point out that we should provide easily accessible, user-friendly information about degree requirements (rather than .pdfs from the college catalog), that some hyperlinks that appear in light text may be “camouflaged” by light backgrounds, that users would like to hit “return” to enter a search term in the directory, and that department web sites need to be more customized. 58% of respondents were dissatisfied with the search engine; a sentiment mirrored in the written responses. One respondent made a suggestion that perfectly illustrates the problems with the existing search engine: Try searching for “Registrar” … it is the 16th result with the Potsdam search engine. It is the top result when you search using the Google University Search (http://www.google.com/univ/potsdam). The search is equally problematic with other terms (PACES, General Education, etc). Although most respondents were either satisfied (37%) or neutral (34%) with the timeliness of the content, the comments made it clear that some users wanted updates more than twice a day and wanted departments to be able to directly update their content. Respondents wanted support for personal web pages, either as part of the main SUNY Potsdam page or to have a template provided so that they could host the page on their www2 space.

Blackboard
Respondents who were familiar with Blackboard were satisfied using it as SUNY Potsdam’s learning management system (81%). Users were particularly satisfied with the turnaround time for shell requests (84% positive, 11% neutral), the support that they received (76% positive, 20% neutral), Blackboard ability to meet their needs for onsite classes (71% positive, 20% neutral), and the shell request process (67% positive, 23% neutral). Users were less satisfied with the reliability of Blackboard (60% positive, 33% neutral), the functionality of Blackboard (54% positive, 27% neutral), and Blackboard’s ability to meet their distance learning needs (47% positive, 29% neutral). Specifically, users would like to see increased capability for math notation, audio/video files, and improvements to the gradebook interface.
Part 5: Software for Teaching
Although not a specific question in this survey, respondents made it clear that the college needs to move towards a model where every classroom space has projection capability. Comments in response to the “limited projection classroom” question indicated that these spaces were viewed favorably by users and that this was superior to hauling equipment around on a cart. A relatively small number of teaching faculty presently have students make posters for research (12%) and class (8%) purposes, although ~30% of users both groups indicated that they would be interested in doing so in the future. Students use PowerPoint to give presentations in 51% of their courses.

Part 6: Training
Respondents indicated that they would like increased faculty training in the Microsoft Office Suite, graphics and image creation and editing (Illustrator, Photoshop, etc.), web design, and audio/video editing. Discipline-specific software also ranked highly within certain user groups. Although the broad areas listed above were also the top picks for increased student training, basic training in Microsoft Office was suggested by over 60% of respondents. The need for technology training, even in things as basic as word processing and spreadsheets, was reconfirmed by the responses to the questions about student proficiency in basic technology: Most respondents were dissatisfied with the amount of technology training that our students have when they come to SUNY Potsdam (48% dissatisfied, 31% neutral) and felt that the college should expand our efforts to make sure that our graduates are trained in basic technology (86% agreed, 10% neutral).

Although the need for training was obvious from the survey, the correct way to implement it was not. Many respondents mentioned formal coursework for students ... some suggested required classes as part of Gen Ed; others suggested optional courses (possibly as part of the FYSS). Others commented on formal technology proficiency as part of the major. Some comments mentioned that there is no “home” for training on the campus ... that it is not clearly assigned to either CTS or the LTEC.
2009-2010 TLTR Survey: Summary of Results

Part 1: Background Questions

1. What operating system do you use on your lifecycle computer
   - PC (52.1%)
   - Mac (39.7%)
   - Dual boot Mac (8.1%)

2. Please check your title
   - Management (9.6%)
   - Non-teaching professionals (21.9%)
   - Academic – teaching (64.4%)
   - Academic – library (4.1%)

3. To which unit are you assigned?
   - Arts and Sciences (30.1%)
   - Crane School of Music (17.8%)
   - Education and Professional Studies (19.2%)
   - Libraries (5.5%)
   - CTS (4.1%)
   - Student Support Services (5.5%)
   - Administration (11%)
   - Other (6.8%)

4. Teaching Faculty: To which department or program do you belong? You may select more than one only if you hold a formal appointment in more than one program/department.

   Arts and Sciences: Departments
   - Anthropology: 4
   - Art: 0
   - Biology: 2
   - Chemistry: 1
   - Computer Science: 1
   - Economics & Employment Relations: 1
   - English & Communication: 3
   - Geology: 1
   - History: 4
   - Mathematics: 1
   - Modern Languages: 2
   - Philosophy: 0
   - Physics: 1
   - Politics: 1
   - Psychology: 2
   - Sociology: 2
   - Theatre & Dance: 1
Arts and Sciences: Interdisciplinary Programs
- Archaeological Studies: 1
- Criminal Justice: 0
- Environmental Studies: 0
- Interdepartmental Major: 0
- Natural Science: 0
- Women's & Gender Studies: 1

Crane School of Music
- Music Education: 7
- Music Performance: 7
- Music Theory, History & Composition: 3
- Crane Institute for Music Business / Music Business Program: 0

School of Education and Professional Studies
- Business Administration: 1
- Community Health: 2
- Childhood / Early Childhood Education: 5
- Information & Communication Technology: 2
- Literacy: 1
- Secondary Education: 1
- Special Education: 1

5a. Which of the following best describes the importance of software and technology in your professional and scholarly activities?
- Absolutely essential: 83.6%
- Important: 16.4%
- Helpful: 0%
- Unnecessary: 0%

5b. Which of the following best describes the importance of software and technology in your interaction with students?
- Absolutely essential: 73.6%
- Important: 20.8%
- Helpful: 2.8%
- Unnecessary: 2.8%
Part 2: Software Overview

6. What technologies do you consider “essential” that students should know and use, either in your major or generally?
7. Do you know of recent graduates who have entered the workforce principally because of their ability to use or integrate technologies in their jobs? If so, what technologies were involved?

**Responses:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Essential Undergraduate Knowledge</th>
<th>Essential Undergraduate Knowledge</th>
<th>Responsible for entry into workforce</th>
<th>Responsible for entry into workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics and images</td>
<td>6</td>
<td>5.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft Office Suite</td>
<td>42</td>
<td>38.9%</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td>Web Development Software</td>
<td>1</td>
<td>0.9%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Adobe Acrobat</td>
<td>4</td>
<td>3.7%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Web Browsers</td>
<td>6</td>
<td>5.6%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Audio/video editing</td>
<td>7</td>
<td>6.5%</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>ArcGIS, CAD</td>
<td>4</td>
<td>3.7%</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>Web Design</td>
<td>4</td>
<td>3.7%</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>Music Notation Software (Finale, Sibelius)</td>
<td>5</td>
<td>4.6%</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>Digital cameras</td>
<td>1</td>
<td>0.9%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Online Databases</td>
<td>2</td>
<td>1.9%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Programming (Oracle, C++, Java)</td>
<td>1</td>
<td>0.9%</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td>Social networking</td>
<td>2</td>
<td>1.9%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Network management (Oracle, etc)</td>
<td>1</td>
<td>0.9%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Library Database</td>
<td>2</td>
<td>1.9%</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>OS comfort, file management, maintainence</td>
<td>5</td>
<td>4.6%</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>Smartboards</td>
<td>6</td>
<td>5.6%</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td>Math software (inc. Maple, SPSS, etc.)</td>
<td>9</td>
<td>8.3%</td>
<td></td>
<td>5.6%</td>
</tr>
</tbody>
</table>

![Graph showing software usage](chart.png)
Please check all of the software choices that apply:

8. I regularly use, or would like to be able to use, the following pieces of software in a non-teaching capacity.
9. I regularly use, or would like to be able to use, the following pieces of software in a teaching or student research capacity

**Responses:**

<table>
<thead>
<tr>
<th>Software Category</th>
<th>Personal Use</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Processing and Document Design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft Access</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Microsoft Publisher</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Microsoft Powerpoint</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Microsoft Word</td>
<td>28</td>
<td>12</td>
</tr>
<tr>
<td>Adobe Acrobat reader</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Adobe Acrobat</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Adobe InDesign</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Referencing software (Endnote, Refworks, etc)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>145</td>
<td>57</td>
</tr>
<tr>
<td><strong>Graphics and Images</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adobe Illustrator</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Adobe Photoshop</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Corel Graphics Suite</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>iPhoto</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ArcGIS</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Google Earth</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td><strong>SUM</strong></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Dreamweaver</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Nvu</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>iWeb</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Flash</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Any</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>sum</strong></td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td><strong>Web Design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iDVD</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>iMovie</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Garage Band</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>iTunes</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Windows Movie Maker</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Final Cut Pro</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>sum</strong></td>
<td>38</td>
<td>15</td>
</tr>
<tr>
<td><strong>Audio and Video</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Maple</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>other (inc. STATA, NVIVO, MINITAB)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Geometer’s Sketchpad</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Graphing Calculator 3.5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Matlab</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>sum</strong></td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finale</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Sibelius</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Audacity</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Keynote</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>sum</strong></td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td><strong>Programming (Latex, Perl, C++)</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Skype, and other live meeting software</strong></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Part 3: Software for Office Use

