

# Comment report

*Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.*

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|  |     |
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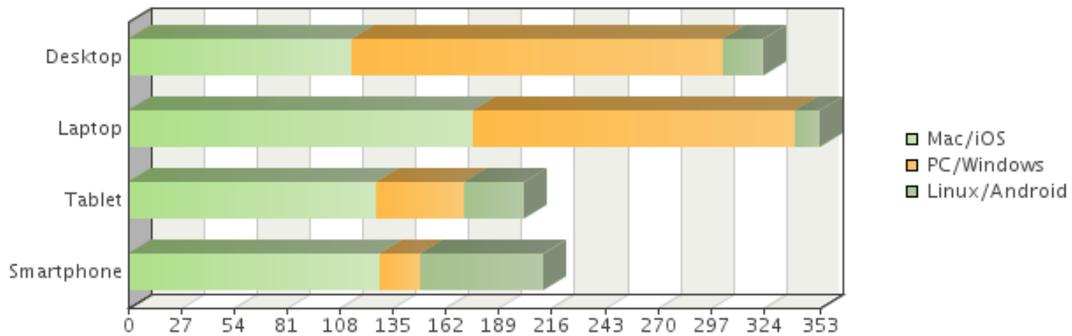
## Report info

|                                       |  |
|---------------------------------------|--|
| <b>Report date:</b>                   | Monday, April 11, 2016 11:04:11 AM MDT |
| <b>Start date:</b>                    | Friday, March 11, 2016 11:00:00 AM MST |
| <b>Stop date:</b>                     | Friday, April 8, 2016 5:05:00 PM MDT   |
| <b>Stored responses:</b>              | 387                                    |
| <b>Number of completed responses:</b> | 328                                    |
| <b>Number of invitees:</b>            | 1828                                   |
| <b>Invitees that responded:</b>       | 387                                    |
| <b>Invitee response rate:</b>         | 21.17%                                 |

# Question 1

What is your preferred computing device for instruction or research in each of the categories below? (Check all that apply)

## Levels



|                   | Mac/iOS              | PC/Windows           | Linux/Android      | Sum                |
|-------------------|----------------------|----------------------|--------------------|--------------------|
| <b>Desktop</b>    | 114 35.19%<br>10.45% | 190 58.64%<br>17.42% | 20 6.17%<br>1.83%  | 324 100%<br>29.7%  |
| <b>Laptop</b>     | 176 49.86%<br>16.13% | 164 46.46%<br>15.03% | 13 3.68%<br>1.19%  | 353 100%<br>32.36% |
| <b>Tablet</b>     | 127 62.87%<br>11.64% | 45 22.28%<br>4.12%   | 30 14.85%<br>2.75% | 202 100%<br>18.52% |
| <b>Smartphone</b> | 128 60.38%<br>11.73% | 21 9.91%<br>1.92%    | 63 29.72%<br>5.77% | 212 100%<br>19.43% |
| <b>Sum</b>        | 545 - 49.95%         | 420 - 38.5%          | 126 - 11.55%       | 1091 - 100%        |

\*Sequence of numbers in a cell

Absolute frequency

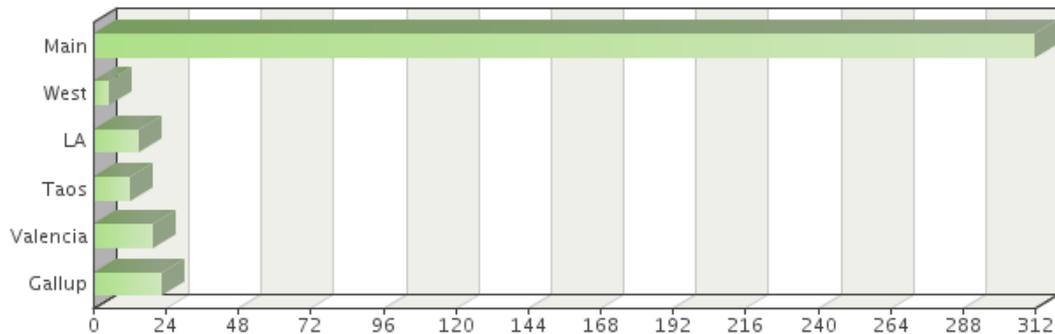
Relative frequency row

Relative frequency

## Question 2

List the best and the worst classroom in which you currently teach, or have recently taught, at UNM.

### Dropdown cell (row 2, column 2)



Frequency table

| Items         | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------|--------------------|--------------------|-----------------------------|
| Main          | 312                | 80.62%             | 80.62%                      |
| West          | 5                  | 1.29%              | 1.29%                       |
| LA            | 15                 | 3.88%              | 3.88%                       |
| Taos          | 12                 | 3.1%               | 3.1%                        |
| Valencia      | 20                 | 5.17%              | 5.17%                       |
| Gallup        | 23                 | 5.94%              | 5.94%                       |
| Sum:          | 387                | 100%               | 100%                        |
| Not answered: | 0                  | 0%                 | -                           |

**Total answered: 387**

### Text input cell (row 2, column 3)

Text input

Dane SMith

Economics

110

DSH

SMLC

Mitchell Hall

med center

TEC

B

UNM West

Mitchell

PandA

Sara Reynolds

the new Education building

ME

Dane Smith

dane smith & mitchell hall

CFA

SMLC

Calvin hall

?

ASM

CTLB

DSH

6

Dane Smith Hall

Ortega

ASM

CTLB

Zimmerman

CJ

SMLC

SMLC

B

N/A

ME

Library

SSTC

Michell

Anderson

Zimmerman

ASM

CFA

Mitchell

Dane Smith Hall

VCTC

ASM

21 (castetter)

CA

Gurley

UAEC

C&J

Hartung

Dane Smith Hall

None

Dane Smith

Mitchell Hall

SSTC

Geroge Pearl Hall

Castetter

Anderson School

Travestine hall

3

6

TSPC Portable Classroom

TSPH

DSH

DSH

Dane Smith Hall

HUM

Anthropology lecture hall

PMSSC

Academics

Mech

Mitchell Hall

Regener Hall

Mitchell

Health Science

GNCC

Dane Smith Hall

Ortega

centennial

Student Health Center

Ortega Hall

TSPH

C&J

Mitchell

None

ME

Mitchell Hall

Academics

Center for Fine Arts

Kiva

ASM

Academic

Calvin Hall

SMLC

Castetter

calvin

6

Center for the Arts

CTLB

DSH

Mesa Del Sol

Hcc

DSH

Social Sciences

Honors

Art Building

SMLC

DSH

6

CTLB

Centennial

Johnson

Tech

ASM

GSM

Ortega Hall

Woodward

6

Dane Smith Hall

ME

ESC Pods

6

TEC

Johnson center

Dane Smith Hall

MITCH

AAH

DSH

C

Calvin Hall

Med Center

law

CTRART

CTLB

CTBL

Humanities

Mitchell

CTLB

Dane Smith Hall

SMLC

Mitchell Hall

Mitchell Hall

CTLB

JC

primary/main

Mitchell Hall

ECE

GTTC

GSM

CH

Calvin Hall

Honors College

Mitchell

George Pearl

Castetter

TEC

Tech

Mech Engr

all about the same

Anthropology Annex

DSH

DSH

TECH

GNCC

CTLB

CERIA

Northrop

George Pearl Hall

DSH

6

Career

pearl hall

Mitchell Hall

Mitchell

Centennial Engineering Building

N/A

Art

TECH

zimmerman

HUM

zollinger Library

CFA - Rodey Theatre

SMLC

ARTS

Speech and Hearing

SSTC

DSH

COE TEC

FADL

Academic

6

hartung

Mitchell

Dane Smith

Humanities

Ortega

dsh

TECH

Mitchell

Anthropology/Hibben

Dane Smith Hall

Northrop Hall

HCC

Taos High School

5

Dane Smith

Dana Smith Hall

TEC

Ortega Hall

Johnson Center

DSH

Tec

ARTS Lab

TEC

3

Dane Smith

Nursing

Nursing

B

PE-Gym

CTLB

Mitchell

Collaborative Learning

Ortega

ASM

Mischell Hall

Nurs

Centennial

DSH

TSPH

DSH

Anthropology

law

Econ

Pearl Hall

pearl

3

DSH

Mitchell Hall

CH

DSH

Mitchell Hall

CTLB

GSSTC

Academics

Science

CTLB

calvin Hall

CFA

DSH

4

SMLC

Dane Smith Hall

Mitchell Hall

SHC

MITCH

ASM

DHS

Speech and Hearing Sciences

Calvin Hall

Dane Smith

Woodward Hall

DSH

CAST

Northrop

ASM

DSH

### Text input cell (row 2, column 4)

Text input

122

1004

100

228

356

107

4

220

124

2008

various

184

218

224

seminar classrooms

2106

356

CH152

1070

300

141

627

225

LLC

1064

300

254

119

B66

356

111

210

Lab

108

304

128

B30

1004

610

1020

upstairs N

128

108

1017

100

1108

ANY

263

256

200A

134

all rooms

108

327

Rms 42, 43 & 60

1016

312

628

1 (NOT #3!)

123

All

224

134

108

D

130

218

219

103

101

135

132/134

115

1025

16

107

124

All

all

None

214

102

126

2018

Kiva

1070

A-124

CH152

120

100

173

610

1108

330

129

Flex Space

117

224

1111

16

252

120

224

627

330

1028

120

130

2141

117

any room

101

608

141

218

140

150

118

304b

224

101

1

2402

1019

210

330

134

119

330

all

356

any

122

230

102

every room

211

310

117

263

152

16

101

P105

100

140

290

214

n/a

B07

127

126

120

135

300

365

115

P-215

120

625

108

101

102

110

1026

152

130

basement

144 134

Computer Lab

151

102

252

Classroom

172

132

230

classroom

101

625

106

210

428

124

127

160

220

328

116

133

217

515

233

334

Any

Laboratories

221

120

327

108

Any

312

134

113

111

107

Gym

122

2XX

119

1064

205

111

Lecture Hall

127

123

123

163

2405

1002

P104

101

312

143

213

209

224

120

300

182

any

300

229

1111

224

412

356

232

several

12

122

1070

143

Dept. Classroom

most

147

134

100

101

1070

134

C103

## Text input cell (row 2, column 5)

Text input

Great technology

Whiteboard and computers accessible.

Very comfortable, good projector, regular, wide blackboard

Lots of blackboard space.

good technology, good size for my class. sunny.

the only one that is available to use

Good technology presence; lighting

N/A Not currently teaching

updated technology with smart board

Good technology, room is updated well

most have a good combination of tech, blackboard + light

Is the only one

all are great

obsolete, windowless, waterstained, and dank

new technology

can use white board and screen at same time

The room had lots of whiteboards, computers, was a learning studio

nice, light and airy and good tech support for lectern

Many boards of OK quality. Accessible IT services.

updated computers and furniture

IT Equipment, Board space for writing, Sitting arrangements

Studio classroom

PC Lab; most studnets are more proficient in PC than MAC

smart board

good sie for the class,

great tech support, wonderful for teaching languages

Able to accomodate many students, projects sound

round tables, white boards, technology

Good tech, moveable desks easy to make small groups

We got some money to tear out the terribly designed system and put something else in.

several large chalk boards

Good desktop, students have Macs, wired nicely

techology worked well

Wide but shallow lecture hall makes it easy to keep in touch with all students. Room is not terribly outdated. Multiple projectors means that I can have projector and whiteboard simultaneously.

This is the only room I teach in.

Great

Only classroom

Never had a tech problem; layout of room was good

uncluttered

good projection

Natural lighting from north windows

Movable desks & chairs; computer station

Computers and Table space

all of the pit rooms are great

good seating for students, but bad board and projector screens are too small

good lighting

Wireless does not connect; projector screen blocks white boards

Great lab equipment

the room is pleasant and has a good projection screen

I think all rooms work well

New monitors at the back of the room allow me to see distance students with greater ease

self-explanatory

Last year tech in classroom functioned without a problem

access, noise control, projector has sound capacity

I designed them

great classroom technology

Open

only available

nice size, option of students a computers or around table

lots of board space, easy to move chairs/desks, quiet, equipment worked, heat/air worked nicely

Has smartboard and document camera

seating, lighting, space to move desks around, computer and AV technology

lab config, plenty of tech options, quiet projectors, large and clean

Tables and chairs can be rearranged to support instructional design

open, comfortable, access to costume room, in same building as my office

A beautiful room, old fashioned but with tech

the microphone for classroom capture is near the symposium

up-to-date AV equipment

Good smart podium, lots of windows

projectors and document camera

I like the size of the rooms and that I can depend on the technology (the wifi isn't always strong, though)

Three projectors

Hardware works most often but needs updated

The rooms are appropriately sized for a campus based group of about 20 students (with 3-8 usually at distance sites). I can send groups to the lobby to do group work and I can easily move between the classroom and lobby spaces.

lots of space, screen doesn't cover chalkboards

Current technology that works well

lots of room

Weird layout and no windows

Technology works on a regular basis, tablet cart available for student use

All are smart classrooms

integrated systems

None

I teach online only

Good chalkboard space; seating allows every student good visibility of the front of the classroom

Large work areas

Updated equipment, spacious, good lighting

Room was conducive to walking around and helping with group work, the "in the round" style helped me reach the large number of students easily

Group tables, outlets at each table, projectors

Good location; the only classroom in which I've taught

nice and clean classroom

perfect size with tables for small group discussion

Works fine; although sometimes I cannot figure out how to get the volume to work.

most classes taught here - cabinets to store material

Nice size, technology works; B120, 1106 & 1111 are good, too

Functioning equipment

projector, audio, video all work reliably

Everything runs smoothly

Available technology, ability to deliver material in a range of ways

ample blackboard space

It is the only classroom I have taught in.

Doesn't require technology

Round tables for group work, student access to laptops, two large chalkboards.

The round tables, laptops, white boards, large screens

Large enough, modern desktop with projector, reasonable wifi and internet for students and instructor

actually has projector, WIFI sometimes

Good wi fi

good set up

The facilities are acceptable.

decent internet connection

Big, centrally located

Roomy, bright, big screen both front and back of room

Nice projectors

Built specifically for teaching CS - IT courses

equipment, light, seating

Location to my office

Media system well positioned and works smoothly. Good lighting

Most rooms, because they are aesthetically pleasing, filled with light, and the tables and chairs are easy to move around for various activities.

Its a great learning environment for small seminars

The studio classroom setting is extraordinary for teaching

easy to use, lots of board space

Computer Lab is a dedicated lab so things work

Projection system plus mediasite recording system

can use the board and a screen at the same time. but prof feels separated from students, wich hinders discussion.

good size, video, accoustics, temperature

Workstation, network, digital a/v resources, room layout flexibility, support for interactive learning.

Promotes interactive teaching

good size, design for seminars. convenient location for me

All access to technology

LCD flat screens and laptops at each student table

great hookups for computer, all nicely done

multilayered blackboard. Technology is to the side.

they have projectors, comfortable new seating, and white boards.

Bright, cheery, good control over lighting. AV maximum volume set too low, however.

Student tables good for group work, computer etc. works well, and IT folks are handy to rescue me if there's a problem!

has powerpoint and a flexible seating arrangement for a reasonable number of students, but lighting for powerpoint presentation is not good

everything works well

screen and white board not overlapping

I haven't teach anywhere else

New, but can't rearrange tables

Good technology and support through Anderson.

NA

n/a

no screen, sound, laptap screen projected on whiteboard

Computer lab room worked well

No response because this is my first part-time assignment and I feel both my classrooms are adequate.

Not crowded, roomy, good AV

Proper computer in room. Projector screen doesn't block chalkboard.

easy to set up projectors

spacious, good tech

Room has plenty of space and tables

Good contact with students and lots of board space with ITV capabilities

n/a

it is a lab and classroom, ideal for my courses

Sound, projector, screen and internet available

Easily movable tables, Book room

Learning Studios are AWESOME!

Spotty to bad wifi.

fantastic computers for students

open architecture studio space is highly conducive to teaching

Has computer, tables, projector and board that can be use simultaneosuly.

multi-media equipment & great space!

Computer and screen worked well, tiered seating allowed good visibility for all students

Integrated; works quickly

Good space, easy to access boards (in 2 sides of class room) and computer projector (which includes sound).

Monitor installed recently allowing presentations in the room

Manipulatives for mathematics are stored in that room, it has a projector and other technology equipment.

terrible Wi-Fi

Presentation station does not run Chrome and full version of Office

seating, projection system

Windows

Comfortable, good technology

It has what I need

Only one I teach it...need a smart board

Spacious and equipt with projector

Technical support has worked smoothly.

Has the best technology and support for when it fails

smart podium, projector, screen, whiteboard

The screen is large and visible for all students, including the visually impaired.

Smartboard, white board, used to have lecture recording capability

reasonably accomodating

chairs can move; on the other hand it's hard to see powerpoint in the p.m.

all of them that I've taught in have reliable AV systems

Comfortable space

Social learning set-up with access to laptops - it's great for collaborative work.

it's big

computers are there for student assignments and they are updated

tech all set up

they're all decent

Spacious, can use the projection and board at the same time

Active learning class room, allow for group work of students at round tables, not too big

only classroom I use

Mac computer lab

newly renovated

Large, light

Tables and chair easily can be moved to create small groups. Projector can be used with ease, near bathrooms. Accommodated a large class.

Great light and technology

Equipment, help

projector, screen, sink, space

Hot/cold, poor wifi, noisy - Not as bad as others

Good projector

Technology and large classrooms

flexibility

Large, open, well set up with technology, and most of all the immediate availability of tech assistants

Nice set up for Lab, all materials & tools within the connecting rooms

Equipment works, its clean, and safe

Screen projection works; screen is huge, students have access to computers

set up for small nursing classes

I outfitted it for me

Size, windows, computer system

screens too small, in multiple places

all first floor classrooms in Ortega are dark with uneven heating and sometimes mechanical clanking

it's big, Tech is user friendly, in business school

The projector, computer, and internet access are great!

only one

Everything works

Access to technology

smart classroom; close to IT support

Second screen doesn't cover chalkboards, overhead camera

good size, technology

size, visibility, light

2 projectors are great for the size of the classroom (70 students), there is a laptop with all of the cords and a mouse just in case, the podium is AMAZING

excellent small lab classroom

great computer lab, easy to use, comfortable

good size, good set up, and easy to change the seating layout

location, projector, space

ample space, good acoustics, allows for collaborative learning

Technology, tables that are conducive to group learning

Good tech (when it works)

well equipped

Modern technology set up.

The classroom design facilitates student learning more effectively as it is more student-centered

good location. lots of room and projector.

this is still a pretty horrible room, but it's the best because it has two very small windows and mostly working technology

Doc Cam and 2 projectors

Round tables allow for better communication among students.

Close to my office and has enough boards.

Tiene toda la tecnologia que necesito

excellent equipment

High quality projector and computer set up.

Wonderful classrooms, overall.

Love the students at the round tables (a poor man's "scale up" classroom)

Layout puts rows back to back so students can work in teams and all computer screens (but for one row) visible to instructor, so there is little to no student surfing

Of the two classroom spaces I use, it is the more superior.

airy, mobile seating, technology

best ambiance, seating, and climate control

I can lift screens independently of each other and students have complete visibility of all boards

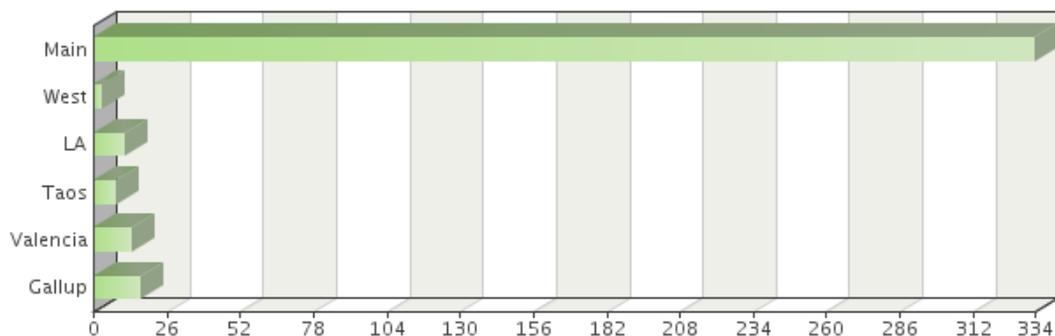
wide aspect, useful projectors

technology

Works for ITV and in-class lectures

Floor slopes, sound quality high

**Dropdown cell (row 3, column 2)**



### Frequency table

| Items                      | Absolute frequency | Relative frequency | Adjusted relative frequency |
|----------------------------|--------------------|--------------------|-----------------------------|
| Main                       | 334                | 86.3%              | 86.3%                       |
| West                       | 3                  | 0.78%              | 0.78%                       |
| LA                         | 11                 | 2.84%              | 2.84%                       |
| Taos                       | 8                  | 2.07%              | 2.07%                       |
| Valencia                   | 14                 | 3.62%              | 3.62%                       |
| Gallup                     | 17                 | 4.39%              | 4.39%                       |
| Sum:                       | 387                | 100%               | 100%                        |
| Not answered:              | 0                  | 0%                 | -                           |
| <b>Total answered: 387</b> |                    |                    |                             |

### Text input cell (row 3, column 3)

Text input

Ortega Hall

DSH

ECE

SMLC

Johnson center

?

med center

EDUC

DSH

B

UNM West

Sara Reynolds

Education

Dane Smith

Almost all of them

CENT

Sara Reynolds Hall

Mitchell

C&J, IFDM, EECE

CFA

CTLB

Career Education

CFA

Clark

CFA

DSH

Dane Smith Hall

Woodward Hall

6

tech

SMLC

B

N/A

Dane Smith  
ECE  
Gurley  
None  
GSM  
CFA  
Center for the Arts  
Mitchell Hall  
GSM  
21  
CA  
Hokona Hall  
SSTC  
DSH  
Student service building  
Center for the Arts  
Pearl Hall  
MH  
Woodward  
HUM  
SSTC  
George Pearl Hall  
Castetter  
Main  
None  
4  
TSPH West  
TSPH  
Marron Hall  
COMMJ  
DSH  
Art  
Woodward Hall  
DSH  
Social science  
Mech  
Dane Smith Hall  
UAEC  
Academic  
GNCC  
Woodward Hall  
Mitchell  
ice  
Student Health Center  
Mitchell Hall  
Adult Learning Center  
Castetter  
All of them  
Ortega Hall

B&T

Center for Fine Arts

CTC

ASM

Woodward

SMLC

2

Center for the Arts

DSH

art

Northrop

CFA

Hcc

DSH

Education

Honors

Art Building

GSM

DSH

SSCO

Mechanical Engineering

Johnson Center

Hokona

asm

All

Mitchell

Biology

6

UAEC

Woodward

Mitchell Hall

5

Johnson Ctr

Johnson center

MARN

AAH

NRTP

Gurley Hall

Portable

law

CTART

Castetter

EDUC

EDUC

C&J

mron

CA

Woodward

CTLB

Woodward and Dane Smith

Masley

EDUC

Woodward

JC

SHC

ASM

Humanities

ECE

Any rooms where the furniture is set up in lecture format

Calvin Hall

CTRART

Health Careers

Gurley Hall

Honors College

Woodward

Castetter

Mitchell Hall

Dane Smith

none

CTRART

DSH

GNCC

Northrop

Academic

peal hall

Dane Smith Hall

HUM

Engineering & Science Computer Pod

Johnson Gym

Art

EDUC

CFA - Conference Room

Martinez Padre

EDUC

Calvin Hall

Hokona Hall

6

arts building

Anderson

UAEC

Dane Smith

Ortega

HOKONA

n/a

Michell Hall

4

Humanities

Johnson Center

EDUC

DSH

Mitchell Hall

EDUC

Johnson Center

DSH

Johnson Center

Dane Smith

Mitchell Hall

Woodward

Gurley Hall

Education

Collaborative Learning

Mitchell

Dane Smith Hall

Masley

TSPH

Mitchell

Castetter

GSM

Kiva

pearl

Univ Advising and Enrichment

CH

DSH

Centennial Engr

Gurley Hall

EDUC

woodward

Calvin Hall

CFA

Mitchell

6

Mitchell

Sara Reynolds

Education Classrooms

ASM

HUM

6

Speech and Hearing Sciences

Calvin Hall

ortega hall, ground level

Any at Dane Smith

MECH

CAST

DSH

Woodward

### Text input cell (row 3, column 4)

Text input

---

all

---

334,224

---

236

---

B81

---

1123

---

4

---

any

---

136

---

127

---

1224

---

forget

---

1026

---

102

---

221

---

all computer labs

---

2100

---

GGH1328

---

2018

---

101

---

1020

---

143

---

123

---

101

---

608

---

B59/B81

---

111

---

310

---

1124

---

302

---

625

---

1019

---

1019

---

102

---

302

---

55

---

1111

---

373

---

ANY

---

122

---

B90

---

B417

---

105

---

all

---

226

---

Any

P130

Rm 55

2222

412

126

123

104

121

120

104

149 & others like it

313?

1002

300

128

101

133

147

107

210

12

212

Small Classroom & Computer Lab

57

All of them

127

1019

101

1068

101

166

222

ALL

224

141

340

2018

117

134

101?

16

104

230

224

3030

300

B101

200

1064

All

105

57

610

263

147

B100

B102

104

304b

116

248

3

2406

1018

57

100

101

134

121

1019

all

230

203

104

149

100

12

1017

108

310

175

2018

109

206

22

147

55

?

123

n/a

1111

334

113

122

141

p116b

325

324

109

?

152

200

A

103

182

200

608

348

1065

B90

136

200s

373

n/a

406

428

150

208

12?

No remeber

201

150

226

All

218

147/149

206B

105

1XX

218

129

210

123

57

232

Kiva

210

B90

209

132

1026/1028

204 (basement)

100

147

207

2100

|                   |
|-------------------|
| ?                 |
| 606               |
| 221               |
| 102               |
| 1004              |
| 108               |
| 608               |
| Multipurpose Room |
| most              |
| 214               |
| 55                |
| most              |
| all               |
| C 101             |

### Text input cell (row 3, column 5)

|   |
|---|
| Text input  |
| Rooms need improvement.   |
| Chalk board makes it hard to project slides and write on the board (since it is green). Students have no computers. Overall not bad rooms, but it is the least good I've had. |
| Round table. Not comfortable, bad projector   |
| Not much whiteboard space, and computer workstations often not functional.  |
| weak wifi signal, low quality projector, uncomfortable room temperature   |
| I was once put in a classroom in Education but I got out of there after one day.  |
| the only one that is available to use   |
| Only provide projector which sometimes works; serious mold issues and inaccessible, especially restrooms, to those with handicaps   |
| takes 15 minutes or more to load Windows  |
| N/A Not currently teaching  |
| The technology is great but the lighting in the room is very depressing   |
| Clock doesn't work, screen is marked up by dry-erase markers  |
| No one knows where it is, dark, bad tech (though this was years ago)  |
| long and narrow   |
| technologically up to date, moveable chairs, adult-sized desks  |
| Wifi inaccessibility.   |
| can only use white board or screen  |
| Part of the ceiling collapsed while I was teaching; it was generally dodgy as a building, with places for people to hide; just unsafe overall.                                |
| chalk boards are bad, screen in the way   |
| computers too cramped and rows make it difficult to see student screens   |
| The room is completely screwed up   |
| Boards are not visible to students. No internet. Hidden IT services. No contact person for the building.  |
| No technology, furniture horrible   |
| inconsistent lighting, audio  |
| BEFORE the tech upgrade, it was miserable   |
| computer settings frequently changed, sound speakers buzz, dvd/vhs doesn't always work  |
| Neither I nor mst studnets are proficeint in the MAC interface  |
| stadium style inappropriate for class of 60   |

fixed stadium style seating- huge room

Chairs attached to desks (this may have changed since Fall). Media station is difficult to move to optimal position.

computer was locked down. i wasn't able to add a an application. screens were also small that students couldn't see course content.

Stupidly designed computer lab - worst lighting setup I have ever seen. Either complete darkness or a light that shines directly on the projection screen.

Needs new screen and projector, software needs major upgrades, instruction would be better with tablet not desktop too small

Small desks for the students; projector that functions erratically; no natural light; poor wireless connection; not enough blackboard space

None

Constant audio problems; for nearly 1/2 the classes, an IT rep had to unlock the podium and reconnect/mess with wires cluttered

horrible arrangement of room orientation for teaching

No windows, too dark, projector bulb dim

Fixed, stadium style teaching impedes pedagogical goals

wide but not deep

all points in lecturing area are obstructed for some students, two projectors that are far apart with screens that are too small make combining board work and projected media difficult and ineffective.

extremely bad lighting

Wifi is terrible--actually everywhere in this building it is terrible.

Wireless has a bad signal; projector cuts out

Outdated lab equipment, prone to outages

round tables, large room, students sit with their backs to me, sounds is bad due to size of the room

the projection equipment and screen is not that great

Most seminar rooms are under-equipped and have no blinds

Broken PC, reported but still not fixed, have had too much trouble in the recent two months

Old, poorly designed building. Frequent trouble with AV. Poorly lit.

no windows, no media, outdated furniture

This year tech barely functions and ITS is doing nothing to fix it

visual distractions, noise from flushing toilets

Bad shape - too long and narrow + columns

project doesn't work half the time

too large; can't see what students are doing on computers

too hot, desks difficult to move around, equipment constantly not working properly

Has spotty wireless and outdated laptop cart

poor temperature control, noise, lack of smart desk, lighting, distractions from other activities in the building

odd config, noisy projectors

cannot see students as well or what they are doing

7 year old Macs

Cannot do effective small group work - like teaching in the bottom of a well

small and narrow classroom, not enough room to walk around students' tables, no IT equipment in the room

Inappropriate for discussion or break out sessions because the desks are bolted down

warped chalk boards, no overhead proj

No windows

I taught in the computer classroom that had long rows of computers with huge monitors. It was hard to connect with students and impossible to have them work in groups.

Dark room and hard to project

Hardware is unreliable, needs updated

It's very difficult to do group work. My classes are not lecture-oriented and the hall is cavernous for an on-campus group of fewer than 20 students..

screen covers one chalkboard, hard to access other one with desks

Projector bulb is very dim

---

too cramped

---

Great layout and lots of windows

---

Not enough space, outdated equipment, not kept up by physical plant

---

No computer station, difficulty syncing my laptop and projector

---

There have been technological issues with almost everyone room I've taught in. They vary from: no sound, the projector being skewed when projecting onto the screen, internet connectivity.

---

Online only

---

Just about every room in that building is small, too warm, and uncomfortable for students

---

Room layout. Not all students can see the board or projector screen.

---

Awkward layout, substandard equipment, substandard lighting

---

Smart board is not well-calibrated but is otherwise fine

---

long, rectangular tables are more suited to lecture than discussion

---

It is too large for effective lecturing

---

Projector screen covers the dry erase board - I want to use both.

---

no blackboard

---

wireless internet reception is bad throughout the building; iphone reception is bad

---

Not all equipment works

---

HVAC is extremely loud

---

in the past, functionality has been mixed, maybe good now

---

Bad wiring, can't control the projector, lighting

---

I have had trouble with the classroom mics not working well, which means my distance students have a hard time following class discussions. The mics in 132 worked much better last semester than the mics in 134 this semester.

---

pillars blocking blackboard

---

It is the only classroom I have taught in

---

Leaks, old computers, no reliable internet

---

Very small whiteboard - not useful for board work.

---

Dirty! no one cleans the room, desktop very slow to start

---

Long, narrow classroom ensures students can't see the projector from the back. Chalkboard is hard to write on because it's so old. Projector colors no longer true. Bad wifi signal.

---

no WIFI, no Projector

---

Spotty wifi

---

projectors work intermittently

---

The screens cover the board. PCs take a long time to boot up. No document camera. Two screens hardly ever work properly.

---

TV instead of screen, no remote to turn TV on

---

Small, crowded, windowless, uninspiring

---

Too close to construction zone

---

Computers very colse

---

Cannot stream from my notebook

---

poor connectivity

---

Had to be retro-fitted for CS - IT courses

---

equipment, light, seating

---

Lack of Internet connection

---

If I'm using the projector, the screen covers the board, so there is no board to use at the same time. It's hard to move around and among students desk while they are working because there is not much room when the class is at capacity. It can be noisy.

---

It is not a production studio/experimental lab which my student require

---

Horrible accoustics

---

The LCD projector is very old and the set up is not user friendly

---

Very basic with loo much light coming through windows

---

can't use the board and a screen at the same time. But more intimant, which fosters discussion

---

small, poor access to projector, horrible accoustics, freezing

Basement room w/o computer workstation, poor a/v resources, inflexible room layout and seating, too small for enrollment, really oppressive environment for interactive learning and student engagement. Room furniture also in poor repair, not well maintain

Dark, small, no windows

huge, can't tell what's going on at the back

Cramped, it is a lab, not a classroom

No tech service

terrible configuration of space, lighting, sound,

not recent, but 8-10 yrs ago was hard to use computer hookups

very little usable whiteboard area. Technology is in the way, blocking the view.

Branch campus students could not hear us sometimes or hear the videos we played.

No projector, wifi spotty

Dark, dank, depressing; can't read lecture notes when lights lowered to show slides; poor sight lines. AV works well, however.

Dark, getting the computer setup to work was always a challenge and finding someone to help even more of a challenge.

for 1.5 semesters, have had msg "Replace Bulb" on project unit; to get sound have to set up computer connectivity in specific sequence (i.e. turning on computer is LAST thing to do), lighting for powerpoint is better than JC1902, but still not great

equipment is old and unreliable

bad resolution from projector

poor lighting, no windows, idiosyncratic technology

Same

It is not always possible to have meaningful dialogue in a classroom set up

Hot

It was cave-like (though the technology was reasonable).

NA

the projector has had the same green litght bulb for the last 2 years; when they installed the screen it is ot aligned to the projector. Using a movie screen from the 1960's and no interest in addressing the problem by our IT staff

Computer lab room, internet service is slow and frequently down.

Very cramped, awkward viewing, poor AV

Doesn't have a UNM computer in room. Small whiteboard.

slow internet when students responding in class

Room was small; class was at capacity; and desks did not accommodate graduate students comfortably

Lecutre Hall not conducive to active learning methods and there are few outlets for PCs etc.

n/a

Manual setup of sound, screen, power on one side of the room and sound/projector plugs on the other. Terrible WiFi connection, no ethernet

Needs projector on ceiling

poor controls for audio and room control

Although it has computer and tables, the computers are not updated

poor space

Difficulty with software on classroom computer, lighting, room too wide for effective use of screen

No white or chalkboard. Outdated laptop hooked up to wobbly tabletop projector with poor speakers: out-of-focus, hard to enlarge, too many wires, very slow

Not enough ilumination, students didn't feel comfortable in that space.

basketball and volleyball practice

Politics of faculty, staff, and admin make for a negative atmosphere

The building is very old...needs to be upgraded with technology.

dark, cramped

No windows and lowd air conditoning, room gets cold easily

Long and narrow

Small and no projector equipment

internet service is terrible, no technology-- have to bring my own equipment

For the same reason, I do not like to teach in other classrooms because of the size of the screen.

chalkboard (no white board), no smartboard

poor noise control, hard for students to hear lectures

arena seating

horrible setup for lecture course, twice have gone in and AV not working (and IT doesn't know why)

Too large and spreadout

Small writing desks are difficult for managing laptops/tablets/books

technology access is limited; phones too.

no complaints

Cannot use the projection and board at the same time in the same direction

too small for robotics but will do for now

Dark, no windows

Old desk, large windows (can't close sometimes), can't write on board while using projector (no other writing boards available).

Dark

the grease board is too small for a math class

Very small

supposed to be a science lab but poorly designed and too many students.

Hot/cold, poor wifi, noisy

Bad projector

Noise, poor wifi, old

computers are slow and not productive for what I do

The computer is strangely set up

I've only taught in the 1 room

Equipment failure, inadequate set up, dirty/smelly, freezing

Multiple projector problems; problems with internet access

Awful layout cannot see screens

screens in multiple places are confusing to students

nicely renovated, natural light, moveable chairs for group activities

too small, display is not as easy to use, temperature is way too hot at night

There is no projector and computer.

Laptops in Cart sometimes don't work properly.

had no smart technology; probably not an issue now

No computer, screen covers whiteboard

Power cuts out at the podium and I have to call for service

access, layout, noise, technology

deafening AC, conference meeting tables that can't seat everyone by one table, students split into two groups, very dysfunctional for a seminar class

broken blinds cannot open and close

Crammed space, places instructor in a specific location with little mobility, doesn't allow for collaborative learning

Computer station missing mouse; USB hubs broken

Has no hardwired technology

Awful layout for student-instructor interaction

one or more of the LCDs not working at all times , too hot or cold in the room, always issues with the microphone, ...

No projector in the room.

this room's air conditioning/heating system is so loud that it's impossible to teach effectively, and the technology is also not consistently working

Cannot connect my newer laptop to the projector because the docking station is out of date

Dark, no windows, older computer and position of computer at side of the room.

They were doing maintenance several times and left everything in the middle of where I teach

---

frequent failures

---

Those buildings are absolutely horrendous.

---

Just go look at it... It's a dreadful and dreary place to teach.

---

Ancient, convoluted, and limited instructional technology and dark, subterranean atmosphere

---

It's actually the only classroom I've taught in; it's not terrible, but the computer is often slow to start, isn't kept very clean.

---

Not outfitted with any AV equipment or wi-fi signal -- must set up then take down a portable projector, own laptop with VGA port, and ethernet cord everytime I teach class.

---

need to stand on a chair to turn on projector; no cords are provided for connecting laptop

---

windowless dungeons

---

severe, long-standing climate control and acoustics problems

---

I can't lift the 2 screens independently of each other and there is a column in the middle of the room which blocks student views of boards and screens; also the desktop computer screen blocks the lower portion of the central board from student view

---

the projection screen blocks the chalkboard

---

Cold, terrible for robust student interaction.

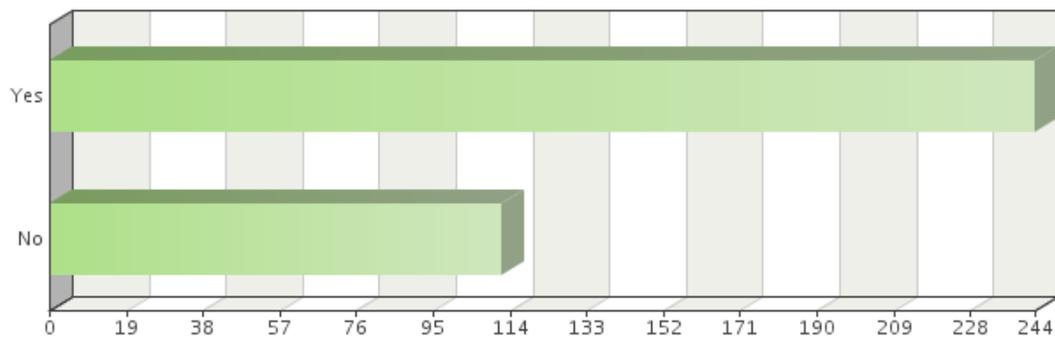
---

Large, sound echoes

---

### Question 3

Are the classrooms that you teach in appropriate for your teaching style?



Frequency table

| Choices       | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------|--------------------|--------------------|-----------------------------|
| Yes           | 244                | 63.05%             | 68.54%                      |
| No            | 112                | 28.94%             | 31.46%                      |
| Sum:          | 356                | 91.99%             | 100%                        |
| Not answered: | 31                 | 8.01%              | -                           |

**Total answered: 356**

#### Text input

General purpose classrooms - technology is solid.

Computer access would be ideal or most of my courses (but not all, such as history of economic though which is lecture and discussion based). We manage with simpler in-class work that help student learn but would be much more effective to have computers and whiteboards readily available.

They have both a boards and a projector. The projector on ECE 310 is falling apart, though.

The classrooms tend to be optimized for computer presentation, when all that I really need is a large, visible blackboard.

occasionally unstable internet access, limited screen to view the presentation materials, class activity interfered by the project itself

it has been ok. We are moving to new building with new technology by the fall semester. Hoping the technology will be much superior to what is available in our classroom.

Mostly and it depends by semester since I never teach in the same room or even in the same building. I tend to use Smartboards when they're working and the TEC building provides that. If it's not present, the usual desktop and projector is helpful. The old EDUC building is by far the worst and often doesn't have anything but a projector.

ALL computers I've used in DSH are painfully slow, but room 136 is horrible. Also, I would like to use a screen AND the green board.

N/A Not teaching this semester

Often scheduled in large classrooms with small enrollments, some rooms not conducive to group work

While I very much appreciate the excellent technological advancements in many of the classrooms, I also still use the blackboard quite a lot for activities for which quick, extemporaneous writing and drawing is useful. Many of the newer classrooms have a small, inaccessible, or no blackboard.

The four walls are covered with blackboards

They are tech enhanced at UNM West so I can show clips from dvd, computer. The white boards could be better placed though.

As long as I can arrange seating as needed and have a computer on a viable network, screen, speakers, and projector, it's usually fine.

Classrooms are not appropriate for seminar classes because of the chair arrangement

Generally, the problem is that the computer projection screens cover the white boards when used, making it difficult to use both at the same time which is my strong preference.

I usually teach small classes (5 to 25 students) and it would be great to have a learning studio style room for small classes. I use the internet a lot, including skype or google hangout to bring in guest speakers. The internet is so bad on campus that it can be very hard to make this work. I need a room that is easy to reconfigure, to move tables into different positions.

poor, rundown, slow equipment, etc

Need a large, light room with computers around the periphery and a large discussion/work table in center. Labs are either too dark, too cramped, without extra space

Sometimes appropriate, sometimes not. I need many quality boards visible to students and a working instructor's computer with internet and proper software.

Need design that brings students to center engagement

Too cumbersome to access technology

There needs to be a good mix of visible screen AND black/white board space, with light switches that are easy to reach.

I make liberal use of projectors- multiple screens is handy

All classes I teach would benefit from computer access.

pretyped notes to fill in. internet and big calculator on smart board.

as stated above, I am DSH 123 with a class of 60 students, and "lecture hall" style of the room is inappropriate to a class where we should be discussing the material.

The Language Learning Center is excellent and perfectly set up for language teaching - I wish they were better funded because they have great ideas and use every penny of their budget supporting language teaching at UNM, making it a world-class institution for language learning.

They are appropriate. Ideally, I think I would like to teach in a smaller classroom but the larger classroom is needed when there are over 50 students.

CTLB is a wonderful facility

Would like to be able to easily form and break up groups. Difficult with current desks. Classroom does not have very many outlets, so students who bring laptops can't easily plug them in.

Screens are small and can't be seen by the entire class.

They have access to good tech and the desks can be re-arranged

Mostly in B66 - a mixture of lecture and lab with lots of interactive stuff. We have our own computers.

But the classrooms need software upgrades badly. Software is not covered by grants and the annual budget cannot support the upgrades. Would prefer all students and teachers have access to tablets.

N/A

generally the internet is slow

Very difficult to have much interaction amongst the students. The room is conducive primarily to chalk-and-talk lecturing.

long-distance education equipment is very outdated and should be removed. Other concerns are that I am using slides and write on the board, but the projector screen if in use prevents normal use of the board in the majority of rooms I used, somebody has to think that these tools complement one another, not substitute. Not all rooms are equipped with computers so I could just use my flash drive. System response is long. In other words, setting a class takes time, but time interval between classes are long, some professors do not leave right after the class and it creates havoc and stress. Wi-fi in ME Bldg is so inefficient that I cannot use my laptop to show any video in the rooms where desktops are unavailable.

They focus mostly on the technologies I use, which are not, for the most part, heavily computer based.

We have the students use the lab computers to do research while we teach them how to use our databases.

Because I am flexible and grateful to be teaching.

Has equipment and proper size

Layout (can work individually in rows or rearrange tables for group work); Two monitors

all technology in place

one is and one is not for reasons tied above

We need seminar-style classrooms, where a small number of students can sit around a large table. Little chairs and desks are infantilizing, and lead to infantile behavior

Most classrooms have been, but Mitchell Hall 102 is not. I incorporate a lot of group work and require students to move around a lot. That classroom is designed for teacher-centered instruction.

I like to combine the use of a whiteboard and a projector. Castetter (bldg 21) 55 and 100 are our largest classrooms but in order to use the board and a projector requires projecting slides on a screen that is too small for students to easily see detail. In 100 there is a large screen but it covers the board and the board is an old blackboard rather than a dry erase board. Neither is ideal.

they have all the equipment needs that I require.

Hokona Hall classrooms are terrible, especially for graduate students who are paying \$330 per credit hour.

White board is hidden behind projector in all of the Gurley Hall classrooms, and the wireless is not dependable.

I use a lot of media in my teaching, and would prefer to teach in a smart classroom. At the moment, I have to bring all the equipment into the space and set everything up for each session, which takes a lot of time.

The size works well. The equipment not so much.

I heavily use MS Powerpoint. I also want to interact with students, but the PC is on the corner of the room, and it is hard to use the computer and move around the classroom. Also the projector screen (monitor) in MH105 is too small and the people in the back cannot see well.

The monitors on the instructor's desk restrict eye contact for students sitting up front.

In its most part, yes

Class are lecture format

For the most part I can adjust to the available technology with my personal or school allocated equipment

I designed them

Need updated technology and operating systems. Need more macs. Need Apple TV for instant AirPlay from student devices.

teaching lab

But see above

Usually I teach seminar-style so the tables and chairs need to be in more of a horseshoe position. I also make extensive use of the boards and some of my classrooms don't even have the center front as a place to write. It is strictly for media presentations. The best classrooms give me several boards that are portable.

I need to switch easily between computer display and blackboard. I did not answer 3 because all rooms are equally bad. It takes too long to log in and start software, like matlab at the beginning of class. I can't waste 10-15 minutes of a 50 minute class.

I need tables where students can sit in groups of 4 to 6. The tables are always facing forward. Every class period we have to push them together, then take them apart. Taos needs a discussion based classroom where we don't need to do that each time, like one with circular or square tables.

ECON 1002 has stadium seating which does not easily facilitate small group interactions nor does it easily permit me as the instructor to move throughout the room and help students individually when given an in-class task to work on.

I need to be able to get students into teams, work with vertical white boards, have quiet projectors, and not have to blacken room to see projection

Mostly, I just need a projector that's easy to use. Most of the rooms can handle that.

Light would be nice! Better viewing space, larger, less claustrophobic, the ability to execute multiple functions in one space.

Some of the ITV classrooms do not adequately support projecting from laptops. I've also had issue in ITV classrooms where i cannot use the desktop in the classroom to give presentations in "presenter mode" where the view on the desktop monitor is different from what's projected on the screen. Both these issues are very prohibitive.

Has a computer and large screen.

I need a large/multisection chalk board.

Most have moveable chairs or tables, blackboards or whiteboards, IT equipment

Too many have fixed seating so can't be reconfigured for group work. I cannot rely on tech in any of them because if it doesn't work I am stuck. And it doesn't work often enough for me to be wary.

Not enough white board space.

They are fine. I am flexible.

Mech 218 is very good; Mech 300 has poor chalk boards and it is impossible to switch from projector to board mid-lecture

I only need two things for my classes: a computer with internet connectivity hooked up to a projector and chairs that can be moved around (for small group discussion); all my rooms have had these two things.

Aside from the computer classrooms with rows of computers, I haven't had any trouble with UNM classrooms.

Technology is available

Large screens cover whiteboard and do not allow use for demonstration and clarification.

I am currently teaching in Woodward Hall, but my classes are small (up to 30 students) and I don't lecture. I do a lot of pair and group work. The stadium seating in Woodward makes group work difficult. In addition, the screen I would use to show class slides covers the only white board in the room so I cannot use two essential teaching tools.

i teach small seminar style classes and the rooms I teach in are designed for seminar style classes.

I use instructional technology and need "smart" classrooms.

I integrate technology into my lessons and utilize mediasite for ADA accommodations and student support purposes. This is not possible in all rooms, nor functioning properly in all rooms. The equipment at the ALC is outdated.

Given that a lot of my class is discussion based, I would prefer a room that is better equipped to facilitate the case method.

All I need is a large black/white board, projector that projects on a large enough screen for students to see a lot of detail, and a vga or hdmi cable. Do not want any 'intelligent anything' in my classroom. The main problem I encounter is that the projected image is not large enough for students in the back of the classroom to see adequate detail, and often I can't write on the board without turning off the system and waiting for the screen to retract.

ITV classroom and I teach ITV sections

If I were on campus, I would need every student to have either a laptop or a tablet. Most classrooms only have a computer at the instructor's station.

Tables are movable...

Classrooms with ample chalkboard space are preferred. Some in Dane Smith have small boards that make teaching a challenge.

I like hands on activities in my classes.

Several times I've tried to show images or video with sound, the equipment has malfunctioned or crashed. I'm currently teaching in CFA 1020 and the equipment that has been rigged is substandard. The desktop computer I use in that room for powerpoints is extremely slow and periodically has glitches.

Except for Clark 101, the rooms I have taught in (Main: Kiva and Valencia: A127, CTC101, H101) are spread out enough and roomy enough that I can walk around helping students with in-class exercises.

Medium sized, reliable projector

Nice and clean classroom

I do not do much lecture. Most of my teaching is for group discussion which is best implemented with tables.

room is big enough but like to move tables into groups

I use lots of slides and need to be able to have the screen dark while still keeping the lights on in the rest of the room. This is impossible to do in a room without natural lighting.

Overall, it is good; however, dis-functioning equipment makes teaching very difficult.

No wired internet. Low and intermittent wifi signal. Very loud HVAC everywhere in the building. Water leaks in classrooms when it rains (problem has been ongoing, with several failed attempts to repair, for more than a decade).

right sizes and technology

Because I teach film, I need to show clips from multiple platforms DVD, Blu Ray, YouTube etc.

Classroom needs AV equipment repair and update

Most of the time. For graduate theory classes, I need ample black/whiteboard space to introduce & manipulate complex models. For undergraduate classes, I like to supplement "chalk & talk" lectures with powerpoint slides to show evidence and discuss real world data.

They are seminar classrooms. It's a little bit small, and I like to move around to use the board and the computer and this is difficult.

No reliable internet means not being able to access visual/technical information on the fly as part of an organic discussion in the classroom.

Mostly. It would be nice to have access to more classrooms that are appropriate for a mixture of lecture, group work, and computer work.

I have a lot of group work, and we manage to form groups by moving desks. Would rather have round tables in each classroom

some don't have projector or WIFI

In Hokona there is no technology what's so ever. Even projecting from a laptop is challenging

Good for lecture format but not for other types of collaborative work

A third option is necessary; not only "Yes" and "No". Some of the classrooms in GSM and ASM are acceptable.

console with computer, DVD player, video projector are important for me.

Projection facilities. In some the lighting could be better controlled - darker in front so visuals are more readable.

Good use of available technology (doc cam, multiple screens, good sound)

Enough room for all students, equipped with appropriate equipment.

My classes are online and use the ALEKS program.

ITV cannot stream video at any decent resolution.

They're okay, but the "sage on the stage" computer station in the corner of the room makes it difficult, sometimes, to interact with students unless one is doing the old-fashioned lecture class, which I hope we're evolving away from.

I no longer teach in a physical courseroom, so my observations on physical classrooms are several years old.

Not glamorous, but enough - the focus is on subject, not surroundings

I am unable to use the Internet to complement my instruction because wifi does not work in the building.

As I described above, MITCH is a bright, inviting space. The tables and chairs are easy to move when I want students to work in pairs or small groups. I also really like working in ESCP 107? 109? where there are desktops around the outside for students to work individually or in pairs and then tables in the middle of the room when i want students to come together as a group.

The room that I currently use is only appropriate for seminars. It is not however an art studio production area. My undergraduates desperately need space that is an art studio production area to work on their projects and they require access to tools in order to complete this work. Tools would include both digital technology for media production as well as fabrication and "maker" tools to build sculptural and architectural projects.

I use mostly cooperative learning approaches, so if I can get students in circles to work together, I'm set.

It is easy for students to break into small groups for activities, but also easy to get attention back to the front of the room for instruction

About the right size. Reasonable if somewhat dated technology

They are all pretty good, but they all suffer from some problems. The seminar classrooms are nice for discussion and power point. But if you write on the board, half the class has their back to the board. The large lecture halls are nice because you can use the board and a screen at the same time. But the boards seem small and it feels like there is a separation between the professor and the students. The smaller classrooms (2405/06) have a great vibe for class discussion, but it is impossible to use the board and a computer screen at the same time. I find myself tailoring my pedagogy for the room I'm in.

has equipment to project images

Castetter 57 location for a course required revising the syllabus and dropping interactive student activities in classroom. Lack of digital and network resources made some homework assignments impossible to review in classroom.

mostly they're OK. I like rooms where the chairs are movable so students can work in groups

I utilize a lot of technology in showing the class the advancements made in the process of teaching language.

The primary classrooms for art history are not suited toward active engagement learning (group work and working through projects using the internet).

I need 90% lecture with much whiteboard or blackboard.

Woodward lecture hall is not appropriate for our teaching style. Dane Smith is more appropriate.

Need more comfortable seating and technology not up to par with rest of campus

Mitchell very good for lectures. EDUC not so good for reasons described above.

I like the large tables in CTLB when it comes to group work, and the interface for showing powerpoint slides works easily.

chairs are bolted to the floor

Yes, I have case discussion so need to keep slides while using the white board

I can always accommodate lecture with student/team activities when I teach face-to-face, with streaming or slide ware support from the available desktop and projector.

Usually they are appropriate, except when they have fixed seating. I could never teach in one of the classrooms designed for computer-based courses.

Any rooms where the furniture is set up in lecture format

I like the older classrooms because tables can be moved around to suit the particular type of class activity. I really hate the new building where the tables can't be moved because of the technology attached.

I adapt to the room.

It has access to technology, it is big with a great deal of natural light. It is located near break time facilities and vending machines. It is also near my office.

n/a

Sound is not consistent; screens go up; projected color is either green or pale blue

I would like to incorporate more group work, but it is hard to do with the current set-up of my room.

They give me room to move around, use a variety of AV, let my students use Prezi and Powerpoint effectively, no outside or inside noise from other classrooms or student

I adapt as best I can.

I am starting active learning and the lecture seating is a challenge for group work.

Tables allow for group work and movement - this is important when classes are 2.5 hours long.

Some are, some aren't

classrooms have all I need

I teach primarily hands-on lab courses and seminars. The lab classes require access to instruments that I have available in the classroom, and the layout of the class is perfect for discussion.

Yes and no. I use a lot of media examples, videos and audio in my classes. Set up is always cumbersome in the CTRART classrooms and the systems are quite different in each room. There are often unpredictable problems and no one to assist instructors on hand. I would like to use a clicker system in my large classes.

No. The current class I teach in is oddly shaped and lop-sided. It is rectangular and I feel like I am talking to only one side of the class when I'm using the equipment.

Easily movable. Comfortable. Working tech.

I would like a Promethean board OR, if it is lots cheaper, a document projector. I am still using the old overhead projectors at times because I often do "problems" on the board with class participation. I've tried Boogie Board but 1) the software never worked in the classroom I used last semester, and 2) you have to write over to the side on a blank, rather than on the same "sheet" as the problem.

It is a large classroom, students can work in groups without too much difficulty. The projector is mounted on the ceiling and there is proper wiring to connect a computer to the projector.

The pit classrooms are nice for large classes. Currently, I teach all my classes online so the classroom doesn't matter anymore.

Most class rooms have two problems. One, the screen for the overhead projector is almost always in the middle of the chalk/white board limiting your ability to use the boards to write and use power point. Second, most classrooms are designed with stadium seating designed for lectures and passive learning. I prefer rooms with lots of boards and round desks to facilitate active learning

---

The LS are perfect for active learning and student engagement.

---

I only really teach in CERIA. The tech is determined by the department and we are gradually getting things up to speed. The company the University uses for tech install, Advanced Presentation Systems, never does the install correct the first time. We have to endure failure after failure before they come back (multiple times) to fix what should have been done the first time.

---

The open studio space in George Pearl works very well for student pin-ups, model building and sharing amongst students and faculty.

---

I do hands-on activities and having tables in the classroom makes the teaching not "forced"

---

I like being able to project my laptop and use a whiteboard AT THE SAME TIME (so the whiteboard is NOT behind the projection screen as in some classrooms).

---

i primarily teach in a studio and while works okay, it lacks the technologies of the day.

---

Would be nice to be able to switch from lecture to small group activities more easily

---

Sometimes. Please see above.

---

I have the resources I need to work using computer and board notes.

---

They have chalkboards, which I use often, and screens on which to project images from my laptop, which I use less frequently but frequently enough.

---

Sometimes there is no technology equipment. Hokona Hall still does not have a way to connect to a projector. We have to carry our own.

---

HUM 144 space is too narrow and small, HUM 134 is an ideal room.

---

Intimacy for small workshop classes; tech needs and seating for lecture classes

---

I prefer to have moveable desks so that the students can form small discussion groups and learn from each other

---

I use PowerPoint exclusively and the rooms have good technology to display slides.

---

Calvin Hall 182 is too small for the number of students.

---

The current classroom do not allow me to get students to re-arrange their chairs when doing in-class collaborative / group work.

---

moveable furniture to accommodate flexible and interactive teaching, like tables and chairs, so there can be flexible learning - with or without computers too. The computers can be a hindrance to arts learning when the learning needs to be centered around music, dance, artists books, or art.

---

A101 allows me to walk around the classroom while interacting with students. I also have students in teams of three to discuss. The ideal classroom for me to have teams of five students at a round table discussing in class. But this is not possible at Valencia.

---

I need a larger student capacity room with white boards, Smartboard, seating that facilitates group work, and lecture recording capability.

---

offers all necessary tools

---

I mostly teach doctoral students and like a small room with tables and chairs.

---

The provide what I need.

---

Generally yes. More flexibility to move around and group students in different ways would be helpful.

---

The classes I'm sometimes assigned for language classes in Mitchell have tables and chairs and the class is full. It's hard to get students up and moving around. I prefer classes in which students can move unhampered by tables.

---

see above for UAEC B90

---

I think several of the classes are antiquated. The classes being redone for Zoom are good, but there are several classes with just white boards and projectors, having tablets with the capability to write would be great.

---

My students work in teams, so seminar tables are preferable. I often want them to access the Internet in class, so they also need the surface area for laptops. Some rooms (ex. DSH 317) have intermittent wifi access, which makes things difficult.

---

I love the blackboards and chalk.

---

I am ok with the COE TECH classrooms but the HOkona classrooms need to be updated to better serve our teaching needs. I end up having to borrow or check out projectors, laptops, etc. and sometimes they are being used already.

---

not too large -- can be heard without a microphone. Large projection screens. Lighting is often difficult to get right.

---

Learning Studios designed for interaction for upper class courses

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They both allow me to apply active teaching strategies, even though one is a lecture hall (Northrop 122).

---

Yes, but we'll need to make improvements.

---

great technology plus apple tv

---

I teach filmmaking, and a film studio type room is not available to me for teaching, although some do exist on campus.

---

too small for a largely hands-on program

They are adequate, no more.

It doesn't have the software I need.

Classrooms often are difficult to set-up small groups.

Classrooms are up to date technologically for faculty and student use.

Classrooms can be rearranged. New ones have enough outlets.

I teach online

Lots of chalk board space - although not enough chalk at times.

When I teach in the labs (computer) I have all I need close, even the human help

focus on front of room and not student centered.

All the classrooms in JC are poor

Smaller than sloping "lecture" is conducive to my philosophical dialectic and brief lecturing.

I teach lab - the lab tables are a nice size and all equipment is close

Woodward is not conducive to methods courses where professor and students need to demonstrate lessons or include hands-on activities. Space and lighting are a problem, distance students complain that it is hard to see what is happening at times.

Yes and no. My teaching style is board work, with hands on. I like the layout of the computers in GH206B - where computers face the projector screen (although projector issue is a huge issue). For the Nursing, where projection always works, wish the desks faced forward instead.

I purchased all the tech in the room so it's built for my needs

Technology is either outdated (cheap, low resolution projectors) or, where it's been modernized, the trend seems to go to too small screens, instead of getting us high resolution projectors, as at other schools I'm familiar with.

Space student mobility

Recently I am teaching grad-level courses that are theory heavy. I do not think I need to be in a computer classroom for this.

I'm an online teacher.

I teach large classes so traditional lecture space is appropriate.

I incorporate some multimodal materials into my teaching and rely on PowerPoint slides for sharing teaching material with students in the classroom.

good for group work

Currently, I have no appropriate classroom in which to teach a class that includes both art studio production and seminar discussion.

Use web enhanced, dot cam...

I am embedded faculty at one of the local elementary schools. We are six people (or more) crammed into a room the size of a large closet.

Most classrooms lose some or all of the chalkboard/whiteboard when the screen is down.

Sound system and workstation are fine

I would like classrooms that encourage more groupwork. But I'm able to make what I have work.

I adapt my style to the space, but primarily I like to use the teaching station.

I primarily use PowerPoints and the internet to access websites for class. Occasionally we watch videos and the projectors work well for that. There are not always enough chairs for 70 students even though the room is made for that number. Also, while there is a chalkboard, a dry erase board would be great - particularly not behind the projector screens.

appropriate size and light control

312 lab - Good size and facilities. We do not have computer for every student, though, just for instructor. 625 classroom - Students like the tables if they can sit one to a table, but not if they have to share a table - too crowded.

Mitchell Hall 102 is a large lecture room whereas my class there is designed as a seminar; Univ Advising and Enrichment B90 should be used as a classroom in any possible way. see my reasons above (loud, conference tables, each for 5 people)

they provide enough space

they are adequate, but can be greatly improved

I like to do group discussions and problem solving, so it is best if students have chairs they can move around the classroom.

To obtain a room in CTLB you must submit an RFP every semester. As adjunct, I'm pretty low on the food chain!

For the most part, they meet the needs of various forms of digital presentations. However, on-campus IT/AV resources are not up to the service level needed to keep the technology operating fully. For instance, the in-room computers haven't worked at all in many months (at least early fall 2015), and the software was never updated or added to (like Flash Player needed for videos).

I teach using multimodal instruction. The classrooms are compatible with my teaching style.

The rooms in our building could be effective in a high school or grammar school, but for college they are very disappointing. Even the lighting is not sufficient in most of them, leading to a literally dark atmosphere. The technology available is also extremely inconsistent in its ability to function, and even internet access is not guaranteed. I will say that the pianos in the rooms we use have always been very well cared for and are good instruments. Also, recently, we moved over from chalk boards to dry erase boards, and I do miss the chalk boards. But I suppose the dry erase boards are equally satisfactory.

---

This semester I am in classrooms with round tables, lots of white boards, and doc cams.

---

It's mixed. I like group discussions and some classrooms, like 628, have students facing the wall when they work on computers. The position of the white board behind the projector screen in 628 also causes awkwardness if you project an image and also want to write on the board.

---

I mainly teach in our graduate dept. classroom; sometimes the internet is finicky, but overall it is a good space for teaching

---

Many of the rooms in Mitchell don't have enough board space.

---

No en realidad es perfecto porque me gusta usar Prezi.

---

I use power point and many slides.

---

I request classrooms that are conducive to the students seeing each other for them to have conversations.

---

I do PowerPoints with my lectures, videos, and group work. The desks can be arranged for certain group work; projection screen works fine.

---

The SHS dept. classroom AV set-up is adequate, but seems to have more "moving parts" than necessary in terms of machinery -- it's not a very streamlined process. The SHS Multipurpose room used for classes among other things, as noted under #2 above, has no built-in AV equipment or wi-fi signal; thus, a portable projector, personal laptop with VGA port, and ethernet cord has to be set up then taken down for every class session. Because the space is used for various purposes, this awkward cord-laden set-up cannot be left in place.

---

I teach primarily in the SSTC building at UNM-Gallup, and those classrooms are usually okay re: technology. Sometimes there are problems.

---

i adjust to room as best i can

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I teach student teachers in an elementary school.

---

amenable for group and distance site broadcasts and work

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I teach online

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Room 100 is, room 55 is not, for the reasons listed above.

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I need to be able to use chalkboard and show slides simultaneously

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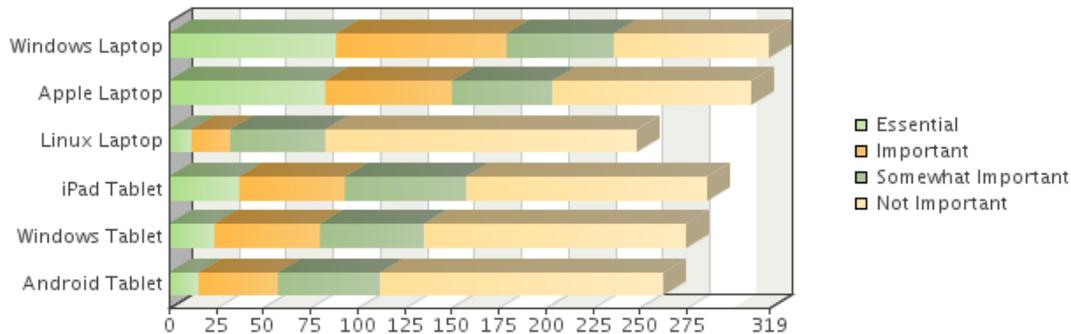
Yes, except for Woodward.

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## Question 4

UNM IT is planning an equipment checkout service for students. What devices would you prefer to be made available? The equipment would be for student use during class. (Check all that apply)

### Levels



|                       | Essential          | Important          | Somewhat Important | Not Important       | Sum                |
|-----------------------|--------------------|--------------------|--------------------|---------------------|--------------------|
| <b>Windows Laptop</b> | 89 27.9%<br>5.23%  | 91 28.53%<br>5.35% | 57 17.87%<br>3.35% | 82 25.71%<br>4.82%  | 319 100%<br>18.74% |
| <b>Apple Laptop</b>   | 83 26.77%<br>4.88% | 68 21.94%<br>4%    | 53 17.1%<br>3.11%  | 106 34.19%<br>6.23% | 310 100%<br>18.21% |
| <b>Linux Laptop</b>   | 12 4.82%<br>0.71%  | 21 8.43%<br>1.23%  | 50 20.08%<br>2.94% | 166 66.67%<br>9.75% | 249 100%<br>14.63% |
| <b>iPad Tablet</b>    | 37 12.94%<br>2.17% | 57 19.93%<br>3.35% | 64 22.38%<br>3.76% | 128 44.76%<br>7.52% | 286 100%<br>16.8%  |
| <b>Windows Tablet</b> | 24 8.73%<br>1.41%  | 56 20.36%<br>3.29% | 56 20.36%<br>3.29% | 139 50.55%<br>8.17% | 275 100%<br>16.16% |
| <b>Android Tablet</b> | 16 6.08%<br>0.94%  | 42 15.97%<br>2.47% | 54 20.53%<br>3.17% | 151 57.41%<br>8.87% | 263 100%<br>15.45% |
| <b>Sum</b>            | 261 - 15.33%       | 335 - 19.68%       | 334 - 19.62%       | 772 - 45.36%        | 1702 - 100%        |

\*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

### Text input

It will be great to have this service.

The touch screen monitors have been a great addition. Keep that one up!!!

Any Linux or MAC OS equipment would be right. I usually struggle with Windows. I find Linux instructive for students, no matter what are the classes they learn. It is free, robust and fast. Most of my students are doing research, so all documentation can be written in Latex. Latex, as well as English, are the "lingua francas" of research these days. I find it counterintuitive, insecure, slow and expensive (no matter it is free for students, someone has to pay for it).i will not work with any Windows equipment.

this is an "or" answer. it is important they have access to one or the other.

Most of my students have their own laptops, tablets, and smartphones. It's really not an issue right now. The bigger issue is with cross-platform software compatibility.

This could potentially be useful so that we would not have to use a computer lab for certain in-class activities and tutorials. However,may be difficult to load required software for a one or two class tutorial? Or would these computer be available for a longer time, like a few weeks?

None - it would be nice if they would focus on the class instead of distractions.

Need equipment to use to test app design

I need a working instructor computer, with software installed for my teaching in timely manner, with internet connection.

I don't allow use of electronics during class. Its a distraction for students.

as long as there is one kind of laptop or tablet, it works

Does this apply to UNM-LA?

cameras or recording equipment.

I only put linux as non essential for my students but i am sure the CS students would find them essential. I think it's good to have the variety since students are accustomed to different tech.

I teach Digital Media Arts which is best in Apple OS. Students need access to tablets, iPads preferably, to stay current and relevant to industry standards.

I don't know of any student who doesn't have a laptop or tablet of their own. I offer my graduate students desktops and laptops as part of their research, but they often prefer their own setup.

I think this will be further distraction from the class in addition to cell phone addiction already in place.

I would prefer hardware with the adobe suite installed.

Give professors the laptop of their choice.

Most important thing is not the platform but replacing our pathetic campus wireless system (frequent resets, ridiculous delays and awkward authentication).

Android is much more stable than Windows, but more cost effective than Apple.

I do not allow students to use devices in class, but I think it would be useful for students to have access to laptops that they use for coursework.

I need for my students to be able to track class content online during class, and be able to use the internet to search for data during class in order to participate in in-class discussions an exercises.

I would prefer time, money and support be used to fix the broken equipment that is already in place rather than giving students more opportunities to not pay attention in class.

Students need easy wireless access that works at UNM Taos. The public wireless system gets overburdened and then gets slow.

If these devices have any functionality other than MS office, it's a terrible idea. They will be too tempted to surf the web, etc. It's human nature. It will make student learning worse, not better, and I am confident about that. They need to THINK not to type.

projector checkout would be useful

Whatever suits the student is fine with me.

I do not allow use of devices in my classroom.

There appears to be a move for interactive classroom systems to use tablets rather than clickers.

I don't have a preference between windows and apple, but I would like laptops to be available.

Windows laptop is most useful for our courses in which students do data analysis (learn to analyze data using statistical programs which are only made for Windows systems).

Linux is best for programming assignments, given the wide availability of open source tools. Some applications are only available for Windows platforms.

I personally think we spend way too much on IT resources for students. Yes, they may need laptops to check out, but they don't need top of the line laptops.

Some Mathematics programs I use do not work on Android, so I would not recommend these devices.

Most of my students seem to come to class with their own devices. I think UNM should provide a state of the art laptop to any needy full-time student who needs it, which OS it runs should depend on the student's preferences and the demands of the class that she is taking.

Tablets are usable, but ideally, they need a laptop.

Have an assortment for check out so they can use what they are most comfortable with. Probably good wi-fi is the most crucial.

Any sort of tablet or mobile device would be incredible-- I'd love to using a service like Learning Catalytics in order to allow students to do in-class work on their tablets, instead of on paper handouts (convenient for all of us, plus it saves on paper usage).

For a math class would be perfect if using the software mymathlab

Using a computer during class would be distracting to others and is not allowed during my classes.

We teach all our classes with Apple desktop computers. Our budget is inadequate. It would be nice if we had a little help upgrading them. Our students need computers during class, but a checkout system would be a very poor solution.

Currently, any operating system is fine for the classes I teach. However, there is a possibility that I may teach an applied methods class with a stats focus in the future. This class would require computers with access to SPSS.

Most of my classes are lecture-based, so there is no need for students to have a device.

Tablets would be nice for students to access reading on a larger screen than their phones.

Only OS preference is that it run the Adobe Suite

Rather than the specific device, it's more important what software is available.

Macs are my preference.

Ideally the University should make the computer compulsory instead of having a checkout service. This service exists for the business school. A speedy procedure for borrowing and returning is as essential as what is installed on the machine.

Students can use almost any device in my upper division courses

Most students have their own computer so this point is not that crucial.

For IT students, Apple equipment is essentially useless since Apple hardware is unsuitable for topics such as IT security.  
no opinion

My courses also occur off campus, so use of this equipment outside the classroom would also be extremely useful. And, most students require technology in order to complete their work, this is typically undertaken outside of classroom time. So the students need to be able to take this technology home with them. Software including premiere creative production suite for Mac OSX and Word

I prefer Windows because I know it. None of this technology will be helpful if I'm not in a room where I can use AND write on a chalk or white board. The chalk/white board is a non-negotiable need for me.

As long as the students have access to the internet and UNM Learn - this would be helpful. Also, students have made great use of Powerpoint to create and give presentations during class

For students, I tend to prefer Apple laptops or tablets for most everything. Unless it's specifically a programming course, then go with Windows or Linux.

DSLR, audio recorder, video cameras

I teach Humanities classes. They don't need computers for the class, though I don't object if they want to use them.

I don't have an opinion. They have their own preferences

I would like students to have access to tablets with various apps for visual information presentation. I'm most familiar with iOS apps and storage, but I could probably adjust to other platforms.

N/A

No preference

1. For in class use, a tablet with a keyboard makes most sense. I would love to have the university commit to supporting linux, but I assume most students are more familiar with Microsoft or Apple operating systems. 2. If I know that every student in the class has a computer, I can plan activities that require it. But if it is not everyone, it might as well be no one. That said, if I as the instructor could check-out five devices, I could use incorporate group work that requires one device per group.

n/a

It is nice to have more complex response systems beyond clickers, but WiFi has to be sufficient.

Tech is not necessary in my classes.

Our current problem is not the equipment, it's the Internet speed. Many of the classrooms in the College of Education are barely functioning.

How about spending that money to provide teaching assistants and tutors for the classes? Well, that wouldn't look high-tech or making some new bold change, right? Having tutoring or precept sessions are more important than having laptops and internet. UNM has been cutting all those traditional approaches that we know to be effective and wasting money on experimental methods that are glamorous, sounds high-tech and looks-good. That's naïve, selfish and dumb.

none

I actually wish to use less technology in the classroom to limit distractions. If technology is available to students, there should be lock-down features that prevent web-surfing and social media

microphones, headphones for audio exercises

High resolution and rendering capability.

it would be great that all students have a device; but I don't require it now because I need to be sensitive to the students who do not have the device.

must annually update all software suites across all computer labs for student work compatibility. some projects once started in one lab cannot be completed in another due to software incompatibility.

My students often do collaborative writing in class. This is more difficult on a tablet, easier on a laptop.

projectors but only for a limited time.

It would be nice if students could check out iClicker and wouldn't have to buy them.

with webcam for video conferencing

Useful if the Adobe Creative Suite were on these laptops.

I don't care. I don't encourage use of computers during class as I prefer students actively participate in discussion, rather than checking their email or Facebook.

none

Calculators, one computer with Element information, Clickers to see who is paying attention/answering the questions correctly!

NA

I think tablets would be helpful for students to use electronic texts and navigate topics when we move to a conceptual curriculum.

---

For my class instruction, the use of a laptop or tablet is not necessary.

---

Did anyone think this one through?

---

Broadcast modes from devices

---

don't need to spend money on apple products. value in windows and android technologies.

---

Not a big deal for my class. Maybe it should be though.

---

DSLR cameras, tripods, audio recording equipment (like Zoom H4n)

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Students would benefit with most with an apple laptop - but for Engineering Design, software is design for Windows.

---

students need statistical software like SPSS, STATA and Arc GIS

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Not appropriate to my courses at this time.

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I think the law school requires students to obtain laptops for school.

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I've never thought about using this in the class because I didn't assume students would have them. If I knew they were available, I might start thinking about how to do that.

---

Research indicates that taking notes with a laptop is less effective than writing by hand and listening. I ban electronics in my face to face classes. They play on them too much.

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The best way to concentrate and learn in a classroom is long hand, paper and notes. Any of the above technologies is a distraction and counterproductive.

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I checked all of the above as not important. If I were to change my teaching style I could certainly make use of the above tools, but I simply have never felt a need to do so, i.e., for students to be using computers in classes (except in one of the many classes I've taught over the years, which we held in a Mac Lab as a result).

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neutral feelings

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I don't have any strong opinion as to which devices would be most advantageous to have available for student checkout.

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To effectively prepare student teachers they should have access to Promethean Boards which are used in APS. Elementary Ed uses Apple, Secondary Ed. uses Windows

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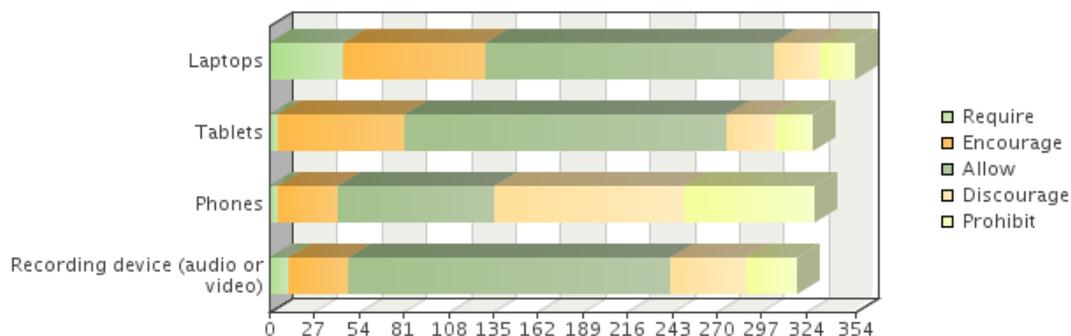
This is not important to me.

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## Question 5

How do you manage the use of technology in your classroom? Answer where appropriate.

### Levels



|  | Require            | Encourage          | Allow                | Discourage          | Prohibit           | Sum                |
|--|--------------------|--------------------|----------------------|---------------------|--------------------|--------------------|
| <b>Laptops</b>                           | 45 12.71%<br>3.38% | 86 24.29%<br>6.46% | 174 49.15%<br>13.07% | 28 7.91%<br>2.1%    | 21 5.93%<br>1.58%  | 354 100%<br>26.6%  |
| <b>Tablets</b>                           | 5 1.52%<br>0.38%   | 77 23.48%<br>5.79% | 194 59.15%<br>14.58% | 30 9.15%<br>2.25%   | 22 6.71%<br>1.65%  | 328 100%<br>24.64% |
| <b>Phones</b>                            | 5 1.52%<br>0.38%   | 36 10.91%<br>2.7%  | 95 28.79%<br>7.14%   | 115 34.85%<br>8.64% | 79 23.94%<br>5.94% | 330 100%<br>24.79% |
| <b>Recording device (audio or video)</b> | 12 3.76%<br>0.9%   | 36 11.29%<br>2.7%  | 194 60.82%<br>14.58% | 46 14.42%<br>3.46%  | 31 9.72%<br>2.33%  | 319 100%<br>23.97% |
| <b>Sum</b>                               | 67 - 5.03%         | 235 - 17.66%       | 657 - 49.36%         | 219 - 16.45%        | 153 - 11.5%        | 1331 - 100%        |

\*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

#### Text input

Students need computers in class.

Unless it is a lab, tech is discouraged. Students who prefer laptops or tablets to take notes are welcome to do so. In stats, phones work as calculators but are banned for midterms/finals.

Phones are too connected, and I discourage them because of the distraction of WhatsApp, SMS and other communications during the class.

We use laptops or other devices to review material, look things up on the internet and to download some of my activities.

There is not access for students to use any technology in the classroom unless they bring their own, which I allow and encourage.

Allow laptops for note taking

One never knows how a recording device will be used, especially out of context.

none of these are essential or encouraged.

As long as students can annotate their readings on a device, I don't have much preference which device they choose. The screens needs to be large enough to be of use when discussing literature (i.e, need to see entire pages easily, etc.). Anything that encourages distraction--social media, email, random apps--can be a serious problem.

Have students use phones to look up data and facts sometimes, otherwise they are to be kept out of sight and use.

I do collaborative notes on googledocs, and having any computer that works for google docs is needed- I have not seen this work on phones, and it is only partially effective on tablets. Often tablets can't run certain things, so they can be too limiting.

#### Distraction

They say they are "only taking notes", but in almost every case, they are multitasking on other webpages, social media and email.

I object to these items because they are often easily used to be off-task (doing other things than classwork). With a computer lab, I can have some control over when they are used (on or off).

I prohibit the use of computers in my freshman class and strongly discourage it in the upper division classes. Research shows clearly that students learn less when taking notes on a computer. Also, the temptation---especially in a large class---to use it during class for other things is too strong for some students and I got sick and tired of acting like a police officer or 7th grade study hall monitor. Phones must be off---there is no excuse for having one on in class.

I try to teach my F2F class with minimal overhead, so I encourage students to use devices to look up information, but I don't require them.

phones are disruptive. students look like they're spasming when they get a call/text and phone is on vibrate. Tablets - only for notetaking or presentations.

I have no issue with tech i in the class as long as it's used appropriately

Constantly fighting phone addiction. The temptation to screw off is too high for students with tablets and phones.

Would love for all students to have access to iPads to support instruction during class and, most importantly, outside of class time. I am pushing for iPads to be available for purchase at the UNM Valencia bookstore, but having them available for checkout would be great as well. With the availability of open-source, free curriculum, software and content, students could apply the funds normally set aside for textbooks for the purchase of a tablet. I strongly encourage a shift in pedagogy for this reason.

Don't want to

Students who rely on recordings to listen to later are often not engaged in the class to begin with; it's a crutch and means they don't develop necessary skills.

I think students should spend time thinking and interacting with the professor and one another on the subject rather than technological devices in the class. They can use devices when preparing to the class.

Telephones and recording devices are major distractions

I do not allow student technology in the classroom because it causes too many distractions. I want them to focus on lecture and group work/discussions.

I don't allow electronics to be used in my classroom to keep students from easily being distracted. I require them to write notes (paper and pencil). Exception is once during a class research exercise.

Students mostly use their devices to check facebook. I would not waste precious resources to offer more laptops.

better learning by taking notes with paper and pencil

In a large classroom, it's almost impossible to control students' use of their laptop to surf, check facebook, etc. It's demoralizing for the faculty and distracting to other students. Any ideas?

personal activities during class time

Too often students play on their laptops and smartphones. It's a huge distraction and takes away from any learning that could be going on. The classroom technology when we do try to use it is somehow impaired and class time is wasted waiting for tech support.

I do not require students to use the technology during class unless the course is scheduled in a computer lab.

we teach multimedia journalism, so good to have the tools handy

As I said above, use of devices has been shown to have a negative effect on learning, not a positive one.

I teach most of my classes on ITV or zoom, so this question is sort of moot.

I can see that mobile devices could be helpful but I can't tell if they are on Facebook or actually using tech to learn in the class.

They do not pay attention in class if they are messing with any kind of electronic device.

Given their reluctance to print things out, students need some device to view PDFs of course materials in class.

It depends on the class, but I ask students to do research or write in class sometimes, and a laptop or tablet makes that easiest. Phones drive me nuts.

Depends on the activity

Computing tools are best used on homework and projects. Students rarely take notes on the electronic devices and timeshare with other non-course related activities.

I teach our M101, M102 and M103 series and the use of the surface pros are critical for student success as often our network will not allow students access to the public network.

Devices are not required for class, but students are allowed to access texts electronically through whichever medium is available to them.

I do not encourage using laptops or tablets for taking notes, but sometimes students are encouraged to bring laptops to class to complete in-class assignments. Students do need adequate desk space to accommodate laptops.

I allow all forms of technology -- except during exams.

I currently don't incorporate any student use of technology in my class, although I don't prohibit students from using electronic devices for notetaking or textbook access.

I am thinking of moving to a completely technology free classroom (per research that shows that it serves more as a distraction than an enhancement)

I have never had anyone record me but it would be ok, I guess.

Students are allowed to use computers for my exams.

no objections unless it bothers/distracts other students

Most of my classes are ITV courses, so they are all recorded. Students would be welcome to make recordings of their own, but there is no need for them to as everything is recorded.

If approached by a student with special concerns/issues, I will allow audio recording of my class.

I allow laptops/tablets for note-taking (although laptops are more distracting to other students and easier to hide behind), and encourage the use of laptops when we're doing computational work.

Some groupwork requires them to do research on laptop or tablet; phones can be a problem because they want to use them for texting or social media

Don't want students playing on phones or texting.

The computer (laptop or tablet) may be used ONLY when I request it.

difficult to control whether students are just twittering etc.

For internet assignments I don't care what device they use. So all are allowed.

Students are allowed to take pictures of information written on the board if they will need to access it later. I use the computer in the classroom and the old fashioned overhead projector in order to use my transparencies. I would LOVE IT if UNM purchased ELMO devices which are the ones who basically replaced the projectors. I have a variety of resources that need this additional piece of equipment.

Not applicable.

Phones must be on mute

Since I teach only CS - IT courses, I strongly encourage students to bring whatever technology they're familiar with into the classroom.

Since we don't have a good Internet connection in Johnson, my students rarely use their computers and laptops, however, if the Internet actually worked, I'd encourage my students to use their devices.

All students are encouraged to have laptops. Otherwise they use computer labs on campus that have the software capacity they need. This is very restrictive for them because many of their projects require serious commitment and long time frames. These computer labs are not conducive for working on their projects for multiple hours on end and at all hours of the day.

Generally permit recording devices only where a learning disability is claimed or documented.

Students with laptops/tablets are often using them to take notes. Students with phones are generally texting.

Require one of the above so student can interact and answer the questions during the lecture

laptops impede learning in a traditional lecture/discussion class because the student doesn't synthesize material. project work is a different matter.

Students are distracted by other activities on their devices, and recent studies show greater retention when taking notes with pen and paper.

Technology can support student success, but can also be a distraction or avenue for time spent on other tasks unrelated to class material and session. Not always easy to monitor student use of devices when lecturing and proctoring exams.

for classes where access to online information is desirable (esp. seminars), most of my students bring laptops. for classes where they should be attending to materials and activities in the room, I discourage.

In my CTLB classroom teaching - the students use the laptops on a daily basis to complete projects and create presentations

Learning requires focus. Groupwork and lecture are useless if the student's focus is outside the classroom.

I only allow phones for taking photos of the board. Some students prefer to have readings in ebook and pdf format, and bring them on a tablet or laptop, and I'm OK with that.

phones ring/buzz and tend to be source of text msging distractions; no one's ever asked about recording but you had no option for that in the answers. Didn't used to allow any internet-capable device as I didn't want to give indication to students that I was ok with surfing during class.

I allow the use of laptops/tablets but I notice that students get distracted more easily

In large classes (over 50) I don't like the use of laptops, because one never knows what the students in the back of the room are doing on their computers.

Video is required for the practicum course I teach. These other devices are very distracting to the learning process and pull students away from meaningful dialogue.

I tell my students I don't prohibit cell phones unless they text in class!

I teach almost exclusively in computer classrooms, but even so, it is often more comfortable for students to use their own devices.

I teach mathematics and having anything other than a tablet out will be a distraction to other students. A few students take notes on their tablets and I have not found this to be an issue. I do not allow recording devices, but will if a student has specific needs.

WiFi is still a little slow and outages are concerning.

Students do not use for class they are on social media if I permit them to use.

As convenient as they are, cell phones also present several problems. What I mostly encounter is texting and browsing the Internet, neither of which have anything to do with class. Something with a larger screen at least promotes staying on task and viewing related material only.

---

Don't allow phones or laptops to be used during exams

---

n/a

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My students need to learn out to take notes, not simply rewatch or rehear my lecture. Laptops are used for recording data for the in-class labs.

---

Students are allowed to use supportive technology to take images of lecture slides and take notes. Electronics are not allowed during tests and in-class exercises.

---

Many of them do not pay attention to what is going on in class.

---

Phones can be distracting for students. I just ask them to put them away when this is the case.

---

This is a department policy, however I would like to see the use of cell phones due to new technology that allows for group responses via cell phones.

---

about half the students that use laptops in the classroom are simply surfing the web. Students on cellular phones are usually texting. The technology is very distracting to the students. That's why it may be a good idea to redesign class rooms for more active learning so they are not as distracted.

---

Most of what I do in my classes requires a more substantial machine than a phone. If students are using their phones in class, it is not about class material.

---

I'm considering disallowing phones entirely.

---

Phones facilitate immediate interaction with other students, which can be negatively used for "cheating".

---

i teach a studio class where materials could damage or dirty delicate technical equipment. Use is at the students own risk. They should be working with the materials, but moderate amounts of tech use for research/reference is allowed.

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I recommend the above equipment only to support access to readings online, etc. They are never intended to distract the student.

---

N/A lab has desktops

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students will invariably text, use social media, etc if allowed to use tech in class. I let them use tablets and laptops to save paper but I don't like it.

---

Research is showing that most students are distracted by their devices and it distracts the people around them. While some students are good about taking notes on their devices, there is also much temptation to check on email, or social media as well.

---

Students are allowed to use laptop/tablet only if related to class material.

---

I have class captures for all the classes that I teach. It is a must.

---

cell phones can be a distraction if left with ringer on, but are essential for students in an emergency.

---

Electronic devices are too tempting for students to disengage from the classroom. That said, I would rather they consult their reading assignments during discussion than sit there empty handed so I allow them. Some even use their phones which is better than nothing, but despite my rules, I see students texting as I lecture.

---

I have not found easy access to high quality audio and video devices; we have to beg to borrow devices from faculty who purchase from their own funds

---

Phones and tablets are too distracting for me as an instructor, plus I walk around a lot in the classroom and I can see much easier what students are doing on laptops

---

I prefer less computers in education. just the teacher lecturing and boardwork is plenty.

---

Students are sometimes on the laptops with email when class is in session and it disrupts their learning.

---

I only allow recording devices when the students has an authorization through ARC,

---

When laptop, phone, or tablet use is part of our lesson, these are used. When they are not part of our lesson, they should be put away.

---

None of the above. I periodically use audio visual, i.e. DVDs or online video.

---

none of these devices are required - but some students use them

---

Some students have no control over their tech and thus lack the ability and skills to combat non-activity.

---

Need to be able to video record student field observations and stream to our UNM classroom, or view in itv classroom. This seems to be a problem. Connections are lost during every class.

---

Too much of a diversion. Either we all have technology, or none of us have technology. If we have classroom computers, I won't allow additional computers in class. If we don't have classroom computers, no one is allowed to use an alt technology device

---

Students do not need to use any of these devices for class.

---

problem with plugs and wifi access.

---

good for note taking and checking web enhanced course materials.

---

Texting on phones, using laptops for mail and shopping during class are distractions to that student user and surrounding students. I wish we could turn off internet in the class for students. Need it for class presentation

Fairly indifferent.

---

Only students with ARC specifications may use the above if noted.

---

I realize that students have a lot more than my class going on - I don't prefer they use their phones in class, but if it needs to happen - fine. I figure if they really don't want to listen/participate, they find something else to distract them anyway.

---

Recording is fine, but any other technologies are presenting more problems than solutions to effective learning.

---

only allow phone use for taking pictures of notes or recording lecture

---

Technology is allowed so that students can access e-books, lecture notes on UNM Learn, and sometimes look up information during group activities. The problem is that it is impossible to limit students to these activities and that many students use their devices in ways that distract them from the learning environment.

---

Recording devices--students must ask for permission first.

---

The classrooms I teach in this semester have class sets of laptops. I regularly use these. Some students bring their own.

---

I prefer students use the computers provided in the classroom as opposed to their own laptops, which aren't connected to the classroom printer, etc. However, making the printers available through Wifi could be a solution.

---

If the room has computers, I will still allow students to use laptops, if they prefer. I prefer campus wide rule that cell phones must be turned off before class.

---

Recording device allowed only if part of ADA accommodations for specific students.

---

Phones are a major distraction. I have had students answering their phones in the middle of class.

---

too distractive

---

Students are required to publish a final portfolio in the form of a website.

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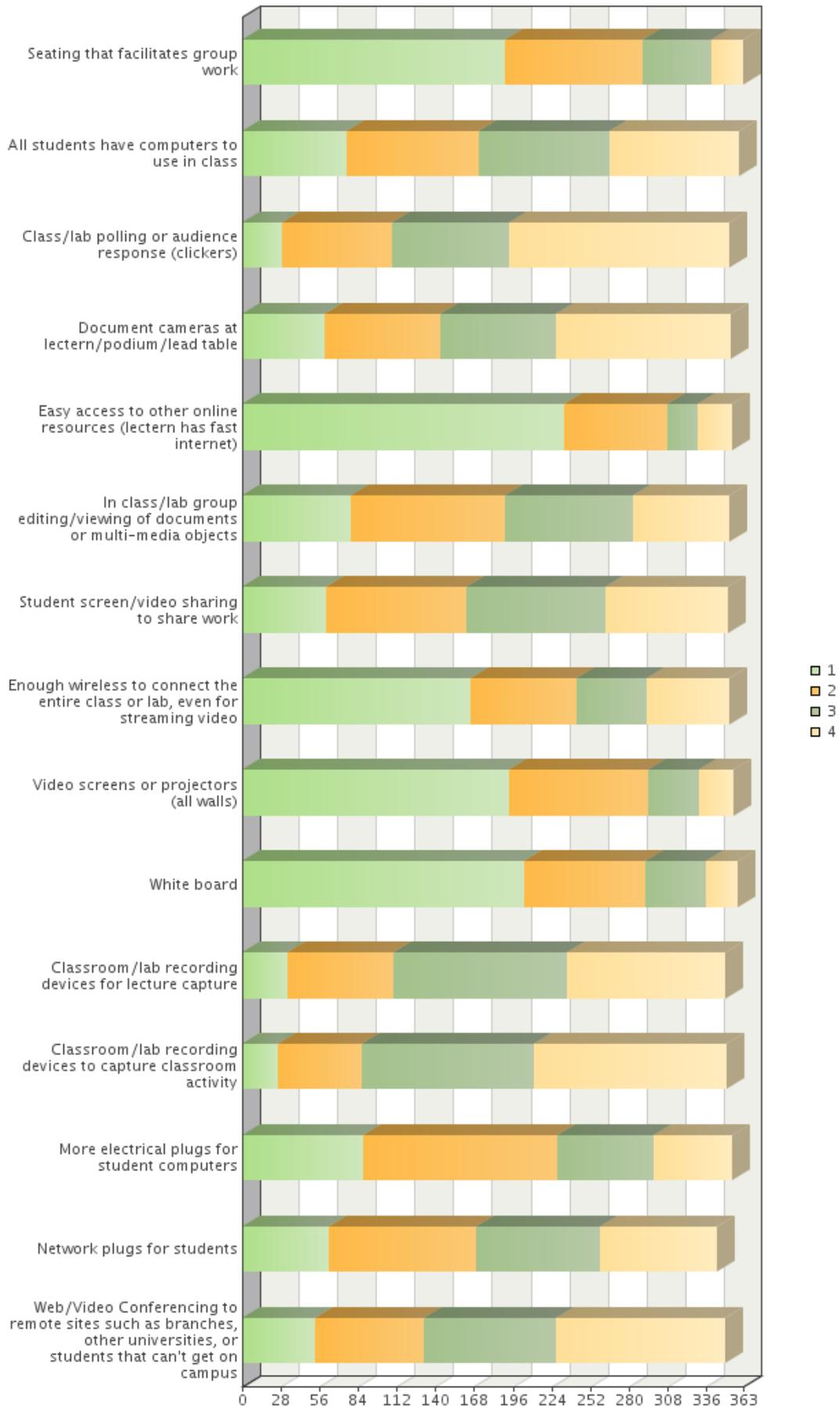
Students using computers are allowed to have the PPT lecture open on their computers. They may use their computers or phones to browse for information during specific activities.

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## Question 6

Please indicate the importance of the following features in your classroom or laboratory.

### Levels



|  | 1 | 2 | 3 | 4 | Sum |
|--|---|---|---|---|-----|
|  |   |   |   |   |     |

|  |                     |                     |                     |                     |                   |
|--|---------------------|---------------------|---------------------|---------------------|-------------------|
| <b>Seating that facilitates group work</b>   | 190 52.34%<br>3.58% | 100 27.55%<br>1.88% | 50 13.77%<br>0.94%  | 23 6.34%<br>0.43%   | 363 100%<br>6.84% |
| <b>All students have computers to use in class</b>   | 76 21.11%<br>1.43%  | 96 26.67%<br>1.81%  | 94 26.11%<br>1.77%  | 94 26.11%<br>1.77%  | 360 100%<br>6.78% |
| <b>Class/lab polling or audience response (clickers)</b>   | 29 8.22%<br>0.55%   | 80 22.66%<br>1.51%  | 84 23.8%<br>1.58%   | 160 45.33%<br>3.01% | 353 100%<br>6.65% |
| <b>Document cameras at lectern/podium/lead table</b>   | 60 16.95%<br>1.13%  | 84 23.73%<br>1.58%  | 83 23.45%<br>1.56%  | 127 35.88%<br>2.39% | 354 100%<br>6.67% |
| <b>Easy access to other online resources (lectern has fast internet)</b>   | 233 65.63%<br>4.39% | 75 21.13%<br>1.41%  | 22 6.2%<br>0.41%    | 25 7.04%<br>0.47%   | 355 100%<br>6.69% |
| <b>In class/lab group editing/viewing of documents or multimedia objects</b>   | 79 22.38%<br>1.49%  | 111 31.44%<br>2.09% | 93 26.35%<br>1.75%  | 70 19.83%<br>1.32%  | 353 100%<br>6.65% |
| <b>Student screen/video sharing to share work</b>  | 61 17.33%<br>1.15%  | 102 28.98%<br>1.92% | 100 28.41%<br>1.88% | 89 25.28%<br>1.68%  | 352 100%<br>6.63% |
| <b>Enough wireless to connect the entire class or lab, even for streaming video</b>                                      | 166 47.03%<br>3.13% | 76 21.53%<br>1.43%  | 51 14.45%<br>0.96%  | 60 17%<br>1.13%     | 353 100%<br>6.65% |
| <b>Video screens or projectors (all walls)</b>   | 193 54.21%<br>3.64% | 101 28.37%<br>1.9%  | 37 10.39%<br>0.7%   | 25 7.02%<br>0.47%   | 356 100%<br>6.71% |
| <b>White board</b>   | 204 56.82%<br>3.84% | 88 24.51%<br>1.66%  | 44 12.26%<br>0.83%  | 23 6.41%<br>0.43%   | 359 100%<br>6.76% |
| <b>Classroom/lab recording devices for lecture capture</b>   | 33 9.43%<br>0.62%   | 77 22%<br>1.45%     | 125 35.71%<br>2.35% | 115 32.86%<br>2.17% | 350 100%<br>6.59% |
| <b>Classroom/lab recording devices to capture classroom activity</b>   | 26 7.41%<br>0.49%   | 61 17.38%<br>1.15%  | 124 35.33%<br>2.34% | 140 39.89%<br>2.64% | 351 100%<br>6.61% |
| <b>More electrical plugs for student computers</b>   | 88 24.79%<br>1.66%  | 140 39.44%<br>2.64% | 70 19.72%<br>1.32%  | 57 16.06%<br>1.07%  | 355 100%<br>6.69% |
| <b>Network plugs for students</b>  | 63 18.31%<br>1.19%  | 107 31.1%<br>2.02%  | 89 25.87%<br>1.68%  | 85 24.71%<br>1.6%   | 344 100%<br>6.48% |
| <b>Web/Video Conferencing to remote sites such as branches, other universities, or students that can't get on campus</b> | 53 15.14%<br>1%     | 79 22.57%<br>1.49%  | 95 27.14%<br>1.79%  | 123 35.14%<br>2.32% | 350 100%<br>6.59% |
| <b>Sum</b>   | 1554 -<br>29.28%    | 1377 -<br>25.94%    | 1161 -<br>21.87%    | 1216 -<br>22.91%    | 5308 - 100%       |

**\*Sequence of numbers in a cell**

Absolute frequency

Relative frequency row

Relative frequency

Text input

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More collaborative learning spaces.

---

I don't currently use Web/Video Conferencing but would like to do so to offer IVC/Hybrid courses. It just isn't easily available.

---

I don't understand some of the above, e.g., "video screens or projectors (all walls). Also, I like seating that is movable for group work, but also movable to face front.

---

Wifi on campus is horrible. Faculty report this to me. Students report it to me. And it is my experience as well. It is almost entirely unusable, certainly cannot depend on connectivity if it is critical for teaching. Wifi has consistently gone downhill over the past several years since I've been at UNM.

---

I need two fast wired connections so I can plug my laptop into a wired connection while still using the computer in the room, especially when skyping someone in.

---

Working instructor's computer with internet and proper software.

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The white-board is very helpful in supplementing what is on-screen, but unfortunately it is often behind the screen, leaving little space and opportunity for further input.

---

a blackboard. a projector for slides/documents/video. seating that allows all to see me and each other and interact in discussion.

---

I don't use clickers but use other internet sites that students have to respond to, such as kahoot.it

---

I don't actually have many of these

---

One of the most important things is to have projectors that are bright enough and/or appropriate ambient lighting. Recently rm 122 in Northrop Hall was upgraded with new projectors, screen, podium, etc. The projectors are woefully underpowered. You need a completely dark room to show images at any level of detail. Furthermore, they took out the adjustable ambient lighting over the audience, which further makes it a horrible place to teach. I am really shocked at how bad it is.

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Apple TV

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We are renovating the library at UNM Gallup and would like some of the new study rooms to be networked with screens for shared viewing and work.

---

Good audio/speakers

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network plugs are not important if we have fast, effective wireless instead of the current system.

---

Don't forget the old-fashioned blackboards, too. They remain essential.

---

wi Fi connectivity is most important. When that is slow or down, it slows the class dynamic considerably. It may be more efficient to allow students to connect via ethernet.

---

Hate to say it but the what needs to happen is to have human face-to-face support for all of this stuff. There just aren't enough bodies to go from room to room helping. Each instructor computer needs to be checked to make sure all upgrades are installed and everything works. At least once a week. Also, is it too much to ask to have the clocks in the classrooms work properly? No one seems to be able to put a new battery in the classroom clocks and have them show the actual time.

---

smart lighting to allow projection without blackening the room... QUIET projectors...

---

network plugs become critical if wireless is unreliable or otherwise deficient.

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Chalk board

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Full disclosure! I am older than the average instructor and probably more traditional, low tech.

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Something that is frustrating about the smart podiums I have used at UNM is that they often take a long time to start up. So e.g. the podium in CTLB 210 takes about 5-10 minutes to start up, and often needs to be re-started (if e.g. the previous instructor has it in Mac OS mode and has refrained from re-starting it at the end of his or her session). Podiums need to be able to start up in less than 5 minutes -- there's only 10 minutes between classes.

---

This really depends on the class. This is no generic answers to these questions

---

I think wireless would be easier than network plugs since it allows for more movement.

---

Hardware which allows easy and reliable connection to projection and reliable connection to internet. Also, reliable and good quality audio.

---

I was told that students cannot use network plugs as this will take their personal computers behind the firewall and potentially cause issues for the network, so I checked that questions as not important. All other affordances are important for teachers integrating technology.

---

The web/video conferencing could be really helpful if we can get it to be more dynamic.

---

Chalkboards are preferred to white boards

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It is important to keep software up to date such that videos and images are always able to play.

---

At Valencia, clickers are not hugely important. On large classes at main campus, clickers are HUGELY important. I would LOVE to have student screen/video sharing to share student work, or just to have portable white boards (like int he Learning Studios on main campus) for students to share their work.

---

Branch campus need a all the resources and programs available to UNMA faculty in regards to technology.

The computer needs to boot up rapidly. It shouldn't take more than 30 seconds. Also, ability to \*turn off\* wireless in the room would also be helpful in reducing student distractions at key times.

The ceiling projectors that IT has installed should be fed by digital lines, and not analog lines.

Student screen/video sharing is not something I have incorporated thus far, but it is something I would be interested in for the future.

I also like old-fashioned blackboards.

Desks in a circle to facilitate seminar discussion.

To ask these questions in 2016 is a bit too late. All these things should have been done quite a few years ago.

If the document cameras at lead table is the same as the ELMO, it would be great to have those installed in the classrooms.

My students have access to Blackboard Learn, which is essential for my classes.

Lecture capture / recording for upload and later review would be amazing, but not essential.

Chalkboard still are better for equations than whiteboards.

I don't know what network plugs are.

I haven't had students who have needed to record lectures, but I'm sure it is just a matter of time.

appropriate lighting and ventilation

For class polling, I rated clicker devices as low because I can use other apps or workarounds for that.

high speed internet is important

Connectivity doesn't affect my classes directly, but if we could enhance connection to the branch campuses, it would certainly help with student credit hour production.

I would like to have access to a clicker system.

student access to computers to use in class does help with being able to provide/access materials on line.

I have most of these features in CTLB 300. So I have no complaints.

I selected "Video screens or projectors (all walls)" as very important but actually there are setups other than all walls that work equally well or better, depending on the layout of the room.

I haven't used technology for student collaboration but I would like to.

White board not working in TEC 120; students were presenting comps and the arrow to advance slides did not work

I have used Matlab in class demos, but have struggled with slow startup times. Personally, I would rather use software (such as Octave) which is locally installed on classroom computers and doesn't require connection to a license server. For me the ability to quickly and reliably get a demonstration working is paramount.

high-quality projectors.

I hate white board -- what I require (like) is lots of chalk board area

Branch students need to have access and efficiently wired sites.

Use of tablets (ipad) when lecturing (explain everything) is very useful as one can record the lecture easily.

White board necessary because technology does not yet allow fine electronic writing on electronic documents on screen. Recording is important if there is student who has need for ADA purposes.

Use of computers obviously depends on the type of class being taught. For one graduate class, computers are required so we use the computer lab. I don't actually know what document camera is for. I don't currently use a lot of these features but could.

Sometimes use the chalk board, esp when the computer fails.

projectors are super important - they don't need to be on all walls

Video conferencing is not so important for remote students for my classes, but rather, I would like to use it to bring in remote guest speakers and experts to talk to my classes.

Screen capture has not worked since installed. Campus won't fund clickers.

Out classrooms do not even have lecterns! That seems to be taken for granted in the above. Having them would be very nice, as the technology set-up would be far easier and consistent. As a result of us not having them, we're simply forced to work with a completely unsatisfactory and undependable technological situation which often means not using technology at all.

TopHat

## Question 7

Please list or briefly describe the instructional technologies that you would like UNM to start supporting.

Text input

Wireless projection, wireless AD integration.

White boards and video screens/monitors on all walls so that students can easily access to draw and present their idea which can be share with peer students.

good secure internet connection, printers for student use, multi-media devices / boards for class

Twitter

Upgraded Blackboard to allow more outside services to be integrated

Although I do not use it much now, Web/video conferencing tech will be important.

Smart boards.

Really, just having usable, dependable, fast wifi is the most important thing. I honestly cannot understand why it is so bad at UNM. Maybe ask how other universities do it, because they have solved this problem years ago elsewhere. Or ask the Sunport what they do- they make it work!

Laptop checkout, app design tools, free software support

Promethean boards

web based texts

Existing technology is fine

I-Clickers made more accessible.

The Language Learning Center (LLC) more

Currently, my class has been low-tech. However, I feel some type of system similar to the clicker systems is necessary and would help to make my class more interactive.

It would be nice to have smart board access in all rooms as well as easy multimedia access AND adapters so students can easily plug in various types of tech.

Apple TV, iPad requirements for teachers and students, open-source software, apps, content in lieu of textbooks.

Lecture capture

I'd like to have actual, usable wireless in the classrooms, extensive whiteboard space (a large chunk of which can be used simultaneously with a projector, e.g., is not covered up by a projector screen), and for classes that are offered remotely, videographer support. Icing on the cake would be student chairs/desks which aren't stained and disgusting from what appears to be decades of use. (Our furniture is cheap, ugly, plastic stuff that's in fairly poor state.)

Tophat

None

Wireless connections between devices e.g. Tablet to laptop

I would support the incorporation of more learning studios, with shared tables, several laptops, and whiteboards.

Smart Boards with interaction capabilities

software to allow lectures to be projected from off-campus to on-campus

More support of Google for Education.

Videoconferencing so that it's easier to have guest lecturers on line from other universities in real time. Skype is limited, though it's a start

Larger monitors on the instructor's desk that don't obstruct view of students in front row.

I would like to begin experimenting with Webinar or other long distance interaction tools for enabling long distance interactions, particularly between on-site students and community engaged partners.

Smart boards

Apple TV

Human beings!

Laptop carts in every room, and an IT support person who can be stationed in a room where people are using them...it would be great to have an "IT" teaching assistant.

technologies that could support student-created podcasts

high speed internet access... ability to connect tablet to projector

UNM Learn should be fully functional for faculty and students using iPads.

none

I don't know, but I like the idea of making more IT available to students.

Macs. The bias in favor of PCs is silly.

NONE.

Support site licenses for the branch campuses, in particular for lock down browser programs

Please support automated podcasting! When I taught at another university, we would wear a classroom-supplied microphone. The audio and video feeds from lectures were automatically cut and uploaded to a course website for students to access.

NA

Allow a program like Respondus to be able to lock down browser for testing. Allow publishers to be able to merge grade from their site onto Learn

virtual class room environments, tablets

Laptops in classrooms

live web conferencing for students could be beneficial for lectures.

Virtual desktops or apps

I'd like to have extended desktop between projectors.

Reliable wireless network and networking access. Sufficient IP addresses for student use. Updated equipment with current software. SmartBoards and Mediasite.

None. Just give me a projector and a high-res screen that is easy to turn on and off and ALWAYS works. Technology changes much too quickly for UNM to try to keep up in the classroom.

An enhancement to Blackboard Learn that locks the screen when an online test is in process. This will prevent cheating.

Canvas is better than Blackboard.

Strengthen our WIFI!!!! I find the UNM Wifi to be unreliable and frustrating. I work mostly in TEC and Hokona Hall.

We need updated, functioning equipment, i.e. computers, digital projectors, multimedia resources, and better lighting in the classrooms we, as art historians, use to teach.

The Learning Studios are an incredible step in the right direction, especially for necessarily large-ish intro classes-- things like screen share, student white boards, etc are a huge help. At Valencia, studio-like classrooms are not as important because of the smaller class size (also many of the classrooms already have rectangular tables or movable desks that enable group work, but shareable white boards would be nice).

WebX, Prezi, Google Learn

mobile learning.

already answered in question 6

Better wireless function

.

Apple

making wireless or wired internet more reliable in classrooms. I sometimes use my cell phone as a hotspot because I can't rely on the campus wireless network during weekdays

Better lighting controls in the classroom.

I prefer Canvas to Blackboard for classroom instruction. Canvas actually has an app that allows both professor and students to access the class, submit discussion board comments, pull up assignments. Blackboard's app is the worst. It has no functionality. If they can't be bothered to develop a user-friendly app, I don't understand how we can continue to use them.

The technologies I tend to use are currently being supported.

Zoom

internet. I know there is wireless, but instructors get kicked off all the time. Perhaps protected nodes for instructors, or wired internet in every room. Rendering time on fast computers so students could produce 3D animations quickly enough. Specialty image capturing software (sonar, radar, 3d scanning)

laptops and round tables in every classroom

Top Hat

Make computers compulsory for students. Provide computers to faculty. What software will be installed the computer is more important than the computer itself.

faster internet that allows streaming, and that does not tell you that regular sites don't have the correct security code

Conferencing technologies would be a great way to get cameo appearances from top scholars into classroom lectures/activities.

The ELMO device mentioned above.

As little as possible.

Stream classes remotely in HD and HD split screen

All students have laptops during class. This is the way that the modern world works. In upper division classes, this is usually not a problem, but 100-level classes it is.

Simply make supporting technologies consistent across all classrooms, such as a fast internet connection, plenty of electrical plugs, Ethernet and wifi connections.

We need more rooms that include computer access for students who don't have their own computers. I teach composition, and we teach multimodal writing. If students don't have access to their own computer, it's difficult for them to complete the daily activities and homework assignments.

I'm content with what is currently supported.

The equipment in room 134 improved from last year to this, but there are still often times when several of the computers are out of service. This makes teaching a lab challenging.

All technological advancements in the classroom

I love the idea of live lecture recording for later uploading so students can review, or used as an adjunct to online-only classes.

Chalkboard based video recording. Contact microphones allow the cameras to aim without human operators. See the system at the Banff International Research Station in Canada: <http://www.birs.ca/facilities/automated-video>

better wireless

More consistent access to wifi

Can't think of any.

you already support what I use

Wireless access for robust usage on multiple devices in the classroom.

The Blackboard system we now have works for me.

Technical support and infrastructure for on-line distance learning teaching

I'm okay with what is provided already.

At UNM Gallup, just having IT come out of their offices and address problems would be great!

I use mostly lecture, but would like to start doing more group work so additional white boards/blackboards and clickers would be beneficial in my future classrooms.

note taking on computers/tablets

Learning Catalytics from Pearson, I would like it and others integrated into WebCT Blackboard

Hi-Speed Internet across the entire campus.

Tutors, teaching assistants.

n/a

Clickers.

Smart boards

More Apple computers in George Pearl Hall lab / or available for check out.

Document cameras and computers available at all rooms

interactive screen technologies

BoogieBoard Sync to allow me to project what I write. Some classroom desktops work and some don't. It would also be nice to have browsers that work the same in every classroom. I've had an awful time getting links to work on Explorer in DSH 325.

See my rating for first set of questions.

N/A

I would love to see ways to have better connection for the use of zoom, Skype, and other web conferencing sites to connect with scholars across the country. I have used Skype, but the connection is not always strong.

Fast, uninterrupted internet connectivity

I use power point presentation only. Often the existing system doesn't work, especially for MAC. I have to request external loud speakers. I also teach online and sometimes the students have difficulty how to use UNM Learn.

I'm satisfied with the current technologies.

None at this time

Smart Boards

Provide a computer in classroom that the instructor can write on when illustrating problems.

I would like for internet to be available in every room. Hokona Hall has very poor internet access which frustrates everyone. The technology in COE TEC fails often and we need to call in for assistance

Ability to text students, but not using my personal cell #.

clickers

Much better Web/Video Conferencing to remote sites such as branches, other universities, or students that can't get on campus

I would really like to see UNM get a subscription to either Webex or some other online meeting technology where students who cant make it to class can logon.

I currently have all the support I need.

none.

More technology access in Hokona Hall that can equip classrooms to have access to smartboards, projectors. These are mainly doctorate and masters degree courses being offered on weekends.

not sure

We have adjunct instructors who don't reside in state so we're hoping to do live web/video conferencing for specific courses. We would need a computer connected to the hard line in the room and a high quality webcam that could be mounted with a view of the entire classroom. The webcam would need to have zoom and rotating capability so the instructor could zoom in on specific students and work. We would also need a microphone that could be centrally located. It would have to be high quality as well with noise reduction and 360 degree sound pickup capability.

3-D printing

You guys can't even get email access right. Why would I want more technology that you'll probably screw up.

White boards.

For reasons that I have chosen above.

Video composing and editing

lectures

I do not know

My opinion is contrary to the spirit of the question: I think less tech is better for learning.

Having been teaching long enough to come up with an answer (first semester)

The same as mentioned already.

Um, not sure. I like the audio capture

Working wireless first -- don't do anything else until wireless works on this campus. It's an embarrassment!

High-resolution projectors with one large screen at the front of the room, as opposed to very small screens distributed across the room

Expanding RedShelf and other blocks to UNM Learn/Blackboard

I need to take advantage of the ones the school does support

laptop, smart board

Recorded lectures by instructor (explain everything), high speed wireless everywhere on campus, Apples that can run windows programs (macs are more stable than pcs)

document cameras, internet access at lectern

Fine electronic writing on documents projected onto screen

The ability to turn off wireless.

I think UNM does a good job with technology in the buildings in which I've taught/attended class.

more blended classroom technologies and software

so far, so good.

Better internet at Gallup campus, its always down more and easily accessible computer access for our students printers are always down, labs are always closed

More active learning studio classrooms!

n/a

Having connections for students to use their labtops or tables in the classroom. Wifi, outlets, etc.

Canvas

Lecterns that had consistent connections to technology (and working technology!) would be a great start. Also, sounds silly, but consistent internet access for the professor should not be in question (but is...).

Doc cam is the most important. The docking stations should be up to date.

Improved sound systems for showing videos.

Smart Boards

I am happy with the current active approach to new technologies.

I'm happy with what we have, but I don't keep up to date on this stuff. So, if there's something cool out there, I'll adopt it, but I'm not going to be the guy to find it.

I greatly prefer blackboards with chalk--no noxious chemical smells, much cleaner writing surface (therefore clearer visual for students), and better for the environment. Sometimes white boards are hopelessly stained with the previous lessons, and only a major chemical liquid cleaning can make them usable, which is a hassle for the teacher (time consuming as well), and a problem for people with chemical allergies.

N/A

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No opinion.

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apple products in general

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Students who cannot access high speed internet need continued or increased access at UNM branch sites

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Nothing in mind

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Blackboard for tablets

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Uncertain

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## Question 8

In which classrooms would you like to see improved wireless coverage? (If possible, please provide the building/room number.)

Text input

Ortega Hall classrooms.

ECON1004 (The econ computer lab)

Entire Johnson center, for example: #1123, #120

We are moving soon, so NA on the current location which has had problems. Hoping new classroom will be well equipped!

Most of Hokona; TEC can also be pretty weak at times.

No input

All of UNM West

No idea - it all seems so bad i stopped trying.

I usually teach in Mitchell, Ortega, or, occasionally, Dane Smith. None of these seem particularly problematic.

Are you kidding? Wireless coverage (or at least connectivity) is horrible all over campus. Again, this is widespread knowledge among students and faculty.

ALL OF THEM.

Library!

web/video conferencing that is accessible...

Career Education building

CFA 2018

I have not experienced any problems with wireless coverage

Not sure. I think most buildings do have coverage.

UNM wireless in general

All classrooms on campus. Building 5, basement (ceramics studio - signal is weak). Faculty offices on the 623 corridor (signal is weak).

Technology Building

Wireless on campus is terrible...improve it all

Our wireless in SMLC was such a failure that we had to install wired ports for the students to use. Not enough access points from the very beginning. I don't know if this was a design failure or a budgetary limitation. I don't actually know how well the wireless works anymore.

B111 B105 UNM Valencia

All

all classrooms in Hokona Hall

All of ECE.

as many as possible, ME Bldg

Tamarind Institute

All of the library.

The entire Gallup campus.

Wireless in all of Albuquerque

ASM 128

CFA all classrooms

Ortega Hall (all classrooms)

none that I know of

everywhere. i use castetter 55 and 100 but the wireless is bad throughout the campus. my phone has wireless capacity but due to our system the phone is useless on campus because of the authentication. there should be some way to have these devices authenticate with our network automatically so they adopt wireless comm seamlessly. many people turn off the wireless on their phones as soon as they come to campus - how silly is that?

All classrooms in TEC and in Hokona Hall. I have to turn off my Wifi on my phone to even get emails. It is terrible. And embarrassing when we have guest speakers who cannot access Wifi. Although I have put this in every IT survey I have filled out and nothing has changed, so I don't know why I am nothing this time. I am still hopeful someone will listen, I guess.....

EVERY CLASSROOM at UNM-G! The internet in my office isn't even reliable!

all of them!

Center for the Arts entire basement (esp. B417 and conference room)

Ortega and Mitchel

DSH 132 and 134

All rooms in Ortega Hall!

GPH P135 -- the wi fi is terrible there, and I teach a number of CRP classes in that room. We manage, but it's a challenge.

Castetter Hall Basement (the ENTIRE Basement)

All

I haven't found the wireless too much of a problem (although TSPH West room 126 can't seem to get its act together - won't turn on, won't turn off, won't connect to the internet, etc). The problem has been the computers themselves - old browsers, old versions of Acrobat, Java, etc.

Taos TSPH 123

n/a

CommJ (all)

none

All classrooms in Art building

HUM 108

NONE.

Mech 218

Physics & Astronomy building

Anywhere on campus. Wireless at UNM DOES NOT WORK ANYWHERE. I have never successfully logged into and used any UNM wireless service.

Mitchell Hall. I don't have a specific room number, but my experience has been that it is difficult to get a signal there. It's also difficult to get a signal in the Humanities building (but I don't teach there; I'm thinking about it for my office hours)

All classrooms, offices in the Nursing (GNCC) building.

Ortega and Mitchell

This is a widespread issue, particularly in the ECE building.

Student Health Center basement level

Mitchell Hall (all second floor even numbered rooms.

UNM Taos TSPH.

C&J wireless terrible -- need university funded boosters

ME214

All of them.

Hokona Hall and TEC

Dane Smith Hall

It has been a while but I have experienced limited bandwidth in Zimmerman Library. As one person in our group gained w-fi access, another lost access. If it is still that way, it would be nice to improve it.

Art, overall, and in the Center for Fine Arts, rooms 1020, 1019, and 1018

All of the classrooms I've taught in have had adequate wireless.

ASM 1068, ASM 1004

All classrooms.

smlc166

The system seems to get overburdened in Dane Smith Hall at the change between classes, and cannot handle the demand.

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Center for the Arts - B117, B120, B015, 1111, 1106, 1108, 1117, 3017, Lobby, Practice rooms

All. The wifi coverage in the building is not great. I shouldn't have to log in every time I turn on my iPhone. It works every time in Starbucks. Why not UNM? Don't tell me you need to protect data, Starbucks hasn't lost my credit card number and it's still easy to use their wifi.

Dane Smith, Northrop

CERIA 365.

Gallup hcc 117

I have had students complain about wireless access this semester more than last semester. My class is in DSH 134.

Not really a priority for my classes.

Honors 16

AThe entire art building

Mesa Vista Hall, room 3080 (classroom, lobby, library) and all hallway offices - the building has poor wireless, at least on the 3rd floor

Mechanical Engineering and Centennial Engineering. The wifi coverage is terrible, making it very difficult to have guest lecturers Skype or to pull up examples from the internet during lecture.

Johnson B101, B102, B59

Hokona 200

ASM East building second floor

Almost all.

Ortega 347C (my office)

the larger classrooms in Biology. That is where I lecture.

UNM-LA Building 6, rooms 608,610

Woodward Hall, all big classrooms

Mitchell. Not sure about DSH>

All classrooms across the LA campus.

Every room in Johnson center.

in Bandelier West, Anthropology Annex

Rather than increased coverage in a particular room, it would be nice to be able to walk from one part of campus to another (or from one building to another) without having the wireless drop. I just paid a large phone bill last month because I was using my smartphone on campus and the wireless kept dropping, causing me to use my data unaware.

I don't have specific places in mind, but I notice that wi-fi is generally undependable across much of main campus.

Hibben Center, all classrooms.

All

Moron building and humanities

CA 1018, 1019, 1020 and 2018

For the past few years I've only taught live lectures in Dane Smith, and I haven't regretted moving from Woodward. I understand that Mitchell Hall's renovations have also made it excellent for teaching, but I haven't taught there yet.

offices

All!!! Masley and Art buildings

ALL of them in Johnson Center - wifi in Johnson is extremely spotty!

SHC

Valencia Campus; although it's been a while since I taught face-to-face, so it's possible coverage would be adequate.

Haven't had any problem with lack of wireless.

All

Seems to be adequate at this point for me.

Castetter Rm 55 is the biggest, Castetter Rm 100 is next (I think better cell service makes Rm 100 seem better)

All of Hokona Hall. At current, none of it is reliable.

all

I do a bi-yearly video conference with NSF program officers and have had an EXTREMELY difficult time finding a classroom available that supports video-conferencing-- the last time we ended up in the Anderson School because A&S had nothing. It took 30 phone calls/emails to set this up (I kept track)-- it should not be that difficult for a faculty member to set up a simple video conference of such importance to the university.

Hokona Hall 305, everywhere in the Center for the Arts.

SMLC - the WiFi is not good in this building. Any room on the first floor or basement

CERIA 365

Northrop 122

P-215, P-104

Valencia campus in general has good connectivity

centennial engineering center basement

all of pearl hall

Humanities, please!

Centennial Engineering and Mitchell Hall.

N/A

Art Building, throughout.

EDUC and Hokona buildings need serious upgrades of technology and other classroom teaching features.

wireless projector and laptop connectivity. HUM 134 and HUM 144

All of the CFA - especially theater classrooms in the basement

Studios at George Pearl Hall

I have not had any issues with wireless coverage.

ARTS 252

Speech and Hearing Sciences

Keller Hall, Center for the Arts

Hokona Hall

A101 at Valencia

Ortega Hall and Mitchell Hall

EDUC353

ALL OF THEM! Dane Smith Hall rooms, Mesa Vista 2046

Humanities 428 (although it is already really good).

DSH 317 ORT 435 (Occasionally iffy, but usually ok) Zimmerman group study rooms!!

none.

Hokona Hall; all classrooms with phone lines along with internet access and equipment. Sometimes, we teach on sundays and there is no technology assistant available.

n/a

HCC 133

Ceria, 365 and nearby

None.

Johnson Center - the whole building.

All classrooms

none

I do not Know

Johnson Center 120, 154, B102

No opinion.

All of Johnson Center

All over the UNM-LA campus

Hokona Hall Simpson 125 - cannot seem to get wireless to work

GH206B

UNM-Valencia nursing

B 107 Valencia

Although, we do not use the wireless or need to use the laptops or tablets for my class. Instructors who may need to have very poor wireless connection at the Gym. I found this out last Spring when I tried showing my class a video and could not get enough strength to stream the video.

Give me a break -- make wireless work on campus. It's not nearly as hard as IT makes it out to be. Why is it that when I visit other campuses, it's no problem? How about we make eduroam work at UNM.

Med center

No issues

Nursing bldg

Art Building (all classrooms)

All buildings - students should not ever have any issues with high speed internet access.

On entire campus.

Economics and Anthropology

none

the studio spaces in Pearl Hall -- it is almost impossible to teach our six credit studios if we don't have enough strong wireless or ethernet for every student

Calvin Hall

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Centennial Engineering (all floors)

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n/a

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Academics

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CFA 1111, 1108, 1106, B015, B117

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As stated earlier, Wifi connection to classroom printers would be helpful.

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Speech and Hearing Sciences building in general!

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Dane Smith Hall 232

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Wireless in Anderson has improved greatly over the last few years.

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ESCP 109 was useless for instructional technology in fall 2015. Continuous resolvable technical issues resulted in me gathering 22 students around my tiny laptop for PowerPoint presentations and other lessons. And Apple's program, particularly for sign-in was hopelessly complex and nonfunctioning. We filed numerous tickets for repair in that class and the techs often stayed for half the class trying without success to unlock the computer, get the projector to work, etc.

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N/A

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Speech and Hearing Sciences Multipurpose Room (1331)

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I think at UNM-Gallup, Calvin Hall is the building that needs some updating re: technology in the classrooms.

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147 Woodward Hall

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none in particular

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all rooms in CASTETTER, particularly basement level.

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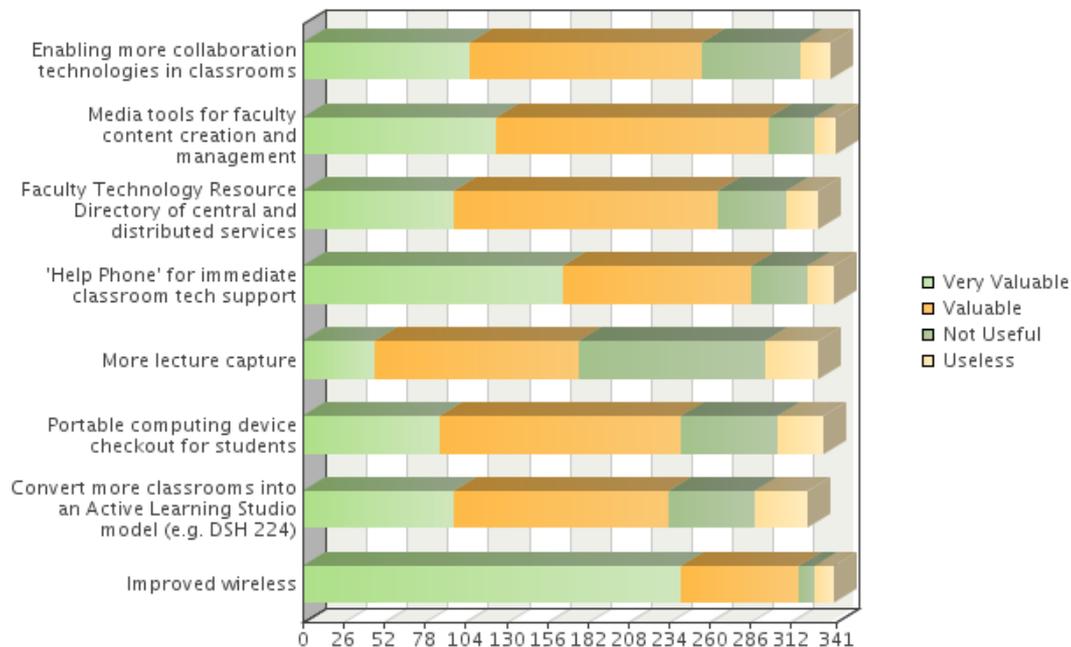
Uncertain

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## Question 9

How valuable are or would be the following services for instruction?

### Levels



|  | Very Valuable       | Valuable            | Not Useful          | Useless           | Sum                |
|--|---------------------|---------------------|---------------------|-------------------|--------------------|
| <b>Enabling more collaboration technologies in classrooms</b>                    | 107 31.66%<br>4%    | 149 44.08%<br>5.57% | 62 18.34%<br>2.32%  | 20 5.92%<br>0.75% | 338 100%<br>12.64% |
| <b>Media tools for faculty content creation and management</b>                   | 124 36.36%<br>4.64% | 174 51.03%<br>6.5%  | 29 8.5%<br>1.08%    | 14 4.11%<br>0.52% | 341 100%<br>12.75% |
| <b>Faculty Technology Resource Directory of central and distributed services</b> | 97 29.39%<br>3.63%  | 169 51.21%<br>6.32% | 43 13.03%<br>1.61%  | 21 6.36%<br>0.79% | 330 100%<br>12.34% |
| <b>'Help Phone' for immediate classroom tech support</b>                         | 167 49.12%<br>6.24% | 120 35.29%<br>4.49% | 36 10.59%<br>1.35%  | 17 5%<br>0.64%    | 340 100%<br>12.71% |
| <b>More lecture capture</b>  | 46 13.94%<br>1.72%  | 131 39.7%<br>4.9%   | 119 36.06%<br>4.45% | 34 10.3%<br>1.27% | 330 100%<br>12.34% |
| <b>Portable computing device checkout for students</b>                           | 88 26.43%<br>3.29%  | 154 46.25%<br>5.76% | 62 18.62%<br>2.32%  | 29 8.71%<br>1.08% | 333 100%<br>12.45% |

|  |                     |                     |                    |                    |                    |
|--|---------------------|---------------------|--------------------|--------------------|--------------------|
| <b>Convert more classrooms into an Active Learning Studio model (e.g. DSH 224)</b> | 97 30.03%<br>3.63%  | 137 42.41%<br>5.12% | 55 17.03%<br>2.06% | 34 10.53%<br>1.27% | 323 100%<br>12.07% |
| <b>Improved wireless</b>   | 242 71.18%<br>9.05% | 75 22.06%<br>2.8%   | 11 3.24%<br>0.41%  | 12 3.53%<br>0.45%  | 340 100%<br>12.71% |
| <b>Sum</b>   | 968 - 36.19%        | 1109 - 41.46%       | 417 - 15.59%       | 181 - 6.77%        | 2675 - 100%        |

\*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

## Text input

None.

I have not used lecture capture in the past, but I know it is helpful to students to have it.

More training for faculty is needed on using all these tools and potential classroom types. Most faculty just don't know how to utilize these effectively.

In the face of our budget issues this should be the lowest priority. College students today must have their own computers.

I do not know what you made in DSH 224.

Better placement of white board.

Haven't been in DSH 224 so can't respond to that.

Improve cell coverage with signal boosters. Usually need to step outside to make or take a call in ceramics studio (bldg 5 basement)

I have no idea what "Faculty Technology Resource Directory" would possibly contain.

Online video clips have mismatched audio and visual (slow internet?). Also numerous audio problems in ASM/GSM rooms (e.g., can't turn up main speakers high enough to hear clearly but when audio is turned up on the web browser, etc it causes echoing)

some of the tools that allow students to interact with material, such as pointing at a spot on a graph instead of giving a multiple choice answer to show their understanding.

YES! Improved Wireless!!!!

better maintenance of classroom computers would be very helpful. Each time I come in, I pray that the computer will work, and many often, it is not working and I have to waste time to get help or fix it.

Kaltura in Blackboard is limited in that no instructor screen shot is supported

. I think the CTLB tricked out space is really great for instructors who know how to use it, but I don't think I personally would.

I am unfamiliar with the Active Learning Studio model and put useless as there was not an option for unknown.

Please fix the internet connectivity issues. We are in 2016!

At Valencia campus, the classroom tech support has been incredible fast and useful-- they do a great job responding to issues very quickly.

Give more hardwired connections. The Wi-Fi gets saturated very quickly.

I don't know what the Active Learning Studio is...?

I'm not sure what the Active Learning Studio model is, but there wasn't an n/a or don't know option.

Research 1 University must have consistent access to Wifi

Wireless service is an embarrassment, particularly for an R1 university. Having fast, reliable internet access trumps any other concerns of mine.

The services listed in #9 would be wonderful, but our IT services are not even responsive.

Good lighting!

Would be great if my personal MAC laptop could connect to UNM wireless. Always a problem.

Perhaps with active learning studios, internet and laptops/tablets would be more useful so students could use them for learning rather than social media.

I imagine it's difficult for faculty to relate to more Learning Studio models if they have never seen one or used one.

Want: Tables (not individual desks). Easy teacher walk-around room. Both laptop projection and whiteboard visible at the same time.

The podium needs to have the best equipment so that the instructor can use for the entire class.

I haven't responded when I don't know...

BT&L is reserved for large groups; no access for classes with maximum of 20

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I do not use DSH 224 because my class sizes cap at 25-30, but I LOVE the Learning Studio concept and use it as often as I can in the Ortega 124 labs.

---

what is lecture capture -- probably useless

---

None

---

I have never seen DSH 224

---

'Help Phone' is only useless as instructors are happy to use their cell phone

---

We need more computer labs.

---

I am new to UNM-LA and have taught in only three different classrooms; therefore, my comments are limited based on that.

---

smart Board technology, document readers

---

Built-in AV equipment in SHS Multipurpose Room (1331)

---

I don't understand why wireless at UNM is so poor at times. Need constant support for Skype sessions.

---

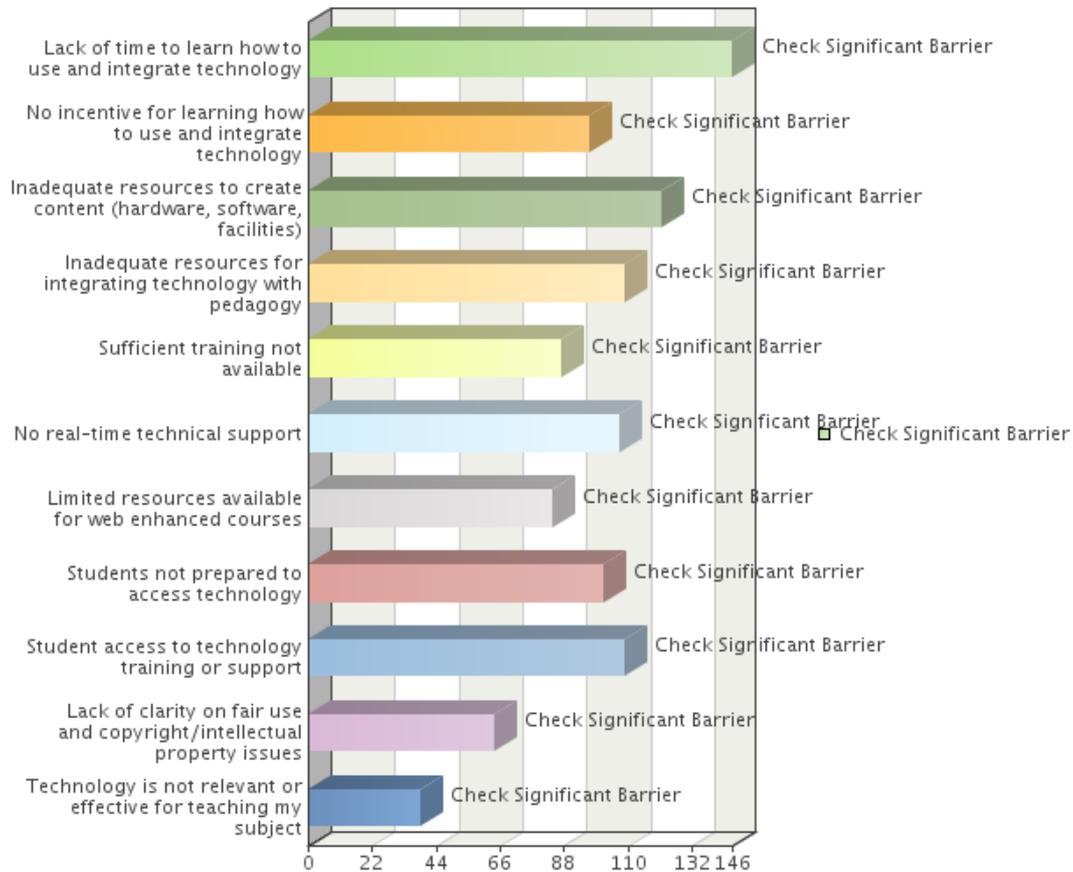
Improved wireless!!!!

---

## Question 10

Check any items below that present a significant barrier to your use of technology in instruction.

### Levels



|  | Check Significant Barrier | Sum                |
|--|---------------------------|--------------------|
| <b>Lack of time to learn how to use and integrate technology</b>               | 146 100%<br>13.7%         | 146 100%<br>13.7%  |
| <b>No incentive for learning how to use and integrate technology</b>           | 97 100%<br>9.1%           | 97 100%<br>9.1%    |
| <b>Inadequate resources to create content (hardware, software, facilities)</b> | 122 100%<br>11.44%        | 122 100%<br>11.44% |
| <b>Inadequate resources for integrating technology with pedagogy</b>           | 109 100%<br>10.23%        | 109 100%<br>10.23% |
| <b>Sufficient training not available</b>                                       | 87 100%<br>8.16%          | 87 100%<br>8.16%   |

|  |                    |                    |
|--|--------------------|--------------------|
| <b>No real-time technical support</b>  | 107 100%<br>10.04% | 107 100%<br>10.04% |
| <b>Limited resources available for web enhanced courses</b>                    | 84 100%<br>7.88%   | 84 100%<br>7.88%   |
| <b>Students not prepared to access technology</b>                              | 102 100%<br>9.57%  | 102 100%<br>9.57%  |
| <b>Student access to technology training or support</b>                        | 109 100%<br>10.23% | 109 100%<br>10.23% |
| <b>Lack of clarity on fair use and copyright/in tellectual property issues</b> | 64 100% 6%         | 64 100% 6%         |
| <b>Technology is not relevant or effective for teaching my subject</b>         | 39 100%<br>3.66%   | 39 100%<br>3.66%   |
| <b>Sum</b>   | 1066 - 100%        | 1066 - 100%        |

\*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

Text input

None.

I considered having the students create web pages as a final project rather than writing a paper. This was something I saw at U of Illinois recently and thought it was an excellent idea. The prof. there said she had an IT person teach her students to create web pages. I looked into doing this for my students and found that there really wasn't anyone who could provide that support. I'd also like more help on my own webpage (but that's a different issue).

This is really NA because we are moving and hopefully we will be better equipped. Technology is very important for classroom success.

none

ridiculously bad wifi

The last item marked above applies to most of the courses I teach, but there are exceptions.

Integrating all these new bells and whistles takes too much time. Learning curve too steep. Besides, 2 years from now, there'll be something newer and I'll have to do it all over again. Not worth it. I'm already overworked and underpaid.

Technology is not immediately relevant to my subject field. I could probably make more and better use of it with exposure and training. But little is available--if any--and it's hard to seek it out being as busy as I am.

no significant barriers

I appreciate the current available tech support and hope it can be maintained at its current high level.

Media stations in classrooms are old, primitive, and unwieldy.

The largest barrier to technology in the classroom is the IT department itself. If you want to try something outside the norm here, it is a battle. Unlike other universities, the IT group here has a very narrow window of problems it is willing to address. Their effort to streamline maintenance results in a system that works for the mainstream, but not for people trying to be innovative. Want to change settings on a lecture computer? Too bad no permission. Want to install a new piece of software? Too bad no permission. You have a Linux problem you are trying to iron out? Too bad we don't support it. You put in a router in your classroom because there weren't enough ports for your students? Too bad we don't support it because we didn't install it. Trying to connect two devices wirelessly? Set up a shared drive? Forget it. They are not into helping those types problems. Perhaps it is a staffing issue and they cannot afford to spend money on man-hours for these problems while dealing with everything else. All I can say is that it is a totally different universe at some other universities I have been to. At other schools IT has the reputation as people who are very helpful. Here they have a reputation of being a hindrance. And then there is the cost. If I want IT to come over and help with something - let's say image some computers - I will be charged. We don't have money for anything like that. So - I do all the IT for about 50 computers by myself. I have to.

there are useful tools like learning catalytics that are hard to learn and complicated to implement in class (some people run two computers etc). if it takes 4 min to implement one activity (not including the time the students need) then it is a waste of time even if helpful to the students.

not well maintained classroom computers

---

Bad wifi reported for students

---

ITS is not maintaining classroom tech properly at UNM Gallup. The tech in the SSTC classrooms has not function completely since beginning of the academic year. The problem is getting worse and nothing is being done.

---

The students have very little interest in doing the online features I've set up through blackboard learn. Many don't have Internet at home and not enough time to work online at school.

---

Students don't have any file space on a UNM server; their work is deleted on UNM computers. The computers are slow, most are Windows and the wireless is inadequate. There are plenty of web-based resources that could be used if the network were improved. There is no need to duplicate freely available resources.

---

I can't think of any barriers to my moderate use of IT--I'm content.

---

Old age. :)

---

I would like to be able access design software, like photoshop and indesign, more cheaply--I have to pay out of pocket for them

---

Incentives for other faculty to integrate technology would justify the budget needed to purchase current technologies for the campus.

---

no barriers. the value of the classroom is interacting with students in person.

---

Students often sign up for online courses with no computer of their own, an outdated or poorly working one, or try to use their phones. They also have no idea how to navigate Learn.

---

Valencia campus already does do some tablet checkouts, I believe, but if we had enough that I could encourage my entire class to do so, or to do so in small groups (and had info on how students can check these resources out), that'd be quite useful.

---

My main issue is with Blackboard and the lack of support I have access to for that, as well as its lack of compatibility with basic programs like Microsoft Excel.

---

We have long since solved our own problems in this area.

---

To ask these questions in 2016 is a bit too late. All these things should have been done quite a few years ago.

---

Getting set up to use clickers is ridiculously hard via UNM IT. It should be a breeze, but lack of integration among electronic systems makes it a discouraging chore. And that's just clickers.....

---

All training should be accessible online and on/off campus for both instructors and students.

---

I really can live quite well without technology. I would use it more if it didn't require me to completely change my teaching style (i.e., if I could integrate it rather than completely switching)

---

Faulty equipment

---

I haven't run into any significant barriers, as I've been teaching with a laptop (for slides, movies, etc) for over a decade. UNM has always been helpful with technology, even back when I first started.

---

The equipment in the classrooms especially important

---

The primary barrier I face at Valencia campus is student access to sufficient technology at all, regardless of training or support.

---

Access to the internet is a serious problem for us here in Gallup and internet services on the reservation is very spotty and expensive. This needs to be addressed first before offering online instruction for students.

---

I don't see any of these as barriers; if we want to improve our teaching technology, we need to find the time to do it. And we should include teaching our students how to use technology as part of our courses.

---

The lack of available technology- maybe if it was available in the classrooms, faculty would use it (such as in the Learning Studios). But yes, there would be a need for pedagogy support.

---

I use technology heavily in my classes and my own work, so mainly feel hindered by lack of resources.

---

Ideally I would use a tablet to deliver materials more interactively than PPT. But the classroom does not have the computer that support this function.

---

Wireless availability in classrooms and in buildings across campus; IT support.

---

A huge barrier is students' unpreparedness in taking online class. Our campus does not require students to take an orientation course to get familiarized with Bb. This means I have to spend additional time to teach them. Another one is the fact that students do not check their emails. Many of them use text. I do not and should not give my personal cell # to students for texting them information.

---

none of the rest are barriers

---

Sometimes we use technology to further learning, because my classes are in part about equipment and software, and sometimes technology is superfluous (i.e. conversation works better).

---

Not being compensated for time wasted learning technologies I won't use. You guys get paid for learning technologies. I don't.

---

no need for this technology

---

Art student need computer and color printer in art building in Taos.

---

Accessibility and real-time technical support is problematic for branch students and Zoom students.

---

Biggest barrier is the lack of competency in UNM IT.

---

Scheduling / requesting of particular rooms or lab is made nearly impossible through the non-transparent and unpredictable way in which the scheduling office assigns classrooms.

---

Wireless connection can be slow; technical support for smart classrooms often lacking

---

None.

---

What is there is good - tech support is good. Improvements always nice to enhance the experience.

---

I do most of my course design at home, so most technologies beyond computer office tools aren't very relevant.

---

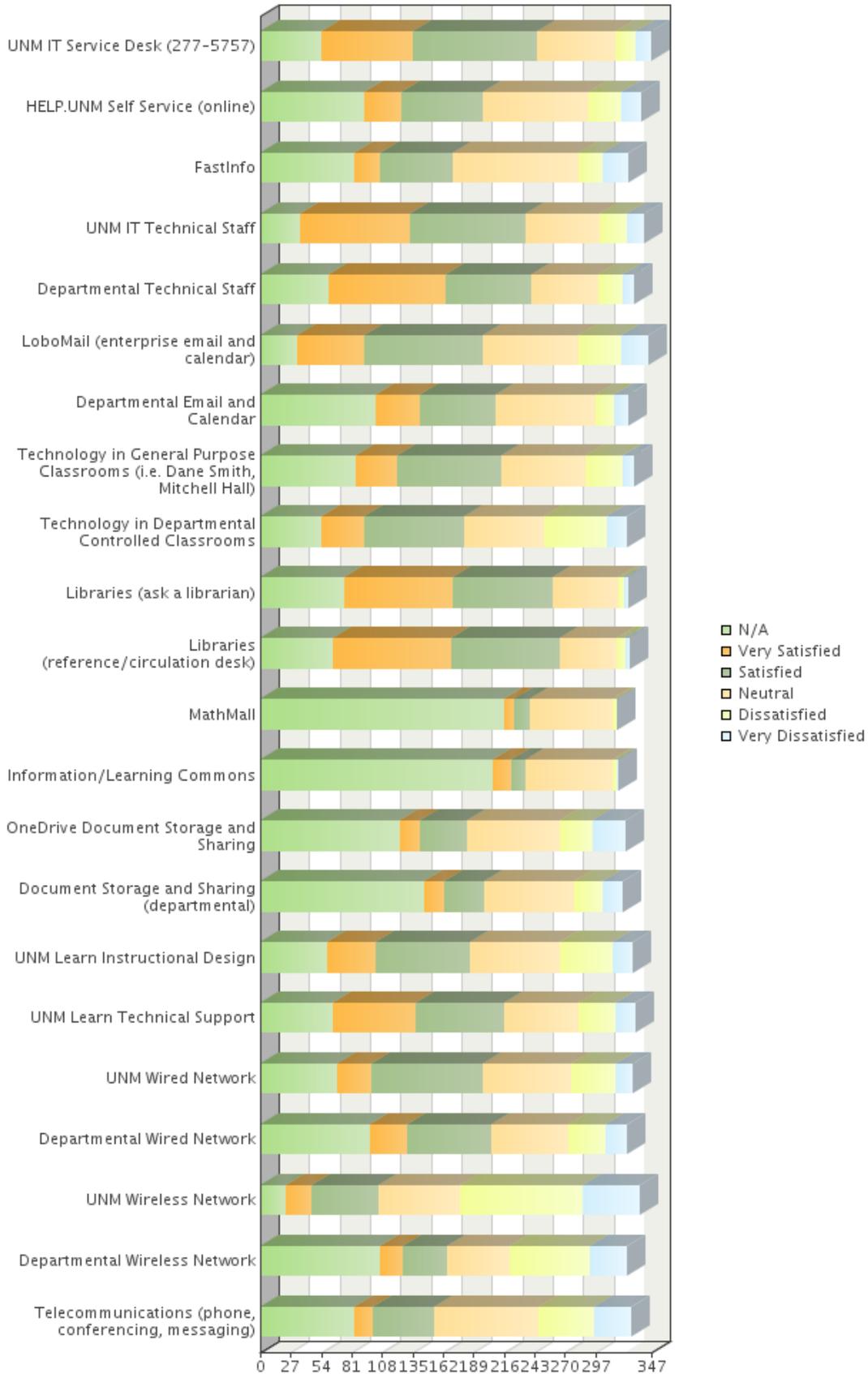
UNM-LA has a great IT staff--always helpful and available immediately, especially DeBray Bailey.

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# Question 11

Please rate your satisfaction with the following cross-departmental IT services.

## Levels



|  | N/A                 | Very Satisfied      | Satisfied           | Neutral             | Dissatisfied       | Very Dissatisfied  | Sum               |
|--|---------------------|---------------------|---------------------|---------------------|--------------------|--------------------|-------------------|
| <b>UNM IT Service Desk (277-5757)</b>  | 55 15.85%<br>0.76%  | 81 23.34%<br>1.12%  | 110 31.7%<br>1.52%  | 69 19.88%<br>0.95%  | 18 5.19%<br>0.25%  | 14 4.03%<br>0.19%  | 347 100%<br>4.78% |
| <b>HELP.UNM Self Service (online)</b>  | 93 27.51%<br>1.28%  | 32 9.47%<br>0.44%   | 73 21.6%<br>1.01%   | 93 27.51%<br>1.28%  | 29 8.58%<br>0.4%   | 18 5.33%<br>0.25%  | 338 100%<br>4.66% |
| <b>FastInfo</b>  | 84 25.69%<br>1.16%  | 22 6.73%<br>0.3%    | 65 19.88%<br>0.9%   | 111 33.94%<br>1.53% | 22 6.73%<br>0.3%   | 23 7.03%<br>0.32%  | 327 100%<br>4.5%  |
| <b>UNM IT Technical Staff</b>  | 36 10.56%<br>0.5%   | 97 28.45%<br>1.34%  | 102 29.91%<br>1.4%  | 67 19.65%<br>0.92%  | 23 6.74%<br>0.32%  | 16 4.69%<br>0.22%  | 341 100%<br>4.7%  |
| <b>Departmental Technical Staff</b>  | 61 18.37%<br>0.84%  | 104 31.33%<br>1.43% | 76 22.89%<br>1.05%  | 59 17.77%<br>0.81%  | 22 6.63%<br>0.3%   | 10 3.01%<br>0.14%  | 332 100%<br>4.57% |
| <b>LoboMail (enterprise email and calendar)</b>                                  | 33 9.59%<br>0.45%   | 60 17.44%<br>0.83%  | 105 30.52%<br>1.45% | 84 24.42%<br>1.16%  | 38 11.05%<br>0.52% | 24 6.98%<br>0.33%  | 344 100%<br>4.74% |
| <b>Departmental Email and Calendar</b>   | 102 31.19%<br>1.4%  | 40 12.23%<br>0.55%  | 67 20.49%<br>0.92%  | 89 27.22%<br>1.23%  | 16 4.89%<br>0.22%  | 13 3.98%<br>0.18%  | 327 100%<br>4.5%  |
| <b>Technology in General Purpose Classrooms (i.e. Dane Smith, Mitchell Hall)</b> | 85 25.6%<br>1.17%   | 36 10.84%<br>0.5%   | 93 28.01%<br>1.28%  | 75 22.59%<br>1.03%  | 33 9.94%<br>0.45%  | 10 3.01%<br>0.14%  | 332 100%<br>4.57% |
| <b>Technology in Departmental Controlled Classrooms</b>                          | 54 16.62%<br>0.74%  | 39 12%<br>0.54%     | 88 27.08%<br>1.21%  | 71 21.85%<br>0.98%  | 56 17.23%<br>0.77% | 17 5.23%<br>0.23%  | 325 100%<br>4.48% |
| <b>Libraries (ask a librarian)</b>   | 75 22.94%<br>1.03%  | 96 29.36%<br>1.32%  | 89 27.22%<br>1.23%  | 58 17.74%<br>0.8%   | 5 1.53%<br>0.07%   | 4 1.22%<br>0.06%   | 327 100%<br>4.5%  |
| <b>Libraries (reference/circulation desk)</b>                                    | 65 19.82%<br>0.9%   | 105 32.01%<br>1.45% | 96 29.27%<br>1.32%  | 51 15.55%<br>0.7%   | 7 2.13%<br>0.1%    | 4 1.22%<br>0.06%   | 328 100%<br>4.52% |
| <b>MathMall</b>  | 217 68.45%<br>2.99% | 9 2.84%<br>0.12%    | 13 4.1%<br>0.18%    | 74 23.34%<br>1.02%  | 3 0.95%<br>0.04%   | 1 0.32%<br>0.01%   | 317 100%<br>4.37% |
| <b>Information/Learning Commons</b>  | 207 65.09%<br>2.85% | 16 5.03%<br>0.22%   | 13 4.09%<br>0.18%   | 77 24.21%<br>1.06%  | 3 0.94%<br>0.04%   | 2 0.63%<br>0.03%   | 318 100%<br>4.38% |
| <b>OneDrive Document Storage and Sharing</b>                                     | 124 38.27%<br>1.71% | 18 5.56%<br>0.25%   | 42 12.96%<br>0.58%  | 82 25.31%<br>1.13%  | 29 8.95%<br>0.4%   | 29 8.95%<br>0.4%   | 324 100%<br>4.46% |
| <b>Document Storage and Sharing (departmental)</b>                               | 146 45.34%<br>2.01% | 17 5.28%<br>0.23%   | 36 11.18%<br>0.5%   | 79 24.53%<br>1.09%  | 26 8.07%<br>0.36%  | 18 5.59%<br>0.25%  | 322 100%<br>4.44% |
| <b>UNM Learn Instructional Design</b>  | 59 17.82%<br>0.81%  | 43 12.99%<br>0.59%  | 84 25.38%<br>1.16%  | 80 24.17%<br>1.1%   | 47 14.2%<br>0.65%  | 18 5.44%<br>0.25%  | 331 100%<br>4.56% |
| <b>UNM Learn Technical Support</b>   | 64 19.22%<br>0.88%  | 74 22.22%<br>1.02%  | 79 23.72%<br>1.09%  | 66 19.82%<br>0.91%  | 32 9.61%<br>0.44%  | 18 5.41%<br>0.25%  | 333 100%<br>4.59% |
| <b>UNM Wired Network</b>   | 69 20.85%<br>0.95%  | 30 9.06%<br>0.41%   | 98 29.61%<br>1.35%  | 79 23.87%<br>1.09%  | 39 11.78%<br>0.54% | 16 4.83%<br>0.22%  | 331 100%<br>4.56% |
| <b>Departmental Wired Network</b>  | 97 29.85%<br>1.34%  | 34 10.46%<br>0.47%  | 74 22.77%<br>1.02%  | 68 20.92%<br>0.94%  | 34 10.46%<br>0.47% | 18 5.54%<br>0.25%  | 325 100%<br>4.48% |
| <b>UNM Wireless Network</b>  | 23 6.82%<br>0.32%   | 22 6.53%<br>0.3%    | 60 17.8%<br>0.83%   | 72 21.36%<br>0.99%  | 109 32.34%<br>1.5% | 51 15.13%<br>0.7%  | 337 100%<br>4.64% |
| <b>Departmental Wireless Network</b>   | 106 32.62%<br>1.46% | 21 6.46%<br>0.29%   | 39 12%<br>0.54%     | 56 17.23%<br>0.77%  | 70 21.54%<br>0.96% | 33 10.15%<br>0.45% | 325 100%<br>4.48% |

|  |                    |                   |                    |                    |                    |                    |                   |
|--|--------------------|-------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| <b>Telecommunications (phone, conferencing, messaging)</b> | 83 25.23%<br>1.14% | 17 5.17%<br>0.23% | 54 16.41%<br>0.74% | 93 28.27%<br>1.28% | 49 14.89%<br>0.67% | 33 10.03%<br>0.45% | 329 100%<br>4.53% |
| <b>Sum</b>   | 1938 -<br>26.69%   | 1013 -<br>13.95%  | 1556 -<br>21.43%   | 1653 -<br>22.77%   | 710 - 9.78%        | 390 - 5.37%        | 7260 - 100%       |

\*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

## Text input

none.

Wifi doesn't always work, although I think maybe it's better than last semester. We don't have phones in my depts. I'm happy with UNM Learn. I wish there was a service I could call to get help with my own webpage and also to get someone to TEACH my students some nifty tech skills, like web page creation.

hoping new building will take care of our IT needs

Network security strikes me as being an important issue, though it is one that I know little about.

In the relatively short time I have been here the e-mail service and wired internet in my office has suffered multiple outages (even my phone was out once). The frequency of e-mail and internet outages is completely unacceptable for a major research university where faculty need reliable access to these resources for making timely grant proposal or other submissions and for communicating with students. The level of service is far below what I have experienced in three other universities (larger and smaller) and the private sector. The wireless network is virtually useless for use with a smart phone because you need to periodically log in with your NETID, but there is no way to know if you are currently logged in or not. There must be a way to have some type of persistent connection to the wire for smart phones.

One drive is a stupid solution- Dropbox is so much better because it is automatic. Blackboard is dreadful- please switch to Canvas. I refuse to use outlook, gmail is so much better.

Preferred Adobe Connect for group online meetings needing sharing of desktop, etc. Skype isn't as robust (can't easily connect with audio, etc.). Can't figure out how to record and then share recording.

I needed to use lobo sec for instructional projects and it was discontinued.

Not enough options above. I am very happy with the departmental email, but very dissatisfied with the departmental website calendar. UNM IT Staff is not uniform; I am happy with some, and unhappy with others. Technology is fine in some buildings, but is not good in other. The UNM academic calendar is impossible: I can find everything but the only info I need. (I need dates for classes to start/end, final dates, withdrawal deadlines, dates of mid-semester breaks, schedule of final exams.)

Trying to be everything to everybody makes no one happy. Try to tailor the IT services to the specific needs of the various colleges.

None

the ask a librarian resource is a mixed bag - I've had wonderful experiences, and other experiences where they were unfamiliar with ILLIAD

"Departmental" is translated as UNM-LA Branch in my answers

I really wish I had a phone in my office

I've had varying success with IT. See comment above. In terms of reporting issues, half of the time the person I spoke to or wrote to could help me, and the other half of the time it seemed that they couldn't even understand the question or take the time to read the report carefully.

My work is regularly impaired by poor IT infrastructure and support within my department at UNM-wide. I find it ridiculous that I cannot get a phone which records who called (if the caller didn't leave a message). UNM IT is appallingly slow (>1 week response time). I absolutely hate LoboMail -- the search functionality in Outlook is horrendous, so I spend a big chunk of my time simply searching through my old email with a slew of keywords. (What I wouldn't give for a gmail alternative!) When I've had to get UNM Learn assistance, I've been only offered extremely clunky and hacked solutions that take a fair amount of time for me to implement. My departmental IT is also pretty clueless -- for example, I've had to ask several times to repair a ethernet connection to my work computer (which is ridiculous). Our classrooms have had new projectors installed; they're still only intermittently functional. UNM wireless is a pain to use and frequently slow / intermittently available. Lastly, our departmental (and school) website info is so outdated that it's actually misinformative -- more like a trap than a resource.

IT services on the Gallup campus are extremely unsatisfactory. We have a computer used simply for student catalog access that we have not been able to get repaired for many weeks. Printer services are bad because we have not been permitted to install print management software, therefore waste \$\$\$\$ on paper, printer ink, and fees because we cannot control or limit printing. I have asked for help with this for 8 years, to no avail. We had money in the budget for it at one point, but could not get IT to allow us to install it.

I don't even know what most of the stuff in question #11 is. Should I?

Faculty do not even have phones left. When my PC died, after 10 years of service, the only replacement I could get was a hand-me-down from the library. A PC that was not good enough for students to check the catalogue and browse the web is not the computer I am supposed to use to be productive

Wireless service for PCs is great, but there seems to be an issue with Macs.

campus wireless is terrible. phone should be provided to faculty and staff without profiteering with line charges and voice mail. the phone system is an investment that should enable employees to do their jobs. by charging for it, departments drop voice mail and minimize phone lines creating obstacles toward getting things done instead of supporting.

---

I totally understand that IT dept. is working hard with limited funds, but as to IT, UNM is the poorest among the schools I have had worked.

---

We no longer have phone, conferencing, or messaging in our School. We have to use our personal cell phones, which is both inconvenient and expensive.

---

I can't comment on most of this since it's more about main campus

---

UNM wired network effects my phone which is now VOIP. The phone frequently drops off the network and I am without service.

---

We don't have phones in our department, so have to use our cell phones. Also don't have office ethernet, and wireless is unreliable at best.

---

No/extremely poor cell phone connection in the SMLC building

---

I can never access wireless on campus, in Roberts Room, Hodgkin Hall, other public spaces... Plug in works almost all the time, but not mobile devices.

---

IT cannot handle telephone effectively. We continue to be charged for phones that have been deactivated for years. We have had repeated problems with both wireless and wired service. I rarely use the rest of these services.

---

May not be aware of some support that is offered.

---

UNM's Internet system frequently runs too slowly to support needs, including email, Skype calls and library searches.

---

IT needs to stop pretending we are fighting a cyber battle and realize we need to do business. The URL filtering, the hyper-secure wired network that we can't plug into without having our computer sabotaged with all sorts of software and being part of active directory is simply ridiculous. IT needs to focus on providing robust services and stop driving curriculum (by limiting what we can and cannot use in the classroom) and stop limiting research by prohibiting what we can and cannot plug into the wired network. I should not have to interface with IT every time I want to perform an experiment. Frequently I cannot skype or access other internet services because IT's firewall and url filtering are so damn conservative. Yet, if I or my students go home (off campus) or connect to our cell phone hotspot and try the same services, they work.

---

We also have a MaLL at UNM Taos and I believe it is challenging to find qualified peer tutors from our demographic of students before they transfer, yet we staff with faculty as well. The needs of our M101, M102 and M103 classes have made it clear that we are reaching capacity.

---

One drive is useless for Mac users. Please respect that fact that at least HALF of faculty are MAC users. I don't know why IT wouldn't factor this into their decision making when rolling out large programs like One Drive. Either find a solution that is MAC compatible, or accept the fact that faculty will find other storage solutions that IT may frown upon!

---

College IT has been a HUGE help to our department. We prefer it to using UNM IT, which has not provided reliable service.

---

Due to budget cuts, the faculty in my department have lost all phones, i.e. we have no longer have phones in our offices.

---

I would like significantly more support for OneDrive, Blackboard and teleconferencing.

---

I am very dissatisfied with the wireless: it often takes several attempts to connect; then I have to wait 13 seconds (often several times over) before I am connected; then the wifi takes me to a UNM propaganda page instead of to the page that I wanted to go to in the first place.

---

I have had nightmarish encounters with IT support staff who were entirely unable to answer basic questions about Learn, or who were unable to help me schedule a repair visit to adjust the projector in the classroom. Customer service for faculty support is really quite poor, and in major need of improvement.

---

Have not used these services

---

Our office phones were removed to save money. I pay for an ISP so I don't have to depend on UNM for access or mail. I buy my own research computing equipment and software because department funding is inadequate. I'm competent to troubleshoot and don't need a help desk.

---

I have to say that I am unable to connect with any sort of stability to UNM Wireless from my office. My desktop has wired access, and the internet is consistently good. I don't usually need wireless access, so I don't think about it often. However, it would be nice to have better wireless access.

---

In the last round of budget cuts at UNM, many departments cut their phone lines even for faculty, making it difficult to pick up the phone and call someone (unless you happen to know their private cell phone number). While e-mail is an alternative, sometimes a phone call is more appropriate.

---

We have no phones

---

The university is steadily falling behind times.

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UNM is quite a bit behind the times and seems to have come late to the technical scene.

---

I have all my LoboMail forwarded to a Gmail account. I don't like using Windows Outlook.

---

Our Valencia branch IT services are unhelpful. They make take an entire semester to address an issue with technology in the classroom. They are hard to contact and unresponsive.

---

I feel exceptionally lucky to have our great department IT folks. The few times I have tried to use main campus IT support, it has been frustrating because they don't have the capacity to respond quickly and don't have a strong customer service ethic. If I had to rely on main campus for IT support, I'd probably abandon technology altogether.

---

Wireless access in high-traffic areas (but not only in those areas) has consistently been non-responsive in setting up a connection (i.e. the countdown followed by the login screen again) even at times when there are not large numbers of people in the space (e.g. Centennial Library during Spring Break). The automatic connection without prompting for a login for a working connection (i.e. the device thinks that it is connected to the network, but connections are still not usable until going through the authentication process) is a significant inconvenience. If the network requires authentication (which is reasonable) it should use standard technical approaches to prompt the user for credentials when connecting to the network instead of waiting for the user to open a web browser to trigger the authentication process.

---

Everything I marked N/A I've never needed to use.

---

What phone??? There's no phone in my office. But I've decided I rather like that, though it means the dept. secretary has to cope with long rambling student messages. And I put N/A for all the services I've never used. Departmental wired network: I had to buy my own ethernet device to get internet in my office.

---

Don't forget that Main Campus class content often requires HSC Library capabilities, too! Wifi in Johnson is disasterous

---

We haven't had phones in our department for nearly eight years because of cost cutting, so we don't really have access to telecommunications.

---

Not being able to call clients from the clinic when they live in areas such as Los Alamos or Socorro has been challenging. Students and supervisors in the clinic have to use their cell phones to make long distance calls. Some clients live in the metro but have a long distance number for their cell phones. Access to long distance calling is greatly needed.

---

This appears to be a survey that is solely for UNM ABQ - limited relevance for the branches.

---

Wireless network continues to be very spotty in my building (Ortega Hall) and too often inaccessible in several classrooms to plan to rely on it for teaching (Ortega, Mitchell, Anthropology).

---

I wish my department conducted more telecommunications (meetings, etc.). Doing so would certainly minimize the time required of faculty to be on campus and enhance our abilities to multi-task.

---

In general, the Center for the Arts is poorly equipped and supported.

---

Hard to have conference calls in regular faculty office phones.

---

The IT technicians are very helpful

---

Quicker access to UNM Wireless and voicemail with email forwarding would be helpful.

---

Very dissatisfied with NMEL Help; a technician is supposed to be scheduled during Web Conferencing but fails to log in before, enters late, and leaves early. This results in high frustration for students and instructor. I tried Web Conferencing for past 3 years and am done. I did not schedule Web Conferencing for Fall 2016.

---

Some buildings on campus do not receive wireless network such as Johnson Center or they have limited access.

---

You need to realize the majority of the faculty are part-time, temporary according to HR. We're underpaid and don't want to spend our spare time and uncompensated time learning a bunch of technologies that we don't use.

---

I'm not at main campus - so this doesn't really apply to me

---

None

---

I am unaware of a telecommunications other than Adobe Connect. The 1-hour mandatory training is an impediment, and I haven't taken it.

---

All my answers relate to Valencia IT. The IT is terrible at the Valencia campus

---

I've worked with Kathleen Garcia on special projects and find her a joy to work with.

---

Prefer Dropbox over OneDrive - too difficult to manage OneDrive over multiple devices and to share folder with others.

---

IT Classroom Technologies E-Survey/EvaluationKit support: These folks are great. They should get more resources to offer specific support to faculty because faculty are limited in their ability to use what is available. Law school IT/media folks are great but could use another person. Do not get rid of law school IT dept.

---

The learn help line that takes one to an out of state connection is simply annoying and not helpful.

---

We need an online conferencing service for UNM that allows both online audio and call-in audio.

---

Located off campus, use many of these services rarely or not at all.

---

Valerie is terrific

---

Too many places have no wireless (Mesa Vista Hall)

---

N/A

---

Am assuming that the lack of wi-fi in the SHS Multipurpose Room (and in the dept.'s clinic therapy rooms) is a UNM Wireless Network issue; thus, the rating above.

---

## Question 12

UNM Provides multiple software packages. (e.g. Office 365, Windows, MATLAB, Symantic Endpoint Protection, and Banner).

What additional software would you like to see offered through UNM IT Services?

Text input

Stata.

Stata and EndNote

SPSS, LabView, Solidworks

SPSS

---

Mathematica, Adobe Suite

I do wish there was a way to make searchable .pdf documents and post them to Learn, etc.

I use Adobe Creative suite from UNM, but since the software as supplied by UNM does not allow you to create a creative cloud account, so there is no way to keep the software up to date. This should be addressed.

ms office, adobe suite

Windows, MATLAB

?

Existing software packages are fine

Adobe Photo sSop

assistance with iMovie or other movie making programs for classroom use

Stata

Adobe Creative Suite, Camtasia

SPSS, AtlasTI

Adobe converting both ways

Video editing software such as Sony Vegas. Video conversion software.

Adobe Creative Cloud, Apple Final Cut Pro

Adobe

The UNM Matlab license is the best thing since sliced bread. That absolutely makes sense and should be continued indefinitely!

Solidworks or LabView or CATIA (at least one of them to make CAD models as they are used by all engineering disciplines)

adobe cc

Print management software; lab management software. If you don't provide and purchase it, we may be able to get it via the library's budget. But we need permission to install it!!!

None

More Apple friendly packages

SPSS statistical software

SPSS SAS Mplus

Adobe Acrobat Professional or equivalent (Reader is not enough); Bibliography software such as Endnote; support for free web-authoring tools such as Harvard's Open Scholar (Drupal)

Adobe Acrobat

lecture delivery from offline (like Skype)

FERPA compliant dropbox and evernote.

Adobe software

Google Chrome browser for ALEKS

SPSS

Endnote

Atlas.ti qualitative data analysis software for windows and mac. Adobe Illustrator and InDesign would also be helpful.

Adobe Creative Suite

Maya

Don't know what much of this is to begin with.

I prefer open source software.

n/a

Tableau, Adobe Creative Cloud, Mac-based media tools

adobe acrobat

ADOBE CREATIVE SUITE

I don't know

GMail

Be compatibility with publisher's website to import grades. Have a way to lockdown the browser while students' take tests

Watson from IBM

Adobe; SPSS

Adobe Creative Suite (cheaper!)

Integrated development environments such as Microsoft visual Studio

n/a

LISERL

Canvas

SPSS

Adobe Professional

ChemDraw.

GoToMeetings, I would to use this technology with my students and committee work. I find the Skype for Business limited.

EndNote, SPSS, and Camtasia

.

SAS, SPSS, StatTransfer, STATA

We depend on Adobe CC. Somehow the department has found the money. I appreciate your providing MS Office.

Adobe Illustrator

Adobe creative cloud

Haven't really needed anything else.

STATA

Adobe Creative CCloud, Autodesk Applications, Max/MSP, Rhino

iMovie or similar and training

Endnote

Prism, EndNote

Stata,

Mathematica and Maple. STATA. Econometric software such as SHAZAM, RATS, etc. All the pieces should be made available without whining about cost and should be installable on more than one machine.

No preference

Apple products.

Better access to Camtasia and/or Adobe Captivate for flipped classrooms

Adobe premiere creative production suite and google earth pro

So far, I'm satisfied with what is provided.

adobe pro

would like more support of Mac software. would like Camtasia free or through very low-cost site license

Adobe Creative Cloud, SPSS, ArcGIS

Rosetta stone language leaner

SPSS or SAS for Statistics, for Mac/Apple. Department leasing is ok, but many faculty and students work from home and may only have or prefer Mac.

Statistical software. UNM email system does not work well. Sometimes I cannot find emails which were hidden in other emails.

Adobe Creative Suite

Adobe Acrobat Pro. Or a comparable program to allow editing of pdf files (I scan chapters from books, and wish I could get rid of shadows, add or remove pages, etc.)

SPSS, Prism

Photoshop, Lightroom, All Adobe

Matlab Robotics Toolbox Adobe Pro

Adobe Creative Cloud

Don't know of any

I typically use MATLAB, but if Mathematica is not available that can be useful.

LabView (National Instruments)

Computer assisted qualitative data analysis software

none

Camtasia

Endnote?

Minitab, JMP

Maple

Photoshop Elements, JAVA development, Eclipse (for Java), WebStorm (for HTML and JavaScript dev), something like Lean, but MUCH faster and MUCH better window resizing

this should be determined by the department and not a central IT service

Adobe Design Suite

NVivo for qualitative research.

GoReact ([www.goreact.com](http://www.goreact.com))

None.

Adobe Acrobat Professional

I'm fine with what we have

none.

Microsoft programs such as Publisher. I have students who need to complete assignments using Publisher but they have limited access or no money to pay for it.

more video editing software

Photoshop

Camtasia or related technology

Adobe Acrobat

Office 365 is terrible. I can't even access it from my Google Chromebook.

I do not know about the topic

Adobe Suite

Qualitative analysis software

NA

Student portfolios. I believe that all the programs need secure sites where students can build portfolios. This way, they can put all of their student work into the portfolios, and that way, we have a referenceable place to go back and view student work, even two years back.

in design

Adobe Creative Suite

no thoughts

exam soft

Explain Everything, JMP, Camtasia

STATA, HLM, Arc GIS, SPSS for free,

Adobe writer? Not sure if it is available.

none

Adobe Photoshop

adobe acrobat pro

Online conferencing software with the ability to call in to the conferencing (not just computer audio)

These services are suffice

Microsoft Office, Minitab or Other Statistics Software

adobe acrobat (editing features)

The vaious levelsof PhotoShop.

Happy with what I've got.

N/A

---

Nothing specific comes to mind.

---

language recognition/transcription software

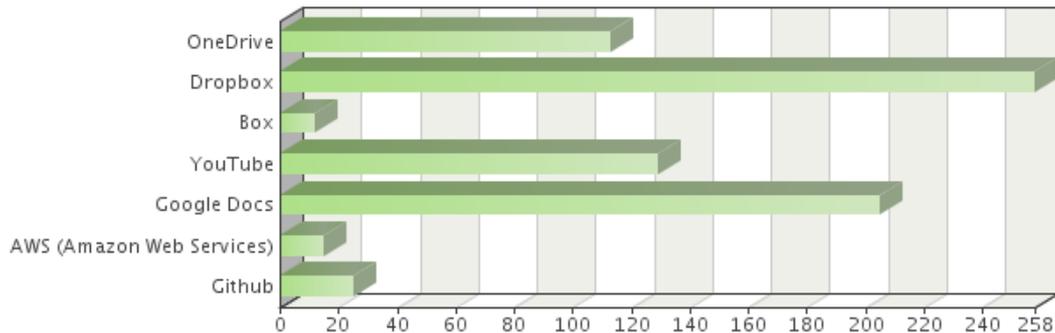
---

Uncertain

---

## Question 13

What cloud computing services do you currently use:



Frequency table

| Choices                   | Absolute frequency | Relative frequency by choice | Relative frequency | Adjusted relative frequency |
|---------------------------|--------------------|------------------------------|--------------------|-----------------------------|
| OneDrive                  | 113                | 14.93%                       | 29.2%              | 35.65%                      |
| Dropbox                   | 258                | 34.08%                       | 66.67%             | 81.39%                      |
| Box                       | 12                 | 1.59%                        | 3.1%               | 3.79%                       |
| YouTube                   | 129                | 17.04%                       | 33.33%             | 40.69%                      |
| Google Docs               | 205                | 27.08%                       | 52.97%             | 64.67%                      |
| AWS (Amazon Web Services) | 15                 | 1.98%                        | 3.88%              | 4.73%                       |
| Github                    | 25                 | 3.3%                         | 6.46%              | 7.89%                       |
| Sum:                      | 757                | 100%                         | -                  | -                           |
| Not answered:             | 70                 | -                            | 18.09%             | -                           |

**Total answered: 317**

Text input

none

iCloud, personal cloud system (Network Attached Storage)

I also use LoboDrive for research data. Secure.

Google Drive; Gmail; Skype; TK20

Adobe

I like Google Docs for personal use. For professional purposes, I'd use OneDrive, I suppose. It hasn't come up yet.

iCloud

I have accounts for others, but dropbox is by far the best. UNM should dump OneDrive for Dropbox.

Dislike Google Docs but that is what collaborators use.

I use DropBox at home, but I am not allowed to install it on my office computer. Thus, I use nothing on my office computer.

All are quirky and untrustworthy. I try not to use them unless forced to do so. Also, I resent it when they try to sell me additional space.

iCloud

LoboDrive

Evernote

iCloud

I would like to see a reliable Dropbox-type service for online sharing and active repository use that doesn't risk compromising confidentiality as a third party solution would. I've attempted to use UNM Library's LoboDrive, but it actually stopped working for me once I changed my password (seriously -- my student troubleshooted this; UNM Library couldn't figure out that's what triggered the lack of functionality). It's also supported by (I think) 1-2 people who only use it part time. It's so unreliable that I am now spending my own personal cash on a big Dropbox folder and making my students and collaborators do the same.

iCloud

I tried OneDrive when I started at UNM but it was absolutely terrible. Most of the time, documents would not sync between computers, even after I followed numerous troubleshooting steps and gave ample time for syncing. I hate OneDrive and would rather pay out of pocket for other cloud storage that is reliable.

None

OneDrive is horrible and not at all reliable. I only use because I have run out of free space on Dropbox, which is very reliable and very easy to use.

evernote, lastpass

A UNM Dropbox type service WITH training would be nice. Now I have to pay for Dropbox to access my documents off campus.

Prezi (not cloud, necessarily); Evernote

Google Drive

iCloud

iCloud

n/a

I'm nervous about the security of the cloud for anything that might be sensitive.

NONE.

ownCloud

none in my classes

I use the Mac cloud to sync address book, and Dropbox, Wetransfer, and Hightail for ftp but I don't trust cloud services for backups and maintain my own system.

Google Drive, Google Photos,

iCloud

Are University-provided services reliable and secure (especially with regard to copyrights).

Google Drive; used with my TAs, not with students.

These are not computing services... I used bitbucket and lobogit for my classes.

sourceforge (it's a repository, not sure it's a cloud service though)

Sugar Sync

OneDrive is pretty terrible

I don't use cloud services due to client confidentiality concerns.

Open Science Framework

Mainly dropbox, which I use instead of Learn for required readings

I'm not a believer in them. Don't trust the security.

None

Creative Cloud applications

None

Spideroak

iCloud

none

iCloud

unm.edu/~NetID/public\_html (It is fantastic that unm students can create educational web pages with freedom to use full JavaScript and HTML5)

iCloud

I don't use thee devices

Evernote

not applicable

icloud

N/A

Google Docs

don't trust "the cloud"

Owncloud (lobodrive)

I have limited experience with Cloud.

iCloud. Hate OneDrive and only use because ASM IT is pushing us towards it. Dropbox is much better and easier to use. I especially hate that that folders others have shared with me do not appear on the OneDrive desktop client. You can only access these folders through the web. Also hate that when you attach a doc from OneDrive it does not actually attach the doc, it just directs people to OneDrive to download it. What if you're sharing the doc with people that don't have immediate access to the internet? Stupid, MS, stupid...

---

Understand that our dept. will soon be phasing out the use of Dropbox in favor of OneDrive.

---

## Question 14

What cloud computing services would you like to use in the near future?

Text input

Move everything to the cloud.

Dropbox

Don't know

all

---

dropbox

Whatever is most intuitive and most secure.

Dropbox

EndNote, but I can't figure out how to upload my very large library. It stalls out when I try

Dropbox

?

Dropbox is great because it is widely used around the world. It would be nice if UNM could arrange for us to have more storage space on it.

No decision made yet

Does UNM have one just for faculty and staff?

n/a

Happy to use a secure one, but it has to be easy to use and easy to move current storage to

I need data backup and data sharing services, would very very much like to see UNM provide a workable solution. UNM Library's repositories are too slow and cumbersome to use. Additionally, support for version control in collaborative work would be great -- I have found commercial solutions (overleaf) which again, I make my collaborators and students use since there is no UNM version.

ICloud

Happy with Dropbox and have never experienced a single problem with it

I also use Sendittome and other cloud services.

Dropbox

none

A UNM Dropbox type service WITH training would be nice. Now I have to pay for Dropbox to access my documents off campus.

Google

Secure for research sharing with international researchers

hone

Na

Sage

n/a

NONE.

SugarSync

A localized video storing/sharing service similar to YouTube (minus the ads) but with greater faculty control over content, access, and quality. Something that would support easy linking/access from any other platform (e.g., UNM Learn, faculty/departmental web pages, or simply emailing links).

n/a

Something that is PC and MAC compatible please!

Don't know enough about these.

I wish UNM offered us Google Docs

Mega

.

none

Not sure.

Meh.

one drive if it links all the time. many times the connection is dropped

None.

None.

Same as available.

None of them. I am not satisfied that they are secure enough for us to satisfy our professional ethical obligations. It is possible that one exists that would meet our needs, but it would be very, very important to consider that carefully with the right stakeholders involved.

Dropbox

Microsoft Azure

Githum

none - literally, I'd like it to go away.

None

??

Creative Cloud Applications.

Don't have an informed opinion

Github, perhaps

UNM OneDrive

I'm not a fan of cloud computing.

none

Same.

iCloud

MediaFire

no opinion

Dropbox, Google Drive

I don't think there are any I would add.

icloud

ICLOUD

Dropbox and evernote

More AWS storage for departments and faculty

none.

not sure

Dropbox

not applicable

Google Docs, One Drive

One Drive

Google drive

Google Docs

Dropbox more easily integrated into UNM infrastructure

NA

DROPBOX

I don't like cloud. It's merely a tech diversion and not germane to learning. Actually it's distracting.

none

more wireless and web access in general - for all our students

Google docs

VPN to access on campus computers from home.

Don't know til someone tells me to adopt it :).

I would like to use OneDrive but can't figure it out at all! Is it possible to give instructors (UNM email users) some instructions we can follow?

N/A

Unsure.



## Question 15

Which alternative email and/or calendar package do you use in favor of Office 365/Lobomail/MS Outlook?

### Text input cell (row 2, column 2)

Text input

none

gmail

MAC mail

Apple Mail

Anything

gmail

gmail

gmail

gmail

fastmail

Gmail!!!!!!

thunderbird

gmail

departmental email, gmail

gmail

X

Mac and Gmail

N/A

gmail

gmail

gmail

gmail

Thunderbird

Gmail

Outlook local

gmail

google

apple mail

hotmail

Gmail

gmail

outlook

gmail

Microsoft Entourage, Mac Mail

Hotmail; Gmail

gmail

Gmail

Anything else but Lobomail!!!

gmail

Gmail

none

Apple

open source or MailX

gmail

gmail

gmail

outlook for PC (not web)

gmail

google

gmail

GMail

GMail

Gmail

Gmail

Thunderbird

gmail

gmail

Gmail

Gmail

Gmail

gmail

gmail

Google

Thunderbird/pop

personal

gmail

Mail

gmail

gmail

none

mac mail

gmail

Mac Mail

gmail

google

Gmail

Mac Mail

Mac Mail and Cloud Magic

thunderbird

Mac mail

thunderbird

Eudora (!)

GMAIL

MacMail

gmail

gmail

none

Gmail

Gmail

gmail

jimsaba@unm.edu

google  
outlook  
Gmail, Apple Mail  
MailMate  
gmail  
Mail (Mac OS)  
thunderbird  
gmail  
yahoo via the web  
Apple  
gmail  
none  
Outlook  
gmail  
gmail  
none  
NA  
gmail  
gmail  
gmail  
Mail (Apple OS)  
gmail  
gmail  
Thunderbird  
no opinion  
Gmail  
gmail  
sceledonpattichis@gmail.com  
Mac Mail  
Gmail  
MS Outlook  
google  
Gmail  
Google  
Google  
GMAIL  
gmail  
gmail  
N.A.  
msn.com  
none  
gmail  
gmail  
Gmail  
salud.unm.edu (Novell)  
yahoo  
carmenjhch@gmail.com  
gmail  
Mac Mail

mail IOS  
gmail  
brittanystotes@gmail.com  
gmail  
Thunderbird  
eishbegay@gmail.com  
Gmail  
Google  
Apple Mail  
google  
Thunderbird  
Mail & Gmail  
google  
gmail  
macmail  
mail  
gmail  
none  
Gmail  
gmail  
math.unm.edu  
Thudnderbird  
N/A  
pine  
thunderbird  
Outlook  
None

### Text input cell (row 3, column 2)

Text input  
Google Calendar  
MAC calendar  
google or ical  
gmail  
Calendar (Mac/OS)  
google calendar  
google  
Google calendar!!!!  
google  
google calendar  
google  
Google  
gmail  
Google  
N/A  
gmail  
google

gmail  
Apple  
Outlook local  
on phone  
google cal, apple cal  
iCalendar  
google  
gmail  
outlook  
google calendar  
Calendars by Readdle  
Google Calendar  
Gmail  
none  
iCloud  
iCal  
Google  
google  
google  
yahoo calendar  
ical/google  
google  
google  
Google calendar  
Google  
Google calendar  
iCal  
gmail  
Gmail  
Gcal  
Google calendar  
google calendar  
Google  
google calendar  
gmail  
gmail  
none  
mac calendars  
ical  
gmail  
google  
Gmail  
iCal  
google calendar  
thunderbird/google  
Macil calendar  
iCal but no the best  
None  
Google Calendar

iCal  
google calendar  
none  
Gmail  
iCalendar on my Mac  
apple  
google  
outlook  
BusyCal  
iCal (Mac)  
google  
apple/mac  
a paper calendar.  
Apple  
mac  
google  
Google  
Outlook  
google calendar  
backpack  
iCalendar and gmail  
paper  
NA  
gmail  
iCal  
google  
google calendar  
iCal (Apple OS)  
gmail  
my phone  
no opinion  
Google Calendar  
Mac Calendar  
Google Calendar  
iCalendar  
Google Calendar  
Google  
Google  
ICALENDAR  
google  
gmail  
google calendar  
Google  
google  
gmail  
Gmail  
Mac Calendar  
Mac Calendar  
calendar IOS

gmail

iCalendar

Google

Google Calendar

Google

iCal

Google

Google

Google calendar

my own

gmail

icalendar

none

Google calendar

iPhone calendar

N/A

paper

Google

Outlook

None

Text input

none

Simpler to use.

Intuitive, easy, fast, good, simple presentation. Easy offline/online access.

Email search function is extremely poor and limited in functionality.

it sync with my phone

n/a

The way emails stack in Outlook based on the subject line makes it possible to lose track of conversations and buries important attachments.

Fast and reliable IMAP. It's not Exchange.

I can share it with people OUTSIDE UNM. This is VERY important, especially because I actually work with people in the community and at other universities. Also, I have virtually unlimited storage in my gmail account, so I don't have to delete mail, making it a fabulous searchable database that goes back 15 years (I was able to forward all old email to it). I have an email from October, 2001!

more flexibility

more widely used outside of the university

Everything about gmail. Lobomail is inconvenient. I am unaware of existence of the Lobo (?) calendar. I do not need a university calendar package; it is much quicker to use a paper calendar. The UNM academic calendar is impossible: I can find everything but the only info I need. (I need dates for classes to start/end, final dates, withdrawal deadlines, dates of mid-semester breaks, schedule of final exams.)

They work, with no issues - ever.

N/A

easy to create shared calendars and to simultaneously co-edit documents with colleagues via google docs

Don't use Lobomail because I don't like the visual layout.

It links to all my calendar and mail, so I only need to look one place. It's more user friendly, easier to navigate. more intuitive and simple. And more attractive.

I use my own calendar (google calendar)

n/a

LoboMail and Outlook are OK. Gmail and Google Calendar would be acceptable too.

Mozilla Thunderbird is such a better system on many levels. Try searching for old email on Office 365 Outlook and see how that works for you.

Mobile device integration

local

search functionality is excellent. junk mail / spam categorization is also excellent. Outlook's version is horrible.

handling e-mails

better integration, sharing, especially across platforms

Google calendar has the best sharing of calendars and integration of calendars for on-campus and off-campus.

Lobo mail is fine

Office 365 is horrible. Lobomail is barely acceptable.

I am familiar with it and can do almost everything I need to do

better web interface, easy sync with devices,

general uncluttered page appearance; ability to see more emails on the page at a glance; ease of organizing emails into folders; ease of deleting old emails

The UNM email does not work well. I often cannot see new (unread) messages.

faster browser experience

It was my established email/calendar package long before Office 365/Lobomail/MS Outlook was set up.

Compatibility

Mac OS X works more dependably than Windows. I do not want to use a mail tool that can be used to disable the device on which I read my email. I need to protect files critical to my research and teaching.

integrates with other emails i have

independent control

integrates with other email addresses and calendars, able to turn calendars on/off, reminders

webmail is very slow. Painfully slow. And I need internet access to see my mail.

ease of use

It works!!!!!!!!!!!!!!

archive, search capabilities

accessible on multiple devices and does not depend on UNM IT

I like the way it organizes my email and allows me to quickly access and search for relevant messages. I like the way it interfaces with attached documents.

gathers all my email together, syncs everywhere

More user friendly and more customizable

easier to use, not locked down by UNM IT

I can experiment with new protocols, servers, and mail clients, I can store my mail locally and encrypted, I can work productively when the network is down or I am away from a network connection, and it is more secure than anything IT provides. outsourcing to Microsoft does not give me confidence.

easy access easy use easy to back up easy to connect

Easy to access and navigate.

Easier to integrate

easier to edit across all devices. easier to sync with my phone.

Far easier to use.

never have used any of these listed

I don't use outlook, lobomail, or 365

it works faster, more reliably, and loads on most any computer/phone OS.

Work together more efficiently.

I use Outlook. I understand that imposing calendar restrictions on faculty would go over terribly, but I have worked at other institutions that disabled mail forwarding for legal reasons. I was frustrated when the change happened (because I exclusively used gmail at the time). However, once the change happened, I learned more about FERPA and other legal reasons behind the new policy, and my attitude changed. Now, I exclusively use UNM services for my email. I feel more protected and I feel like my students are better protected. I really dislike that most of my colleagues constantly email me from their Gmail accounts with what I would consider relatively sensitive work materials. I almost always remember to change their address back to their UNM email when I reply. However, they really should not be storing so much private student and department based information in their personal gmail accounts. I know that people could still forward their emails individually to their gmail accounts, but the university should not make it so easy for them to do so.

Works seamless on my mac

Easier to sync multiple email accounts and calendars across multiple devices.

I can use the mail client (not web browser) on all the operating systems that I currently use.

Easier. POP3 is easier.

aesthetically more appealing, interface terrible on the UNM package

Lobomail is sometimes unreliable. I forward all e-mail to my gmail account. It's also annoying to log in to My UNM then have the need to log in to Lobomail. The easy workaround is to go directly to Lobomail, but it seems like this should be more seamless if I'm already logged into MyUNM.

They are local to UNM and are not corporate.

It doesn't slow down my computer

n.a.

Lobomail is kludgy and slow, plus the web interface is awful. With Gmail I can glance at my calendar easily across a range of devices.

Gmail is a more intuitive and better organized interface. I like the labeling and folders I can make within Gmail to organize messages.

its legacy for me.....

That is what the law school uses. I am satisfied with it.

Both can access the LoboMail (IMAP for email, Exchange for calendar and contacts) server but provide much better integration with Mac OS X and more powerful management/search capabilities.

More options and connections

I can consolidate my personal and professional email and calendar, yet keep them (color-coded) separately.

Integration with iphone. Available on linux.

user friendly - more intuitive

email: it is much faster than Lobomail, which always seems to take forever to load messages. calendar: yes, I like the old fashioned paper calendar. I used to use a tablet, but really it is far faster for me to just to write things down.

I don't use electronic calendaring.

I like gmail, seems faster to use and easier to access

privacy

User friendly

Outlook is terrible for searching messages.

I was already using it for my personal life and it integrates well with mobile devices.

Easy access and use

Quick and easy access; not tied to power failures, etc.

n/a

It would be great to have a collaborative calendar in the Center for the Arts that would display classroom usage.

I use Apple products at home.

easier to use,

Integrates all my different email accounts into one platform.

Thunderbird: 1) super fast 2) full e-mail copied to my laptop so I can access when offline and search 1000s of e-mails with lightning speed.

Memory, speed, better security (don't have to change password every six months), more user-friendly

I stopped using UNM mail because it was not user friendly. This was a few years back.

Easy sync across platforms.

One is able to send large documents over email. It is much easier to navigate. I hate lobomail!

Better spam filtering. Better email/calendar integration. The ability to create sign up appointment blocks.

easy to use

ease, intuitive, and I'm used to it.

better searching capability in email and a slightly better experience than MS.

sync with home life calendar

I can import unm email into gmail but can't do the reverse. I don't want to use 2 email programs.

Easier access because I don't have to log into UNM; easier to handle.

Anything but Office 365.

large documents can be attached, like dissertations

Ease of use on my Mac

SO much easier and dependable to use; Office 365 is not very intuitive

None

it is readily available with my personal and work calendars.

---

I don't have a better idea unfortunately. Works fine.

---

Office 365 has a terrible interface, organizes emails strangely, and has the Clutter feature (which is annoying). I often have trouble with my unmc account--messages that were never sent or received although I thought they were.

---

Easy to integrate calendar with external collaborators.

---

easier to access

---

Do not change law school email addresses to whatever administration is trying to do.

---

Easily integrated across all systems

---

More familiar and can link multiple calendars without confusion.

---

friendly interface

---

Easier to use, less bloated, better feature set, faster, better/more transparent handling of spam, better phone integration

---

math in the address

---

The look and feel is better. The search function is FAR SUPERIOR to Outlook.

---

pine is easy to manage folder, much faster to handle email

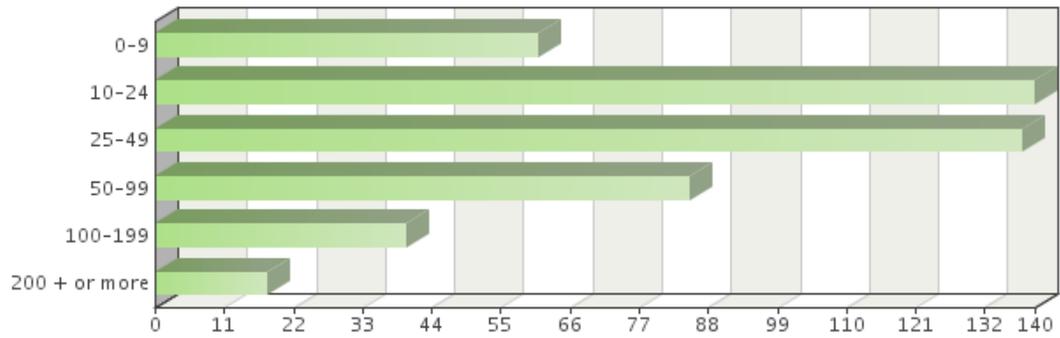
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Thunderbird is faster, searches faster and more flexibly, fewer bugs and unexpected events. Google calendar works.

---

## Question 16

I use an LMS for class sizes of:



**Frequency table**

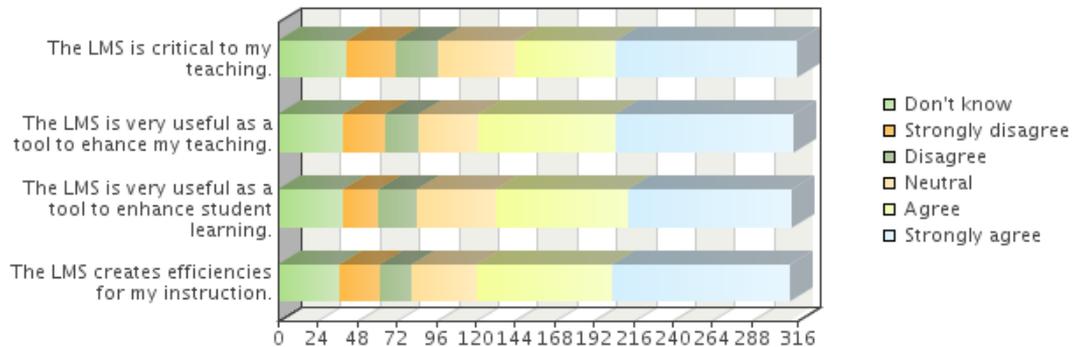
| Choices       | Absolute frequency | Relative frequency by choice | Relative frequency | Adjusted relative frequency |
|---------------|--------------------|------------------------------|--------------------|-----------------------------|
| 0-9           | 61                 | 12.66%                       | 15.76%             | 23.37%                      |
| 10-24         | 140                | 29.05%                       | 36.18%             | 53.64%                      |
| 25-49         | 138                | 28.63%                       | 35.66%             | 52.87%                      |
| 50-99         | 85                 | 17.63%                       | 21.96%             | 32.57%                      |
| 100-199       | 40                 | 8.3%                         | 10.34%             | 15.33%                      |
| 200 + or more | 18                 | 3.73%                        | 4.65%              | 6.9%                        |
| Sum:          | 482                | 100%                         | -                  | -                           |
| Not answered: | 126                | -                            | 32.56%             | -                           |

**Total answered: 261**

## Question 17

Please indicate your level of agreement with the following statements about the Learning Management System.

### Levels



|  | Don't know         | Strongly disagree | Disagree          | Neutral            | Agree              | Strongly agree      | Sum                |
|--|--------------------|-------------------|-------------------|--------------------|--------------------|---------------------|--------------------|
| <b>The LMS is critical to my teaching.</b>                           | 42 13.29%<br>3.35% | 30 9.49%<br>2.39% | 26 8.23%<br>2.07% | 47 14.87%<br>3.75% | 61 19.3%<br>4.86%  | 110 34.81%<br>8.76% | 316 100%<br>25.18% |
| <b>The LMS is very useful as a tool to enhance my teaching.</b>      | 40 12.74%<br>3.19% | 25 7.96%<br>1.99% | 21 6.69%<br>1.67% | 36 11.46%<br>2.87% | 84 26.75%<br>6.69% | 108 34.39%<br>8.61% | 314 100%<br>25.02% |
| <b>The LMS is very useful as a tool to enhance student learning.</b> | 40 12.78%<br>3.19% | 21 6.71%<br>1.67% | 24 7.67%<br>1.91% | 48 15.34%<br>3.82% | 80 25.56%<br>6.37% | 100 31.95%<br>7.97% | 313 100%<br>24.94% |
| <b>The LMS creates efficiencies for my instruction.</b>              | 38 12.18%<br>3.03% | 24 7.69%<br>1.91% | 19 6.09%<br>1.51% | 40 12.82%<br>3.19% | 83 26.6%<br>6.61%  | 108 34.62%<br>8.61% | 312 100%<br>24.86% |
| <b>Sum</b>   | 160 - 12.75%       | 100 - 7.97%       | 90 - 7.17%        | 171 - 13.63%       | 308 - 24.54%       | 426 - 33.94%        | 1255 - 100%        |

\*Sequence of numbers in a cell

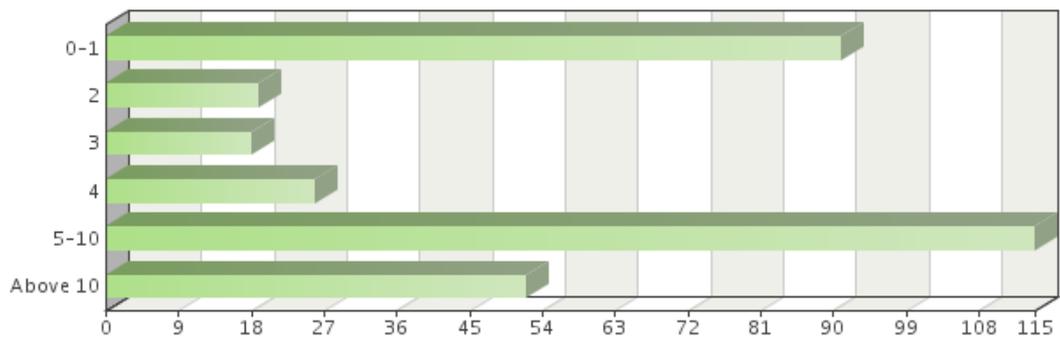
Absolute frequency

Relative frequency row

Relative frequency

## Question 18

How many years of experience do you have using LMS technology?



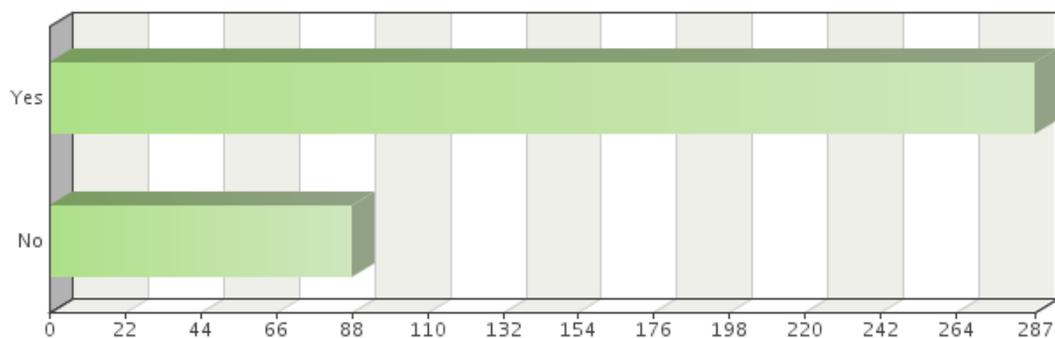
**Frequency table**

| Choices       | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------|--------------------|--------------------|-----------------------------|
| 0-1           | 91                 | 23.51%             | 28.35%                      |
| 2             | 19                 | 4.91%              | 5.92%                       |
| 3             | 18                 | 4.65%              | 5.61%                       |
| 4             | 26                 | 6.72%              | 8.1%                        |
| 5-10          | 115                | 29.72%             | 35.83%                      |
| Above 10      | 52                 | 13.44%             | 16.2%                       |
| Sum:          | 321                | 82.95%             | 100%                        |
| Not answered: | 66                 | 17.05%             | -                           |

**Total answered: 321**

## Question 19

Do you currently use UNM Learn?

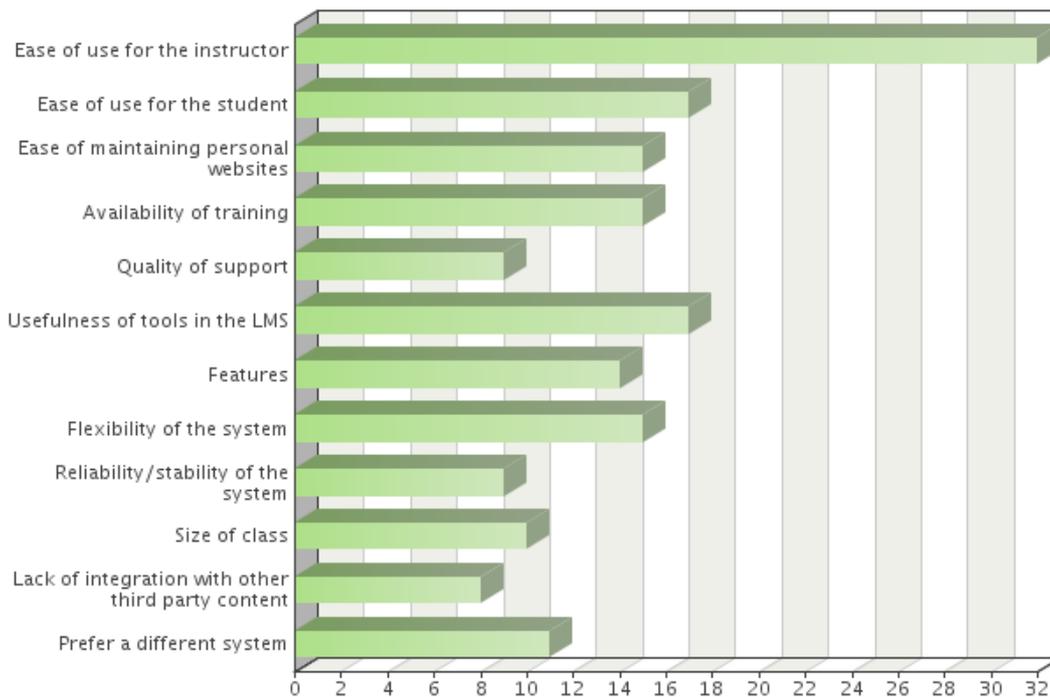


Frequency table

| Choices                    | Absolute frequency | Relative frequency | Adjusted relative frequency |
|----------------------------|--------------------|--------------------|-----------------------------|
| Yes                        | 287                | 74.16%             | 76.53%                      |
| No                         | 88                 | 22.74%             | 23.47%                      |
| Sum:                       | 375                | 96.9%              | 100%                        |
| Not answered:              | 12                 | 3.1%               | -                           |
| <b>Total answered: 375</b> |                    |                    |                             |

## Question 20

What factors influence your decision not to use UNM Learn (Check all that apply)?



Frequency table

| Choices  | Absolute frequency | Relative frequency by choice | Relative frequency | Adjusted relative frequency |
|--|--------------------|------------------------------|--------------------|-----------------------------|
| Ease of use for the instructor                     | 32                 | 18.6%                        | 8.27%              | 71.11%                      |
| Ease of use for the student                        | 17                 | 9.88%                        | 4.39%              | 37.78%                      |
| Ease of maintaining personal websites              | 15                 | 8.72%                        | 3.88%              | 33.33%                      |
| Availability of training                           | 15                 | 8.72%                        | 3.88%              | 33.33%                      |
| Quality of support                                 | 9                  | 5.23%                        | 2.33%              | 20%                         |
| Usefulness of tools in the LMS                     | 17                 | 9.88%                        | 4.39%              | 37.78%                      |
| Features   | 14                 | 8.14%                        | 3.62%              | 31.11%                      |
| Flexibility of the system                          | 15                 | 8.72%                        | 3.88%              | 33.33%                      |
| Reliability/stability of the system                | 9                  | 5.23%                        | 2.33%              | 20%                         |
| Size of class                                      | 10                 | 5.81%                        | 2.58%              | 22.22%                      |
| Lack of integration with other third party content | 8                  | 4.65%                        | 2.07%              | 17.78%                      |
| Prefer a different system                          | 11                 | 6.4%                         | 2.84%              | 24.44%                      |
| Sum:   | 172                | 100%                         | -                  | -                           |
| Not answered:                                      | 342                | -                            | 88.37%             | -                           |

**Total answered: 45**

Text input

I have not had the need

Learn might be easy to use; I wouldn't know. I'm going to have to use it next semester, since e-reserves is no longer available. The main problem is that I haven't yet found time to learn about Learn or to transfer all the files for the many classes I've built on e-reserves (which I also didn't have time to salvage from e-reserves). However, ultimately, I have concerns that it too will be retired.

Don't know about it

I don't know much about it.

Google Classroom is a superior system.

Lack of utility and ease for showing and sharing images

When Learn was first being introduced, I went to a session and came away so confused that I decided not to use this system. I use Google Sites (plus my gmail account) for my classes and am very happy with this arrangement.

It provides no useful enhancement of the subject I teach.

not trained on it yet too new here

I prefer to use systems similar to others that my students will use after they complete their degrees. I do not consider it valuable to teach them one specific tool that they will never use once they finish college. I prefer that they become more technologically literate on tools used outside of academic spheres.

There is no need for it in my classes, so have not used it

Don't need it.

PB works wikis

Why would I use this?

I don't even know what UNM Learn is. Some of the law professors use a similar Westlaw application. I find it easy enough to rely on e-mail and paper records.

I used to use Learn (at another institution), but it is faster just to stick things in a folder on dropbox and share the link with the class. And I've asked my students, and they prefer dropbox.

Is not conducive to teaching clinical courses.

Please do not send surveys to the branch campuses if questions are not relevant for us.

The online system that I use is provided by the publisher of the textbook that I am using.

i have no experience or knowledge of the system

i have no information about UNM Learn, i do not know what it is, what it is for, why it would be useful, etc.

I will need to learn more about UNM Learn and its uses.

Do not teach

I much prefer Canvas (used by NMSU and NM Tech) to Learn. If we would switch to a better system, I'd be much more likely to use the UNM LMS.

I use Canvas instead. It is much easier to Navigate for instructors and students. My students who use Canvas in my courses and Learn in others have ALL indicated their preference for Canvas.

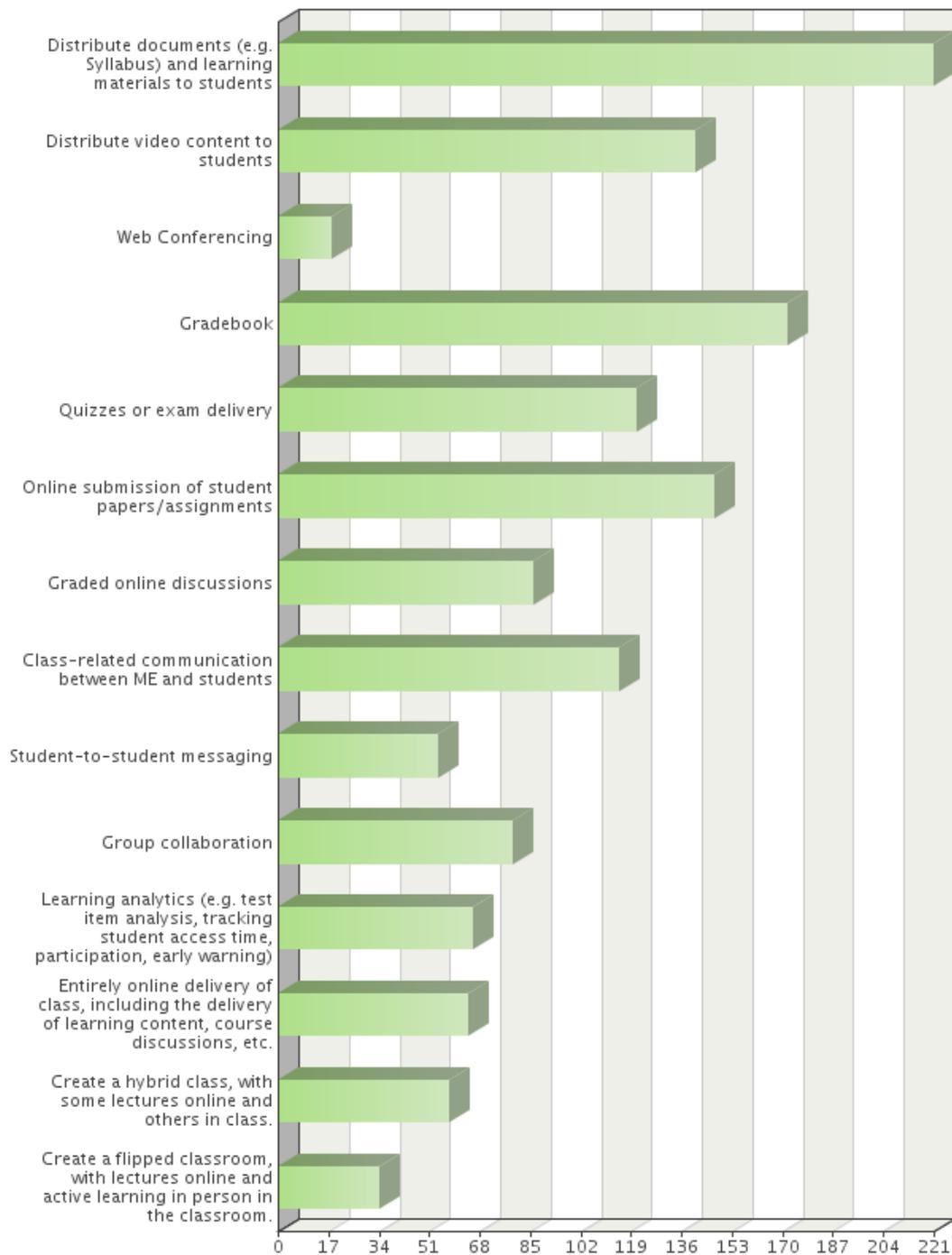
I'm primarily in a research role and very rarely teach in classroom settings

have not had opportunity to use it

no value

## Question 21

Describe how you use an LMS to support your instructional activities (Select all that apply)



## Frequency table

| Choices  | Absolute frequency | Relative frequency by choice | Relative frequency | Adjusted relative frequency |
|--|--------------------|------------------------------|--------------------|-----------------------------|
| Distribute documents (e.g. Syllabus) and learning materials to students                                  | 221                | 16.06%                       | 57.11%             | 95.26%                      |
| Distribute video content to students   | 141                | 10.25%                       | 36.43%             | 60.78%                      |
| Web Conferencing   | 18                 | 1.31%                        | 4.65%              | 7.76%                       |
| Gradebook  | 172                | 12.5%                        | 44.44%             | 74.14%                      |
| Quizzes or exam delivery   | 121                | 8.79%                        | 31.27%             | 52.16%                      |
| Online submission of student papers/assignments  | 147                | 10.68%                       | 37.98%             | 63.36%                      |
| Graded online discussions  | 86                 | 6.25%                        | 22.22%             | 37.07%                      |
| Class-related communication between ME and students  | 115                | 8.36%                        | 29.72%             | 49.57%                      |
| Student-to-student messaging   | 54                 | 3.92%                        | 13.95%             | 23.28%                      |
| Group collaboration  | 79                 | 5.74%                        | 20.41%             | 34.05%                      |
| Learning analytics (e.g. test item analysis, tracking student access time, participation, early warning) | 66                 | 4.8%                         | 17.05%             | 28.45%                      |
| Entirely online delivery of class, including the delivery of learning content, course discussions, etc.  | 64                 | 4.65%                        | 16.54%             | 27.59%                      |
| Create a hybrid class, with some lectures online and others in class.                                    | 58                 | 4.22%                        | 14.99%             | 25%                         |
| Create a flipped classroom, with lectures online and active learning in person in the classroom.         | 34                 | 2.47%                        | 8.79%              | 14.66%                      |
| <b>Sum:</b>  | <b>1376</b>        | <b>100%</b>                  | -                  | -                           |
| Not answered:  | 155                | -                            | 40.05%             | -                           |

**Total answered: 232**

### Text input

the LMS can only do so much. Need students in class.

As you can see, I only use LMS (Learn) minimally. I am open to using a LMS more extensively but I find Learn slow and difficult to use.

Learn is very clunky and awkward. The instructional designer was great and did most of the course setup.

I have my own course website and do not use LMS.

LEARN is powerful, but it is also clunky, confusing, difficult to use, and the interface is the opposite of clean.

I only use LEARN because I'm forced to do so. The library no longer helps me to supply reading materials for my students. Otherwise, I have zero use for it.

I hate the organization of Blackboard Learn. I would far prefer to simply have a static webpage with all material presented according to type, not week in the classroom.

Interested in hybrid/flipped classroom, but haven't yet

Unfortunately my students are uncomfortable using blackboard learn. They find it a waste of time. They don't use it at home and don't like to spend time using it while on campus.

Mostly document control. I really like the rubric feature.

Email correspondences

Learn is not the only system. The textbooks have a companion web-based learning environment.

The textbook I use has its own computer site so I use that one more than the Learn system.

I haven't used a physical classroom in several years now.

would like to do more but lack time to create materials

I primarily manage my course content outside of the LMS but provide links to the content from within the LMS.

The above are related to Learn. Have just started dabbling in flipping classes. I don't teach online. Might find hybrid class a viable option if I start traveling a lot

I use both fully online and flipped in f2f classes.

I haven't used LMS.

Very dissatisfied with NMEL Help; a technician is supposed to be scheduled during Web Conferencing but fails to log in before, enters late, and leaves early. This results in high frustration for students and instructor. I tried Web Conferencing for past 3 years and am done. I did not schedule Web Conferencing for Fall 2016.

N/A

None

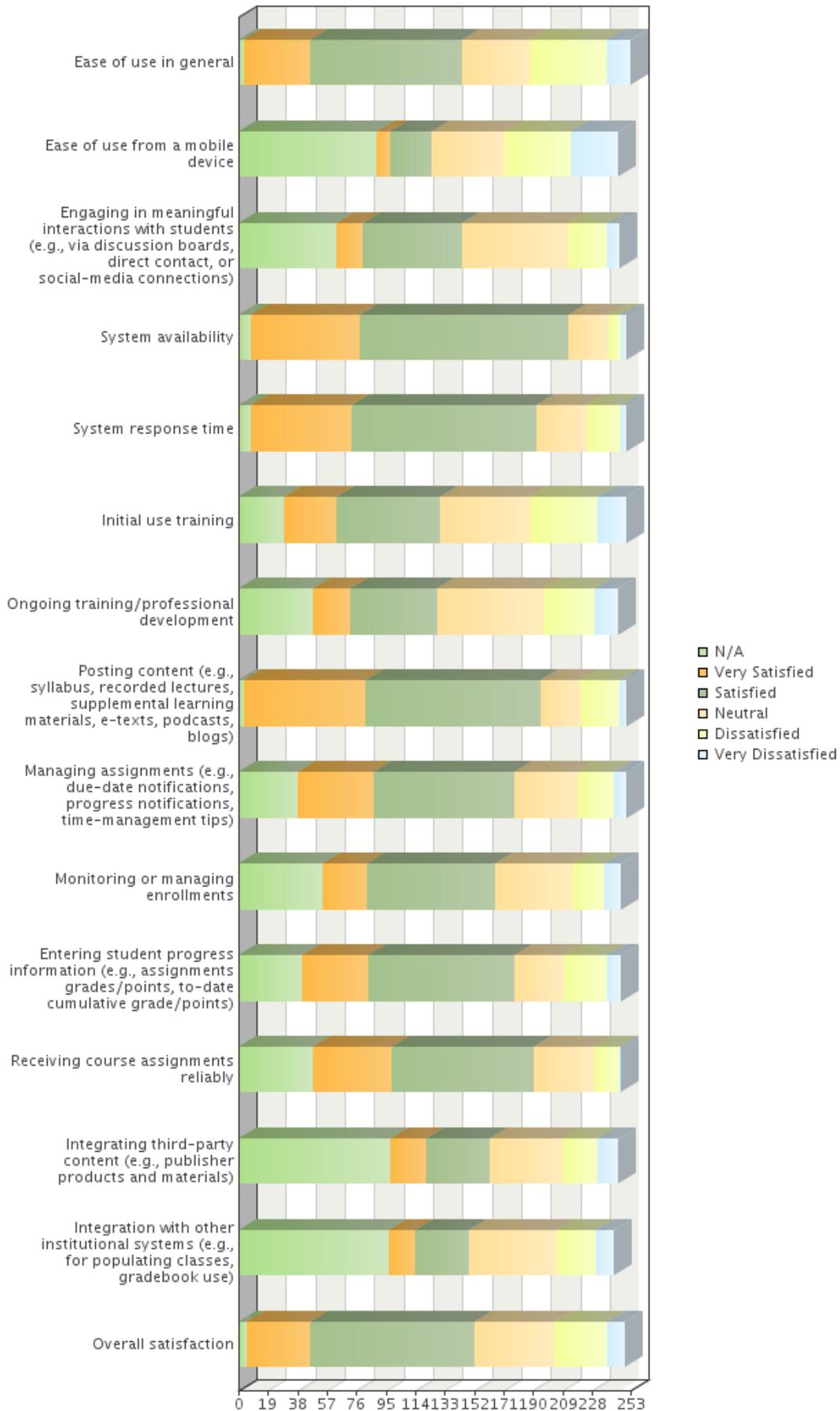
I teach both online and face to face and use learn for all.



## Question 22

Please indicate your satisfaction with the following aspects of UNM Learn:

### Levels



|  | N/A | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied | Sum |
|--|-----|----------------|-----------|---------|--------------|-------------------|-----|
|  |     |                |           |         |              |                   |     |

|  |                    |                    |                    |                    |                    |                    |                   |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| <b>Ease of use in general</b>  | 4 1.58%<br>0.11%   | 42 16.6%<br>1.13%  | 98 38.74%<br>2.64% | 44 17.39%<br>1.18% | 50 19.76%<br>1.35% | 15 5.93%<br>0.4%   | 253 100%<br>6.81% |
| <b>Ease of use from a mobile device</b>  | 89 36.33%<br>2.4%  | 9 3.67%<br>0.24%   | 27 11.02%<br>0.73% | 47 19.18%<br>1.26% | 43 17.55%<br>1.16% | 30 12.24%<br>0.81% | 245 100%<br>6.59% |
| <b>Engaging in meaningful interactions with students (e.g., via discussion boards, direct contact, or social-media connections )</b> | 63 25.61%<br>1.7%  | 17 6.91%<br>0.46%  | 64 26.02%<br>1.72% | 69 28.05%<br>1.86% | 25 10.16%<br>0.67% | 8 3.25%<br>0.22%   | 246 100%<br>6.62% |
| <b>System availability</b>   | 8 3.2%<br>0.22%    | 70 28%<br>1.88%    | 135 54%<br>3.63%   | 26 10.4%<br>0.7%   | 8 3.2%<br>0.22%    | 3 1.2%<br>0.08%    | 250 100%<br>6.73% |
| <b>System response time</b>  | 8 3.2%<br>0.22%    | 65 26%<br>1.75%    | 119 47.6%<br>3.2%  | 33 13.2%<br>0.89%  | 22 8.8%<br>0.59%   | 3 1.2%<br>0.08%    | 250 100%<br>6.73% |
| <b>Initial use training</b>  | 29 11.6%<br>0.78%  | 34 13.6%<br>0.91%  | 67 26.8%<br>1.8%   | 58 23.2%<br>1.56%  | 44 17.6%<br>1.18%  | 18 7.2%<br>0.48%   | 250 100%<br>6.73% |
| <b>Ongoing training/professional development</b>   | 48 19.59%<br>1.29% | 24 9.8%<br>0.65%   | 56 22.86%<br>1.51% | 69 28.16%<br>1.86% | 33 13.47%<br>0.89% | 15 6.12%<br>0.4%   | 245 100%<br>6.59% |
| <b>Posting content (e.g., syllabus, recorded lectures, supplemental learning materials, e-texts, podcasts, blogs)</b>                | 4 1.6%<br>0.11%    | 78 31.2%<br>2.1%   | 113 45.2%<br>3.04% | 26 10.4%<br>0.7%   | 25 10%<br>0.67%    | 4 1.6%<br>0.11%    | 250 100%<br>6.73% |
| <b>Managing assignments (e.g., due-date notifications, progress notifications, time-management tips)</b>                             | 38 15.2%<br>1.02%  | 49 19.6%<br>1.32%  | 91 36.4%<br>2.45%  | 41 16.4%<br>1.1%   | 23 9.2%<br>0.62%   | 8 3.2%<br>0.22%    | 250 100%<br>6.73% |
| <b>Monitoring or managing enrollments</b>  | 54 21.86%<br>1.45% | 29 11.74%<br>0.78% | 83 33.6%<br>2.23%  | 50 20.24%<br>1.35% | 20 8.1%<br>0.54%   | 11 4.45%<br>0.3%   | 247 100%<br>6.65% |
| <b>Entering student progress information (e.g., assignments, grades/points, to-date cumulative grade/points )</b>                    | 41 16.6%<br>1.1%   | 43 17.41%<br>1.16% | 94 38.06%<br>2.53% | 32 12.96%<br>0.86% | 28 11.34%<br>0.75% | 9 3.64%<br>0.24%   | 247 100%<br>6.65% |
| <b>Receiving course assignments reliably</b>   | 48 19.43%<br>1.29% | 51 20.65%<br>1.37% | 92 37.25%<br>2.48% | 39 15.79%<br>1.05% | 16 6.48%<br>0.43%  | 1 0.4%<br>0.03%    | 247 100%<br>6.65% |
| <b>Integrating third-party content (e.g., publisher products and materials)</b>  | 98 40%<br>2.64%    | 23 9.39%<br>0.62%  | 41 16.73%<br>1.1%  | 47 19.18%<br>1.26% | 23 9.39%<br>0.62%  | 13 5.31%<br>0.35%  | 245 100%<br>6.59% |

|   |                    |                   |                     |                    |                    |                  |                   |
|---|--------------------|-------------------|---------------------|--------------------|--------------------|------------------|-------------------|
| <b>Integration with other institutional systems (e.g., for populating classes, gradebook use)</b> | 97 40.08%<br>2.61% | 17 7.02%<br>0.46% | 35 14.46%<br>0.94%  | 57 23.55%<br>1.53% | 25 10.33%<br>0.67% | 11 4.55%<br>0.3% | 242 100%<br>6.51% |
| <b>Overall satisfaction</b>   | 5 2.01%<br>0.13%   | 41 16.47%<br>1.1% | 106 42.57%<br>2.85% | 52 20.88%<br>1.4%  | 34 13.65%<br>0.91% | 11 4.42%<br>0.3% | 249 100%<br>6.7%  |
| <b>Sum</b>  | 634 - 17.06%       | 592 - 15.93%      | 1221 - 32.86%       | 690 - 18.57%       | 419 - 11.28%       | 160 - 4.31%      | 3716 - 100%       |

**\*Sequence of numbers in a cell**

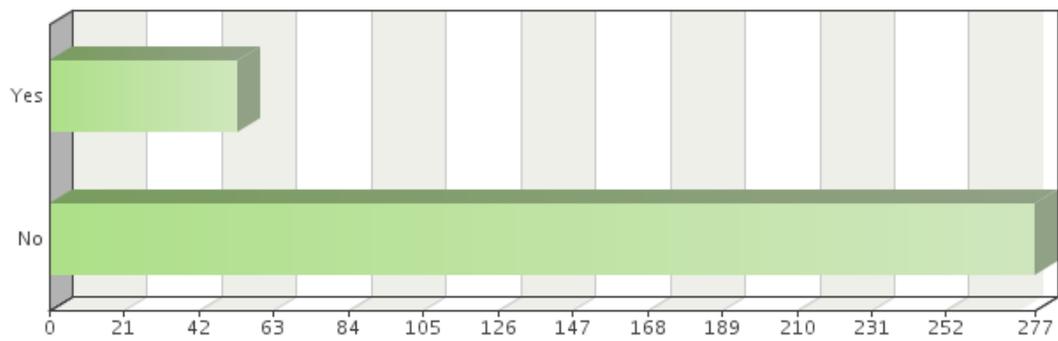
Absolute frequency

Relative frequency row

Relative frequency

## Question 23

Do you have experience with an LMS that you prefer over UNM Learn?

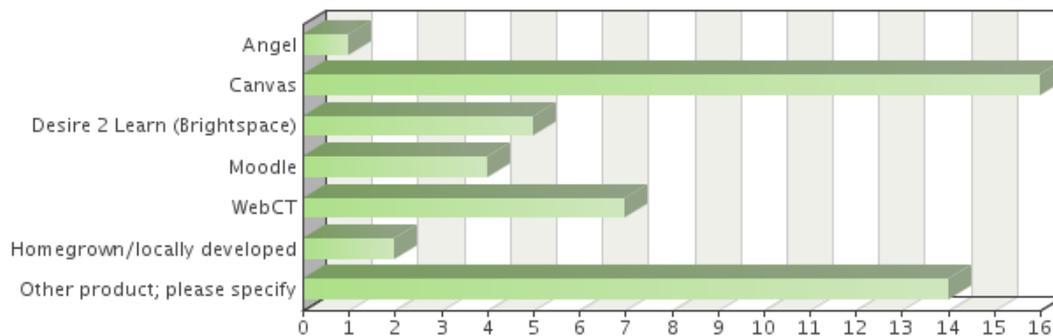


Frequency table

| Choices                    | Absolute frequency | Relative frequency | Adjusted relative frequency |
|----------------------------|--------------------|--------------------|-----------------------------|
| Yes                        | 53                 | 13.7%              | 16.06%                      |
| No                         | 277                | 71.58%             | 83.94%                      |
| Sum:                       | 330                | 85.27%             | 100%                        |
| Not answered:              | 57                 | 14.73%             | -                           |
| <b>Total answered: 330</b> |                    |                    |                             |

## Question 24

What is your preferred LMS?



Frequency table

| Choices                       | Absolute frequency | Relative frequency | Adjusted relative frequency |
|-------------------------------|--------------------|--------------------|-----------------------------|
| Angel                         | 1                  | 0.26%              | 2.04%                       |
| Canvas                        | 16                 | 4.13%              | 32.65%                      |
| Desire 2 Learn (Brightspace)  | 5                  | 1.29%              | 10.2%                       |
| Moodle                        | 4                  | 1.03%              | 8.16%                       |
| WebCT                         | 7                  | 1.81%              | 14.29%                      |
| Homegrown/locally developed   | 2                  | 0.52%              | 4.08%                       |
| Other product; please specify | 14                 | 3.62%              | 28.57%                      |
| <b>Sum:</b>                   | <b>49</b>          | <b>12.66%</b>      | <b>100%</b>                 |
| Not answered:                 | 338                | 87.34%             | -                           |

**Total answered: 49**

Last choice text input

Google Classroom

google sites

Google systems

Schoology

LearnLink

Kaplan

Textbook-based system

Blackboard at another school

E-College

Learning Catalytics

E-Reserves

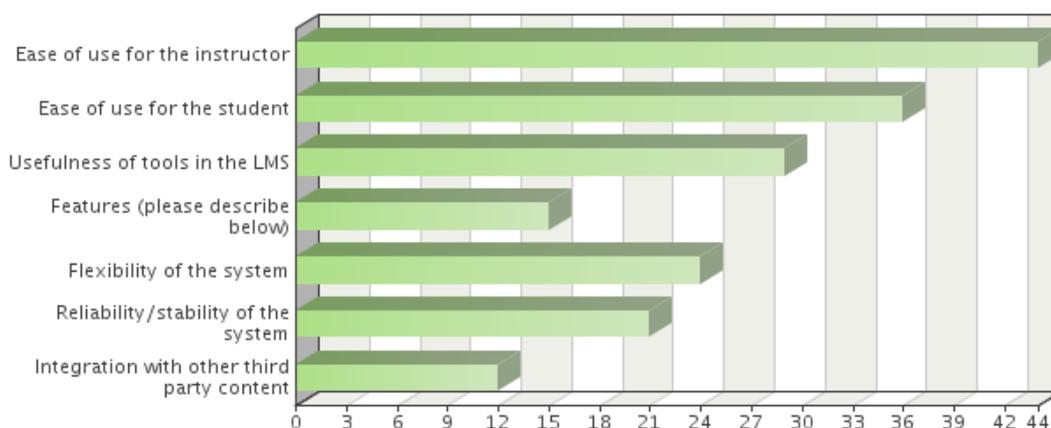
MathLab/StatLab

pbworks

older versions of Learn were better

## Question 25

Why is the above your preferred LMS (Check all that apply)?



Frequency table

| Choices                                    | Absolute frequency | Relative frequency by choice | Relative frequency | Adjusted relative frequency |
|--|--------------------|------------------------------|--------------------|-----------------------------|
| Ease of use for the instructor             | 44                 | 24.31%                       | 11.37%             | 91.67%                      |
| Ease of use for the student                | 36                 | 19.89%                       | 9.3%               | 75%                         |
| Usefulness of tools in the LMS             | 29                 | 16.02%                       | 7.49%              | 60.42%                      |
| Features (please describe below)           | 15                 | 8.29%                        | 3.88%              | 31.25%                      |
| Flexibility of the system                  | 24                 | 13.26%                       | 6.2%               | 50%                         |
| Reliability/stability of the system        | 21                 | 11.6%                        | 5.43%              | 43.75%                      |
| Integration with other third party content | 12                 | 6.63%                        | 3.1%               | 25%                         |
| Sum:                                       | 181                | 100%                         | -                  | -                           |
| Not answered:                              | 339                | -                            | 87.6%              | -                           |

**Total answered: 48**

### Text input

Used testing resources which were quite good. Familiarity with D2L over Learn is a factor, used it for 8 years. Learn is new to me and I am adapting.

Really, I'd prefer any LMS over Learn. Canvas is great. I want an LMS that allows me to bring in guests who are not associated with UNM, to have parts of courses be public, to let students have permanent (while they are a student, at least) access to their work. I want to have easy ways to fold people into a course, such as guests, community members, etc.

everything is connected and you can post assignments without submissions (like assigned readings) which LEARN does not have. LEARN feels disjointed and like I have to update every aspect when I make a change.

With LEARN, you don't design it as students see it - I built a very logical structure, but students don't see the same thing that I do.

Google Classroom offers numerous features Learn does not. It is very stable and never down for IT work.

I have used Blackboard at previous schools and they were functional and was easy to use. UNM Learn looks same but I don't know why, a little different (modified?) and it is not easy to use. So, I think that it is not about the system.

much easier to change dates when rolling course - has a single screen where all open/close dates can be modified. "Student view" isn't limited to open time periods, but allows a full review of what the student sees.

Google has a variety of systems that integrate well with each other and are easy for students to use-- calendar, email, documents, forms, websites, blogs, etc.

The interface of WebCT is much better than LEARN/BB

I have used Blackboard (both the UNM proprietary version, and the general version at 3 other institutions as an instructor and 2 as a student). I have used Canvas at 2 other institutions (1 as a student, 1 as an instructor). I have used Moodle at 1 institution as an instructor. I used LearnLink as an instructor. The good news: I greatly prefer Blackboard to Moodle and to LearnLink. Both Moodle and LearnLink seem dated, clunky, and hard to navigate. In many respects, I find Canvas and Blackboard very similar--building content, posting and receiving assignments, making quizzes and tests, etc. However, I find that Canvas is superior to Blackboard in a few ways. First, Canvas is a bit more straightforward when it comes to both posting and grading assignments. In Canvas as an instructor, any comments that I make on exams or assignments are automatically made available to students. However, depending on the nature of the assessment, I have to go into the assignment and select that I will allow students to see comments in multiple places. I learned this the hard way because none of my students could see comments, which was a lot of work and effort on my part, but I didn't know that they couldn't see them until before the final exam. I then had to consult with multiple people (including Blackboard directly) to figure out what I was supposed to have selected. This was particularly frustrating because the UNM Learn support is only willing/able to answer limited questions before they say that I have to contact Blackboard. However, because UNM Learn is a proprietary version of Blackboard, Blackboard is unable to answer a number of questions also because their mainstream version is different enough that getting assistance is difficult. Finally, I already mentioned this on here, but the Blackboard mobile app is TERRIBLE. My students (and I) would all prefer to be able to check assignments, due dates, grades, read discussion boards, and send class-related emails on their mobile devices. However, the Blackboard app is basically just their website, which is too small to navigate effectively, the format of the discussion board is impossible to read on the app, and it crashes regularly. The Canvas app is actually an app designed to be used through mobile access. I think this is a very strong point in Canvas's favor.

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Adaptive learning assignment/assessment design; drag-and-drop file management.

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I wouldn't say that I completely preferred WebCT to Blackboard, but it did feel like it had a cleaner interface and presentation. Blackboard bought them out, of course. And Blackboard does have a lot of very nice tools WebCT didn't have, but the interface and ease of use doesn't seem quite as fluid.

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Allows direct integration of more in-class active learning activities.

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I have taught classes using both Learn and Moodle to the same students at CNM, majority of students prefer Moodle - they find it easier to navigate. I find it easier to maintain, update than Learn. Learn has gotten better over the years for the instructor.

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Course Badges

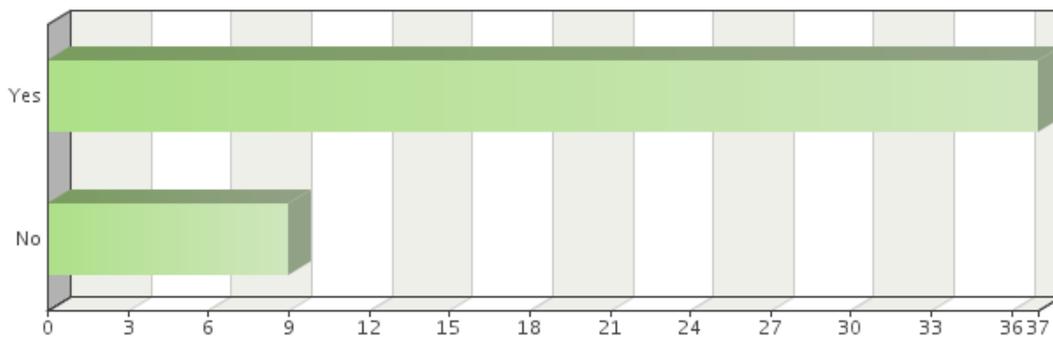
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I had no difficulty learning D2L but UNM Learn has been very difficult. Also no UNM Learn training is offered at the UNM-Gallup campus. I relied on YouTube videos and calling the IT people at the main campus. No one in IT at UNM-Gallup works with UNM Learn.

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## Question 26

If my preferred LMS was available for use at UNM, I would invest time in moving my content to that LMS from UNM Learn.



**Frequency table**

| Choices                   | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------------------|--------------------|--------------------|-----------------------------|
| Yes                       | 37                 | 9.56%              | 80.43%                      |
| No                        | 9                  | 2.33%              | 19.57%                      |
| Sum:                      | 46                 | 11.89%             | 100%                        |
| Not answered:             | 341                | 88.11%             | -                           |
| <b>Total answered: 46</b> |                    |                    |                             |

## Question 27

Please provide additional comments comparing your experience with the other LMS to UNM Learn.

Text input

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Test Data

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Learn is evil. I am shocked at how bad it is. It resists use. It makes flexible groupwork impossible. To me, this impinges on my academic freedom because it forces me to teach in ways I disagree with (and the research does not back).

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clunky, difficult to use, uninspired

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Canvas was seamless. Smooth. Easy to use. Intuitive. LEARN is the opposite. :(

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Each has positives and negatives. Probably more important to work with the company to get the worst issues corrected. I think it is absolutely unacceptable that instructors cannot use grade book with an iPad.

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I've done this above.

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I would love to integrate third party content in Learn but am told I cannot do this.

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Compared to UNM Learn, Canvas shaves several hours per week off of the time it takes me to develop and deliver course content. I regret the cost to students of having to learn/use multiple LMSs but the time savings to me are so great that I simply can't go back to UNM Learn.

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Canvas, as implemented at NMSU, is more user friendly and integrates third party content.

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Debbie Knotts and Becky Adams and their team do an excellent Job!!! Very Satisfied.

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Moving content to Learn was painful and lossy. I sure as hell won't move existing online content myself, especially considering that there are zero incentives.

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I wouldn't change back to WebCT. But if I remember correctly it was much easier, for one example, to format and upload question banks for testing purposes. This isn't a huge deal, but the importing and exporting available on Blackboard could be a lot cleaner than it is presently.

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It is very hard to figure out how to do things in UNM Learn. It would be better to have guided setup.

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Now that we've been forced to transition from e-reserves to UNM Learn, I would not want to make another move of course materials.

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Blackboard Learn is getting better, but it still assumes a teacher-centered model. Needs unthreaded discussion option, student-student interaction around ongoing work.

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One reason I currently refuse to teach online is because of the clunkiness of UNM Learn. I have heard this from others as well. Please switch to a better system, going through a public trial and testing period first.

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Moodle is just more intuitive, also, there are a lot of plugins available (attendance) that make it more flexible.

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D2L is my preferred system. Other educators have also agreed with me re: how it compares to UNM Learn

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## Question 28

Name:

## Question 29

Gender:

## Question 30

Timekeeping Level:

## Question 31

Timekeeping Organization:

## Question 32

Hire Date:

## Question 33

Rank:

## Question 34

Tenure:

## Question 35

Degree Code: