

## Possible Action Implications for the College

- \* Given that the employees rate PCC low in providing recognition/rewards to integrate technology into teaching/job responsibilities, the College may consider creating incentives, rewards, etc., to encourage employees.
- \* Given that contract faculty rate PCC below average in providing support for multimedia tools, web pages, computer assisted instruction, and distance education, the College may consider offering faculty more support in these areas or more effectively communicate to faculty how the College provides support/training in these areas.
- \* What are the possible reasons as to why hourly faculty are least satisfied? Is it access to training, availability of support staff, etc.? Or, do hourly faculty have higher expectations because they have high computer skills?

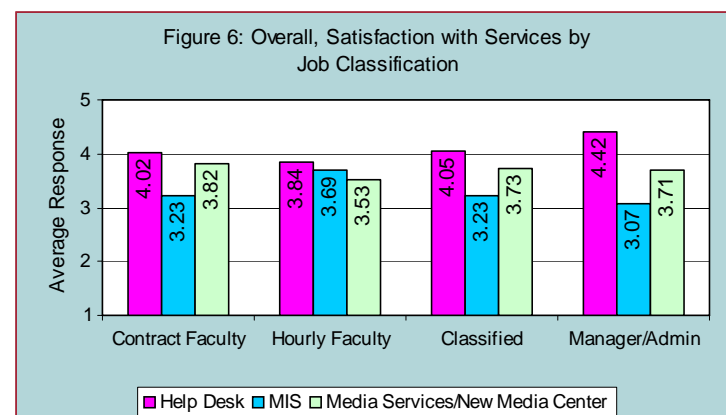
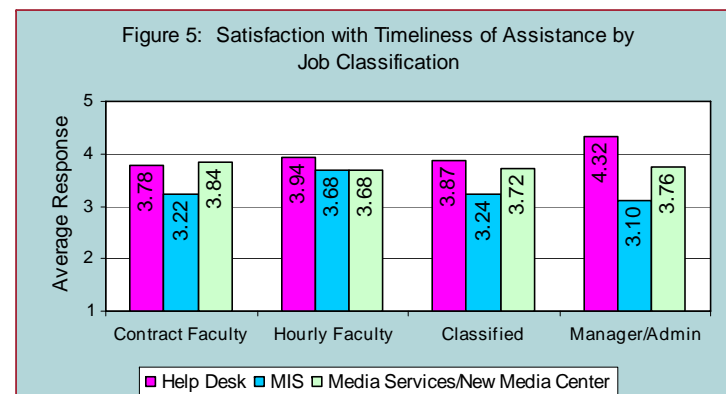
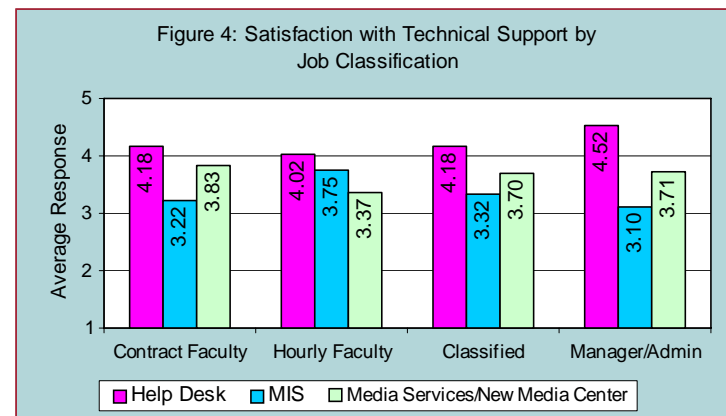
## Technical Support

Employees were asked to indicate their degree of satisfaction, on a scale where 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied, and 5 = Very Satisfied, with the technical support, services, and timeliness of assistance provided by the Help Desk, Management Information Services (MIS), and Media Services/New Media Center. Overall, employees are most satisfied with the Help Desk, followed by Media Services/New Media Center, and MIS. Below are a few highlights (see Figures 4-6):

- All employees report being most satisfied with the technical support provided by the Help Desk.
- Contract faculty, classified staff, and managers/administrators report being least satisfied with MIS's technical service, ranging just above a neutral rating.
- All employee groups report being least satisfied with the timeliness of MIS's services and are generally most satisfied with the timeliness of the help desk.
- As for overall satisfaction with the services provided by each of the areas, all employee groups are most satisfied with the services provided by the Help Desk and least satisfied with the services provided by MIS.

## Possible Action Implication for the College

- \* Given employees' lack of satisfaction (a generally neutral rating) with MIS's services, MIS should develop ways to improve employees' level of satisfaction towards their services.



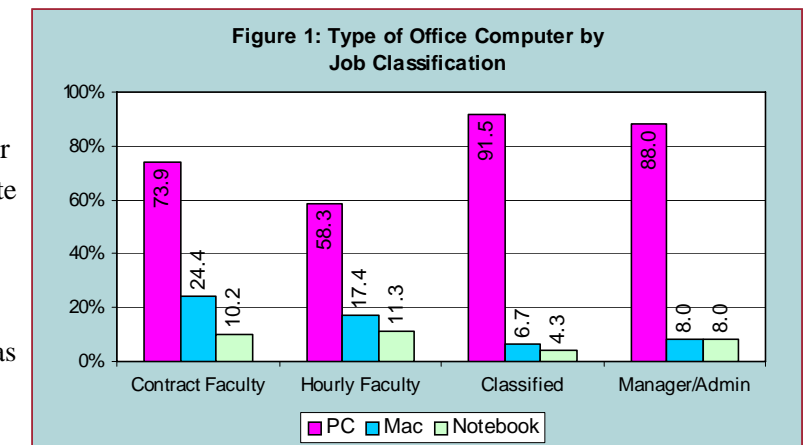
## Technology Training, Support, and Equipment

Pasadena City College (PCC) provides employees technology resources such as computers, technology training, technical support, etc., to enhance the effectiveness and efficiency of the delivery of their services. PCC strives to improve institutional effectiveness by providing employees high quality technology resources to enhance instructional programs, student support services, and administrative services. In Spring 2006, PCC's Campus Technology Committee conducted a technology survey of the College's faculty and staff to: 1) evaluate the effectiveness of its technology and solicit comments on how it can improve; 2) identify the College's technology needs; and 3) set priorities for technology over the next three to five years. A total of 194 contract faculty, 126 hourly faculty, 182 classified staff, and 31 managers/administrators completed the survey. The survey asked faculty and staff questions about their degree of satisfaction with the: hardware and software; technology training and support; and technical support. This issue presents a brief overview and highlights of the survey findings about technology training, support, and equipment.

## Type of Office Computer and Satisfaction

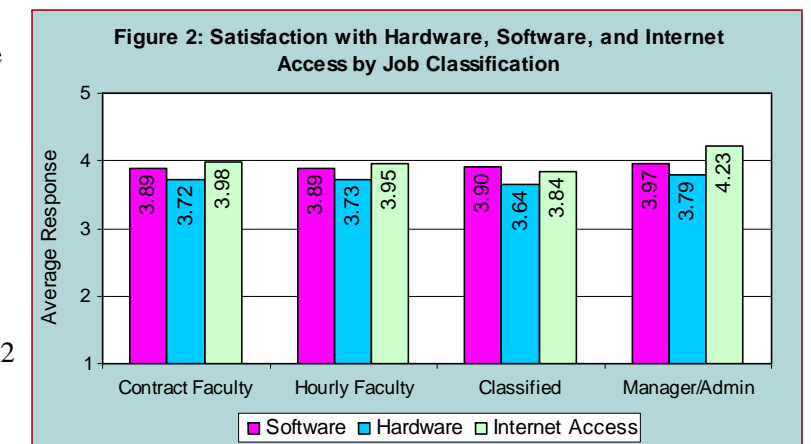
Employees were asked to indicate the type of office computer they use at PCC. Employees could select more than one type of office computer (PC, MAC, or notebook). Overall, **91.1%** of the employees indicate they use either a PC, MAC, and/or a notebook. Of the employees who report not using an office computer, the hourly faculty had the highest proportion at **32.2%**. Specifically, the findings are as follows (see Figure 1):

- Almost all of the classified staff and managers/administrators use a PC.
- Of the employees who report using a MAC, the contract faculty had the highest proportion at **24.4%**, but is still only about one-third of the contract faculty who use a PC.
- **13%** of the hourly faculty report not having access to an office computer.



Employees were asked to indicate their degree of satisfaction, on a scale where 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied, and 5 = Very Satisfied, with their office computer hardware, software, and internet access. Overall, managers/administrators are more satisfied with their office computer hardware, software, and internet access, followed by contract faculty, hourly faculty, and classified staff. Below are a few highlights (see Figure 2):

- While in all cases the average responses are higher than **3.64** (3 = neutral and 4 = satisfied), not all employees are equally satisfied.
- Faculty and managers/administrators are the most satisfied with the internet access.
- There is consensus among contract faculty and hourly faculty about their degree of satisfaction with their office computer software, with both employee groups giving it a satisfaction rating of **3.89**.



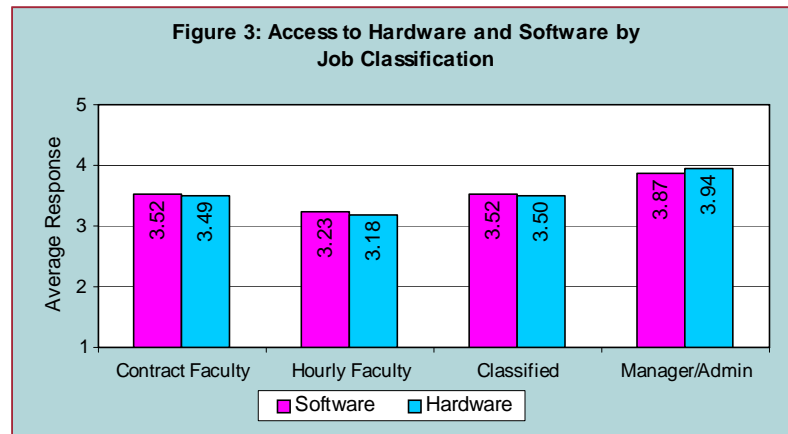
- There is consensus among contract faculty and classified staff that PCC rates a bit over mid-level average in providing them with the software they need to do their job.
- All employees are the least satisfied with their office computer hardware.

**Possible Action Implications for the College**

- \* Given that notebooks are mobile technologies and that the nature of the faculty’s job responsibilities require them to be mobile, moving between classrooms or between office and home, would having more notebooks for faculty encourage them to integrate technology into their teaching? Is the low use of notebooks due to the limited supply or lack of interest?
- \* Given that a third of the hourly faculty report not having an office computer, does the College need to provide hourly faculty more access to an office computer?
- \* Employees are least satisfied with their office computer hardware and software, averaging a little less than “satisfied.” Is this level of employee satisfaction high enough? Should the College work to improve this rating?

**Access to Hardware and Software**

Employees were asked to rate PCC, on a scale where 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Excellent, in providing them with the computer hardware and software they need to do their job. Overall, managers/administrators rate PCC highest in providing them with the computer hardware and software they need, followed by classified staff, contract faculty, and hourly faculty. Below are some highlights (see Figure 3):



- All employee groups give similar ratings to their access to software and hardware. The two faculty groups and the classified staff rate their access to software slightly above hardware. Managers are the opposite, rating access to hardware higher.
- Hourly faculty rate PCC the lowest, a bit above average, in providing them with the hardware and software they need to do their job, compared to the other employees.
- There is consensus among contract faculty and classified staff that PCC rates a bit over mid-level average in providing them with the software they need to do their job.

**Possible Action Implications for the College**

- \* The hourly faculty rate PCC the lowest in providing them with the computer hardware and software they need to do their job. What can the College do to improve this rating?
- \* All employees rate PCC between average and above average in providing them with the hardware and software they need to do their job. Is this rating satisfactory or should the College strive to improve the rating?

**Technology Training**

Employees were asked to rate PCC, on a scale where 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Excellent, in providing them with various aspects of technology training. In general, the employees rate PCC the highest in the overall quality of the training. The contract faculty and hourly faculty rate the College very similarly. However, there are considerable differences among faculty, classified staff, and managers/administrators in their ratings of technology training at PCC. Below are some findings (see Table 1):

- There is agreement between contract faculty and hourly faculty that PCC rates the highest for the overall quality of the training and lowest in providing training at a convenient date and time.
- Classified staff rate PCC the highest in providing training at a convenient time and lowest in providing training in the latest technology.
- Managers/administrators rate PCC the highest in providing training at the appropriate level.

**Table 1. Technology Training by Job Classification**

	Contract Faculty	Hourly Faculty	Classified	Manager/ Admin.
<b>Technology Training</b>				
<i>Average Response</i>				
Overall quality of the training	3.51	3.45	3.18	3.25
Training in the latest technology	3.29	3.13	3.04	3.26
Appropriate level of training for your needs	3.27	3.13	3.07	3.42
Training applicable to your needs	3.26	3.09	3.05	3.32
Training at a convenient date and time	2.83	2.98	3.19	3.26

**Possible Action Implications for the College**

- \* Given that faculty rate PCC the lowest in providing technology training at a convenient date and time, the College needs to determine the best dates and times to offer faculty technology training. The College may consider offering training online.

**Technology Support**

Faculty were asked to rate PCC, on a scale where 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Excellent, in providing support for nine various types of technologies (attend workshops, distance education, Web CMS, etc.). Classified staff and managers/administrators were asked to rate PCC in providing support for four of the nine types of technologies (attend workshops, integrate technology, etc.). Managers/administrators and classified staff rate PCC a little higher in providing support to attend workshops, support to integrate technology, support for multimedia tools, and recognition for successful infusion of technology compared to contract and hourly faculty. Contract faculty rate PCC higher than do hourly faculty on all nine measures of technology support. Below are some findings (see Table 2):

- All the employee groups rate PCC the highest in providing support to attend technology workshops/conferences.

- There is consensus among all the employee groups that PCC rates below average on providing rewards/recognition for successful infusion of technology into teaching/job responsibilities.

- Contract faculty rate PCC below average in five of the nine items: support for distance education, computer assisted instruction/simulation, multimedia tools, web page support, and rewards/recognition for successful infusion of technology into teaching. Hourly faculty rate PCC below average in providing support for all nine types of technologies.

**Table 2. Technology Support by Job Classification**

	Contract Faculty	Hourly Faculty	Classified	Manager/ Admin
<b>Technology Support</b>				
<i>Average Response</i>				
Support to attend technology workshops/conferences	3.54	2.90	3.31	3.83
Support on Web CMS (curriculum development)	3.22	2.26	N/A	N/A
Support on Web CT	3.13	2.70	N/A	N/A
Support for integrating technology into instruction/job responsibilities	3.03	2.62	3.12	3.05
Support for multimedia tools	2.96	2.86	3.16	3.15
Web page support	2.96	2.59	N/A	N/A
Support for computer assisted instruction/simulation	2.81	2.55	N/A	N/A
Support for distance education	2.79	2.64	N/A	N/A
Rewards/recognition for successful infusion of technology into teaching/job responsibilities	2.27	2.22	2.60	2.47