12. What is your preferred internet browser?
   - Mozilla Firefox: 60.3%
   - Microsoft Internet Explorer: 17.8%
   - Google Chrome: 1.4%
   - Safari: 19.2%
   - Other(s)/comments ______________

13. How do you access your Potsdam email account when you are on campus?
   - Bearmail Web Interface: 18.6%
   - Mozilla Thunderbird: 44.3%
   - Apple Mail: 28.6%
   - Eudora: 7.1%
   - PDA/Smartphone: 2 write ins
   - Other(s)/comments: MS Outlook
14. How do you access your Potsdam email account when you are off campus?
   - Bearmail Web Interface: **73.6%**
   - Mozilla Thunderbird: **12.5%**
   - Apple Mail: **8.3%**
   - Eudora
   - PDA/Smartphone: **2.8%**
   - Other(s)/comments: **MS Outlook**

15. What type of software do you presently use to manage your calendar
   - Meeting Maker: **40%**
   - iCal: **11.4%**
   - Mozilla Lightning **0%**
   - Google Calendar: **7.1%**
   - Other (fill in the blank)
   - I don't use software to manage my calendar: **34.3%**
   - Other(s): **7.1%**

16. If you presently use meeting maker, are you pleased with it?
   - Yes: **35.4%**
   - No: **13.8%**
   - I don't use meeting maker: **50.8%**
   - Summary Comments: Although some users are satisfied, numerous comments about problems syncing with other software and handheld devices.

17. If you don't use meeting maker, would you be willing to transfer to a different electronic calendar if it was supported by CTS, compatible across platforms, and accessible on a mobile device?
   - Yes: **64.3%**
   - No: **7.1%**
   - Maybe: **28.6%**
   - Summary of comments: Generally positive; users want to be able to use this software on- and off-campus and to be able to sync with other programs and devices.

18. I currently use a PDA or smartphone that is capable of interfacing with my computer.
   - Yes: **31.4%**
   - No: **68.6%**
   - Other(s)/comments ______________
Part 4: Web-based Technology

Web-based tools

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Did Not Use</th>
<th>Did Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am pleased with the reliability and functionality of Blackboard.</td>
<td>6</td>
<td>32</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>b. I am pleased with the reliability and functionality of Bearmail.</td>
<td>11</td>
<td>41</td>
<td>11</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. I am pleased with the reliability and functionality of Bearpaws.</td>
<td>12</td>
<td>33</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>d. I am pleased with the reliability, and functionality of BearDEN.</td>
<td>8</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>e. I am pleased with the ease of sending my textbook requisitions on-line.</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>f. I am pleased with the functionality and usability of online forms.</td>
<td>4</td>
<td>25</td>
<td>18</td>
<td>14</td>
<td>2</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>g. I would like to see more widespread use of pdf forms that can be filled and saved.</td>
<td>42</td>
<td>16</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h. I would like to see more widespread use of web-based forms that can be filled and submitted electronically.</td>
<td>41</td>
<td>14</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

- Graduate school applications!
- The are a number of things Blackboard does not do or does not do well. BearPaws is junk. It needs a lesson in being user friendly.
- It is difficult to find the few online forms that are available.
- There seem to be glitches moving around in BearPaws with a Mac. Sometimes I must exit and come back in just to change semesters. I haven’t used BearDen enough yet to know its strengths and weaknesses. I need online form access, to repeat myself.
- I find Blackboard and Bearmail inconsistent...too often the system is down and various functions discourage students from using them.
- It would be nice if we could place library books on reserve online.
- .pdf usage on campus -- specifically for fill-able forms -- needs to be studied not only in light of use by offices but in consideration of the desktop software provided to users who might want to fill out the forms.
- Paperwork for travel requisition and reimbursement for example.
- Currently configurations of many pdf files do allow easy manipulation of text formatting or font. This is a drawback.
- Textbook requisitions, travel requisitions, reappointment folders, NEED support and training for faculty and students using Webwork.
- Forms used to submit expenses for reimbursement (Scholarship and Professional Development, Travel Requisition, Purchase Orders, etc) would be incredibly convenient if available in an online format.
- I would like to limit the items that come up on bearmail, so that I don’t have to see all my folders and archived e-mails.
- It should be easier to make and use forms on our web.
- Some of the forms that student teacher supervisors need to complete are unavailable in writable form. It would be helpful to have, for instance, observation forms available in writable form so we could present feedback that is more professional-quality in appearance. The same is true for graduate student application letter of recommendations. We should be able to access, download or complete on-line recommendations, as opposed to hand-writing any portion of those, I feel, in 2010! Typewriters are rarely available now to even write "See attached".
I hate that I have to go back several screens to Bearpaws' main menu page to restart a course search or other Bearpaws function. And BearDEN has errors - I know they are working on these.

BearPAWs is horrible, Web 1.0 interface that is very limited in functionality for department chairs. (Cannot look up a student's P number and can't view schedule without P number!)

SUNY Potsdam Web Site
Please provide a response to the following questions - users will respond with strongly agree, agree, neutral, disagree, strongly disagree, or NA:

<table>
<thead>
<tr>
<th>Topic</th>
<th>SA</th>
<th>A</th>
<th>Neutral</th>
<th>D</th>
<th>SD</th>
<th>Did Not Use</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am satisfied with the organization of the SUNY Potsdam website.</td>
<td>11</td>
<td>23</td>
<td>16</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b. I am satisfied with the search capabilities of the SUNY Potsdam website.</td>
<td>5</td>
<td>13</td>
<td>12</td>
<td>25</td>
<td>17</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>c. I would like increased support for personal web sites (templates, training, etc.)</td>
<td>14</td>
<td>20</td>
<td>26</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>d. I am satisfied with the timeliness of SUNY Potsdam web site content.</td>
<td>4</td>
<td>22</td>
<td>24</td>
<td>13</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

- Since the switch over to the new website, I can rarely find what I am searching for.
- It is difficult to find the searchable class schedule on BearPaws - direct links to class search by department is there, but not one in general. There should be a more obvious direct link for this.
- Changes in majors and minors should be updated online in a more timely fashion and not have to wait for the new catalog to come out.
- Annoying how many links don't work. Also on Student search you can't type name and hit return (sends you back to directory)
- It is hard for people to find important information, like the current Schedule of Classes and dates for registration. It is difficult to maintain important dates on our office webpage. Subsidiary links on the right of the page are in pale gray and don’t look like functioning links, so people don’t see them or realize they can click on them. There are big delays when we request changes to our web page.
- The searches need additional keywords identified. Also the main web sites should be listed first. Sometimes it is necessary to scroll down the list to find the right link.
- Departmental websites for our campus are embarrassing. Most schools have more information on them and separate pages for each discipline within the department. Our secretary does a wonderful job with our webpage but she doesn't have the time or training to create and maintain it.
- I do not find the new website any easier to navigate than the old. It also is no worse. The search function pulls up tons of catalog pages when what I want is a web page. I thought we would be able to change photos and news from the department more quickly than we seem to be able to do. I do know that all major changes take a great deal of time. I don’t mean to be impatient.
- Allow departments to directly update their content.
- It needs to be simpler, more navigable and contain fewer busy images. In addition, if the designers ask for comments after a re-design, they should be willing to accept the constructive criticism that is given.
- I don’t like updates only happening two times a day.
- Departments and areas who have individual sites should be given the opportunity to update their own content within the template. For those of us who would like to use our pages to maintain current information, this is frustrating. The main
focus of the campus website is clearly aimed at attracting new students, but not serving current ones. It should service both as well as alumni.

- The search sucks. It rarely gives me the right relevance ranking, and often doesn’t come anywhere near finding what I was looking for.
- Search is either too sensitive or not sensitive enough. I often fail to find what I am looking for.
- There is still incorrect and/or outdated content present on the website, not just as a result of the change we underwent, but also errors in the new content that is added. Some areas are not easily found if you don’t already know where to look. Other universities have clearer distinctions for the mostvisited areas right on the homepage. I’ve heard that all pages get checked for accuracy before they get updated, but I do not believe the content gets checked, probably only technical aspects, like links and the way they look. I’ve also heard it takes 2 or 3 days for updates to happen, even to correct a typo. Since I am not directly involved, I can’t verify that, but I have seen erroneous content remain for weeks despite reporting the error.
- I think the website needs to be more interactive, eye-catching, and easier to navigate. It seems to take forever to find information on Admissions and Auditions, degree programs and requirements. This is the first “Face of SUNY Potsdam” many of our students see and it needs to immediately draw them in.

- The Search engine often brings up expired information without bringing up the pertinent info. The contact info does not exist on many office/departmental pages. Some information used by the non-SUNY community is not easy to find nor intuitive, i.e., people unfamiliar with the SUNY Potsdam campus do not know to look at the Extended Ed webpage to look for summer/winterim courses (they tend to look at the Registrar page). Perhaps a link on the main page for “course offerings”? Also, an alphabetical ‘link’ at the top of the ‘offices’ webpage would make navigation easier.
- What should be simple has been difficult. For instance, trying to find secondary science programs, which should be easily accessed by new visitors to the web site.
- The search mechanism is better than it used to be, but when I search for an office I would like that to pop up first, so searching for “Registrar” should bring up the Office webpage first.
- I find the events information often isn’t detailed enough, e.g. different times for matinees. I also find that searching for content can give too many results.
- Whenever I search for an office on campus, it is always far down the list of results for the actual office web site. For example: Registrar’s Office doesn’t even bring up the actual office web link.
- Let’s face it, the search functionality of our site, even with the new CMS, just sucks. It’s pretty much hit or miss finding something.
- The search function needs to differentiate between types of content. A search for an office should put the office link first, before sublinks or entries in the Reporter. Try searching for PACES.
- Logically finding some materials has been a challenge; perhaps it is my logic!
- When adding, updating or deleting info to a website, I do not want to have to wait 3-4 days until it becomes effective.
- I think the search engine is faulty. For example, if I search for “Anthropology,” the department homepage is the 16th page listed on the results page, way down at the bottom of the page. This is crazy! There are all sorts of random pages listed before it. There has got to be a way to correct this so that the most relevant pages are listed first in the results list.
- Student Forms need to be more easily located using the search... such as Education templates, TAP Waivers, Dismissal Waivers etc.
- Use Google search for searching website -- returns more relevant and timely results than built-in search.
- A bit rowdy and festive looking than necessary, lacks maturity, soberness, and definitely sophistication in what is presented in the first page as opposed to what should be presented in brief. Sometimes very bias about one program’s publicity while ignoring many. For example, some flourishing long lasting successful program like 3-2 engineering program has hardly any word on it anywhere.
- Most time when I use the terms that I think are most specific I still have to dig deep into the returned options to find the web page I’m looking for.
- First priority: improve the search function.
- The Site Map is way too detailed. It should give a high-level organization that can be drilled down if needed. There are items on the website that don’t appear properly on the Site Map. Try looking for “registrar”, for example, on the Site Map -- you get one match, but the link fails.
Comments:
- The Grade Book in Blackboard is really confusing and not easy to edit/manage.
- It is a difficult system to use. It takes four clicks to even log into the system, and each time a course is edited, it takes at least 3 clicks to enter the changes.
- I’m not a teaching faculty so I can’t comment on how well Blackboard works, but I think it is important that every class has student grades posted on Blackboard so students always have access to how they are doing in the class.
- Although it seems to be working now, I had several weeks where I could not enter grades in the gradebook.
- I don’t understand the shell request system. That may be my fault.
- I would like to do it all myself and not rely on a 3rd party to create shells.
- I took a class where Blackboard was utilized for course material posting and to take exams. The material posted had an auditory component which didn’t work on all computer formats. The exam taking was a disaster. Computers were extremely slow, and because there were not enough computers to meet the size of the class, we were only given the class time to complete the exam so that the other half of the class could take it during class time. Accessing the exam and posting answers were also confusing. It definitely diminished the reflection of my knowledge in the content area.
- The request system is cumbersome and reduces faculty productivity. The email request system worked better.
- Needs MUCH better support for mathematics notation especially in assessments.
- I no longer use Blackboard as we use Taskstream with the education students. Using both caused students to become confused. Therefore, I found a way to have all info posted in one area.
- The web form in bearPAWS is a great leap forward! I love the ability to manage my own content without waiting for weeks to have someone else do it. Support is quick and accurate. I wish the students had more training in using Blackboard though.
- I use a large number of audio files. These are slow to download and open. I would like to be able to post video files as well but have had no luck so far due to the size of the files involved. I am developing an online course, so far it meets my needs but I need more time/training to know for certain. I would like to explore the option for testing through Blackboard.
- the hardware to support creating on line lectures needs to be more available.
- Many students have difficulty depositing sending documents to the Digital Drop Box. 2. The system changes basic functions too often (i.e. linkages between the grade book and assignments). 3. The grade book is too complex. For instance, rearranging the order of assignments. Entering grades can be tedious; older versions of BB were easier.
- Support is much better than a year ago. I would like to put music on the opening page, and this part is still difficult. Also, it is sometimes tricky to find the layer that allows you to change the structure of your blackboard site. I often have to open several categories of things before I find the right tool. Perhaps a header with subheadings would help.
- I would like Blackboard to have a tab at the top of the page for library resources. The placement of the Scholar tab gives the (imho) misleading idea that it might be the only way in Blackboard to “find relevant, reliable resources more easily”, when there are a good many online resources available through the library databases.
- I gave up using it 2 years ago because I hated waiting to get my course established. Although I know many updates have occurred, I just use e-mail instead of Blackboard to interact with my students.
- After training I was able to navigate my way to the Bearpaws' link for requesting a course shell. I found this process a little challenging.
- Although I am satisfied with BlackBoard I also have experience as an instructor and student on the E-college platform. This is a friendlier and much more appealing system to use.
- Expensive software to continue to depend on when there are free/OSS options out there that provide same level of functionality and far better interfaces for modifying content.
- Course shell and its use are unfamiliar to me because of lack of training.

Part 4: Software for Teaching

22. It is important for my personal computer to have the same software and the same version of the software used by the students in computer labs.
   - strongly agree (46.6%)
   - agree (20.5%)
   - neutral (4%)
   - disagree (10.9%)
   - strongly disagree (0%)

23. I regularly teach in a "projection classroom" (installed computer podium):
   - yes (68.3%)
   - no (31.7%)

24. I regularly teach in a "limited projection classroom" (no podium, you provide your own laptop):
   - yes (22.66%)
   - no (77.4%)

25. I regularly teach in a hands-on computer lab
   - yes (24.2%)
   - no (75.8%)

26. If you regularly teach in a hands-on computer classroom, which of the following best describes that room:
   - specially configured computer classroom (57.1%)
   - a general use computer classroom (42.9%)
27. I regularly have students make posters for research purposes:
   - yes (11.9%)
   - no (62.7%)
   - no, but I would like to (25.4%)
   - Comments:
     - It is essential that our students be able to make and print large format posters. Our department has an 
       average of 15 students present posters at research conferences every year.
     - When I am teaching our senior seminar, I want to do a class or two in a hands-on computer classroom.
       They are often hard to find.
     - The big issue here seems to be where to have the posters printed and how to pay for them. They are 
       costly. If there could be a way for students to print their own and have it paid for with a ticket they could 
       buy at the bookstore (or pay for it within student fees), that might be the best.
     - I have done so infrequently. I will continue to do so but maybe not frequently.
     - I have no inclination to do so and would probably never, ever do so.
     - This would certainly improve my teaching of the course.

28. I regularly have students make posters in my classes:
   - yes (7.9%)
   - no (63.5%)
   - no, but I would like to (28.6%)

29. I regularly have students give presentations with Powerpoint in my classes:
   - yes (50.8%)
   - no (44.3%)
   - no, but I would like to (4.9%)
Part 5: Training

Please check all of the software choices that apply:

10. I would like to have additional training opportunities on the following pieces of software.
11. I would like to have additional training opportunities for students on the following pieces of software.

Responses:

<table>
<thead>
<tr>
<th>Category</th>
<th>Faculty Training</th>
<th>Student Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing and Document Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft Access</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>5</td>
<td>12</td>
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<tr>
<td>Microsoft Publisher</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Microsoft PowerPoint</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Microsoft Word</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Adobe Acrobat reader</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Adobe Acrobat</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Adobe InDesign</td>
<td></td>
<td></td>
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<tr>
<td>Referencing software (Endnote, Refworks, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>20</td>
<td>64</td>
</tr>
<tr>
<td>Graphics and Images</td>
<td></td>
<td></td>
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<tr>
<td>Adobe Illustrator</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Adobe Photoshop</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Corel Graphics Suite</td>
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<td>2</td>
</tr>
<tr>
<td>iPhoto</td>
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<td>2</td>
</tr>
<tr>
<td>Sum</td>
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</tr>
<tr>
<td>Geography</td>
<td></td>
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</tr>
<tr>
<td>ArcGIS</td>
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</tr>
<tr>
<td>Google Earth</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SUM</td>
<td>3</td>
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<tr>
<td>Web Design</td>
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<tr>
<td>Dreamweaver</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Nvu</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>iWeb</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Flash</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Any</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>sum</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Audio and Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iDVD</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>iMovie</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Garage Band</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>iTunes</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Windows Movie Maker</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Final Cut Pro</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>sum</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Maple</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>other (inc. STATA, NVIVO, MINITAB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometer's Sketchpad</td>
<td></td>
<td></td>
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<tr>
<td>Graphing Calculator 3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MatLab</td>
<td></td>
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</tr>
<tr>
<td>sum</td>
<td>3</td>
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</tr>
<tr>
<td>sum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finale</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Sibelius</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Audacity</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Keynote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sum</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>sum</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Programming (Latex, Perl, C++)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skype, and other live meeting software</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
30. I would like to have the opportunity for additional training in the following areas (select all that apply):
   a. Personal web site design: **47.9%**
   b. Microsoft Office (Word, Excel, Powerpoint, Access, Publisher, etc): **35.6%**
   c. Poster creation: **28.8%**
   d. iClickers: **16.4%**
      Other(s)/comments: Smart boards, Matlab, iClickers
31. Do you have any suggestions about how faculty technology training could be improved?

- **Through distance learning** - it's too difficult to manage a 12/12 load and attend workshops.
- **CTS could change their attitude and stop talking down to people.**
- **Better times available**
- **Assign an assistant to each of us so we have the time necessary to learn. ;)**
- **We need more projection in classrooms. We do not need fancy projection but we do need projection!**
  Satterlee Hall has old overhead projectors and unmanageable VCRs that must constantly be moved from 3rd floor to 2nd floor.
- **More online tutorials on music apps** - updates to the music apps - I am still waiting on Finale programs.
- **Training professionals should travel to all buildings to give their classes and presentations.**
- **Yes. Other colleges have a place, a center where anyone can go to get on the spot help, or attend workshops. Not the Help Desk, but something like the Instructional Technology Center, but with expanded services to show us how to use equipment, software, improve teaching, use web 2.0 technologies, and so forth. We need something like this to meet the growing needs. I was told the Ltec did this, then I was told it didn't. Either way, we need a place with good equipment and skilled personnel to run it.**
- **Timing is always an issue. Training should be offered more than once and at multiple times. Weekend training should be considered, and summers.**
- **Online training sessions like podcasts would be good, so that we have more options for participation.**
- **Do not cut the T4PT program!**
- **Faculty technology training could be improved for my purposes by offering more evening sessions. I am an adjunct who works off campus during the day.**
- **Yes, in terms of BlackBoard it should involve more than the technical aspects but the tacit pieces that include what language to use, timing, and other psychological issues related to teaching on-line students.**
- **I am surprised that no training exists for iClickers the same way as for Blackbord. I think, clicker technology must be widespread across the campus. My former colleague was the pioneer of Clicker technology in our College and we ended up with his usable 72 clickers and software after he left. But there is no training for any of us for utilizing the technology in our classes.**
- **An online option would be beneficial to me.**
- **More time, more trainers (the student-led technology trainers have never responded to my requests for help.)**
32. I would like to have the opportunity for additional **student** training in the following areas (select all that apply):
   e. Personal web site design: **23.3%**
   f. Microsoft Office (Word, Excel, Powerpoint, Access, Publisher, etc): **45.2%**
   g. Poster creation: **24.7%**
   h. Clickers: **6.8%**
   i. Other(s)/comments:
      - Teachers requiring the use of these technologies should first become experts themselves so as to properly tutor and instruct their students in the use of these technologies.
      - Designing brochures
      - I would like more training, but I always seem to be too busy to get the learning done.
      - Blackboard, SPSS
      - As in the previous comments (in 31), having a place identified on campus as a "technology help center" or something like that is needed. If one of my students needs help with Word or even BlackBoard, it would be smart to send them to the experts who can provide training.
      - SMART Board
      - BlackBoard - Could this be part of Freshman programming?
      - This area represents very basic skills student need, but often lack, to succeed at our university.
      - Computational work using appropriate software
      - Garage Band, Sibelius, Finale
      - Please train students to use online library catalogs, inter-library loan, and how to read .pdf documents.

33. Students come to SUNY Potsdam with sufficient training in basic technology (word processing, document design, file management, etc.):
   j. Strongly Agree: **0%**
   k. Agree: **27.4%**
   l. Neutral: **20.5%**
   m. Disagree: **32.8%**
   n. Strongly Disagree: **12.3%**

34. SUNY Potsdam should expand efforts to make sure that our graduates are properly trained in basic technology (word processing, document design, file management, etc.):
   o. Strongly Agree: **30.1%**
   p. Agree: **52.0%**
   q. Neutral: **9.6%**
   r. Disagree: **2.7%**
   s. Strongly Disagree: **1.3%**

35. Do you have any suggestions about how student technology training could be improved?
   - Mandatory 100-level computer technology class
   - Non-traditional students don't always have the necessary background using computers.
   - Short of required courses, no.
   - Teach them to use Web 2.0 Tools
   - I think I've already made all my comments. Thanks for the forum for making them.
In regards #34, it depends entirely on the student; some people are inherently not computer savvy or comfortable. Most are comfortable with texting and email but aren't good at MS Word (or similar word processing)...the same thing applies to music software...they are generally NOT comfortable in that world.

For future surveys I'd suggest a separate list of questions for admin, and one for faculty...

No.

Crane students NEED to be able to use Sibelius and/or Finale fluently in today's market. There is no place in our curriculum where students can achieve fluency.

As a regular staffer of a help desk, I can assure you: Our students are not proficient in basic functions of word processing, presentation software, or database tools. Many of them can learn on the fly, or ask for help appropriately, but many are simply at sea. We need to provide better assistance for these students.

Make sure faculty and staff are comfortable with technology at the same time as promoting it with students.

Not necessarily "expand" but Potsdam should move forward with integrated technologies in instruction/ assignments. This primarily a faculty issue.

Include credit-bearing courses that students can take.

Non-traditional students seem to be more likely to struggle with technology; training that is geared toward them specifically might be helpful - one-on-one, in the evening, etc.

Perhaps several mini-workshops could be offered at the start of each semester to offer help in learning how to use some of the technologies students should know.

Like above, if we had a place that provided training to faculty and to students, at all levels, we'd see competencies improve for both the faculty and the students. A colleague gave her students a presentation to do in powerpoint. Some students were far ahead of others, but she didn't know enough about powerpoint to help the students lacking. I gave a quiz on BlackBoard, but my students had problems with it. When I contacted the help guy, he said it was the students' fault, not mine or BlackBoard's, something to do with a web setting. He helped the students with trouble, but if my students had known this ahead of time, there wouldn't have been the stress and trouble. Increasing support services should make everyone more comfortable and capable with technology. The students will really need these skills after graduation.

Basic training on campus systems (email, Office Suite, music software, etc.) could be offered as part of the Orientation package for new students and/or offered as 1-3 day mini-courses during the summer, winterim, etc.

If it is not already required: require students to either pass a basic skills test in technologies used on campus, or take a basic skills course in technologies used on campus. This could all be done online with tutorials and end-of-unit quizzes.

Offer an incentive for classes that actually teach how to use the tech in class. perhaps they get to cap at a smaller number?

My students are Juniors, Seniors, or Graduate students. By the time they get to me they are well prepared in the use of technology, except for SMART Board and use of the Library Web based search tools for Journals.

Faculty should expect students to use technology. Unfortunately, we spend class time teaching simple things like microsoft word, footnotes, poster making, etc. which takes time from other teaching activities. Allow students for classes to participate in interactive web casts.

A technology course should be mandatory in the Education department!

Build a lab at Backstreets and offer trainings Friday nights-gradually decreasing task complexity for obvious reasons. Short of that, offer some incentive for training as intrinsic motivation may be hindered. Require/encourage faculty to include more tech based assignments in classes. Support this faculty with CTS Staff availability to come to classes and assist. Including the evening classes.
- Tablet PC for each student and faculty, it needs very little training. I believe it will improve all our electronic media capabilities in geometric proportion, I mean for students, faculty and staff.
- Make sure that students have, at least, basic knowledge of Office.
- Final note: I am Biology Faculty and department is not listed above
- I’m not sure that a liberal arts college should be in the business of training students in technology, even though I believe that our graduates (and faculty/staff) should be able to use technology effectively.