

MyGateway Student Survey Fall 2006-WS 2007¹

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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 features by selected faculty in FS 2006, and,
- Demonstration of indicators of optimal teaching and learning interactions between and among faculty and students.

Methodology

The FS 2006 and WS 2007 Student MyGateway/ITS Lab Surveys (see, appendix 1) were available to all registered 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 contacted via campus email and notified of the survey's availability. The evaluation period ran from November 13 through December 15, 2006 for the fall survey and April 20, 2007-May 11, 2007 for the winter semester. Completed surveys by undergraduate and graduate students numbered 852 respondents for FS06 and 1137 for WS07 (approximately 10% of the registered students on campus).

Table 1: Respondent's Course of Study (Q1)

Respondent's Course of study	Number FS06	Percentage FS06	Number WS07	Percentage WS07
Arts and Sciences	264	31.0%	356	31.3%
Business Administration	198	23.2%	289	25.4%
Education	119	14.0%	163	14.3%
Graduate School	120	14.1%	148	13.0%
Nursing	21	2.5%	40	3.5%
Optometry	11	1.3%	9	0.8%
Fine Arts and Communications	54	6.3%	75	6.6%
Other	51	6.0%	55	4.8%
No Response	13	1.6%	2	.3%
Total	838	98.4%	1135	99.7%

¹ Please see the reports from previous MyGateway student and faculty surveys at: <http://www.ums.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>. This report draws upon the analyses and trends documented in these earlier reports.

² Cheryl Bielema, Center for Teaching and Learning, was a co-author on previous reports, and contributed comments and insights in finalizing this report.

This distribution of students across the various academic units of the university, although not a random or representative sample of the student population, does come close to representing the distribution of student activity in MyGateway (see figures 1 and 2 below).

Figure 1: Percentage of all student activity in MyGateway by academic unit for winter semester 2007

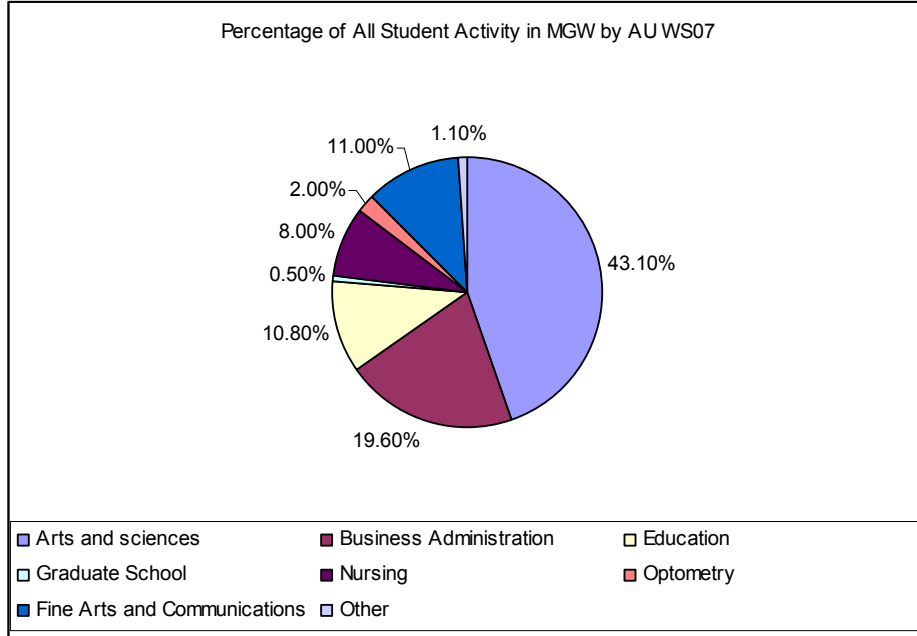
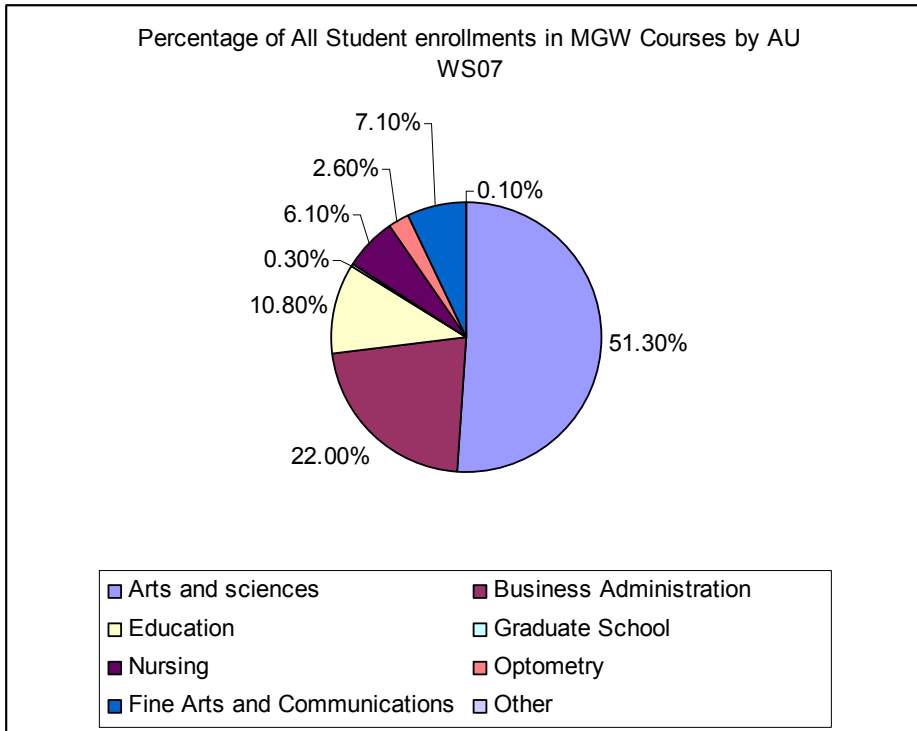
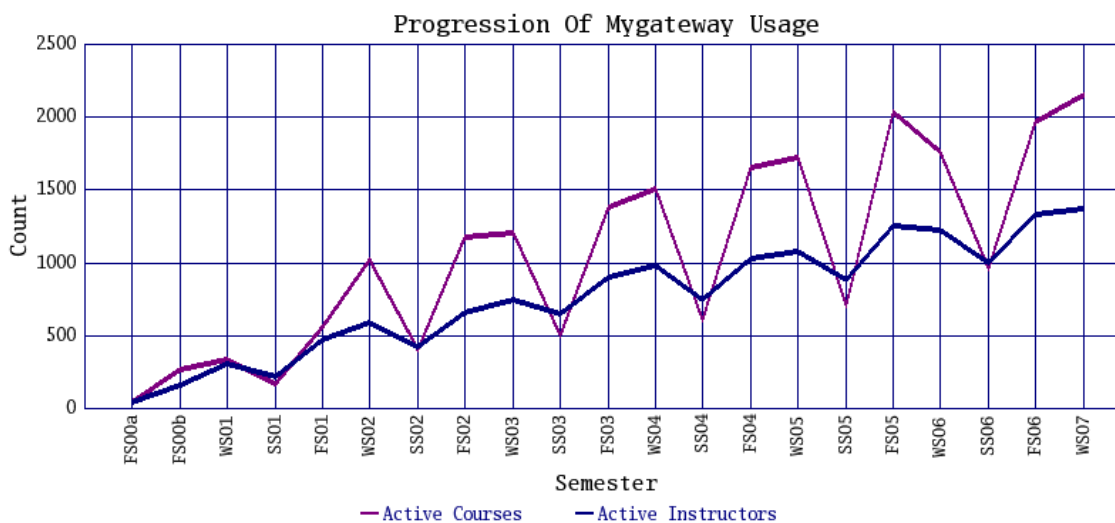


Figure 2: Percentage of all student enrollments in MyGateway by academic unit for winter semester 2007



An additional factor to be taken into account in reviewing the data presented in this report is the steady increase in use of MyGateway over the past seven years (figure 3, below). However, we still find students concerned about the lack of use of MyGateway (or lack of effective use) by some of their instructors (see Table 11, page 13).

Figure 3: Active courses and instructors in MyGateway FS 200-WS 2007



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

Students were asked to indicate the primary computer access and capabilities they had available. Primary Access Location, types of Computer, Primary Access Location, and Type of Internet Connection are the three tables that follow.

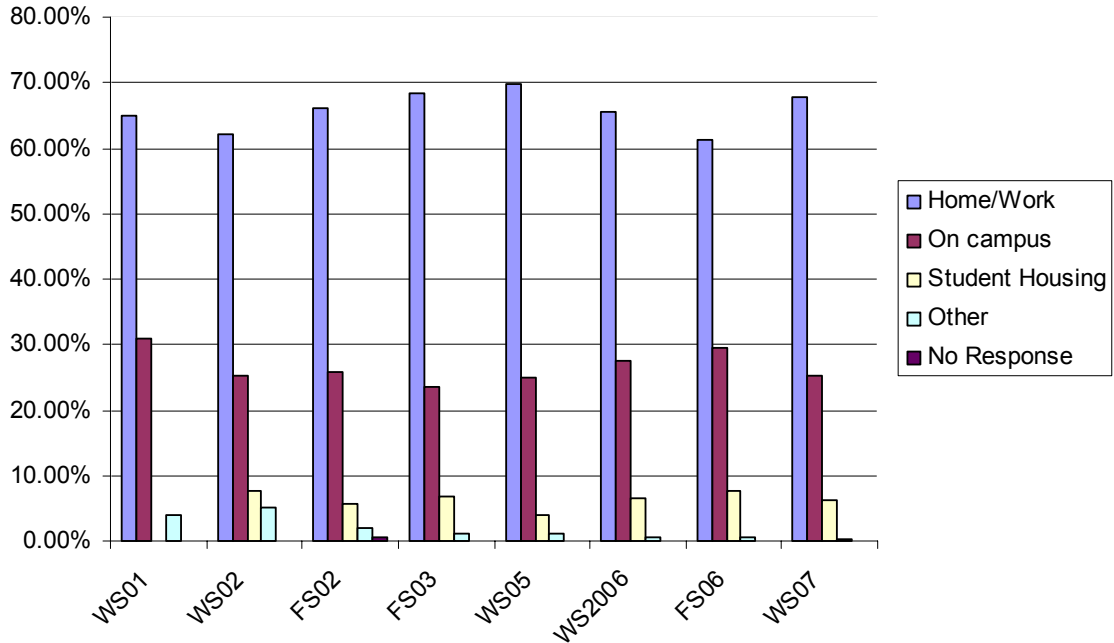
Primary Internet Access Location (Q2)

Table 2: Primary location for accessing the Internet for educational purposes

Primary location for accessing the Internet for educational purposes	Percentage WS06	Percentage FS06	Percentage WS07
At Home	56.7%	56%	61.2%
On Campus (labs, library, MSC, and/or classrooms)	27.6%	29.5%	25.3%
At Work	8.7%	5.3%	6.7%
Student Housing (Dorms, Meadows, Honors College)	6.4%	7.6%	6.2%
Other	.7%	.6%	0.4%

Over two-thirds of student list home or work (67.9%) as their primary location for accessing the internet for educational purposes; this represents a significant increase compared to the past three survey periods.

Figure 4: Primary location for accessing the Internet for educational purposes, WS01-WS07



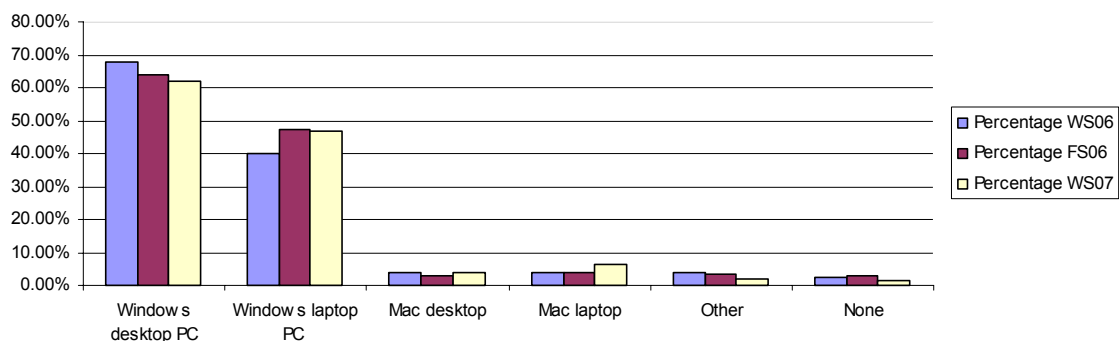
Type of Home Computer Used (Q3)

Table 3: Type of Computer Used at Home (multiple responses possible)

Type of Computer used at Home	Percentage WS06	Percentage FS06	Percentage WS07
Windows desktop PC	67.9%	64%	62.0%
Windows laptop PC	40%	47.1%	46.9%
Mac desktop	3.8%	2.9%	4.0%
Mac laptop	3.9%	3.9%	6.3%
Other	3.9%	3.2%	2.0%
None	2.6%	2.9%	1.6%

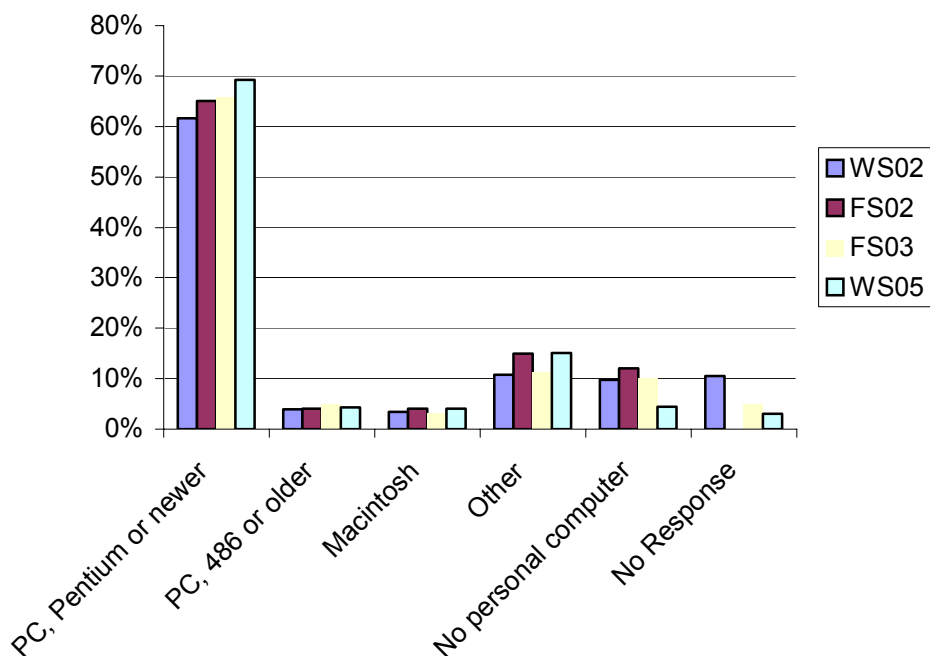
The survey has been done seven times between Winter 2001 and Winter 2007. Throughout this period, an increasing percentage of the respondents have reported owning a computer. Only 1.6% of the students responding to the survey indicated that they did not own a computer for WS07. This percentage is far below the peak of 16.5% from fall 2001. The data in this year’s survey reveals that many students own (or have access at home to) multiple computers (desk tops and laptops). We also note nearly a doubling of the number of students owning Mac laptops.

Figure 5: Type of Computer Used at Home WS 2006-WS 2007



We began inquiry into multiple computer access at home in the WS 2006 survey, data on type of home computer used based on early surveys is displayed in figure 6. Although desktop computing resources are showing a steady decline, more and more students appear to be turning to mobile computing with laptops (both Windows based PCs and Macs).

Figure 6: Type of Computer Used at Home, WS02-WS05



Type of Off-Campus Internet Connection (Q5)

Students were asked specifics about the type of Internet connection they access from off-campus: dial-up telephone via modem, dial up with DSL, cable modem, or other. This year we also inquired into students' wireless internet access. Over 25% of our respondents indicated they used the campus wireless services in FS 2006. For WS 2007, nearly 32% of respondents reported campus wireless access (see figure 8, below).

Table 4: Off-Campus Internet Access (multiple responses possible)

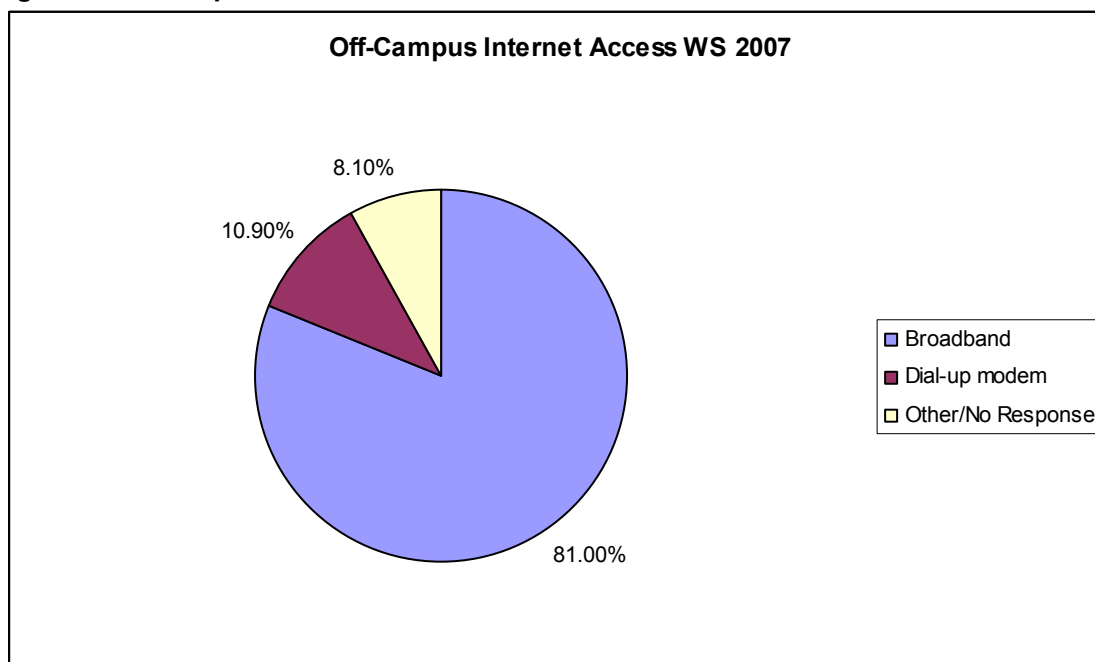
Off-Campus Internet Access	Percentage WS06	Percentage FS06	Percentage WS07
Dial-up modem	19%	14% (119)	10.9% (124)
DSL/Cable Modem	68.6%	68.4% (583)	74.9% (852)
Work LAN	8.1%	9 % (77)	6.1% (69)
Wireless access at work	5%	5.2% (44)	0%**
Other wireless access	5%	7.3% (62)*	0%**
Other Internet Access	2.9%	2.2% (19)	6.8% (77)

*In WS06 we asked about wireless access at home. This question was not included in the FS06 survey.

**For WS07 the question only asked if students used wireless internet access as a primary internet connection from off campus.

***For WS07 “other internet access” was not a possible response.

Figure 7: Off-campus Internet Access WS 2007



Broadband connections to the Internet (e.g., DSL and cable modems) continue to increase overall. In WS07, over four-fifths (81%) of the students report some type of broadband internet connection from off-campus (DSL/Cable modem or work LAN) compared to 50.7% in FS03.

Comparisons between students and faculty access show increasing differences (i.e., faculty relying on dial-up modems to a greater extent). The gaps are narrowing and illustrate the potential of using broadband applications, such as multi-media and interactive technologies, for learning. UM-St. Louis ceased providing dial-up internet access in June 2007.

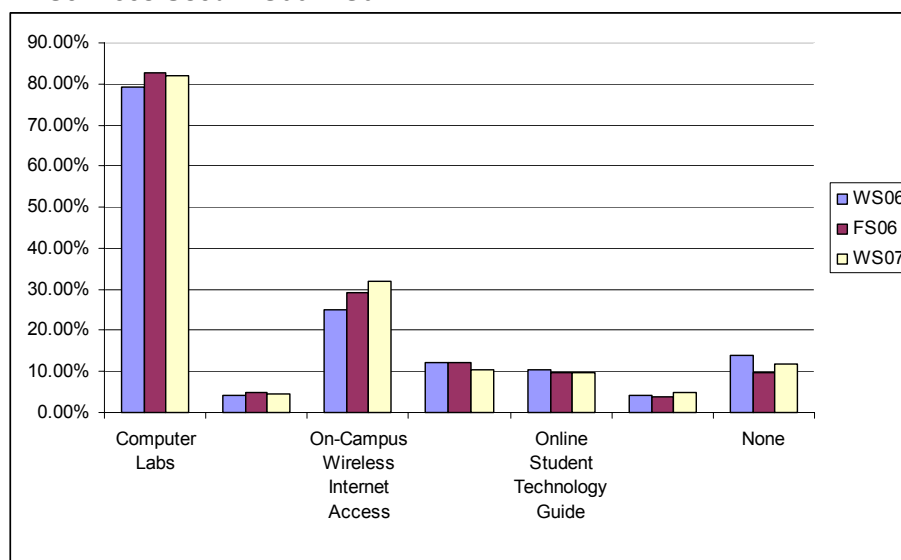
Use of Information Technology Services (Q4)

Students were asked about their use of various ITS facilities in this year's survey. Computer labs and wireless Internet access stand out as the most important services used by students. We are tracking a steady increase in the use of wireless internet access on campus. The low rate of use of the lap-top check-out program at Thomas Jefferson and Ward Barnes Libraries reflects the recent introduction of these programs to the campus.

Table 5: Information technology services used (multiple responses possible)

Information Technology services have you used within the past semester	Percentage WS06	Percentage FS06	Percentage WS07
Computer Labs	79.4%	82.7%	82.1%
Laptop check-out at TJ Library and/or Barnes Library	4.2%	5.0%	4.4%
On-Campus Wireless Internet Access	25.1%	29.3%	31.9%
Downloaded the free download of Norton Anti-Virus	12.2%	12.0%	10.5%
Online Student Technology Guide	10.4%	9.7%	9.6%
Instructional Computing Short Courses	4%	3.9%	4.7%
None	13.8%	9.7%	11.7%

Figure 8: IT Services Used WS06-WS07



MyGateway Experiences

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

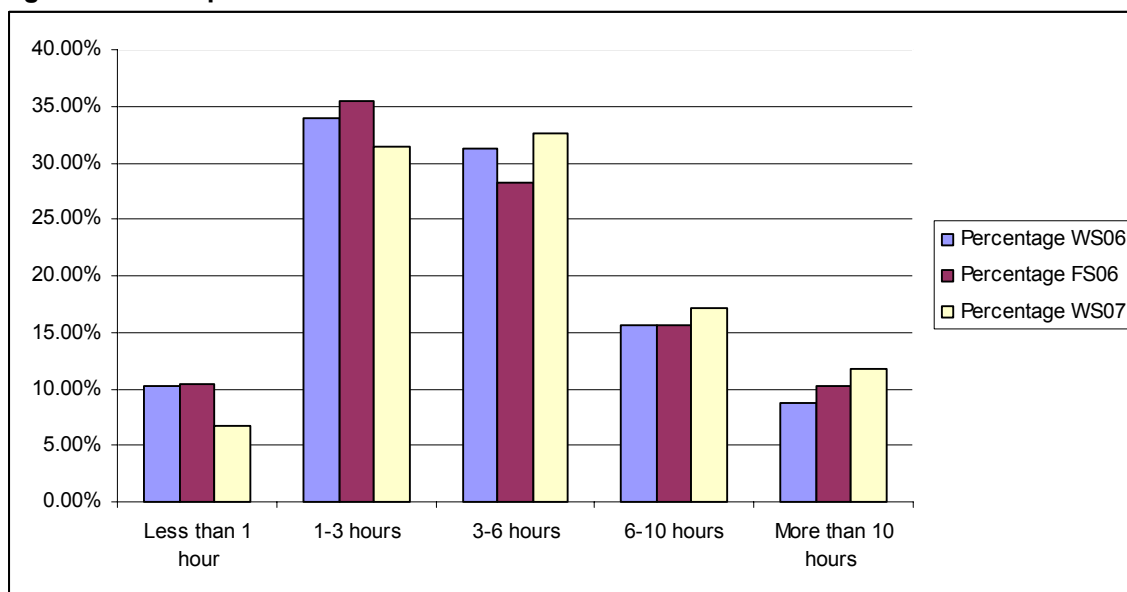
Students were asked about the time they spent online working on their courses. Over 74% of the students indicated they spend three or more hours a week online doing course work.

Table 6: Time Spent Online for Course Work each Week (Q6)

Time Spent Online for Course Work	Percentage WS06	Percentage FS06	Percentage WS07
Less than 1 hour	10.2%	10.5%	6.7%
1-3 hours	34%	35.5%	31.5%
3-6 hours	31.3%	28.2%	32.6%
6-10 hours	15.6%	15.6%	17.1%
More than 10 hours	8.8%	10.3%	11.7%

The percentage of students indicating they spend 6-10 hours online weekly has steadily increased over the past year. In winter semester 2006, combined totals for 6-10 hours and 10+ hours were indicated by 24.4% of those responding; while in winter semester 2007 the combined total was indicated by 28.8%. This increase in online activity may simply document increasing level of use of MyGateway and other online technologies in the classroom, but it also suggests that students find themselves more engaged in classes that provide access to a variety of resources and the flexibility to organize time and effort to fit into busy contemporary lifestyles.

Figure 9: Time Spent Online For Course Work WS06-WS07

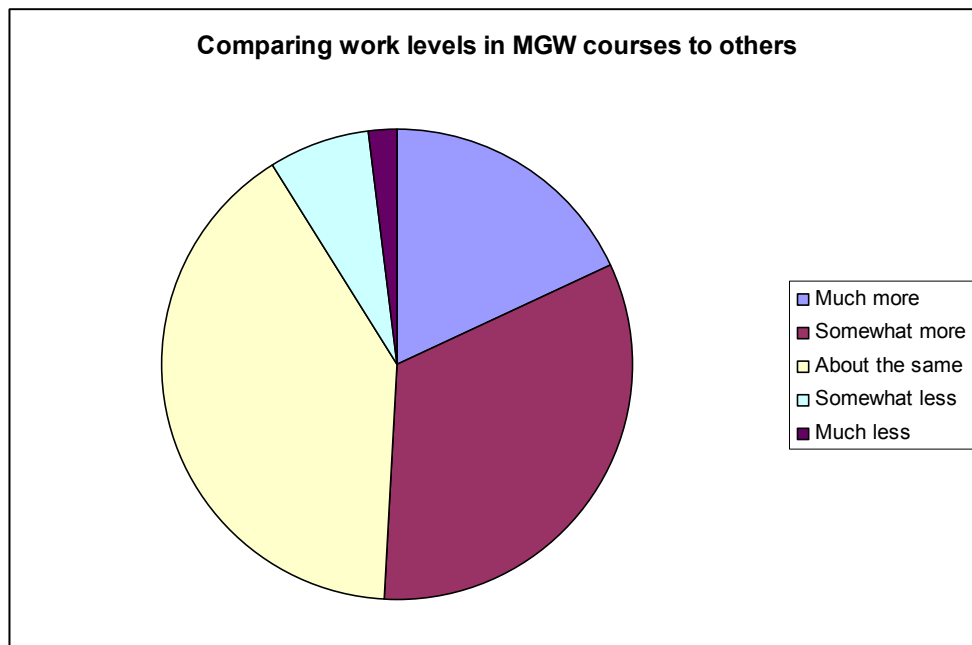


To corroborate the increased time spent online, students compared the work among classes using MyGateway frequently and those minimally, or not at all. Again, just about half (49.8%) of the students indicated that they “work more” in courses that use MyGateway as compared to courses that don’t use it or use it to a limited extent.

Table 7: Working in Courses Using MyGateway (Q7)

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?	Percentage WS06	Percentage FS06	Percentage WS07
Much more	23.8%	19.6%	17.0%
Somewhat more	31.8%	30.2%	31.0%
About the same	36.2%	40.7%	38.3%
Somewhat less	6.1%	6.7%	6.5%
Much less	2.1%	2.8%	1.8%

Figure 10: 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? WS 2007



Useful Features of MyGateway (Q21)

The **communication utilities** in MyGateway, specifically class email and instructor announcements ranked as the most useful features of the system for the past three instances of this survey (88.4% for WS 2007). Over the past 6 years, MyGateway has become the primary means through which many (if not most) students receive basic information about their classes and the campus. Next to communication utilities, students (83.6%) indicated having **access to the grades** through MyGateway was also useful. The third most useful feature of the system, listed by 81.5% of the students, was the **availability of documents** related to coursework. Also of note, the **use of online quizzes, exams, and tests** was ranked among the top four features by 54.0% of the students.

Table 8: MyGateway Features Found Most Useful (multiple responses possible)

Which of the following features of MyGateway do you find most useful?	Percent WS06	Percent FS06	Percent WS07
Announcements and email	86.6%	84.5%	88.4%
Grade Book	83.3%	79.3%	83.6%
Text Documents (Syllabus), PowerPoint Presentations, and Web pages (lecture notes, readings, etc.)	81.4%	78.2%	81.5%
Online quizzes, exams and tests	54.4%	48.9%	54.0%
Discussion Forums	37.7%	28.3%	28.7%
Calendar and Tasks	22.9%	24.1%	23.1%
Multimedia resources (movies, images, and sounds)	20.1%	20.4%	21%
Groups	15.4%	12.4%	17.2%
Centra and/or Wimba Live Classroom (real-time internet and audio connection, and class presentation recording)	10.2%	6.7%	7.4%
Chat and the virtual classroom	9%	7.4%	7.7%
Audio tools (voice boards, voice emails, voice direct)*	4.4%	4.5%	6.3%
Wikis and Blogs (team sites and journals)*	3.2%	3.8%	4.3%

We have seen the use of online tests and quizzes expand over the past few years with the creation of the Online Testing Center on South Campus and improvements in the testing program in MyGateway. The North Campus OTC opened for in fall 2006. Response rates on the usefulness of Centra/Wimba Live Classroom, audio tools, wikis and blogs may reflect the recent additional of these tools and the fact that they are not yet used in many classes. Yet, the increase in student appreciation of “audio tools” may represent the innovative integration of these tools in the foreign language courses over the past academic year.

Learning, Communication, and Satisfaction with MyGateway (Q8-20)

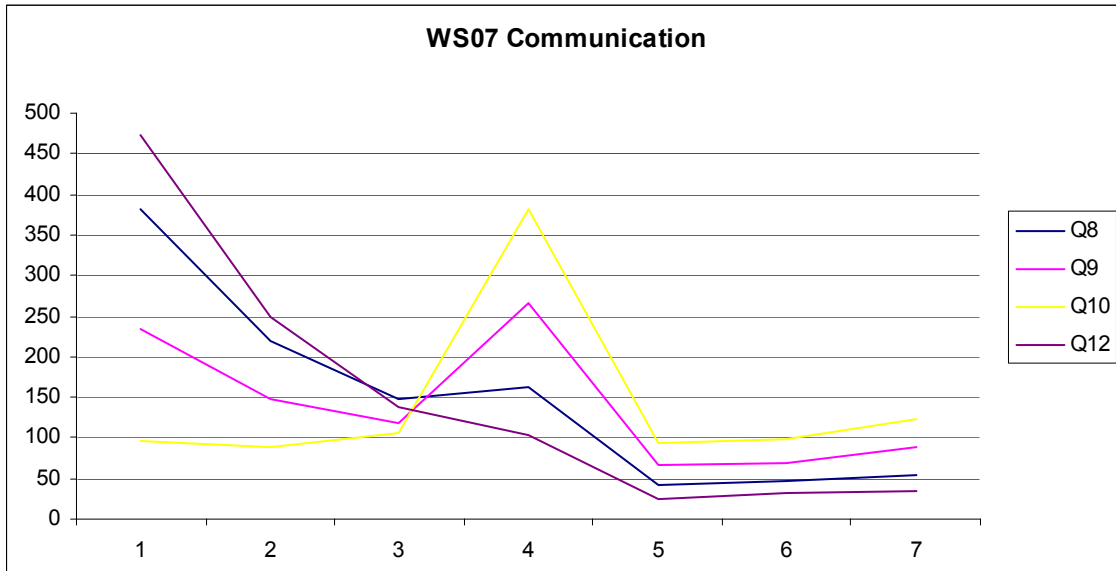
Students ranked the following statements on a seven-point Likert scale (1: strongly agree, 4: neutral, 7: strongly disagree). For all questions (except question 10: “Using *MyGateway* for my course work makes it more likely for me to work in face-to-face groups.”), the mean scores indicate perceptions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

**Table 9: Communicating, Learning, and Satisfaction with MyGateway WS06-WS07
(1: strongly agree, 4: neutral, 7: strongly disagree)**

Question	Mean Score WS 06	Mean Score FS 06	STD FS06	Does Not Apply FS06	Mean Score WS 07	STD WS07	Does Not Apply WS07	Mean score WS06-WS07
8. Communicate with other students.	2.61	2.7	1.794	94 (11%)	2.64	1.748	84 (7.4%)	2.65
9. Work in online groups.	3.25	3.54	1.857	143 (16.8%)	3.35	1.891	144 (12.7%)	3.38
10. More likely for me to work in face-to-face groups.	4.16	4.23	1.657	148 (17.4%)	4.09	1.722	148 (13.0%)	4.16
11. More likely that I spend additional time studying.	3.3	3.38	1.747	121 (14.2%)	3.24	1.698	95 (8.4%)	3.31
12. Communicate with my instructor.	2.21	2.25	1.517	105 (12.3%)	2.23	1.558	81 (7.1%)	2.23
13. MGW helps me do better (learn more).	2.63	2.91	1.612	109 (12.8%)	2.83	1.63	82 (7.2%)	2.79
14. Satisfied with courses because of MGW.	2.55	2.83	1.593	111 (13.0%)	2.75	1.653	93 (8.2%)	2.71
15. MGW helps me stay engaged.	1.71	1.83	1.276	114 (13.4%)	1.84	1.347	87 (7.7%)	1.79
16. Online discussions make me think more about the course topics.	2.9	3.2	1.67	223 (26.2%)	3.08	1.682	252 (22.2%)	3.06
17. Complete course assignments.	2.62	2.97	1.841	117 (13.7%)	2.86	1.858	109 (9.6%)	2.82
18. Use MGW in all my courses.	1.93	2.05	1.532	103 (12.1%)	2.15	1.644	80 (7.0%)	2.04
19. Take another course at UMSL because it uses <i>MyGateway</i> .	2.96	3.35	1.876	121 (14.2%)	3.29	1.876	134 (11.8%)	3.20
20. Complete my degree at UMSL because of MGW	3.2	3.46	1.881	133 (15.6%)	3.4	1.889	130 (11.4%)	3.35

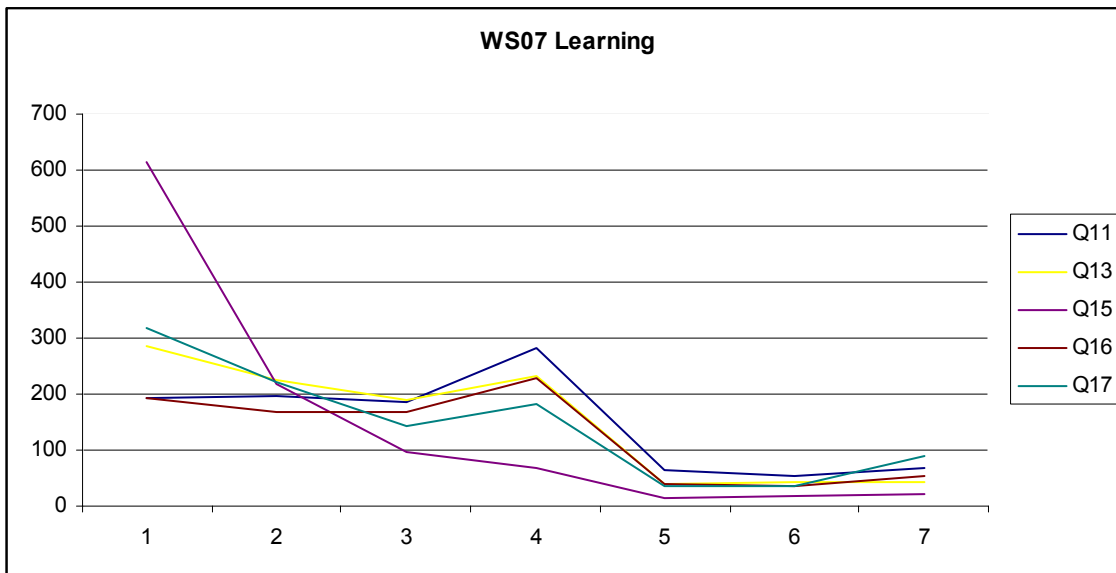
Most significantly (and supported by previous studies³), “Being able to access course grades via *MyGateway* helps me stay engaged with my course work” and “I would like to have *MyGateway* used in all my courses,” rank as being most important to the students responding to the survey.

Figure 11: Distribution of responses for “communication” questions



Note. The communication question (Q10) dealing with likelihood of working in face-to-face groups shows the most neutral response (at 4 on the 7-point scale).

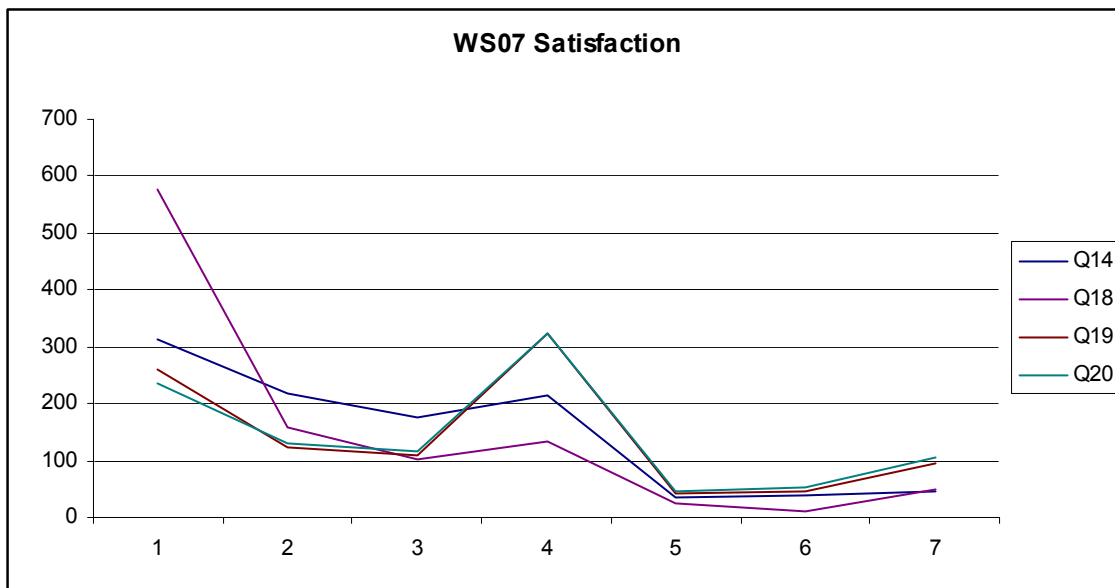
Figure 12: Distribution of responses for “learning” questions



³ See previous survey analyses at:
<http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

Note. The question dealing with likelihood of spending more time studying (Q 11) yields the most neutral response, 4 on a 7-point scale. Question 15, stating access to grades keeps student engaged, was more universally supported by those responding.

Figure 13: Distribution of responses for “satisfaction” questions



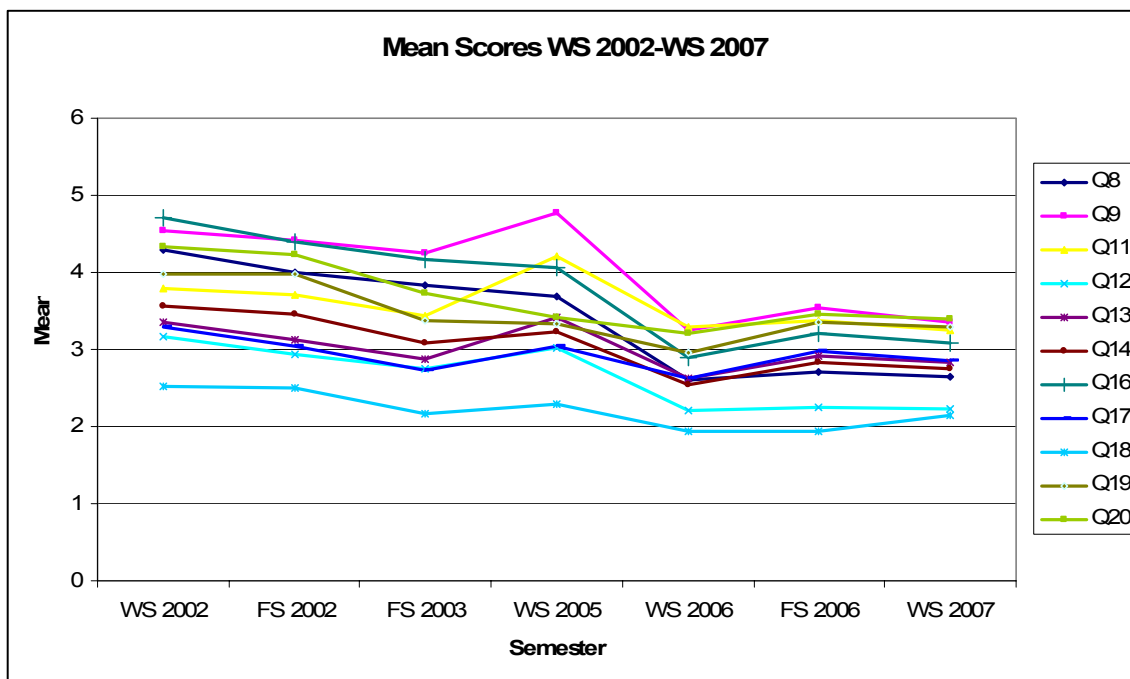
The data presented above indicate that use of MyGateway results in higher estimates of learning activity, higher degrees of satisfaction, more student/teacher communication, more student/student communication, and a perception of increased learning outcomes. Table 10 and figure 14 present mean score data on student perceptions concerning communication, learning and satisfaction over seven instances of the survey (WS 2002-WS 2007). Overall trends, while somewhat variable year-to-year, indicate this increasing tendency for students to view MyGateway as a key component of their learning experience.

Table 10: Mean Scores for Communicating, Learning, and Satisfaction with MyGateway WS02-WS07

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

Year	Q8	Q9	Q11	Q12	Q13	Q14	Q16	Q17	Q18	Q19	Q20
WS 2002	4.29	4.55	3.80	3.16	3.35	3.57	4.71	3.30	2.52	3.98	4.33
FS 2002	3.99	4.41	3.70	2.93	3.13	3.46	4.39	3.04	2.50	3.97	4.23
FS 2003	3.83	4.25	3.44	2.75	2.88	3.08	4.16	2.73	2.16	3.37	3.73
WS 2005	3.68	4.78	4.21	3.03	3.41	3.23	4.06	3.05	2.29	3.34	3.41
WS 2006	2.61	3.25	3.30	2.21	2.63	2.55	2.90	2.62	1.93	2.96	3.20
FS 2006	2.7	3.54	3.38	2.25	2.91	2.83	3.2	2.97	1.93	3.35	3.46
WS 2007	2.64	3.35	3.24	2.23	2.83	2.75	3.08	2.86	2.15	3.29	3.4

Figure 14: Mean Scores for Communicating, Learning, and Satisfaction with MyGateway WS02-WS07



Written Comments (Q34):

Two-hundred and twenty-five students (225) provided written comments on the fall 2006 survey (26.4% of all respondents). Of these, 75 responses (33.3%) related to MyGateway, Email, and/or other online tools integrated into the course management system (such as Centra and the Online Testing Center). For WS 2007, 131 students (52.6% of those providing written comments) provided written comments on MyGateway out of 249 (21.9% of all respondents) total comments.

The following categories (drawn from previous surveys responses and from analysis of current responses) characterize the benefits and problems student report. The number of responses indicated in the tables below total more than 206 since many responses contain two or more specific comments:

Notable are the positive statements endorsing MyGateway as a convenient tool for communicating, checking grades, referring to documents, and generally keeping in touch with course and campus by our students. Negative experiences are more commonly focused on how MyGateway is used, or not, by our faculty.

Table 11: Benefits of Using MyGateway

Benefits	FS 2006		WS 2007	
	Number Reporting	Percentage	Number Reporting	Percentage
Generally positive ("MyGateway is great!")	18	24%	56	42.7%
Communication (email, discussion boards, announcements, Centra)	7	9.3%	24	18.3%
Convenience, Accessibility, and Reliability	10	13.3%	20	15.3%
Viewing and tracking grades	9	12%	26	19.8%
Accessing Documents and Assignments	4	5.3%	23	17.6%
Organization features (personal and course-related)	7	9.3%	10	7.6%
Enhances Campus Connection	4	5.3%	8	6.1%

In their own words:

I think all classes should use this to some degree, and that all instructors should post grades here.

I am a 41 year old adult returning student. MyGateway was new to me this semester. I love it! It's a great way to keep in touch with the teacher and other students. I like seeing my grades posted as well. Thanks!

Can you give instructors incentives to use MYgateway so more of my classes would use it?

I love Mygateway!

I am very, very impressed with the entire technology department, lab hours, and resources available to me. My Gateway is awesome!!!!!!!

The major benefit for me with MyGateway is the ability for professors to offer hybrid courses that combine in-classroom with online. This reduces the need for adult working professionals to have to physically come to campus, which often involves taking time away from work responsibilities (not to mention cutting into PTO or Vacation time that has to be taken to do so). I applaud the growing use of this hybrid method in the doctoral program in higher education. The flexibility this provides to us is greatly appreciated.

[When I need] something I can download a copy of that item from the class site. If I don't want to have a lot of paper items I can look at them as I need them on MyGateway. Also, communicating with other students is easier because everyone's email address is located in MyGateway. I haven't had any online courses yet so I can't comment on those, but so far so good.

Table 12: Problems Associated with using MyGateway

Problems	FS 2006		WS 2007	
	Number Reporting	Percentage	Number Reporting	Percentage
MyGateway not used by instructors	10	13.3%	26	19.8%
MyGateway used inconsistently	14	18.7%	27	20.6%
Email problems	3	4%	8	6.1%
Mandate use of grade book/require instructors to use MGW	13	17.3%	14	10.7%
Navigation problems	5	6.7%	3	2.3%
Login and technical difficulties	5	6.7%	17	13 %
Need instruction on use	5	6.7%	13	10%

The majority of problems associated with MyGateway had to do with the way the system is used (or not used), rather than with the course management system itself. Students are frustrated by the inconsistent use of MyGateway from instructor to instructor, and by the resistance of their instructors to use the system at all. Additionally, for the WS 2007 survey 9 comments (6.9%) focused on complaints from students that instructors were relying too heavily on MyGateway and/or that courses using MyGateway required too much effort and time outside of class. This was semester in which this particular issue was raised by more than one or two students.

In their own words:

Please make all professors use the mygateway gradebook. The classes that I've had that don't utilize this feature, I have no idea what my grade is because the teacher is not forced to enter and calculate our grades on their own. This is frustrating for me because it makes it difficult to manage my time based on the grade I would like to have in the class.

To MyGateway: I find it very useful, but must say that due to inconsistency of some professors we have one assignment through e-mail, some on paper, some on MyGateway... Sometimes I have forgotten to look at MyGateway and that was the time when we had homework assigned through it. In my opinion teachers should be trained to use it rather consistently; but that requires an unlikely change from their current ways of doing things.

I just wish all of my teachers would use MyGateway for grades, not just some of my teachers. One of my classes right now, I have NO CLUE what my grade is, and that's extremely discouraging when going into finals week. PLEASE require teachers to post grades...even if there's a curve, it's still nice to be able to keep track of your points.

It should be mandatory for instructors to post grades on mygateway and keep it updated. I utilize 'mygrades' so much and it helps me stay on top of all my classes. It is very frustrating when the [Professors] don't use it!

Get the professors to use the MyGateway tool more consistently - many of the features are unavailable unless the professors participate (loading groups, posting grades, etc.).

Professors should not use MyGateway. Some rely heavily on it and double the work load...

This was my first semester at UMSL and it was hard for me to become familiar with your software and programs. At first, I didn't know who to ask for help, and once I begin to network, I was able to get the assistance I needed.

Conclusions

Faculty and students at UM-St. Louis continue to incorporate MyGateway into the learning process. The use of MyGateway has created changes in how students and instructors define their respective roles in the classroom, and online learning components offered via MyGateway continue to exert a 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 previous student surveys.

The data from the current MyGateway survey lend support to the conclusions reached in the survey analysis of 2001, 2002, 2003, 2005, and 2006⁴; **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 previous four years, highlight MyGateway's contribution to the strategic campus goals of:

- **Recruitment**
- **Retention**
- **Student engagement**
- **Community building**

Implications for the Institution

Inconsistent use of MyGateway: Students have voiced their frustrations about the variety of ways MyGateway is used across the campus for the past several years. They have advocated mandates for its use and standards for types and placement of documents.

Campus technology support staff are stepping up efforts to consult with departments and faculty to customize training efforts for several groups of faculty:

- New online faculty
- Faculty using minimal technology
- Early adopters wishing to embrace multi-media applications and engagement strategies

Departments could address these suggestions by providing standards for syllabi and MyGateway use. Several departments have already developed standards and these would be excellent sources of information for other units. Identifying faculty innovators willing to consult

⁴ See previous survey analyses at:
<http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

with their colleagues could be both a recognition program and a way to hasten the adoption of standards. Based on student comments concerning the problems they had, "having to figure things out on (their) own," these practices could be included in new student communiqués and orientation materials. Seminars for transfer students, as well as graduate students, needing specific technology resources could be prepared by graduate supervisors and IT staff teams.

Student Engagement: MyGateway has been described as an instructional tool, helping keep students engaged throughout their courses. 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 the faculty MyGateway survey⁵ report increased expectations of students' responsibility for learning and of participating actively in online discussions. Both faculty and students indicate that communication between and among themselves have increased owing to MyGateway's communication features.

Workshops for faculty could focus on the instructional considerations and course redesign to make the most of technology (e.g., MyGateway and other software). In addition, providing a campus-wide discussion forum, and involving students in the workshops, could serve to promote the interests of all stakeholders. Students have much to tell the institution about facilitating their learning.

⁵ See the FS 2006-WS 2007 Faculty MyGateway and TEC Classroom Survey analysis at: <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

Appendix 1:

University of Missouri-St. Louis

***MyGateway* and Instructional Computing Labs Student Survey
Spring 2006**

Please complete the survey based on your experiences with *MyGateway* and campus Computer Labs. Most of the questions ask for one response (based on your priority or primary experience). Your responses are **anonymous**. Your participation is completely voluntary, and you are free to refuse to answer any questions. UM-St. Louis Information Technology Services thanks you for your participation. Your input will be useful in planning student support and developing new technologies.

1. What is your course of study?

- Arts and Sciences
- Business Administration
- Education
- Graduate School
- Nursing
- Optometry
- Fine Arts and Communications
- Other

2. What is your **primary** location for accessing the Internet for educational purposes is (*mark only one*)

- A. On Campus (labs, library, MSC, and/or classrooms)
- B. Student Housing (Dorms, Meadows, Honors College)
- C. At Home
- D. At Work
- E. Other

3. What kind of computer do you use at home? (check all that apply)

- A. Windows desk top PC
- B. Windows laptop PC
- C. Mac desktop
- D. Mac laptop
- E. Other
- F. None

4. Which Information Technology services have you used within the past semester? (check all that apply)

- A. Computer Labs
- B. Laptop check-out at TJ Library and/or Barnes Library
- C. Wireless Internet access (www.umsi.edu/technology/wireless)
- D. Downloaded the free download of Norton Anti-Virus (www.umsi.edu/norton)
- E. Online Student Technology Guide (www.umsi.edu/stg)
- F. Instructional Computing Short courses (www.umsi.edu/training)
- G. None

5. If you connect to the Internet from off-campus, what type of Internet connection do you have (select all that apply)?

- A. Dial-up modem
- B. DSL/Cable Modem
- C. Work LAN
- D. Wireless access at home
- E. Wireless access at work
- F. Other wireless access
- G. Other Internet access

6. How much time did you spend online each week for your course work?

Less than 1 hour	1-3 hours	3-6 hours	6-10 hours	More than 10 hours
A	B	C	D	E

Please answer the following questions concerning the use of MyGateway in your classes here at UM-St. Louis. If you did not have classes that used MyGateway, [click here](#) to go to questions concerning your experiences with Instructional Computing Computer Labs.

7. 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?

Much More Somewhat More About the same Somewhat Less Much Less

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

A	B	C	D	E	F	G	H
Strongly Agree						Strongly Disagree	Does not Apply

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

A	B	C	D	E	F	G	H
Strongly Agree						Strongly Disagree	Does not Apply

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

A	B	C	D	E	F	G	H
Strongly Agree						Strongly Disagree	Does not Apply

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

A	B	C	D	E	F	G	H
Strongly Agree						Strongly Disagree	Does not Apply

12. Using MyGateway for my course work makes it more likely for me to communicate with my instructor.

A	B	C	D	E	F	G	H
Strongly Agree						Strongly Disagree	Does not Apply

13. Using MyGateway for my course work helps me do better (learn more).

A	B	C	D	E	F	G	H
Strongly						Strongly	Does not
Agree						Disagree	Apply

14. I am very satisfied with the courses I take because they use MyGateway.

A	B	C	D	E	F	G	H
Strongly						Strongly	Does not
Agree						Disagree	Apply

15. Being able to access course grades via MyGateway helps me stay engaged with my course work.

A	B	C	D	E	F	G	H
Strongly						Strongly	Does not
Agree						Disagree	Apply

16. The online discussions (text and/or audio) in MyGateway make me think more about course topics.

A	B	C	D	E	F	G	H
Strongly						Strongly	Does not
Agree						Disagree	Apply

17. Using MyGateway makes it more likely for me to complete course assignments.

A	B	C	D	E	F	G	H
Strongly						Strongly	Does not
Agree						Disagree	Apply

18. I would like to have MyGateway used in all my courses.

A	B	C	D	E	F	G	H
Strongly						Strongly	MyGateway was used
Agree						Disagree	in all of my courses

19. I am more likely to take another course at UMSL because it uses MyGateway.

A	B	C	D	E	F	G	H
Strongly						Strongly	Does not
Agree						Disagree	Apply

20. I am more likely to complete my degree at UMSL because of the advantages of using MyGateway in my courses.

A	B	C	D	E	F	G	H
Strongly						Strongly	Does not
Agree						Disagree	Apply

21. Which of the following features of MyGateway do you find most useful (check all that apply)?

- A. Announcements and email
- B. Discussion Forums
- C. Groups
- D. Text Documents (Syllabus), PowerPoint Presentations, and Web pages (lecture notes, readings, etc.)
- E. Multimedia resources (movies, images, and sounds)
- F. Online quizzes, exams and tests
- G. Grade Book
- H. Calendar and Tasks
- I. Chat and the virtual classroom

- J. Centra and/or Wimba Live Classroom (real-time internet and audio connection, and class presentation recording)
- K. Wikis and Blogs (team sites and journals)
- L. Audio tools (voice boards, voice emails, voice direct)

If you used any of the Instructional Computing Computer Labs, please answer questions 22-33. If not, [click here](#) to go to question 34.

22. The consultant in the IC computer lab was courteous, helpful, and positive.

A	B	C	D	E	F	G	H
	Strongly					Strongly	Does not
	Agree					Disagree	Apply

23. The consultant in the IC computer lab helped answer my computer questions.

A	B	C	D	E	F	G	H
	Strongly					Strongly	Does not
	Agree					Disagree	Apply

24. The IC computer labs were clean and well organized.

A	B	C	D	E	F	G	H
	Strongly					Strongly	Does not
	Agree					Disagree	Apply

25. My overall experience was positive in the IC campus computer labs.

A	B	C	D	E	F	G	H
	Strongly					Strongly	Does not
	Agree					Disagree	Apply

26. Please select the lab location you used the most during this semester.

- SSB 103 (Main Computing Lab)
- SSB 452 (Social Sciences Lab)
- SSB 227
- SSB 409 (Writing Lab)
- SSB 425 (Math Lab)
- BH 232 (Benton Hall Lab)
- TJ 316 (Thomas Jefferson Library Research Commons)
- WEB 100 (Ward E. Barnes Library Research Commons, South Campus)
- TLC (E. Desmond Lee Technology and Learning Center, South Campus)
- Math TLC (UC050)
- Fine Arts 220
- CCB 316 (MathCS Lab)
- Music 105
- Clark 400 (Foreign Language Lab)
- MSC Chatroom
- Honors 308

27. I visit the computer labs on campus for: (check all that apply)

- Accessing MyGateway
- Attending my course using Centra or Horizon Wimba
- Using the applications on the computer for coursework
- Playing games to pass time
- Scanning
- Printing my course related items
- Seeking assistance from lab consultants
- Seeking assistance from designated course tutors

28. What computer platform(s) do you use in the computer labs? (Check all that apply)
- Windows XP
 - Macintosh OSX/UNIX
29. Instructional Computing offer a series of "Short Courses" during the semester and I would like to see the following classes continue to be offered (check all that apply):
- Office Basics (Word, Excel, PowerPoint Session 1 & 2)
 - Software Basics (CD Writing, Photoshop Session 1 & 2)
 - Computer Management (Viruses and Spyware, File Management)
 - Operating Systems Basics (UNIX/Macintosh)
 - Exchange/Outlook (studentmail)
 - MyGateway
 - Instructional Computing Fridays
 - Evening Marathon
 - Did not know these classes were available
30. I learned about Short Courses from:
- A Lab Consultant
 - www.umsl.edu/training
 - Advertising in The Current
 - Advertising on a Bulletin Board
 - Advertising in the Computer Lab
 - MyGateway "Student" tab - Announcements
 - UMSL Wide email
 - Did not know these classes were available
31. Which of these methods do you prefer when accessing your personal UMSL server space while off campus?
- FTP Client
 - FTP via a web browser
 - Telnet
 - Samba Download Utility
 - Other
 - I was not aware of these choices
32. Please select the method you use to answer your questions regarding UMSL's computer resources available to all students?
- Student Online Technology Guide (www.umsl.edu/stg)
 - Student Technology Guide (printed version)
 - Technology Support Center (Lucas Hall 211 ext. 6034)
 - Ask a friend
 - Ask a lab consultant
33. Again this semester, IC Labs are extending closing time in SSB 103 on weekends until 12:00 midnight (April 21st-May 11th) for final's preparation; I plan on taking advantage of those extra hours by visiting that lab during the extended hours:
- Yes
 - No

34. Additional Comments:
