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LR&TS Assessment Report 2006-2007

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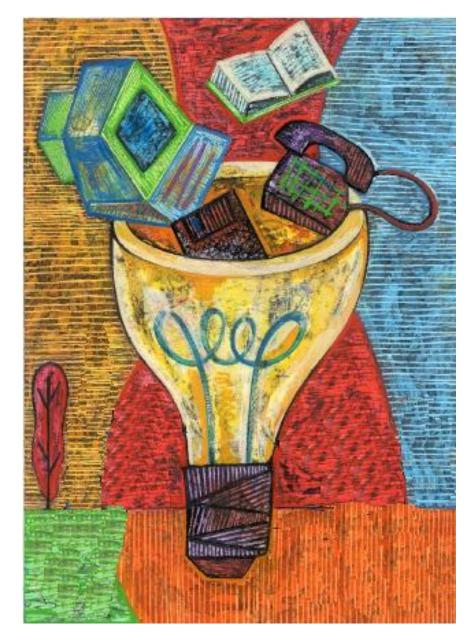*St. Cloud State University*, cinkster@stcloudstate.edu

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LR&TS Assessment Report

2005 – 2006

Compiled by

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LR&TS Assessment Report 2005-2006
Learning Resources & Technology Services

Introduction

In preparation for the Higher Learning Commission/North Central Accreditation self study and campus visit in 2007, assessment efforts at LR&TS have continued to focus on student awareness and satisfaction with services and resources provided by LR&TS. 2005-06 was the third year of focused assessment at LR&TS.

Assessment Personnel

At the beginning of fall semester 2005, Chris Inkster was assigned as Assessment Coordinator for LR&TS, with reassigned time for 6-credit hours provided for this position. In late fall 2005, an LR&TS Assessment Committee was established to assist with goal setting, revisions and formatting of surveys, and general implementation and analysis strategies. Randy Kolb and Sandra Williams volunteered to serve on this committee, which was active throughout the assessment process.

Process for Determining Assessment Focus

In fall 2005, the Assessment Coordinator did an in-depth triangulation analysis (see **Appendix A**) of the 2004-2005 results of the three assessment instruments: a Miller Center survey, a telephone survey conducted by the SCSU Survey, and a focus group.

After the Assessment Coordinator shared pertinent assessment results individually with each work group leader, the Dean's Advisory Council discussed the assessment results and planned for areas that the surveys showed needed improvement. This in-depth analysis and further discussion revealed that the responses to many of the questions from both the Miller Center and telephone surveys were unfortunately ambiguous in meaning, in spite of a thorough vetting and pilot testing of the surveys. Each work group individually determined areas from the assessment results to focus on for the 2005-06 year and shared those areas with the DAC. A few areas of concern that were identified by the assessment results were addressed by LR&TS in general; for instance, the Courtesy Corps was implemented mid-year in direct response to student perceptions of occasional noisy environments in the Miller Center study areas.

In November 2005 the Assessment Coordinator presented an assessment plan to the DAC (see **Appendix B**). The plan focused on revising and repeating the Miller Center Survey, the Telephone Survey, and focus group discussions. The plan proposed administering a parallel survey to students at another campus location, such as Atwood Memorial Center, as a way to determine perceptions of another audience of students. A "mystery student" assessment based on the business sector's secret shopper concept was proposed to determine the helpfulness of service desk workers. The plan also added assessment data collected from other sources (for example, NSSE, SCSU Spring Survey, summer school survey) as well as focused assessments planned by LR&TS work groups.

Revising and Planning

The Assessment Coordinator worked with individual work groups as requested to develop focused assessment instruments. Work groups that collaborated in this way included:
- Reference – Library Instruction evaluation (fall, spring)
- Reference – Reference Desk Evaluation (fall, spring)
- ITIS – E-Classroom Satisfaction Survey (survey was completed but not administered in the spring as planned)
- Access – Study Room Survey (administered in spring; analysis by Access group is continuing)
- CTUS – Mystery Student Assessment (plans were well underway, but a suitable student group to serve as the Mystery Students was not identified after inquiries to the Communication Studies Department and several student organizations)

The Assessment Coordinator drafted revisions of the Miller Center and telephone survey instruments to prevent the ambiguities that were noted in the in-depth triangulation analysis of the 2004-05 data. The Coordinator met with a faculty director from the SCSU Survey to analyze ambiguity in several of the telephone survey questions, and suggestions were discussed for improving the questions and the ordering of the questions.

Several guidelines were followed in the revision process:
- questions focusing on technology and library were more evenly balanced on the two Miller Center survey versions
- duplicate questions from the survey versions were eliminated
- questions about several new services were added (i.e. expanded Miller Center hours, Virtual Reference)
- questions about services used by only a few SCSU students (i.e. Statistical Consulting Center) were dropped from the survey in order

to include questions about services used by more students
- consistent wording of "library and technology" rather than LR&TS was used
- precise wording to prevent ambiguous results was used in revised questions
- valid questions were retained as much as possible so that long-term assessment data could be gathered

Revised survey questions from the Miller Center and Telephone Survey were then shared with work group leaders for feedback and suggestions. The LR&TS Assessment Committee made further suggestions for revision and keeping the surveys parallel. The instruments were presented to DAC for one more round of suggested revisions.

The LR&TS Assessment Committee investigated several formats for the surveys, with the goal to prevent ambiguity in answers as much as possible. These formats were pilot tested with several student workers before a format was chosen. The LR&TS Dean then reviewed the final surveys before they were either printed or sent to the SCSU Survey office.

Assessment Instruments

Miller Center Survey
This survey (see **Appendix C**) had two versions: A and B. The survey had a total of 11 questions that consisted of six yes/no questions (with follow-up questions), two open-ended, one demographic, one Likert-type item (with 13 sub-questions ranging from 1 – *Strongly Disagree* to 4 – *Strongly Agree* and an option for *no opinion*), and one forced choice item (with 12 sub-questions answered with *Used and satisfied, Used but not satisfied, Aware of but not used, Not aware of*). The only difference between Version A and Version B was the categories of resources and services listed for questions #7 and #8.

The format of the survey was significantly revised to improve the reliability of the data received. The format for the question with forced choices was changed from yes/no responses in 2004-05 to more directed answers:

    Used and satisfied
    Used but not satisfied
    Aware of but not used
    Not aware of

Several new questions were developed, based on interest from work group leaders and DAC members. These included questions about the use of HuskyNet email and file space, Miller Center computers, and the top reasons for visiting the Miller Center.

Atwood Survey
The surveys used in Atwood were identical to those from the Miller Center, with the exception of several questions that assumed the student had been to the Miller Center on the day the survey was completed. For the Atwood survey, these questions were changed from "today" to "this semester" and from "today's visit" to "most recent visit." Version C is parallel to Miller Center Version A, while Version D is parallel to Miller Center Version B.

Telephone Survey
This survey (see **Appendix D**) consisted of 14 questions, including one yes/no question, six multiple response items, and five 5-point and four 3-point Likert-type scale questions. Several new questions were developed for this survey, including questions about extended hours, building facilities, and how students learned about LR&TS services and resources. The introductory text for question sets was also revised to improve the reliability of student responses.

Mystery Student
Although the concept of an assessment based on the idea of a "secret shopper" at LR&TS service desks was researched and planned, this assessment was not implemented during 2005-06. The Communication Studies Department was contacted as a way to locate interested and confident students to participate as mystery students. The advisor for the Communication Studies student club talked to students about the idea, and although a few students expressed initial interest, the necessary number of students did not materialize. The intention of this assessment project was to have the Mystery Students ask typical questions; questioners were not intended to be hostile or "problem" patrons.

Focus Group
A focus group was planned as a follow-up to areas of concern raised in the two main survey instruments. However, because results of these two surveys were not available until the end of the spring semester, there was not time to analyze the results and gather a focus group. Responses from the Student Advisory Committee, which met in the spring with the LR&TS Dean, will be used to provide another student viewpoint on LR&TS services and resources.

Assessment Instrument Administration

Miller Center Survey
The Miller Center Survey (Versions A and B) was administered to individuals who entered or exited the Miller Center during the last week of March on Saturday, Sunday, Wednesday, Thursday, and Friday. During the first week of April, surveys were distributed on Monday and Tuesday. Eight two-hour blocks were scheduled so that students present in the Miller Center at various times and days of the weeks would be able to participate. Members of the LR&TS Assessment Committee and several of the fixed-term and adjunct Reference team members volunteered to assist with distributing the surveys. No incentive was provided to participants, but most students who were asked participated willingly and returned

completed surveys. A total of 567 responses were received.

Atwood Survey

The parallel Miller Center survey (Versions C and D), with some questions slightly revised to fit the different audience and survey location, was administered for two afternoons in Atwood on April 11 and 18. A poster and laptop display were created to catch students' attention, and candy pieces were offered as an incentive. Many students who stopped said they had already taken the survey in the Miller Center. A total of 23 students took the survey in Atwood.

Telephone Survey

The SCSU Survey team, from the College of Social Sciences, again conducted the Telephone Survey, using their calling center with 13 computer stations, each equipped with a phone, headset, and computer-assisted interviewing software program. A random sample was drawn from a representative pool of 1,900 currently enrolled students. Calls were made from Sunday, April 23 through Wednesday, April 26. A total of 566 students participated.

Data Analysis

The Statistical Consulting Center, located in LR&TS, coded and entered the data from the Miller Center and Atwood surveys. Questions for cross-tabulation were determined by the LR&TS Assessment Committee. Quantitative data was analyzed with the use of SPSS. Open coding was used to analyze qualitative data in open-ended questions on the surveys.

Miller Center Survey

Of the 800 copies distributed, 567 questionnaires were returned, for a return rate of 71%. Because of the improved formatting of the survey, this year all returned surveys were usable

and none had to be deleted because of missing information.

Open coding was used for the open-ended questions in order to find common themes and summarize the information.

Atwood Survey

The questionnaire return rate was 100%. A total of 23 questionnaires were accepted by students, and all were returned.

Open coding was used for the open-ended questions in order to find common themes and summarize the information.

Because the Atwood Survey has a small participation rate (only 23 students), the LR&TS Assessment Committee determined that the data could not be used for any significant comparison to the Miller Center survey results. Although the results of the two surveys were surprisingly similar, the responses from the Atwood Survey are *not* included in the Miller Center survey results.

Telephone Survey

The sample consisted of 625 students contacted from a representative sample of 1,900 SCSU students. The cooperation rate was 90%, with a total of 566 students choosing to participate. The SCSU Survey team attempted to contact each student in the database a maximum of 10 times. Once contacted, 9 out of 10 participants agreed to complete the survey. The SCSU Survey team noted that this was the highest rate of student participation for any survey this year and that participants were willing to answer and enthusiastic about library and technology services.

Results

Miller Center Survey

Demographics. The majority of students responding were juniors (28%) and seniors (25.5%), followed by sophomores (22.5%) and freshmen (15%). Seven percent were graduate students, 1% identified themselves as community members, and 3.5% said they were *other*. Most of the students (78.5%) were enrolled at SCSU during fall semester 2005. Of these, the most frequent response when asked how many times they had visited the Miller Center was 0 times (31.5%), perhaps accounted for by students who were not enrolled during fall semester (22% of the respondents).

The most frequent responses from those who had visited the Miller Center were 10 times (13%), 20 times (8%) and 30 times (10%). Responses ranged from 2 - 734 visits, with the bulk of responses (43%) falling between 10 and 50 visits during the semester.

The most frequent answer for using the LR&TS website during fall semester was 0 (42.5%). The mode for users of the LR&TS website was 10 times (11%), with 7% using the website 5 times. Responses ranged from 1 – 200 times, with almost half of the users (45.5%) accessing the website from 2 –30 times. Fewer students telephoned LR&TS, with only 13% responding yes, and most of those calling only once.

Use of HuskyNet email and file space.
Almost all (98%) of respondents accessed their HuskyNet email account regularly. The number of times accessed ranged from 1 – 200, with the mode being 10 times per week (13%). More than half (59%) used their HuskyNet email 7 or more times per week, and 77% used it 5 or more times per week. Not as many students used their HuskyNet file space, with 72% responding that they used it, while 9.5% did not know how to use

it and 3.5% not have a need to use their filespace.

Computer utilization. Many students (78.5%) had used a computer in the Miller Center on the day they completed the survey. The most frequent reason for using a Miller Center computer was using email (49.5%), followed by research (41%), use of a printer (39%), and general convenience (31%). Other reasons included using faster Internet than at home (17%), Instant Messenger use (17%), using software that student did not own (16.5%), doing group work (14%), and no time to go home (14%). Five percent indicated they used a Miller Center computer because their laptop was too heavy.

Student satisfaction. Students were asked about their use and satisfaction for 24 items (each version of the survey had 12 unique items listed). For another 13 items (included on both versions of the survey), students were asked to respond on a scale from Strongly Agree to Strongly Disagree. At least 90% of students who had used the services or resources rated 16 of these 37 items as *Used and Satisfied* or *Strongly Agree / Agree*.

Items focusing on the Miller Center facility with 90% or higher responses included Miller Center employees were informed and helpful (98%), study rooms for checkout (96%), promotional materials (93%), adequate variety of study areas (92%), and informed and helpful Miller Center student workers (90%).

Items relating to technology resources and services with 90% or higher positive responses included access to the network from off campus (95%), e-classrooms with reliable equipment (93%), and help with D2L problems (90%).

Library-related items with 90% or higher positive responses included help at the Reference Desk (94%), options for interlibrary loan (92%), assistance via AskRef or Ask a Librarian (90%),

study guides (Research QuickStart) (90%), and online renewal of books (90%).

Three general LR&TS items also ranking 90% or higher with positive comments were LR&TS services helped with assignments in the past (96%), LR&TS resources and services support student's academic learning (96%), and the LR&TS/library website (95%).

Student awareness of services they have not used. Students were highly aware of some services and resources, even though they had not used them. It is possible that students have not used services of which they are aware because they have not needed to. For instance, 50% of students have not used troubleshooting their HuskyNet accounts, perhaps because they have not had trouble with their HuskyNet account. In that sense, some of the responses can be seen as not totally negative comments.

Items that ranked at least 20% awareness are grouped below. Those that students were most aware of (but had not used) included these Miller Center facility items: Computer Store discount pricing (41%), LabSeats display (29%), and study rooms (26%).

Technology-related items included: wireless access across campus (54%), troubleshooting HuskyNet accounts (50%), HelpDesk assistance (44%), technology workshops and help in computer labs (each 42%), help with D2L problems (29%), and reliability of e-classrooms (21%).

Library-related items included: AskRef assistance (56%), interlibrary loan options (54%), laptop and equipment checkout (each 49%), online renewal of books (40%), library instruction(34%), Research QuickStart (31%), reference help (29%), Ask a Librarian (28%), full text articles (27%), and the book collection (24%).

General LR&TS items included: promotional materials (38%) and LR&TS website (29%).

Student lack of awareness of some services and resources. At the same time, students were unaware of a number of LR&TS services and resources that perhaps could have been beneficial to them. Items marked by at least 20% as *Not aware of* or *No opinion* are noted here. For technology-related questions, students were least aware of discount pricing at the Computer Store (38%), open technology workshops (23%), and e-classrooms equipment reliability (21%). For library-related questions, students were least aware of online renewal options (41%), equipment and laptop checkout (38% each), library instruction (30%), Ask a Librarian chat (28%), and Research QuickStart subject guides (20%). Generally, a little over a third of the students (36%) were unaware of LR&TS promotional materials.

Student dissatisfaction with services and resources used. Only one item of dissatisfaction was identified by at least 10% of the respondents: adequate book collection (10%). Other items identified by students as having used but dissatisfied included: online indexes (9%), technology help in the computer labs (9%), fulltext articles (7%), trouble-shooting HuskyNet accounts (7%), wireless access (6%), LabSeats display (6%), and technology assistance from the HelpDesk (6%).

Top reasons for using the Miller Center Responses related to academics were the most frequently mentioned responses for the top reasons for using the Miller Center (study – 21%; research – 14%). Other significant responses were computer access (21%), environment and atmosphere (9%), group work (6%), and email (6%). In addition, 2% mentioned coming to the Miller Center to socialize.

Satisfaction with day's visit to Miller Center Ninety-five percent of the participants were satisfied with their visit to the Miller Center on the day of the survey.

See **Appendix E** for more details and analysis.

Atwood Survey

Because the Atwood survey was disappointingly small (only 23 participants), the results do not warrant analysis in this report with the same detail as the Miller Center Survey.

See **Appendix F** for more details, analysis, and a chart comparison between the Miller Center and Atwood responses.

Telephone Survey

Demographics. Demographics information was retrieved from the MnSCU database by the SCSU Survey team. Of respondents, 45% were male and 55% were female. The age distribution was as follows: 18-26 (88%) and 27-75 (12%). The majority of interviewees were seniors (41%), with juniors (19%), graduate students (15%), sophomores (14%), and first year students (8%) completing the survey. Only 9% of the respondents lived in residence halls. About 14% identified themselves as non-Caucasian and 12% were identified as nonresident aliens or resident aliens (international students).

Utilization of resources and services. The vast majority of students (95%) had physically been to the Miller Center. The most frequent response for how many times students came to the Miller Center during fall semester 2005 was *less than 10 times a* semester (30%), but this was closely followed by *several times a week* (29%). Sixty-four percent of the students came to the

Miller Center either *more than once daily, daily, several times per week,* or *weekly*. Students also used LR&TS services via computer, with 24% accessing the resources daily, with 65% doing this *more than once daily, daily, several times per week,* or *weekly*. Students rarely called the Miller Center, with only 6% calling at least weekly.

The most frequent responses for use of services were: Computer HelpDesk (28%), research assistance (27%), computer labs (25%), general study areas (22%), student study rooms (20%), library collection (20%), and technical help in a computer lab (14%). Only 8% had used technical training opportunities, while 12% used equipment for checkout and 11% used the Computer Store. Ten percent did not use any of these services.

When asked why they had not been to the Miller Center more often, 26% responded that they did not need the services or resources, 22% cited parking as a reason, and 20% said they accessed the services they needed by computer. Nine percent volunteered that they used the Miller Center often and did not need to use it more.

Student satisfaction. A large proportion of the students (92%) *agreed* or *strongly agreed* that the library has an adequate collection of books, magazines, journals, and other materials to support research for their classes. Slightly more (93%) *agreed* or *strongly agreed* that there was adequate access to online articles; less than 4% *disagreed* or *strongly disagreed* on online article access. Of the students, 79% *agreed* or *strongly agreed* that the campus wireless system was satisfactory for their computing needs, while 16% answered *don't know*. Ninety-four percent of students *agreed* or *strongly agreed* that they were satisfied with the Miller Center building facilities.

Miller Center Hours. Students were asked how likely they were to use the extended hours instituted during spring semester. Thirty-one percent were *likely* or *very likely* to use the Miller Center between 7 am and 8 am on weekdays (67% were *not likely*); 23% were *likely* or *very likely* to use the library between midnight and 2 a.m. Sundays through Thursdays (45% were *not likely*); almost half (49%) were *likely* or *very likely* to use the library Sunday mornings between 10 a.m. and 1 p.m. (48% were *not likely*); and 38% were *likely* or *very likely* to come to the Miller Center on Friday or Saturday between 6 p.m. and 8 p.m. (60% were *not likely*).

How they learned about library and technology services and resources. The most frequently mentioned ways of learning about LR&TS were from a professor (26%), from another student (18%) and from LR&TS/library/HuskyNet websites (18%). Eleven percent learned from library instruction presentations, 9% learned from a worker in the Miller Center, and 7% found out about services from a technology presentation. Four percent mentioned promotional materials as a source of information.

Overall satisfaction with resources used. Ninety-six percent *agreed* or *strongly agreed* that they are satisfied with LR&TS resources used.

See **Appendix G** for more details and analysis.

Triangulation Study

The Assessment Coordinator completed a triangulation study of the 2005-06 assessment activities. A matrix was developed to compare the results of similar questions from the Miller Center surveys, the telephone survey, and other data sources from both LR&TS and SCSU.

For more details and analysis of the triangulation study, see **Appendix H**.

Long-Term Results

Because two of the 2004-05 instruments were repeated in 2005-06, it was hoped that two years of assessment data would begin to build a data record which could be compared from year to year. However, the necessary revisions made to both questions and format in the Miller Center Survey and Telephone Survey made it impossible to compare all of the data. Items from the Telephone Survey that could logically be compared from 2004-05 to 2005-06 are included in **Appendix G**, and similar items from the Miller Survey are included in the comparative chart in **Appendix I**. In the future, hopefully more data will be gathered in a way to improve the collection and comparison of long-term results.

Results of Other Assessment Instruments

Technology Performance Indicators Report The SCSU Technology Performance Indicators were approved as part of the university's Strategic Planning process in May 2005. The Assessment Coordinator gathered data from a variety of LR&TS and campus sources to report campus achievement in the Technology Performance Indicators. The Strategic Planning Committee will likely ask for a report on the performance indicators sometime in 2006-07. (See **Appendix J** for more information.)

Other campus data sets Several other campus data sets were analyzed by the Assessment Coordinator in order to collect assessment and evaluation data related to library and technology services. The NSSE survey (spring 05), Tech Fee questions in the SCSU

Survey (spring 06), and a MnSCU faculty survey of technology satisfaction (winter 06) are among the data sets that were examined. Information not included as part of the Technology Performance Indicators Report (**Appendix J**) is summarized in **Appendix K**.

Other Assessment Activities

LR&TS Workgroup Collaborations
The LR&TS Assessment Coordinator assisted the following workgroups with focused assessment projects.

Reference – Library Instruction Evaluation
In both fall and spring semesters, library instruction presenters asked students to fill out evaluation forms. The forms were tallied and comments were collected on a spreadsheet. Results were overwhelmingly positive. Of the 2,887 students responding, 90% said that they felt more confident about using library resources for their research and 91% described the sessions as helpful.

Reference – Reference Desk Evaluation
In both fall and spring semesters, reference librarians selected one week during which all patrons were asked to fill out evaluation / satisfaction forms. The results were tallied and collected on a spreadsheet. The spring semester evaluation began as a web-based survey conducted on a laptop at the Reference Desk, but technical difficulties resulted in the process reverting to paper forms which were then tabulated. During the year, a total of about 100 patrons returned surveys. Evaluations were overwhelmingly positive, with almost all patrons responding as satisfied with the assistance they received.

ITIS – E-Classroom Satisfaction Survey
A survey for faculty using e-classrooms was drafted by the Assessment Coordinator, revised by the ITIS workgroup, and formatted.

However, the survey was not administered in the spring as originally planned.

Access – Study Room Survey
Study room satisfaction was targeted because one student in the 2005 focus group requested that all study rooms be furnished with big work tables and computer chairs. The Assessment and Access Coordinators designed a survey to see if this was a wide-spread desire among students. The survey was administered in the spring. Results of the 75 surveys returned showed only 3% were dissatisfied with the study room furnishings. The Access work group is continuing further analysis of student perceptions and suggestions.

CTUS – Mystery Student
Planning for this assessment was well underway, but a suitable student group to serve as the Mystery Students was not identified as a result of several inquiries to Communication Studies and several student organizations. The purpose of this assessment activity was to determine the helpfulness and customer service skills of workers at LR&TS service desks. Because one participant of the 2005 focus group had commented that LR&TS student workers were not as well informed or as helpful as LR&TS faculty and staff, CTUS in particular targeted customer service skills during the year. Students received special training and were monitored on their skills by experienced student consultants. This year the question of help at the service desks was added to the Miller Center Survey, and both students and faculty/staff received high ratings from those who had used their assistance. Thus the Mystery Student activity proved to not be an essential part of the assessment collection process.

Technology Performance Indicators Report
The Assessment Coordinator gathered information from a number of LR&TS faculty/staff, several campus units (CTEL and CIS), and the

MnSCU Technology Faculty Satisfaction Survey to complete the draft of the Technology Performance Indicators Report (see **Appendix J**). The draft report indicates that LR&TS has collected data on a large portion of the performance indicators for which it is responsible.

Recommendations

The results of assessment and evaluation from the wide variety of data sources have shown that LR&TS patrons generally hold a very positive view of LR&TS services and resources. However, the assessment data does reveal a number of areas for improvement, particularly pertaining to communication about library and technology services. Additional suggestions for addressing these issues should also come from LR&TS, the work groups, and the administration.

Comments from the MnSCU Technology Faculty Satisfaction Survey were shared with ITS, ITIS, and CTUS. The MnSCU survey was completed by 128 SCSU faculty members (25% of the 509 instructional FTE faculty) in winter 2006. There are numerous comments in the survey results, but they have not been grouped or coded in any way. Still, the raw data may be useful to technology planning. While many of the comments are positive, there are significant numbers of negative comments. This is perhaps due to the fact that faculty may self-select to complete a questionnaire like this if they have a strong attitude, either positive or negative. If faculty satisfaction becomes a focus for the 2006-07 LR&TS assessment plan, LR&TS employees involved should analyze these comments. The comments have not been printed off for this report as they would take considerable paper to print, but the LR&TS Dean, Assessment Coordinator, and ITS director have electronic files of the survey including the comments.

Elements of the 2005-06 Assessment Plan that were not implemented (see **Appendix L** for drafts) should be considered again for 2006-07 as these assessments may provide important data for LR&TS growth and improvement.

Acknowledgements

List of Appendices

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Triangulation Study –2005

Appendix B
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Appendix C
Miller Center Survey 2006 (Version A and Version B)
Atwood Survey 2006 (Version C and Version D)

Appendix D
Telephone Survey 2006

Appendix E
Results of Miller Center Survey 2006

Appendix F
Results of Atwood Survey 2006

Appendix G
Telephone Survey – Comparison 2005 to 2006

Appendix H
Triangulation Study 2006

Appendix I
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Appendix J
Strategic Planning Technology Performance Indicators 2006 – draft

Appendix K
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Appendix L
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E-Classroom Survey
Faculty Technology Satisfaction Survey ("bundled" questions)
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