



OAKLAND COMMUNITY COLLEGE®

Technology Competency Requirement Survey Preliminary Report

Presented to:

**Oakland Community College
Technology Management Committee
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INTRODUCTION

The Oakland Community College Academic Senate passed a motion at its February 2011 meeting requesting the Technology Management Committee (TMC) to investigate the definition of minimum student technology competency and college expectations of this competency. To that end, the TMC commissioned the Office of Institutional Research to conduct a survey of OCC faculty and staff teaching during the Winter 2011 term, and Paraprofessional staff in the Academic Support Centers and the Computer Information System Labs. The survey inquired into expectations of certain actions defining technology competency, estimation of student competency, importance of technology competency to student learning, and level of agreement with establishing a minimum technology competency standard for entering students.

METHODOLOGY

The Office of Institutional Research conducted a web-based survey using the Snap Survey tool beginning February 24, 2011 and ending March 15, 2011. Faculty and staff teaching during the Winter 2011 term, and Paraprofessionals employed in Academic Support Centers and Computer Labs during the same period were issued an e-mail invitation to participate in the survey.

SUMMARY

- The number of survey respondents was reflective, overall, of the potential survey respondents by position, campus, and discipline.
- The definition of technology competency included in the survey might be expanded. Survey respondents included the following technology components beyond the options provided in the survey: Internet/web access/applications and software applications beyond Word (PowerPoint, particularly).
- Only 64% of faculty and paraprofessionals indicated that the students they taught or met with in labs indicated that 60% or more of these students met their defined minimum technology competency.
- 85% of respondents agreed that technology is important to student learning outcomes with 57% strongly agreeing.
- 81% of respondents agreed that a minimum technology competency standard should be established for entering students, with 40% strongly agreeing.
- However, some respondents indicated a concern in comments that establishing a minimum competency was in conflict with OCC's open enrollment policy and mission to serve learners.
- Further, they suggested that OCC had resources in place to prepare students lacking in desired technology competencies.

RESPONDENTS

The following tables reflect the potential respondents and actual respondents.

Respondents by Position Type include full-time teaching faculty, adjuncts (those whose position at the college are solely adjunct teaching or non-teaching), full-time non-teaching faculty listed as teaching a course during the Winter 2011 term (including Counselors, Librarians, and ASC faculty), OCC Staff (OCC staff who are not faculty by primary position but who taught during the Winter 2011 term), and Paraprofessionals (those who did not also teach a section during the Winter 2011 term).

Respondents by Campus and Discipline are duplicated counts. These counts are based upon the sections taught rather than the respondent's primary position and college location.

Table 1: Respondents by Position Type (Unduplicated)

	Potential Respondents		Actual Respondents	
Adjunct Faculty	870	71%	214	60%
Non Teaching Faculty	25	2%	14	4%
OCC Staff	59	5%	31	9%
Paraprofessionals	18	1%	8	2%
Teaching Faculty	248	20%	88	25%
Total	1,220	100%	355	100%

Table 2: Respondents by Campus (Duplicated)

	Potential Respondents		Actual Respondents	
Auburn Hills	351	27%	106	28%
Highland Lakes	197	15%	54	14%
Orchard Ridge	312	24%	93	25%
Royal Oak	265	21%	77	20%
Southfield	164	13%	48	13%
Total	1,289	100%	378	100%

During the Winter 2011 term sections taught included 98 disciplines. The survey respondents taught in 80 of the 98 disciplines taught. The following table reflects the disciplines in which ten or more respondents taught or served as Paraprofessionals. Note, the numbers are duplicated as respondents may have taught in more than one discipline.

Table 3: Respondents by Select Discipline (Duplicated)

	Potential Respondents		Actual Respondents	
BIO	50	4%	17	5%
BUS	41	3%	13	3%
CAD	19	1%	11	3%
CIS	75	6%	27	7%
ENG	144	11%	55	15%
MAT	125	10%	29	8%
PSY	49	4%	14	4%
Total	1,281	100%	377	100%

DEFINITION OF TECHNOLOGY COMPETENCY

Faculty and staff were asked to select aspects of technology they defined as minimum elements of technology competency for students entering OCC. Participants could select more than one element. The choices included:

- Hardware (“Able to turn on PC, use mouse, navigate and keyboard/typing skills”),
- Software programming (“Able to use MS Word to complete coursework”),
- Communication (“Able to send and receive e-mail, open and use attachments”),
- Course management (“Able to use course management technology during course”),
- File management (“Able to save work using a jump drive/flash key”), and
- Other (described by respondents).

Among those responding other, the following technologies were listed:

- Internet/Web (22 respondents)
- PowerPoint (12 respondents)
- Windows Based Software Including Excel and other word-processing (8 respondents)
- Math Software or Advanced Calculators (six respondents)
- File Management, including navigating directories (five respondents)
- OCC e-mail and on-line services (two respondents)
- Accessing a computer (two respondents)
- Using/accessing “help” services (one respondent)

Table 4: Elements of Minimum Technology Competency

	Respondents (N)	%Respondents (%)
Able to turn on PC, use mouse, navigate and keyboard/typing skills	315	89%
Able to use MS Word to complete coursework.	276	78%
Able to send and receive e-mail, open and use attachments	306	86%
Able to use course management technology during course	165	46%
Able to save work using a jump drive/flash key	245	69%

ESTIMATION OF STUDENT COMPETENCY IN TECHNOLOGY

Faculty and paraprofessionals were asked to estimate the percentage of students they taught or served coming to OCC with the level of competency they considered the minimum necessary.

Table 5: Estimation of Percentage of Students with Minimum Technology Competency

	Respondents (N)	Respondents (%)
Not Reported	6	2%
0-20%	12	3%
21-40%	38	11%
41-60%	72	20%
61-80%	124	35%
81%-100%	103	29%
Total	355	100%

IMPORTANCE OF TECHNOLOGY COMPETENCY IN ACHIEVING STUDENT LEARNING OUTCOMES

Survey respondents were asked the following question: “How important is technology competence in achieving student learning outcomes in the courses that you teach at OCC?”

Table 6: Important of Technology Competency in Achieving Learning Outcomes

	Respondents (N)	Respondents (%)
No Response	3	1%
Somewhat important	99	28%
Very important	204	57%
Important or Very Important	303	85%
Somewhat unimportant	19	5%
Very unimportant	30	8%
Unimportant or Very Unimportant	49	14%
Total	355	100%

AGREEMENT WITH ESTABLISHING A MINIMUM TECHNOLOGY COMPETENCY STANDARD FOR ENTERING STUDENTS

Faculty and Paraprofessionals were asked to rate their level of agreement with the statement: "Oakland Community College should establish a minimum technology competency standard for entering students."

Table 7: Level of Agreement with Establishing a Minimum Technology Competency Standard

	Respondents (N)	Respondents (%)
No Response	2	1%
Agree	147	41%
Strongly agree	142	40%
Agree or Strongly Agree	289	81%
Disagree	56	5%
Strongly disagree	8	8%
Disagree or Strongly Disagree	64	18%
Total	355	100%

Within the areas of the survey allowing for open-ended comments (Other responses to define minimum technology competency, and list discipline) nine respondents expressed concerns about establishing a minimum technology competency requirement. These respondents questioned whether such a policy might be in conflict with OCC's open admissions policies and overall mission. Some suggested that there are resources available at OCC to help students achieve the minimal competencies.