MyGateway Student Survey Report: Fall 2012-Spring 2013

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Purpose

The ongoing evaluation of technology-enhanced credit courses, making use of the course management tool, MyGateway, documents the experiences of two key stakeholder groups: enrolled students and teaching faculty. The questions and subsequent analyses here identify essential support strategies for faculty who use technology to improve learning experiences for students. Objectives include:

- Documentation of improvements in UMSL students’ computing capabilities and sophistication,
- Documentation of the use of MyGateway by students in FS 2012 and SP 2013\(^1\), and,
- Demonstration of indicators of optimal teaching and learning interactions between and among faculty and students.

Methodology

The FS 2012 and SP 2013 Student MyGateway/ITS Lab Surveys (see, appendix 1, page 25) were available to all enrolled students at UM-St. Louis via the MyGateway course management system. All students logging on to the system had access to a survey link. Additionally, students were notified of the survey’s availability via campus email. The evaluation period ran from November 14 through December 14, 2012 for the fall survey and April 8-May 12, 2013 for the spring semester. **Completed surveys numbered 958 for the FS 2012 survey and 1252 for SP 2013 (approximately 7.6% of all students logging on to MyGateway for FS12 [12,623] and 10% of all students logging on to MyGateway during SP13 [12,201]).**\(^2\) This report also presents data from previous surveys dating back to FS 2002 for comparison and long-term trend analysis.

Demographic Profile

Survey respondents

The distribution of student respondents by academic level, transfer status, and academic unit, although not a random or representative sample of the student population, does come close to representing the characteristics of student at UM-St. Louis. The following figures represent the academic level, transfer status, and course of study for the respondents to the FS 2012 and SP 2013 surveys.

\(^1\) The designation for the spring semester changed from "WS" to "SP" in 2009.

\(^2\) Logon data for spring 2013 obtained from MyGateway tracking logs.
Figure 1: Respondent’s Academic Level AY 2012-2013 N: 2210 (Q1)

- Freshman: 32.0%
- Sophomore: 22.5%
- Junior: 9.0%
- Senior: 26.5%
- Graduate Student: 10.0%

Figure 1a: SP 2013: Total Student Population Academic Level (N: 12,416)

- Freshman: 34.8%
- Sophomore: 31.5%
- Junior: 18.0%
- Senior: 8.6%
- Graduate Student: 7.2%
Figure 2: Transfer Status of Respondents AY 2012-2013 (N: FS11-958 SP12-1252)(Q2)

Figure 3: Respondent’s Course of Study AY 2012-2013 N: 2210 (Q3)
Table 1: Respondent’s Course of Study: Mean WS 2006-SP 2013

<table>
<thead>
<tr>
<th>Respondent’s Course of Study</th>
<th>Mean WS 2006-SP2013</th>
<th>Actual Percentage Enrolled SP2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>29.56%</td>
<td>35%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>22.66%</td>
<td>20.00%</td>
</tr>
<tr>
<td>Education</td>
<td>16.91%</td>
<td>14.00%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>10.68%</td>
<td>7.00%</td>
</tr>
<tr>
<td>Nursing</td>
<td>5.55%</td>
<td>6.00%</td>
</tr>
<tr>
<td>Optometry</td>
<td>2.04%</td>
<td>2%</td>
</tr>
<tr>
<td>Fine Arts and Communications</td>
<td>5.22%</td>
<td>5.00%</td>
</tr>
<tr>
<td>Other</td>
<td>6.70%</td>
<td>10.00%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

An additional factor to be taken into account in reviewing the data presented in this report is the pattern of use of MyGateway over the past twelve years (figure 4, below).

Figure 4: Active courses and instructors in MyGateway FS 2000-SP 2013

- a: beginning of FS 2000, estimate based on historical graphs.
- b: end of FS 2000, estimate based on historical graphs.
- c: estimate based on historical graphs.
- d: change in how active courses are counted, including “hidden” or combined sections.
- e: change in the counting of active instructors—eliminating double counts and non-active course instructors.
- f: ss09 and fs09 data is not available, sp10-sp13 data reflects change in how active courses are counted and an elimination of courses no-longer active.
Survey Results

Questions in the MyGateway Student Survey focused on:
- Computing and Internet access
- Engagement in learning activities in MyGateway courses
- Student satisfaction with courses using MyGateway
- Communication between students, and between students and teachers

Computers and Access for Students

Mobile/wireless access has become the norm with nearly two-thirds of students reporting wireless, off-campus access and over 89% reporting use of a laptop or netbook (additionally 72% reported “smart phone” use in SP13—up from 63% in FS12, 46% in SP11, 34.9% in FS10, and 27% in SP10). This is in line with national trends reported by the Pew Internet and American Life Project, which charts over 56% of Americans making use of smartphones (up from 51% in 2009), and approximately 80% of the 18-34 year old population owning smartphones. Over 61% of American adults own laptop computers and 33% own a tablet device.

Figure 5: Smart Phone Ownership, SP 2010-SP 2013 (Q17)

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Figure 6: To which of the following personal devices do you currently have personal access? (check all that apply) (Q17) SP12 N: 610 FS12: 958 SP13:1252

Figure 7: Which of the following personal electronic devices do you plan on purchasing in the near future? (check all that apply) (Q18) SP12 N: 610 FS12: 958 SP13:1252
With broadband access nearly universal (70% of American adults have broadband access at home, as do 80% of 18-29 year olds⁴), and mobile devices owned or accessible to over 90% of students today—a trend that is accelerating, educational institutions are facing a new, “networked individual”⁵. Not only is smartphone use becoming universal, in SP 36% of students reported owning an iPad, iTouch, or other tablet, 42% reported they plan on buying one of these devices in the coming year. (see figure 7, below). Students (and teachers) at UMSL are 21st Century Netizens.⁶

**MyGateway Course Activity**

Figure 8: What are some of the most useful MyGateway features? (check all that apply) (Q4)

Students (96%) consistently rank access to grades in MyGateway as the most useful feature of the course management system (“I think as far as grades go it would be nice, and helpful if all of the instructors used it and kept up with it, otherwise it does not help in seeing where you stand.”)⁷ Announcements, email, and access to course documents come in a close

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⁴ Pew Internet and American Life Project, Trend Data (Adults), Home Broadband Adoption, [http://pewinternet.org/Trend-Data-(Adults)/Home-Broadband-Adoption.aspx](http://pewinternet.org/Trend-Data-(Adults)/Home-Broadband-Adoption.aspx) and [http://pewinternet.org/Commentary/2012/May/Pew-Internet-Broadband.aspx](http://pewinternet.org/Commentary/2012/May/Pew-Internet-Broadband.aspx)


⁶ The specifics of faculty use can be found in the faculty survey analysis located at: [http://www.umsl.edu/technology/mgwhelp/mgwinfol/mgwinfol.html](http://www.umsl.edu/technology/mgwhelp/mgwinfol/mgwinfol.html). This report draws upon the analyses and trends documented in these reports. UM-St. Louis ceased providing dial-up internet access in June 2007.

⁷ Student comment from the SP 2013 survey
second in usefulness to students (90%). Announcements and email help students stay connected to the course and the campus. Accessing course documents enables students to study and review whenever and where they want. The Spring 2013 survey also indicates stability in perceived usefulness of “Online quizzes, exams, and tests (66%), and an interesting upward trend in the perceived usefulness of Discussion forums (31% in SP12 to 36% in SP13) and slow but steady growth in perceived usefulness of Wikis and Blogs (11% in SP12 to 14% in SP13). **Coupled with the appreciation students report for announcement and email, these last two trends point to a growing confidence in the benefits of online interaction and collaboration.**

**MyGateway Experience**

Students answered a series of questions concerning their use of MyGateway in their classes. Time spent online, usefulness of features, learning, communication and satisfaction with MyGateway were the discrete areas.

**Course Work and MyGateway**

In past iterations of the survey, students were asked about the time they spent online working on their courses comparing the work among classes using MyGateway frequently and those minimally, or not at all. Again, just over half (55.5%) of the students indicated that they “work more” in courses that use MyGateway as compared to courses that don’t use it or use it to a limited extent (SP10-11), and the trend is moving in the direction of perception of working more in online courses. This question was omitted from the FS11-SP12 and FS12-SP13 surveys.

**Figure 9: Do you think you work more or less in classes that use MyGateway, compared to classes that don’t use it, or use it to a limited extent? WS06-SP11**
Learning, Communication, and Satisfaction with MyGateway (Q3-15)

Students ranked the following statements on a seven-point Likert scale (1: strongly agree, 4: neutral, 7: strongly disagree). **For all questions** (except question 10: “Using MyGateway for my course work makes it more likely for me to work in face-to-face groups.”), the mean scores indicate perceptions of increased interactions and learning outcomes. The response on the prompt, “Using MyGateway makes it more likely for me to work in face-to-face groups” indicates that face-to-face group work is comparable between MyGateway and non-MyGateway courses.

Table 2: Communicating, Learning, and Satisfaction with MyGateway FS12-SP13 and Overall Mean for WS06-SP13 (Q4) *(SP12 N: 610 FS12: 958 SP13:1252 WS06-SP13 N: 10607)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Score SP12</th>
<th>Mean Score FS12</th>
<th>Mean Score SP13</th>
<th>Mean Score WS06-SP13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with other students</td>
<td>2.93</td>
<td>2.81</td>
<td>2.80</td>
<td>2.75</td>
</tr>
<tr>
<td>Work in online groups</td>
<td>3.42</td>
<td>3.27</td>
<td>3.25</td>
<td>3.36</td>
</tr>
<tr>
<td>More likely for me to work in face-to-face groups</td>
<td>3.93</td>
<td>3.76</td>
<td>3.79</td>
<td>4.03</td>
</tr>
<tr>
<td>More likely that I spend additional time studying</td>
<td>3.30</td>
<td>3.10</td>
<td>3.01</td>
<td>3.23</td>
</tr>
<tr>
<td>Communicate with my instructor</td>
<td>2.43</td>
<td>2.29</td>
<td>2.21</td>
<td>2.25</td>
</tr>
<tr>
<td>MGW helps me do better (learn more)</td>
<td>2.69</td>
<td>2.65</td>
<td>2.63</td>
<td>2.72</td>
</tr>
<tr>
<td>Satisfied with courses because of MGW</td>
<td>2.74</td>
<td>2.55</td>
<td>2.57</td>
<td>2.66</td>
</tr>
<tr>
<td>Accessing Grades in MGW helps me stay engaged</td>
<td>1.88</td>
<td>1.82</td>
<td>1.79</td>
<td>1.82</td>
</tr>
<tr>
<td>Online discussions/think more about the course</td>
<td>3.16</td>
<td>2.96</td>
<td>2.93</td>
<td>3.01</td>
</tr>
<tr>
<td>Complete course assignments</td>
<td>2.65</td>
<td>2.54</td>
<td>2.51</td>
<td>2.69</td>
</tr>
<tr>
<td>Use MGW in all my courses</td>
<td>2.13</td>
<td>2.07</td>
<td>2.12</td>
<td>2.13</td>
</tr>
<tr>
<td>Take another course at UMSL because it uses MyGateway</td>
<td>3.14</td>
<td>2.97</td>
<td>2.94</td>
<td>3.21</td>
</tr>
<tr>
<td>Complete my degree at UMSL because of MGW</td>
<td>3.15</td>
<td>3.02</td>
<td>2.96</td>
<td>3.24</td>
</tr>
</tbody>
</table>
Most significantly (and supported by previous studies⁸), “Being able to access course grades via MyGateway helps me stay engaged with my course work”; “I would like to have MyGateway used in all my courses”; and “Using MyGateway for my course work makes it more likely for me to communicate with my instructor”; rank as being most significant to the students responding to the survey. Overall, out of a total survey population of 10,607 students since the spring of 2006, perceptions of MyGateway use have been and remain quite positive.

⁸ See previous survey analyses at: http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html
Figure 11: Distribution of responses for “communication” questions (SP13, N: 1252)

Note. The communication prompt dealing with likelihood of working in face-to-face groups shows the most neutral response (at 3.79 on the 7-point scale).

Figure 12: Distribution of responses for “learning” questions (SP13, N: 1252)

Note: The prompt, “access to grades keeps student engaged,” was most universally supported by those responding (92% agreeing).
The data presented above indicate that use of MyGateway results in higher estimates of learning activity, higher degrees of satisfaction, more student/teacher communication, more student/student communication, and a perception of increased learning outcomes. Figure 14 (following page) presents mean score data on student perceptions concerning communication, learning and satisfaction over seven instances of the survey (WS 2006-SP 2013). Overall trends, while somewhat variable, document long-term stability in the tendency for students to view MyGateway as a key component of their learning experience and an increasingly positive perception of the utility of MyGateway by students.
Figure 14: Trend in Mean Scores for Communicating, Learning, and Satisfaction with MyGateway WS06-SP13 (N: 10607)

1: strongly agree, 4: neutral, 7: strongly disagree

Extending our look further back to the early surveys of students (WS02-WS05) we can discern significant long-term trends in increasing satisfaction and acceptance of MyGateway. Although these earlier surveys were structured somewhat differently than the current surveys, most of the Likert scale questions have remained the same over the years. Figure 15, (following page) graphically reveals the steady increase in positive student perceptions of increased learning, communication, and overall satisfaction with the educational experience attributed to the use of the MyGateway course management system. Interestingly, as use continues to increase, positive perceptions increase as well. This documents conclusions reached it the early years of use, students like using MyGateway in their courses and the more MyGateway is used (consistently and appropriately)\(^9\)

\(^9\) See previous survey analyses at: [http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html](http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html)
Figure 15: Long-term Trends in Mean Scores for Communicating, Learning, and Satisfaction with MyGateway WS02-SP13 (N: 14,866)

1: strongly agree, 4: neutral, 7: strongly disagree

Written Comments (Q6)

Ninety-eight (98) students provided written comments on the fall 2012 survey (10.2% of all respondents) related specifically to MyGateway and online learning. For SP 2013, 101 students provided written comments (8.7% of all respondents). Of these responses, 18 for FS12 and 21 for SP13 indicated, “N/A” or “Nothing to add.”

The following categories (drawn from previous surveys responses and from analysis of current responses) characterize the benefits and problems student report. The data presented is a combination of FS12 and SP13 responses. The number of responses indicated in the tables below total more than 199, since many responses contain two or more specific comments.

Notable are the positive statements endorsing MyGateway as a convenient tool (6.5%) for communicating (6.5%), checking grades (4.5%), staying organized (5.5%), enhancing communication with instructors and other students (6.5%) and enhancing a sense of a campus connection (645%). Overall, generally positive statements about MyGateway (“MyGateway is great”) were the most common of all responses (18.1%).

Negative comments typically focused on how MyGateway is used (8%), or not used (13.1%), by our faculty, and a growing concern that faculty need better training in using
MyGateway (9.5%). Eighteen students (9%) specifically asked that instructors be mandated to use the grade book (regularly). Additional concerns pointed to navigational and technical difficulties (7.5% and 6.5%, respectively).

The survey responses this academic year also indicate three new concerns:

- Twenty-four (12.1%) students indicated that they desired to see seamless interface connecting MyGateway to other campus systems (email, MyView [our student information system] and calendars. Many of these students also expressed a desire for automated notifications within MyGateway to alert them to upcoming due dates and the addition of new content in MyGateway.

- There is a growing interest in accessing MyGateway via a mobile application. Three students (3) provided positive statements concerning the use of the existing BlackBoard app. Ten students (5%) registered complaints concerning the functionality of the BlackBoard app, or over the cost of the app.

- Seventeen students (8.5%) reported concerns over eLearning in general (favored face-to-face, saw MyGateway as a way for instructors to avoid “teaching,” disliked the reliance on computers in the classroom, etc.)

Figure 16: Benefits of eLearning and Using MyGateway, FS12-SP13 Combined (N: 199)
Table 3: Benefits of eLearning and Using MyGateway FS12-SP13 Combined

<table>
<thead>
<tr>
<th>Benefits</th>
<th>FS12 (N: 98)</th>
<th>SP13 (N: 101)</th>
<th>Total</th>
<th>% of all respondents commenting (N: 199)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally positive (&quot;MyGateway is great!&quot;)</td>
<td>22</td>
<td>14</td>
<td>36</td>
<td>18.1%</td>
</tr>
<tr>
<td>Convenience, Accessibility, and Reliability</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Viewing and tracking grades</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>4.5%</td>
</tr>
<tr>
<td>Accessing Documents and Assignments</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>3.5%</td>
</tr>
<tr>
<td>Organization features (personal and course-related)</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>5.5%</td>
</tr>
<tr>
<td>Enhances Campus Connection</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>4.5%</td>
</tr>
<tr>
<td>Quizzes and Tests</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.0%</td>
</tr>
<tr>
<td>More Features/Integration</td>
<td>15</td>
<td>9</td>
<td>24</td>
<td>12.1%</td>
</tr>
<tr>
<td>Virtual Classrooms</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Enhances Communication</td>
<td>7</td>
<td>6</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Mobile App</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
Figure 17: Problems associated with eLearning and using MyGateway FS12-SP13 Combined (N: 199)
Table 4: Problems Associated with eLearning and using MyGateway FS12-SP13 Combined

<table>
<thead>
<tr>
<th>Problems</th>
<th>FS12 (N: 98)</th>
<th>SP13 (N: 101)</th>
<th>Total</th>
<th>% of all respondents commenting (N: 199)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyGateway not used by instructors</td>
<td>10</td>
<td>16</td>
<td>26</td>
<td>13.1%</td>
</tr>
<tr>
<td>MyGateway used inconsistently</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>8.0%</td>
</tr>
<tr>
<td>Mandate use of grade book/require instructors to use MGW</td>
<td>13</td>
<td>5</td>
<td>18</td>
<td>9.0%</td>
</tr>
<tr>
<td>Navigation problems</td>
<td>4</td>
<td>11</td>
<td>15</td>
<td>7.5%</td>
</tr>
<tr>
<td>Login and technical difficulties</td>
<td>4</td>
<td>9</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Need instruction on use</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>8.0%</td>
</tr>
<tr>
<td>Excuse for Teaching/Instructors Need Training</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>9.5%</td>
</tr>
<tr>
<td>Discussion Board/Chat Problems</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>5.5%</td>
</tr>
<tr>
<td>Problems with Mobile Access/App</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>5.0%</td>
</tr>
<tr>
<td>Virtual Classroom Problems</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2.0%</td>
</tr>
<tr>
<td>Email/other communication problems</td>
<td>4</td>
<td>9</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Generally Negative</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>4.0%</td>
</tr>
<tr>
<td>Other ELearning Problems</td>
<td>3</td>
<td>14</td>
<td>17</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

Over the past three years, the UM-System and UMSL have worked to bring more classes online, and the increase in online enrollments may contribute to the perception of problems (mentions of problems with discussion boards, virtual classrooms and email). **Students continue to be frustrated by the inconsistent use of MyGateway from instructor to instructor, and by the resistance of their instructors to use the system at all.** Also notable, 8% of responses indicated the students themselves either want more instruction on the use of MyGateway or are unaware of some of its features (as well as other features of campus systems, i.e. being able to configure mobile phones to receive campus email, etc.)

**In their own words:**

**FS 2012 Selected Comments**

“All teachers should be required to post grades in mygateway in a timely manner.”

“So far, huge fan of MyGateway.”

“I would like an alert sent when an assignment is due. On the date of the assignment or quiz there could be an email sent out about the due date.”

“I am in the RN to BS on-line program. MyGateway works great for my on-line courses.”
“Require all teachers to upload the grades frequently. I like the fact that I have access to my grades but some teachers do not take this opportunity therefore I cannot use this feature to its full advantage.”

“None of my instructors use mygate beyond sending email and posting course documents. One of them doesn’t even post grades. Another one posts all of the documents under the syllabus tab; not a big issue but it does display her lack of knowledge about how to use mygateway. Perhaps an interactive course on how to use mygate way should be mandatory for all instructors.”

“Would be nice if professors would rely on it more so I could do more coursework online.” MyGateway is painfully slow to navigate. Page loads are way too slow for a modern site/web apps.”

“I would like to see a requirement for a teaching staff to learn to use and use the MyGateway system. The teachers I’ve had in past that don’t use it have a high drop/fail rate. I think partly due to the fact that they are teaching in out-dated teaching methods.”

“One feature that could be useful is a text box feature for chat instead of e-mail so it is in real time.”

“I really like using collaborate with all of my classes and would like to see it used more often.”

“I would love to see more professors have online quizzes or tests.”
“I would love to see a free mygateway app. i wish all teachers used mygateway because i love knowing my grade 24/7”

“Make teachers use a more standardized format. Some teachers hide valuable information deep within My Gateway and its hard to find what you need. Some teachers are less organized and put too much information on their and make it hard to find exactly what you need.”

SP2013 Selected Comments

“Professors need training for my gateway”

“I would like to be able to access myView through myGateway. I enjoy using mygateway, I just wished others used it as much as me.”

“My Grades is completely useless because the professors don’t post anything on it.”
“My gateway is not very intuitive and requires some practice and thought.”

“It would be helpful if more instructors used MyGateway”

“I would like to see a course calendar that shows up on the main page where instructors can enter assignment due dates which would populate. This would make it easier to stay organized and anticipate upcoming assignments.”

“I think My Gateway is very helpful and informative to help students be successful in their course of study.”

“Make the discussion boards more user friendly like actual online forums. I hate using the discussion boards because of how clunky the entire process is. Actually mygateway in general is pretty clunky.”

“I am currently enrolled in a course were the instructor STILL has NOT posted any grades or contact information to Mygateway.”
“using My Gateway really keeps me on board for current and future assignments that need completion”

“Wimba classroom needs a lot of work”

“everything is perfect the way it is.”

“I would like MyGateway to have online storage for me to store assignments. This will allow me to have easier access to assignments and to be more successful in school.”

“I understand instructor resistance to using this resource, but as both an instructor myself, and now a student at UMSL, I know how much it means to have regular updates on how I'm doing and what the upcoming assignments are. It is so much easier to communicate with an instructor who is regularly online. I can rarely attend scheduled office hours, as I also work a full-time job, but I know that if I email during that time I will likely hear back very quickly.”

“I think MyGateway is great just the way it is. MyGateway is such a great tool to have and now I am so accustomed to having it that I actually hate it when teachers don't use it. MyGateway is similar to my agenda book it keeps me on track with my classes. I think teachers should be required to use it. I'm pretty sure not every student appreciates MyGateway as I do but I have my email linked to my phone so if a teacher sends an announcement I'll get it in seconds. I guess that leads me to a recommendation: MyGateway should be accessible on the phone. Do you think you all could create an app for android and iphone?”

“Most instructors don't use MyGateway properly and therefore you don't use all the tools available or they have long lists on one tab making the coursework hard to weed through. Properly train your professors if they are going to be utilizing this resource. I only used MyGateway to check grades and occasionally send an email.”

“I use the Blackboard Mobile Learn app to keep in contact with MyGateway on my iPhone. It is a great tool, I only wish it was advertised better on the UMSL site. The UMSL app doesn't give me access to MyGateway like the Blackboard app. It does cost money, but has improved my experience with MyGateway dramatically. I was not a fan of MyGateway before I had the Blackboard app.”

“I have been greatly successful in my studies in part because I have had many instructors utilize My Gateway to the fullest extent. Unfortunately, this semester I have two instructors who for reasons unbeknownst to their students, refuse to utilize this technology. I would rate their failure to provide feedback, post current grades or make make announcements through this venue as unprofessional.”
Conclusions

Faculty and students at UM-St. Louis for the most part have incorporated MyGateway into the learning process. The use of MyGateway continues to change how students and instructors define their respective roles in the classroom, and online learning components offered via MyGateway continue to exert an increasingly positive influence on students’ perceptions.

Students persist in requesting most or all MyGateway features be used in all their courses. Depending on the subject matter, integrating more of the MyGateway components would help increase instructor-student interaction and increased interaction among students, according to this and all previous student surveys.

Another recurring theme is the inconsistent use of MyGateway and instructors who lack training in effectively using MyGateway. Students continue to voice their frustrations about the variety of ways MyGateway is used across the campus for the past several years. They continue to advocate mandates for its use and standards for types and placement of documents. Training opportunities for specific technology resources should be increased and better publicized to faculty, staff, and students.

MyGateway has been described as an instructional tool, not only helping keep students engaged throughout their courses, but actually serving as a source for building student engagement. The use of the online grade book, announcements, and course documents have been identified as the tools students most appreciate and expect.

Faculty members have also expressed their expectations for students. Respondents in previous faculty MyGateway surveys report increased expectations of students’ responsibility for learning and of participating actively in online discussions. Both faculty and students indicate that MyGateway promotes increased communication. Workshops for faculty should focus on instructional considerations such as these, and promote course design that makes the most of available technologies.

An Additional finding that points to an area of developing interest:

Wireless and Mobile Computing: The steady rise in wireless services and mobile computing by students parallels national trends. It is clear, however, that with 63% of students bringing a laptop or mobile device to campus (Q20, SP13), over 88% reporting the ability to access a laptop off-campus (Q17, SP13), over 72% reporting use of “smart phones” (up from 27% in SP 2010), and 36% using iPads or similar devices that mobile computing is a central feature of the ways in which students, as well as faculty, work. Online and “blended” course development clearly needs to consider this dramatic trend.

10 These comments are modest updates to conclusions drawn from previous MyGateway student surveys. See previous survey analyses at: http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html

11 See the FS 2009-SP 2010 Faculty MyGateway and TEC Classroom Survey analysis at: http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html
Implications for the Institution

The data from the current MyGateway survey lend support to the conclusions reached in the survey analysis of 2001-2013\textsuperscript{12}; the more students are exposed to MyGateway, the higher their estimation of its positive effects, and the more likely they are to continue their education at UM-St. Louis. Use of MyGateway results in:

- Increased reports of learning activities (student engagement)
- Higher levels of student satisfaction with their courses
- More Student communication with their instructors
- More communication between students
- Higher levels of perceived learning outcomes

Student perceptions, attitudes, and behaviors documented in this survey, and the consistency of these findings over the past 13 years, highlight MyGateway’s contribution to the strategic campus goals of:

- Recruitment
- Retention
- Student engagement
- Community building

Bibliography


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\textsuperscript{12} See the FS 2009-SP 2010 Faculty MyGateway and TEC Classroom Survey analysis at: [http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html](http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html)


Appendix 1:

Comprehensive Evaluation of MyGateway and Instructional Computing Use by Students SP 2013

What is your academic level?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate Student

Did you transfer to UMSL?

- No
- Yes

1. What is your course of study?

- Arts and Sciences
- Business Administration
- Education
- Graduate School
- Nursing
- Optometry
- Fine Arts and Communication
- Others

2. Using MyGateway for my course work makes me more likely to communicate with other students taking this course.

(1 strongly agree- 7 strongly disagree)

3. Using MyGateway for my course work makes me more likely to work in online groups.

(1 strongly agree- 7 strongly disagree)

4. Using MyGateway for my course work makes it more likely for me to work in face-to-face groups.

(1 strongly agree- 7 strongly disagree)

5. Using MyGateway for my course work makes it more likely that I spend additional time studying.

(1 strongly agree- 7 strongly disagree)
6. Using MyGateway for my course work makes it more likely for me to communicate with my instructor.
   
   (1 strongly agree - 7 strongly disagree)

7. Using MyGateway for my course work helps me do better (learn more).
   
   (1 strongly agree - 7 strongly disagree)

8. I am very satisfied with the courses I take because they use MyGateway.
   
   (1 strongly agree - 7 strongly disagree)

9. Being able to access course grades via MyGateway helps me stay engaged with my course work.
   
   (1 strongly agree - 7 strongly disagree)

10. The online discussions (text and/or audio) in MyGateway make me think more about the course topics. 
    (1 strongly agree - 7 strongly disagree)

11. Using MyGateway makes it more likely for me to complete course assignments.
    
    (1 strongly agree - 7 strongly disagree)

12. I would like to have MyGateway used in all my courses.
    
    (1 strongly agree - 7 strongly disagree)

13. I am more likely to take another course at UMSL because it uses MyGateway.
    
    (1 strongly agree - 7 strongly disagree)

14. I am more likely to complete my degree at UMSL because of the advantages of using MyGateway in my courses.
    
    (1 strongly agree - 7 strongly disagree)

15. Most useful MyGateway features: (check all that apply)

   - Announcements and email
   - Gradebook
   - Course documents
   - Quizzes, exams and tests
   - Discussion forums
   - Calendar and tasks
   - Multimedia resources
   - Groups
   - Wimba Classroom
   - Chat and the virtual classroom
• Audio tools
• Wikis and blogs

16. Are there any other features would you like to see in MyGateway, or do you have any other comments you would like to express concerning MyGateway?

17. Please select the lab location you used the most during this semester. The location you choose will be referred to as the primary lab in later questions.

• BH 232 (Benton Hall Lab)
• CCB 316 (MathCS Lab)
• Fine Arts 220
• Honors 308
• Math TLC (UC050)
• Music 105
• SSB 103 (Main Computing Lab)
• SSB 222
• SSB 452 (Social Sciences Lab)
• TJ 316 (Thomas Jefferson Library Research Commons)
• TLG (E. Desmond Lee Technology and Learning Center, South campus)
• WEB 100 (Ward E. Barnes Library Research Commons)
• Did not use a campus computer lab

18. Reason to use primary lab: (check all that apply)

• Color printing
• B&W printing
• Convenient
• Internet
• Wireless internet
• Tech Assistance
• Unique Software
• Resources not available off campus
• Did not use a campus computer lab

19. The computer lab was clean and well organized.

   (1 strongly agree- 7 strongly disagree)

20. The hours of operation are sufficient.

   (1 strongly agree- 7 strongly disagree)

21. There is adequate access to computers to meet my educational goals.

   (1 strongly agree- 7 strongly disagree)
22. My overall experience was positive in the campus computer labs.
   
   (1 strongly agree- 7 strongly disagree)

23. I support the current print quota system, PaperCut NG.
   
   (1 strongly agree- 7 strongly disagree)

24. I would support a hard print quota system (one where additional fees would be incurred once a set number of pages are printed).
   
   (1 strongly agree- 7 strongly disagree)

25. I prefer to view my documents--lecture notes, reading, etc. digitally instead of in hard copy.
   
   (1 strongly agree- 7 strongly disagree)

26. I prefer to turn in assignments electronically.
   
   (1 strongly agree- 7 strongly disagree)

27. My experience using TritonApps was positive
   
   (1 strongly agree- 7 strongly disagree, 8 DID NOT USE)

28. How much did your classes use apps via TritonApps this semester?
   
   (0 did not use - 5 frequently)

29. Which TritonApps were most useful to your class?

30. What software would you like to see added to TritonApps?

31. Has using TritonApps reduced or replaced your use of the computer labs on campus?
   
   • Yes
   • No
   • I do not currently use the computer labs on campus.

32. Please describe any negative primary lab experience.

33. Please describe the most positive primary lab experience.

34. How can we improve your primary lab experience?
35. To which of the following personal devices do you currently have personal access (check all that apply)

- Laptop/Notebook
- Personal Computer (Desktop)
- iPad/iTouch/tablet
- eBook Reader
- Smartphone (iPhone, Android)
- Scanner
- Portable Hard Drive
- Other:

36. Which of the following personal electronic devices do you plan on purchasing in the near future? (check all that apply)

- Laptop/Notebook
- Personal Computer (Desktop)
- iPad/iTouch/tablet
- eBook Reader
- Smartphone (iPhone, Android)
- Scanner
- Portable Hard Drive
- Other:

37. What do you use your mobile device (other than laptop) for? (check all that apply)

- Texting
- Web browsing
- Social media
- Email
- Classroom “Clicker”
- MyGateway access
- MyView access
- DARS reports
- Other:
- Does not apply

38. If you own a laptop or mobile computing device, do you bring it to campus?

- Yes
- No
- Does not apply

39. If you do not bring your laptop or mobile device to campus, what prohibits you from bringing it to campus?

40. How do you use Blackboard Instant Messenger (BB-IM)?
• Class work
• Contacting my instructor
• Contacting other students in my class
• For non-class chatting and social networking
• Other:
• Don’t use

41. What is the level of your agreement with the following statement? I would like to see BB-IM used in more of my classes

   (1 strongly agree- 7 strongly disagree)

42. A private social network is a site where students and faculty can connect, collaborate & learn together. Such a site could include a variety of collaboration tools, “Facebook-like” messaging, and file sharing. How likely are you to use a private social network here at UMSL?

   (1 very likely- 5 not likely)

43. What features would you be most interested in using if a private social network were available here at UMSL?

41. Additional comments and suggestions for what Information Technology Services can provide in the future to improve your learning experience: