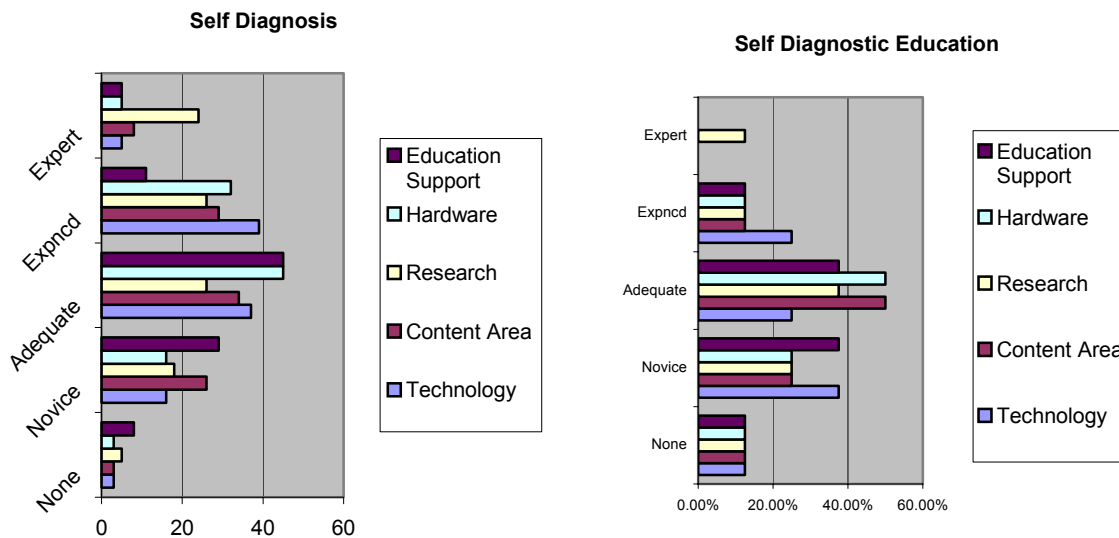


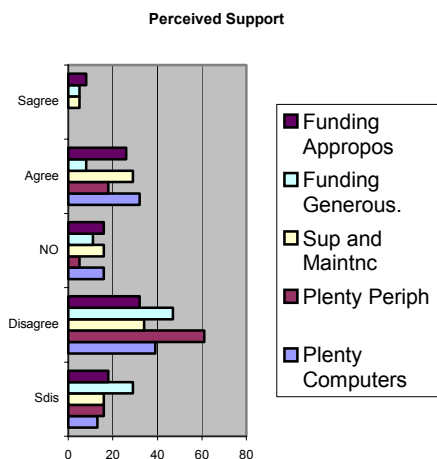
**The technology survey** was conducted October 24<sup>th</sup> 2001 during a required meeting of all faculty and administration members. Of the forty members in attendance, 38 turned in valid multiple-choice sheets to the questionnaire. Unlike faculty, staff members, (*although some also instruct*) were not required to be in attendance.

**Items 1-5** were designed to assist in arriving at correlations within departments, age groups and experience levels. The only correlate disaggregated for this report is for those individuals who indicated that their “primary field” was education.

**Items 6-10** were designed to give a general self-diagnostic using the descriptors “novice” through “expert.” The responses to these five questions follow a standard curve with respondents tending to classify themselves as adequate. The Education Department had slightly more “novice” responses, which reinforces ongoing technology professional-development efforts.



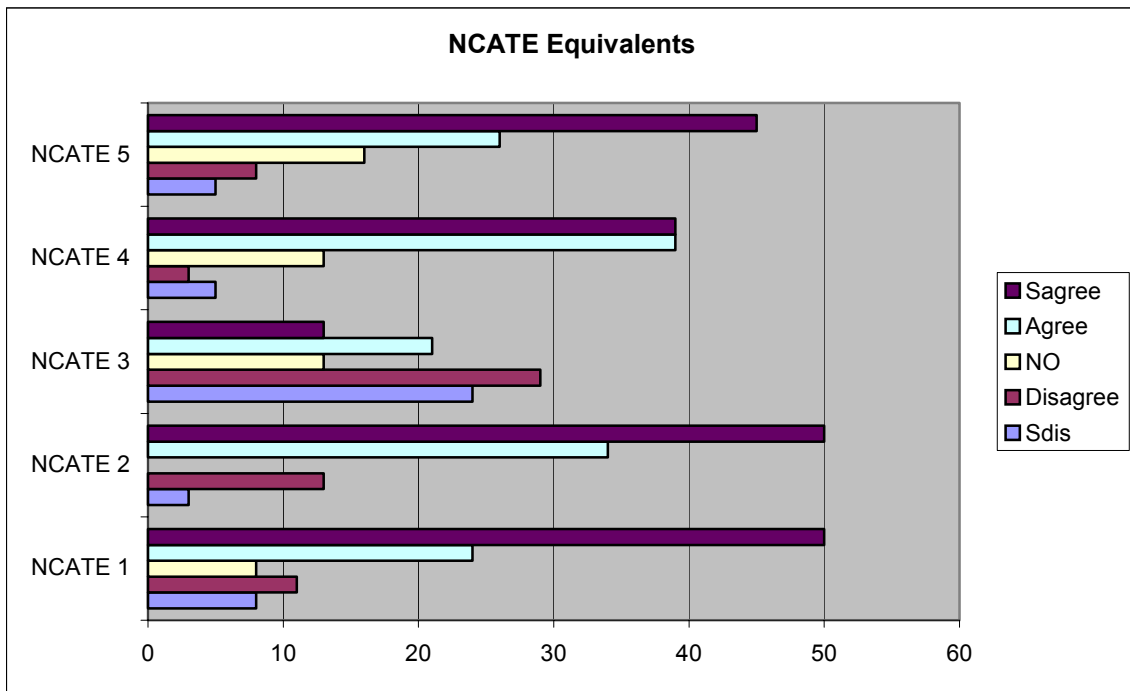
**Items 11-15** were designed to assess the faculty’s conception of the availability of technology and support for the same on campus. The real benefit in this series of questions lies in the fact that it predates the opening of the Technical Center, allowing a follow up survey to establish the perceived benefit from this addition. The results (reflecting overall satisfaction levels with the technologies available) seem to reflect a faculty largely unhappy with the funding previous to this year.



**Items 16-35**, Application comfort levels: In order to try to contrast specific skills and abilities to more generic self-assessment items, these questions used the strongly agree/disagree model. The measure assumes that *comfort* in using a given application indicates fluency. These questions approached applications with progressively greater levels of difficulty; beginning with word processing and working up through inquiries about use of nonlinear editing software. This was not coupled with any skills tests so it remains anecdotal by nature, but when looking at the results one does get the impression that actual knowledge of a diverse technical nature is less in the specifics than predicted in the general. (See results attchd.)

**Items 36-40** were framed to discover the faculty’s perception of student’s technology use, to be compared with later results of actual student use. As the student survey has not been conducted these results are speculative at present.

**Items 41-45** were designed to reference the NCATE *ideal* standards and see if the goals set forth by that accrediting body were shared by our faculty. (To add reliability to this aim NCATE itself is not mentioned in the question.) Rather five “target” areas in the NCATE technology standards were culled from the document and used (in some cases verbatim) to get a sense of whether the faculty agreed with the goals, and what their perception was the progress meeting those goals.



**NCATE 1.** Technology will play an increasingly important role in data gathering and analysis, as well as in unit planning and evaluation.

**NCATE 2.** I continue to develop my skills in using technology to facilitate my own professional work.

**NCATE 3.** I have access to exemplary library, curricular, and electronic information resources that not only serve the campus, but also the broader community.

**NCATE 4.** I should know about information technology in order to use it in working effectively with students and professional colleagues in the delivery, development, prescription, and assessment of instruction.

**NCATE 5.** I should know about information technology in order to use it in problem solving; in school and classroom administration; in educational research; in electronic information access and exchange; and personal and professional productivities.

The results here are the only heavily skewed findings in the survey, with the vast majority agreeing with the assumptions of NCATE and referencing strong agreement with all but one of the five listings. NCATE #3 is another indicator of the faculty's dissatisfaction with the technology available prior to the opening of the 4.5 million dollar technology center (see questions 11- 15) Here again, the presumption is that this is an area where aggressive change has been instituted and the newest results have yet to be quantified.

**Items 46–50** were designed for in-house use, to try and perceive current needs in technology-based professional development. The questions were flawed insofar as they did not take into account expert users who needed neither assistance nor instruction.

## Summary

Although one cannot draw concrete conclusions from this data, as it is a *self diagnostic*, and is not coupled with hard data from testing, etc, it will serve as a critical piece to have in place as it predates the completion and use of the technology center.

This gives a picture of a campus in the middle of change: a faculty who recognize the need for technology infusion, a campus being transformed with technological affordances superior to most of its regional neighbors. The results will inform ongoing professional development efforts, and the data gathered prior the implementation of the Technology Center will serve as ideal baseline numbers to measure perceived improvement as this project comes to maturity.