

MyGateway Student Survey Fall 2007-Winter 2008¹

Prepared by: Robert O. Keel, October 5, 2008

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 2007 and WS 2008², and,
- Demonstration of indicators of optimal teaching and learning interactions between and among faculty and students.

Methodology

The FS 2007 and WS 2008 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 16 through December 14, 2007 for the fall survey and March 26, 2008-May 12, 2008 for the winter semester. Completed surveys numbered 845 for the FS 2007 survey and 744 for WS 2008 (approximately 7.1% of all students logging in to MyGateway during FS07 [11,795] and 6.3% of all students logging on to MyGateway during WS08 [11,778]).³ This report also presents data from the WS 2006, FS 2006, and 2007 surveys for comparison.

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

² The specifics of faculty use can be found in the faculty survey analysis located at: <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>. This report draws upon the analyses and trends documented in these earlier reports.

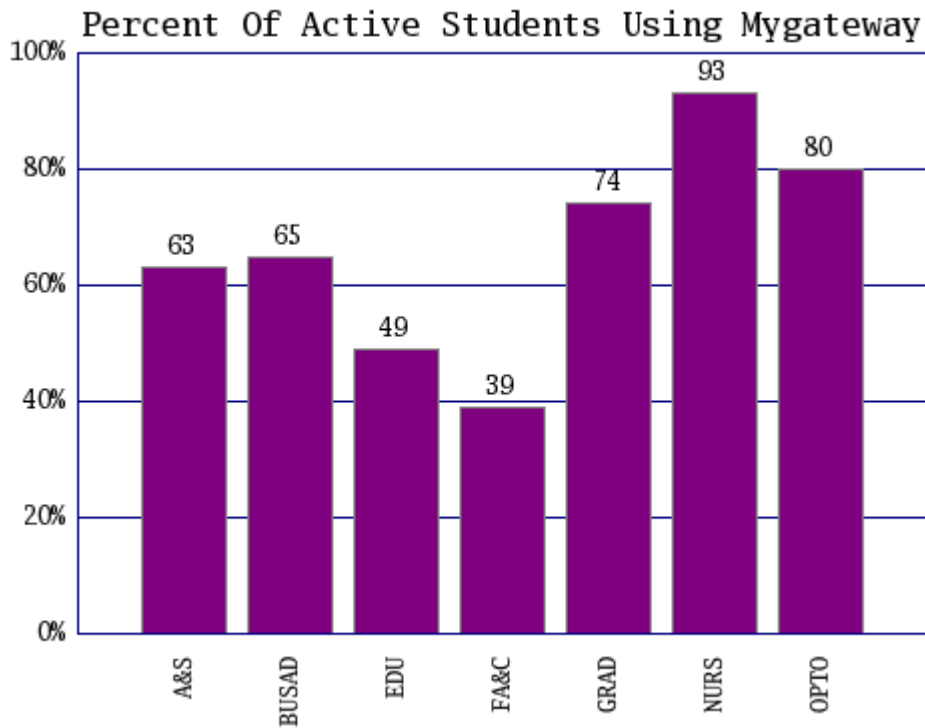
³ See, https://sso.umsl.edu/perl/umsl/stats_main.pl

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

Respondent's Course of study	Percentage FS06	Percentage WS07	Percentage FS07	Percentage WS08
Arts and Sciences	31.0%	31.3%	29.3%	30.4%
Business Administration	23.2%	25.4%	23.2%	19.5%
Education	14.0%	14.3%	14.0%	17.1%
Graduate School	14.1%	13.0%	13.5%	15.2%
Nursing	2.5%	3.5%	2.5%	3.5%
Optometry	1.3%	0.8%	0.9%	0.3%
Fine Arts and Communications	6.3%	6.6%	6.3%	6.6%
Other	6.0%	4.8%	6.0%	5.4%
Total	98.4%	99.7%	99.4%	99.9%

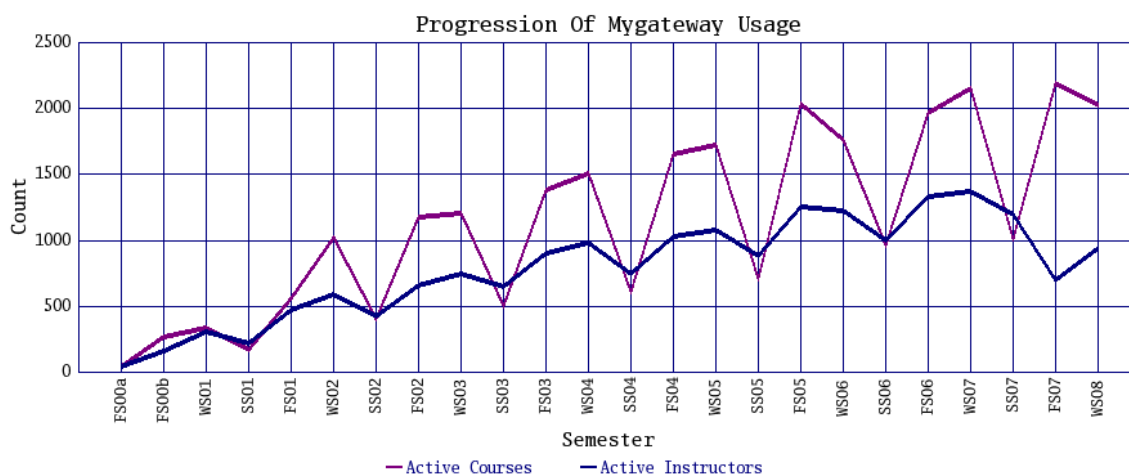
This distribution of students across the various academic units of the university, although not a random or representative sample of the student population, does come close to representing the distribution of student activity in MyGateway (see figures 1 and 2 below).

Figure 1: Percentage of all student activity in MyGateway by academic unit for winter semester 2008



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 2, 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 9, page 15).

Figure 2: Active courses and instructors in MyGateway FS 2000-WS 2008



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.

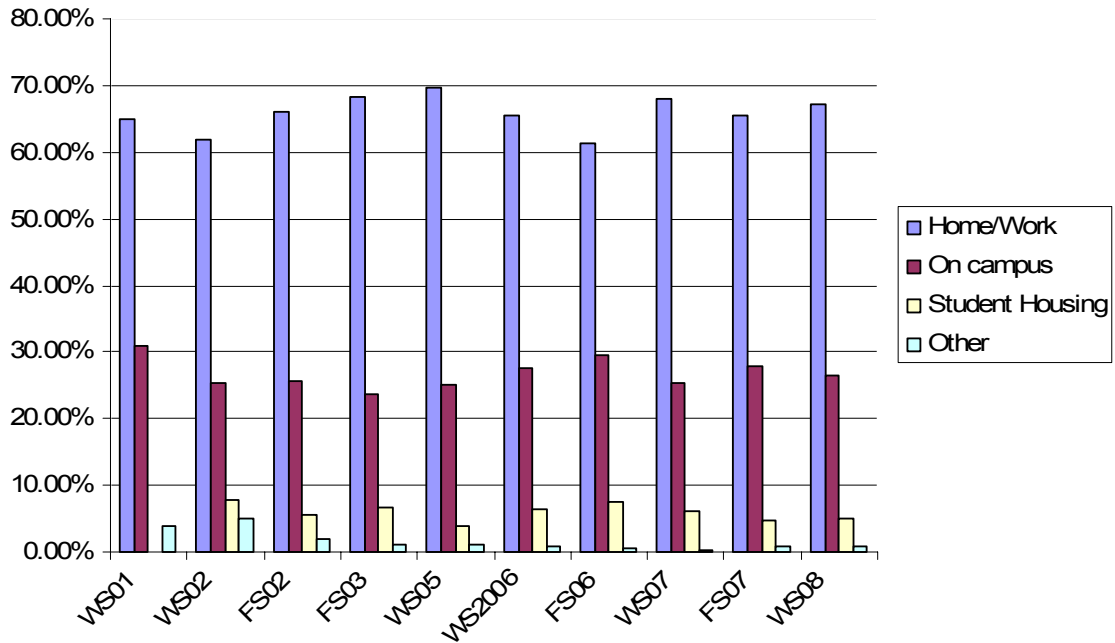
Primary Internet Access Location (Q2)

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	Percentage FS07	Percentage WS08
At Home	56.7%	56%	61.2%	59.9%	61.0%
On Campus (labs, library, MSC, and/or classrooms)	27.6%	29.5%	25.3%	27.9%	26.5%
At Work	8.7%	5.3%	6.7%	5.3%	6.3%
Student Housing (Dorms, Meadows, Honors College)	6.4%	7.6%	6.2%	4.9%	5.0%
Other	0.7%	0.6%	0.4%	0.8%	0.7%

Over two-thirds of student list home or work (67.3% for WS08) as their primary location for accessing the internet for educational purposes. This percentage has remained relatively consistent over the past eleven iterations of this survey.

Figure 3: Primary location for accessing the Internet for educational purposes, WS01-WS08



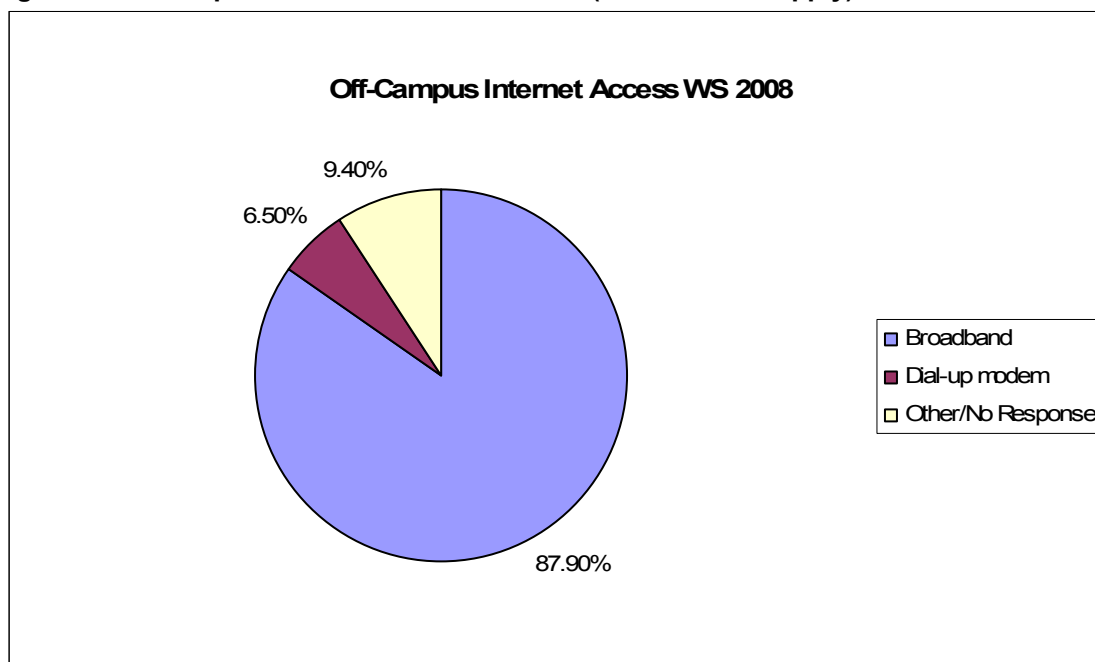
Type of Off-Campus Internet Connection (Q4)

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. Broadband access continues to grow. Only 6.5% of the respondents reported “dial-up modem” use.

Table 3: Off-Campus Internet Access (multiple responses possible)

Off-Campus Internet Access	Percentage WS06	Percentage FS06	Percentage WS07	Percentage FS07	Percentage WS08
Dial-up modem	19%	14%	10.9%	7.7%	6.5%
DSL/Cable Modem	68.6%	68.4%	74.9%	85.3%	87.9%
Work LAN	8.1%	9 %	4.0%	9.7%	9.4%

Figure 4: Off-campus Internet Access WS 2008 (check all that apply)



Comparisons between students and faculty access show little difference between faculty and student internet access—a narrowing of the gap as faculty broadband adoptions catches up to student access for WS 2008. UM-St. Louis ceased providing dial-up internet access in June 2007.⁴

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.

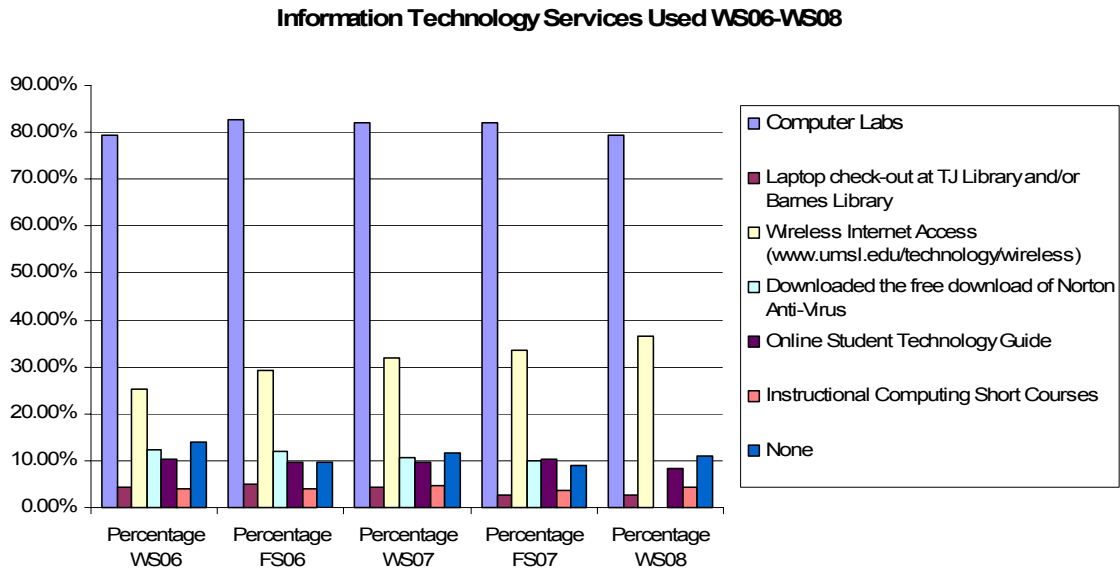
Table 4: Information technology services used (multiple responses possible)

Information Technology services have you used within the past semester	WS06%	FS06%	WS07%	FS07%	WS08%
Computer Labs	79.4%	82.7%	82.1%	81.9%	79.3%
Laptop check-out at TJ Library and/or Barnes Library	4.2%	5.0%	4.4%	2.7%	2.8%
Wireless Internet Access (www.umsl.edu/technology/wireless)	25.1%	29.3%	31.9%	33.7%	36.4%

⁴ The specifics of faculty use can be found in the faculty survey analysis located at: <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>. This report draws upon the analyses and trends documented in these earlier reports.

Downloaded the free download of Norton Anti-Virus	12.2%	12.0%	10.5%	9.8%	(.5%
Online Student Technology Guide	10.4%	9.7%	9.6%	10.3%	8.2%
Instructional Computing Short Courses	4%	3.9%	4.7%	3.7%	4.3%
None	13.8%	9.7%	11.7%	8.9%	11.0%

Figure 5: IT Services Used WS06-WS08



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.

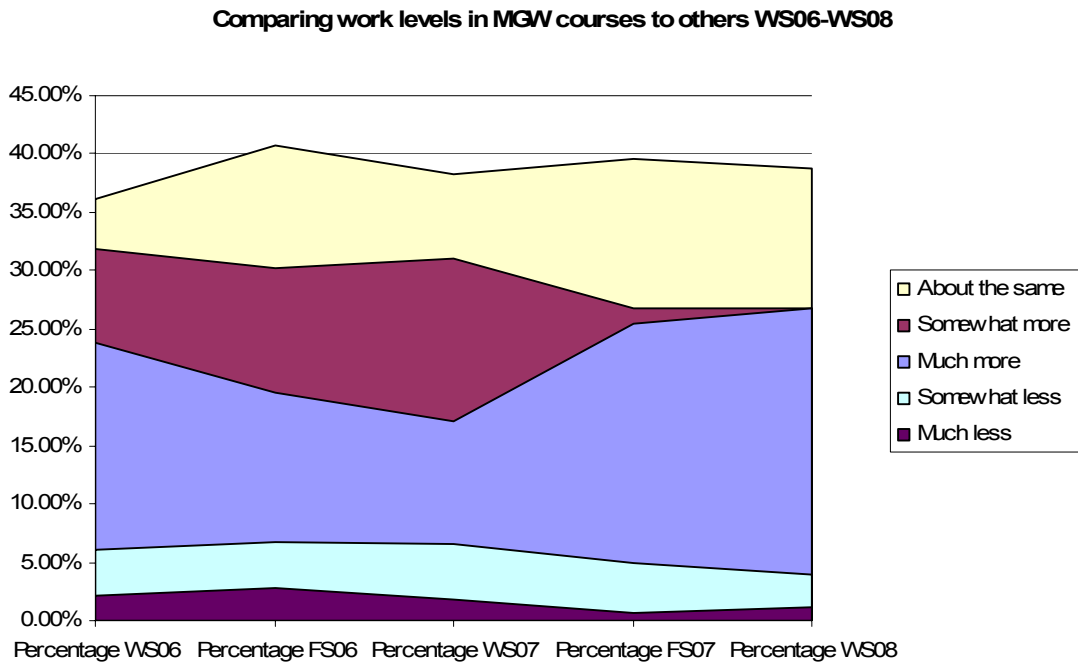
Course Work and MyGateway

Students were asked about the time they spent online working on their courses comparing the work among classes using MyGateway frequently and those minimally, or not at all. Again, just over half (53.4%) 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 5: 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?	WS06%	FS06%	WS07%	FS07%	WS08%
Much more	23.8%	19.6%	17.0%	25.4%	26.7%
Somewhat more	31.8%	30.2%	31.0%	26.7%	26.7%
About the same	36.2%	40.7%	38.3%	39.6%	38.8%
Somewhat less	6.1%	6.7%	6.5%	5.0%	4.0%
Much less	2.1%	2.8%	1.8%	0.7%	1.1%

Figure 6: 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 2008



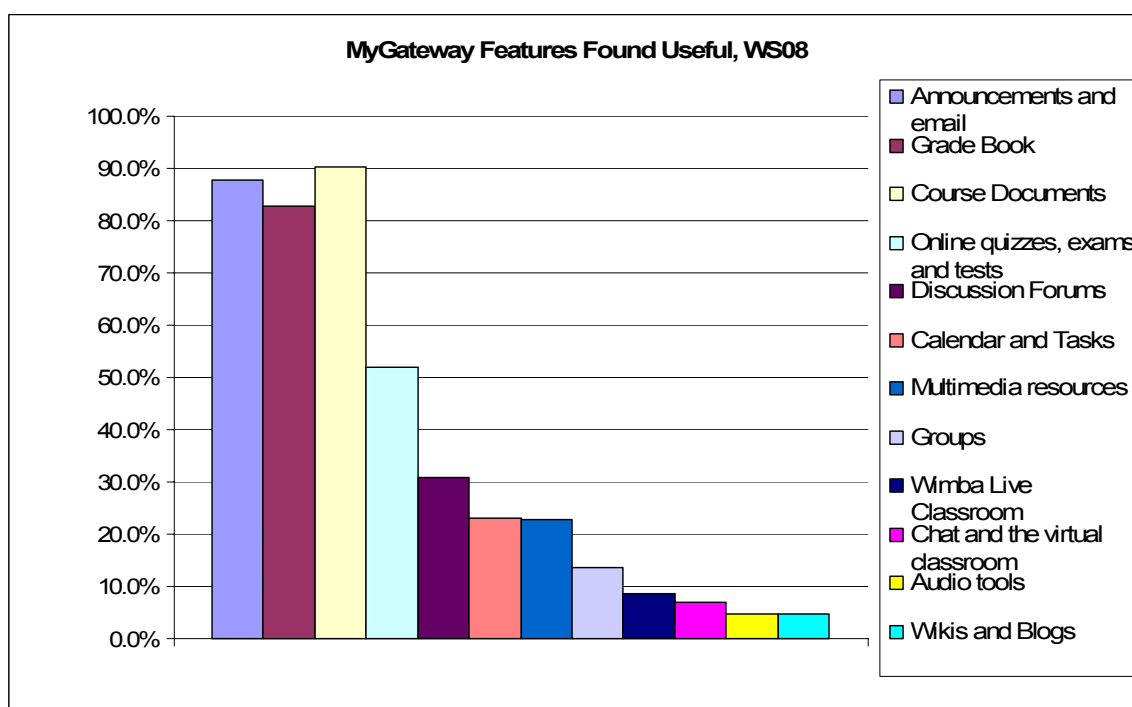
Useful Features of MyGateway (Q21)

For the first time, the most useful feature of the system, listed by 90.2% of the students, was the **availability of documents** related to coursework. This feature now slightly outranks the **communication utilities** in MyGateway, specifically class email and instructor announcements (87.9% for WS 2008) and **access to the grades** (82.9% for WS08). Over the past 8 years, MyGateway has become the primary means through which many (if not most) students receive basic information about their classes and the campus. Also of note, the **use of online quizzes, exams, and tests** was ranked among the top four features by 52.0% of the students.

Table 6: MyGateway Features Found Most Useful (multiple responses possible)

Which of the following features of MyGateway do you find most useful?	WS06%	FS06%	WS07%	FS07%	WS08%
Announcements and email	86.6%	84.5%	88.4%	87.7%	87.9%
Grade Book	83.3%	79.3%	83.6%	82.0%	82.9%
Course Documents	81.4%	78.2%	81.5%	88.6%	90.2%
Online quizzes, exams and tests	54.4%	48.9%	54.0%	51.5%	52%
Discussion Forums	37.7%	28.3%	28.7%	27.2%	30.8%
Calendar and Tasks	22.9%	24.1%	23.1%	22.8%	23%
Multimedia resources	20.1%	20.4%	21%	18.6	22.8
Groups	15.4%	12.4%	17.2%	13.7%	13.7%
Wimba Live Classroom (real-time internet and audio connection, and class presentation recording)	10.2%	6.7%	7.4%	5.6%	8.5%
Chat and the virtual classroom	9%	7.4%	7.7%	5.8%	7.0%
Audio tools (voice boards, voice emails, voice direct)*	4.4%	4.5%	6.3%	3.1%	4.7%
Wikis and Blogs (team sites and journals)*	3.2%	3.8%	4.3%	3.6%	4.6%

Figure 7



Response rates on the usefulness of 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.

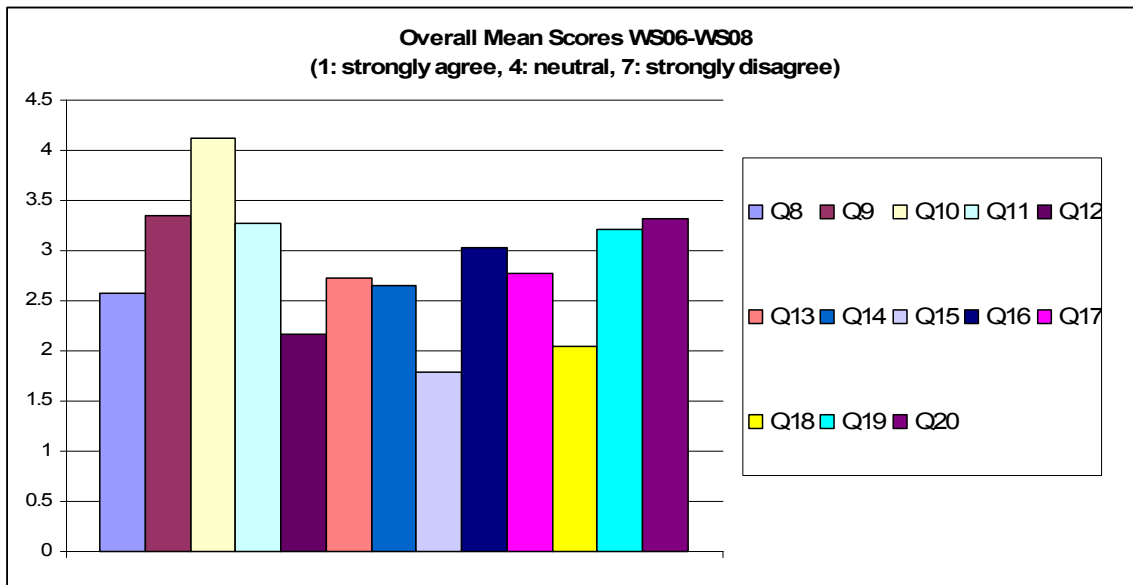
Learning, Communication, and Satisfaction with MyGateway (Q8-20)

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 7: Communicating, Learning, and Satisfaction with MyGateway WS06-WS08
(1: strongly agree, 4: neutral, 7: strongly disagree)**

Question	Mean Score WS06	Mean Score FS06	Mean Score WS07	Mean Score FS07	Mean Score WS08	Mean Score WS06-WS08
8. Communicate with other students.	2.61	2.7	2.64	2.48	2.48	2.582
9. Work in online groups.	3.25	3.54	3.35	3.28	3.29	3.342
10. More likely for me to work in face-to-face groups.	4.16	4.23	4.09	4.11	4.02	4.122
11. More likely that I spend additional time studying.	3.3	3.38	3.24	3.24	3.18	3.268
12. Communicate with my instructor.	2.21	2.25	2.23	2.12	2.03	2.168
13. MGW helps me do better (learn more).	2.63	2.91	2.83	2.65	2.63	2.73
14. Satisfied with courses because of MGW.	2.55	2.83	2.75	2.56	2.53	2.644
15. Accessing Grades in MGW helps me stay engaged.	1.71	1.83	1.84	1.76	1.8	1.788
16. Online discussions/think more about the course.	2.9	3.2	3.08	2.95	3.04	3.034
17. Complete course assignments.	2.62	2.97	2.86	2.69	2.76	2.78
18. Use MGW in all my courses.	1.93	2.05	2.15	2.02	2.07	2.044
19. Take another course at UMSL because it uses <i>MyGateway</i> .	2.96	3.35	3.29	3.25	3.2	3.21
20. Complete my degree at UMSL because of MGW	3.2	3.46	3.4	3.28	3.26	3.32

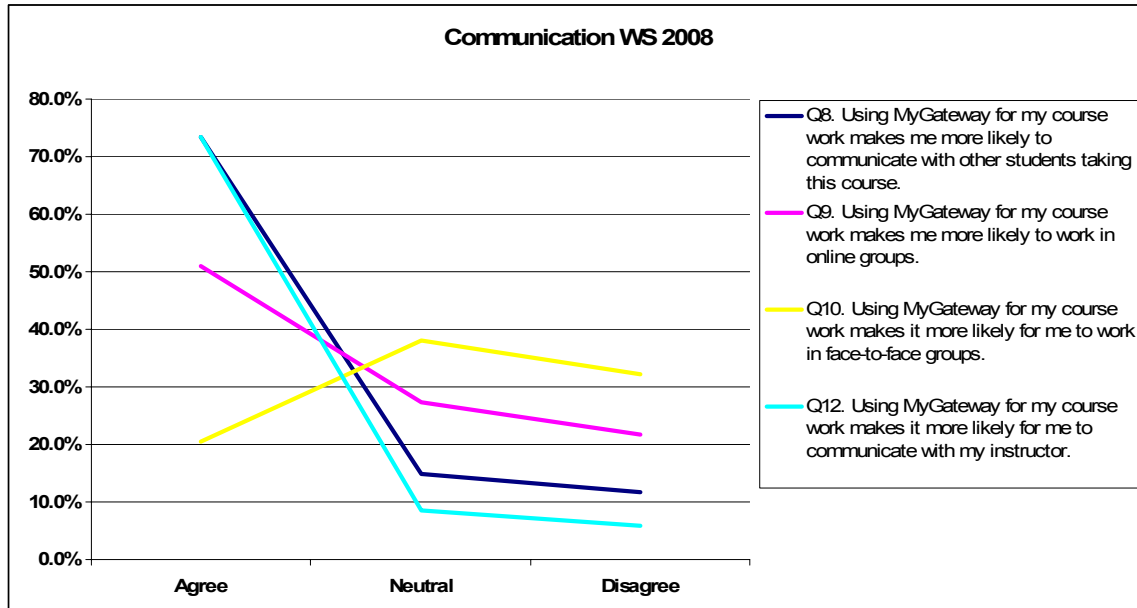
Figure 8: Overall Mean Scores WS06-WS08 Combined



Most significantly (and supported by previous studies⁵), “Being able to access course grades via *MyGateway* helps me stay engaged with my course work” (Q15) and “I would like to have *MyGateway* used in all my courses,” (Q18) rank as being most important to the students responding to the survey.

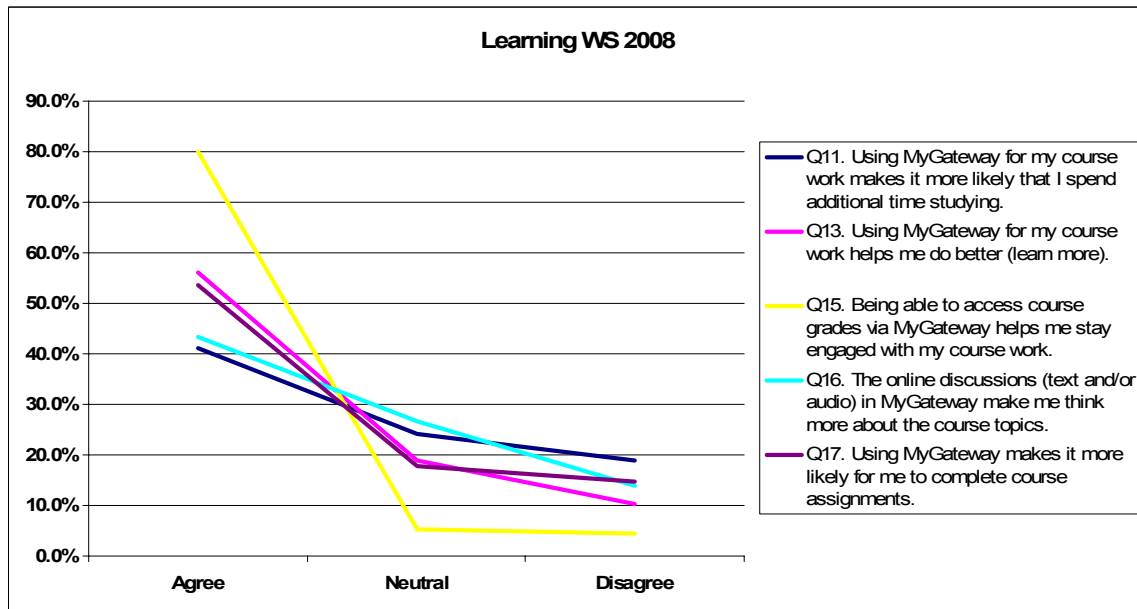
⁵ See previous survey analyses at:
<http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

Figure 9: Distribution of responses for “communication” questions



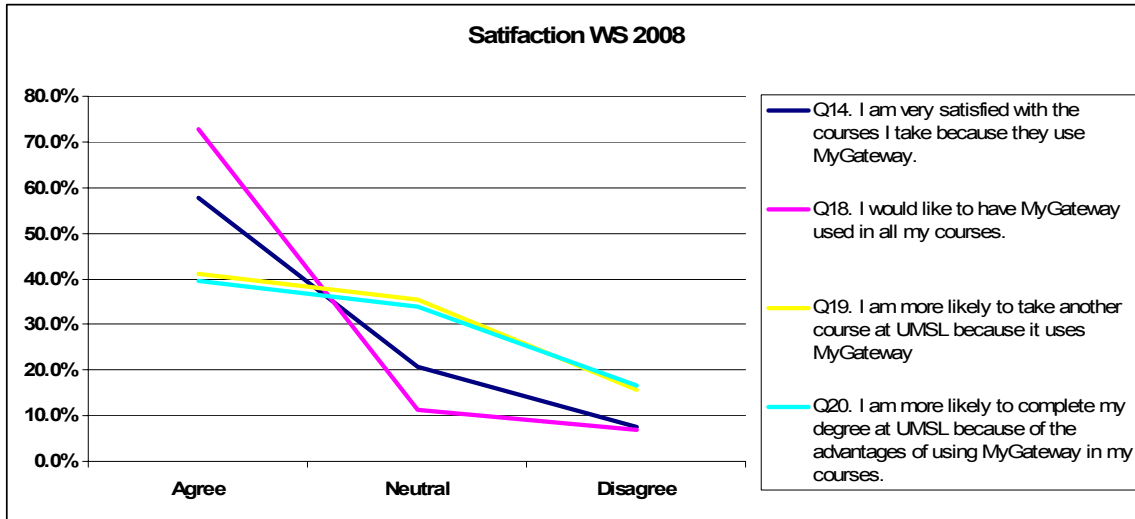
Note. The communication question (Q10) dealing with likelihood of working in face-to-face groups shows the most neutral response (at 4 on the 7-point scale).

Figure 10: Distribution of responses for “learning” questions



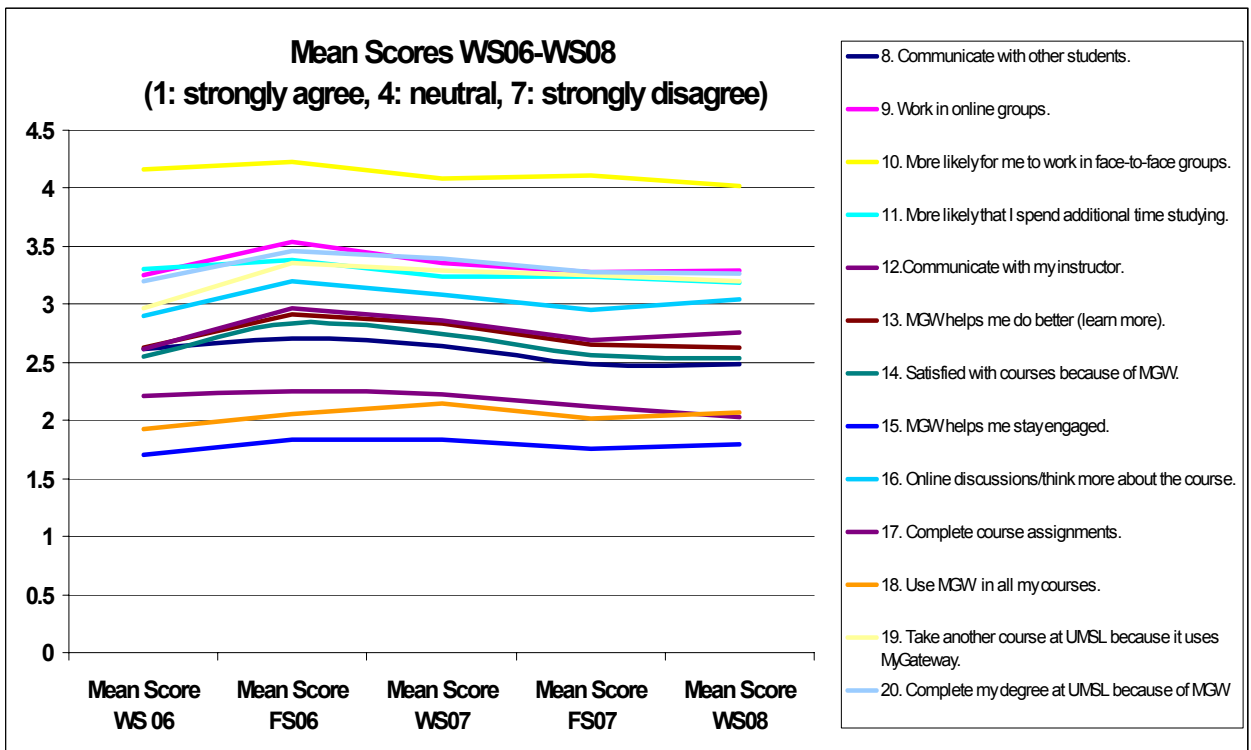
Note. The question dealing with likelihood of spending more time studying (Q 11) yields the most neutral response, 4 on a 7-point scale. Question 15, stating access to grades keeps student engaged, was more universally supported by those responding.

Figure 11: 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 7 and figure 12 present mean score data on student perceptions concerning communication, learning and satisfaction over seven instances of the survey (WS 2002-WS 2008). **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.**

Figure 12: Trend in Mean Scores for Communicating, Learning, and Satisfaction with MyGateway WS02-WS08



Written Comments (Q34):

One-hundred and sixteen students (116) provided written comments on the fall 2007 survey (13.7% of all respondents). Of these, 42 responses (36.2%) related to MyGateway, Email, and/or other online tools integrated into the course management system (such as Wimba and the Online Testing Center). For WS 2008, 52 students (48.1% of those providing written comments) provided written comments on MyGateway out of 108 (14.5% 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 94 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.

Figure 13: Benefits of using MyGateway, WS 2008

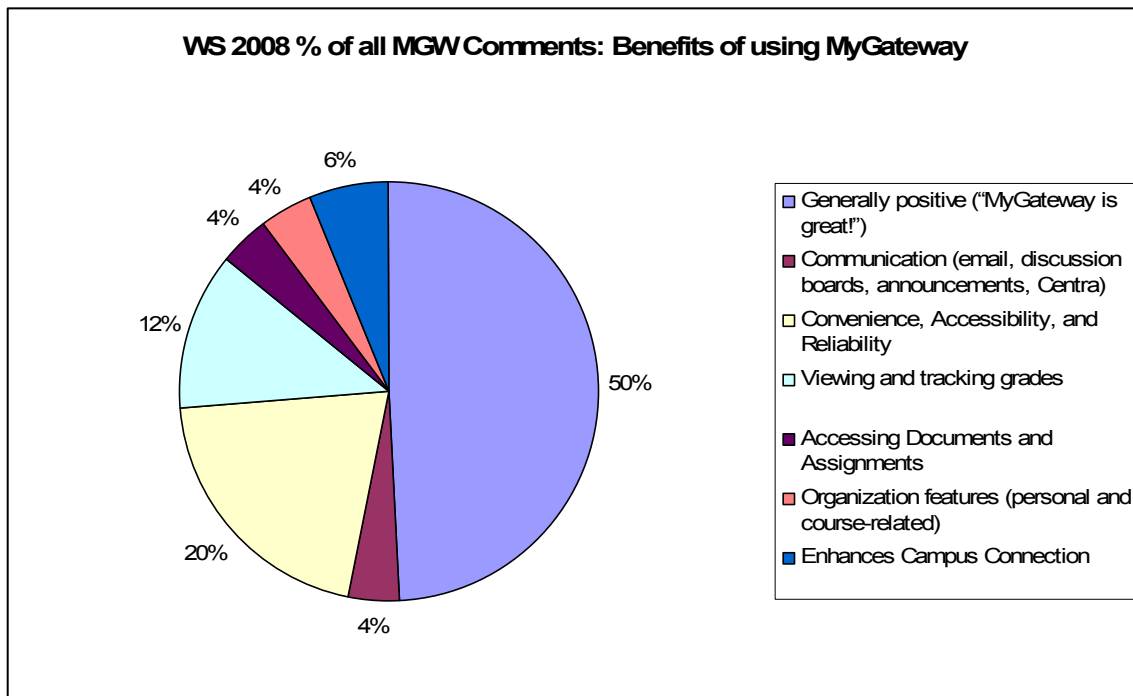


Table 8: Benefits of Using MyGateway

Benefits	FS 2007		WS 2008	
	Number Reporting	% of MGW Comments	Number Reporting	% of MGW Comments
Generally positive ("MyGateway is great!")	17	40.5%	24	46.2%
Communication (email, discussion boards, announcements, Centra)	4	9.5%	2	3.8%
Convenience, Accessibility, and Reliability	5	11.9%	10	19.2%
Viewing and tracking grades	2	4.8%	6	11.5%
Accessing Documents and Assignments	4	9.5%	2	3.8%
Organization features (personal and course-related)	3	7.1%	2	3.8%
Enhances Campus Connection	2	4.8%	3	5.8%

In their own words:

"I find MyGateway to be extremely helpful, and I wish more courses made use of the different tools available. The on-line databases have also helped me for research papers."

"My Gateway has been an invaluable tool for me to access grades, course documents, assignments, and contact other students and faculties through My Gateway e-mail."

"MyGateway is a great asset to the UMSL curriculum format. It keeps me up-to-date in the classes that use it."

"My Gateway is a wonderful link to the college. Cohort students, like myself, find it invaluable for all contact with the university. The knowledge base, library access, and student page make studying @ UMSL much more accessible and convenient. I'm not sure how successful I would be without it, but I'm currently 4.0 and Gateway has aided me tremendously."

"I love the MyGateway system. It is helpful and convenient."

"MyGateway is easy to use and makes my busy life easier when it comes to my classes."

"I do not like courses that don't use MyGateway. All professors should upload assignments, grades, etc."

Figure 14: Problems associated with using MyGateway

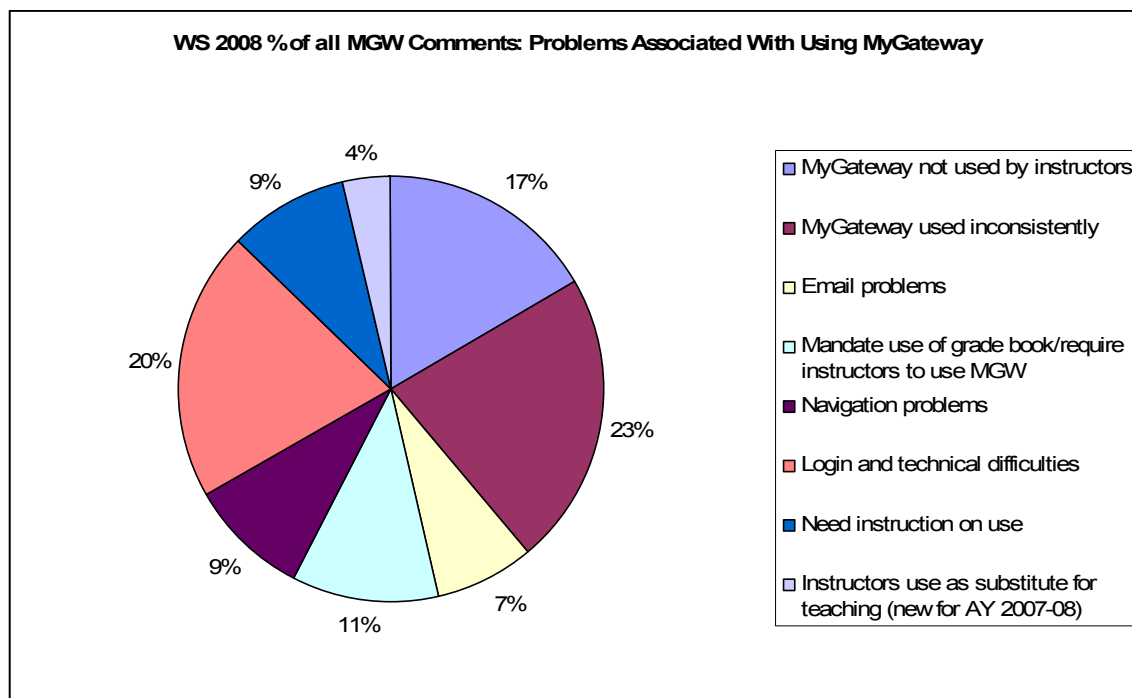


Table 9: Problems Associated with using MyGateway

Problems	FS 2007		WS 2008	
	Number Reporting	Percentage	Number Reporting	Percentage
MyGateway not used by instructors	14	13.3%	9	17.3%
MyGateway used inconsistently	13	18.7%	12	23.1%
Email problems	0	0%	4	7.7%
Mandate use of grade book/require instructors to use MGW	1	17.3%	6	11.5%
Navigation problems	2	6.7%	5	9.6%
Login and technical difficulties	5	6.7%	11	21.2%
Need instruction on use	1	6.7%	5	9.6%
Instructors use as substitute for teaching (new for AY 2007-08)	5	6.7%	2	3.8%

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, although the system did experience a number of outages in WS 2008 and this was noted by students. 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. Additionally, for the FS 2007 and WS 2008 survey 7 comments revealed 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 particular complaint was first noticed in the WS 2007 survey (reported by 9 students).

In their own words:

"I think My Gateway is not being used to the fullest extent in the courses that I have taken in the graduate school although there was always some online or tech component which enriched the class."

"I think MyGateway would be a great resource. However, my professor doesn't use it correctly. Things are scattered here and there, which makes using it very difficult to get the info I need for class. MyGateway is suppose to ease communication, but in this instance it muddles things and has hampered my learning."

"Teachers abuse Mygateway, the substitute it for teaching"

"In my experience, the biggest obstacle to making MyGateway more useful is that professors often are not comfortable with it. I would love to see it used more widely because I like having course documents available on my laptop, rather than having to print/copy everything and carry it with me."

"There needs to be a standard method/philosophy of setting up MyGateway for all teachers. Some use a few of the features and some use almost all of them. This is fine, but the way they catagorize information and use the different features can vary greatly from class to class. Thus, once you get comfortable using MyGateway in one class, you have to learn all over for another."

"Too few instructors know how to use MyGateway. Much instructional time was lost trying to figure out how to set up aspects of the system by newer instructors. I have taken both undergraduate and graduate courses, and of the few instructors who used MyGateway, none of them understood what they were doing. It was primarily a trial and error process, leading to frustration on both the teachers' and the students' parts."

"it would be nice if the professors using mygateway would actually utilize it and post grades"

Conclusions⁶

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.

⁶ See previous survey analyses at:
<http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

Inconsistent use of MyGateway: Students continue to voice 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 continue to consult with departments and faculty to customize training efforts for several groups of faculty: **New faculty, Faculty using minimal technology, Technologically sophisticated faculty willing to explore new applications.**

Identifying faculty innovators willing to consult with their colleagues could be both a recognition program and a way to hasten the development of standards of use. Based on student comments concerning the problems they had, “having to figure things out on (their) own,” these standards could be included in student orientation materials. Training opportunities for specific technology resources should be increased and better publicized to faculty, staff, and students.

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 survey⁷ 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.

Implications for the Institution

The data from the current MyGateway survey lend support to the conclusions reached in the survey analysis of 2001, 2002, 2003, 2005, 2006, and 2007⁸; **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 seven years, highlight MyGateway’s contribution to the strategic campus goals of:

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

⁷ See the FS 2007-WS 2008 Faculty MyGateway and TEC Classroom Survey analysis at: <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

⁸ IBID

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.umsl.edu/technology/wireless)
- D. Downloaded the free download of Norton Anti-Virus (www.umsl.edu/norton)
- E. Online Student Technology Guide (www.umsl.edu/stg)
- F. Instructional Computing Short courses (www.umsl.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:
