



كلية المجتمع في قطر  
COMMUNITY COLLEGE OF QATAR

# Instructional Technology & Information Technology (IT<sup>2</sup>) Satisfaction Survey Report



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# EXECUTIVE SUMMARY

From June 5 – 12, 2016, the Office of Institutional Effectiveness-Institutional Research section conducted a survey to gather feedback about the CCQ community's overall satisfaction with the services provided by the Instructional Technology and Information Technology Departments. For the brief period the survey was open, a population of 370 students, faculty, and staff on all four campuses responded with their opinions about the quality and array of services currently provided by these departments.

## Key Findings

### Information Technology

1. Majority of student, staff, and faculty participants report they are generally satisfied with the information technology support services, easy accessibility, response and repair times.
2. Majority of student, staff, and faculty participants find their interactions with the information technology technicians as mostly satisfactory to highly satisfactory and that the technicians possess the necessary personal and professional traits.
3. Majority of student, staff, and faculty participants located at the Lusail campuses find wireless technology necessary for their learning and are not satisfied with the wireless connectivity at the Lusail campuses.
4. Student participants report their dissatisfaction with the availability of computer labs, operation hours, and available hardware equipment.

### Instructional Technology

1. Faculty have identified new software and hardware they deem necessary for their teaching in their classrooms.
2. Faculty suggest the planned Instructional Technology Center should be at all campuses, not only at C-Ring.
3. Faculty participants generally report they are satisfied with both face-to-face and online self-paced Blackboard training options.
4. Student participants generally find Blackboard easy to use and agree that the use of the system helps them better engage with the course and enhance their learning.

## Recommendations

### Information Technology

1. Increase comprehensive wireless coverage at the Lusail campuses: work with Ooredoo and Vodaphone to detect the wifi 'blackholes' inside and outside of the buildings and install the necessary equipment to increase coverage.

2. Maintain the classroom computers current with learning software, system updates, and anti-virus and malware protection. Regularly schedule desktop screen cleanups.
3. Increase the number of computer labs and equipment on all campuses.

### **Instructional Technology**

1. Explore ways to purchase new software and licenses, install them onto classroom and lab computers, and keep them up to date.
2. Hire additional training staff.
3. Provide training that is conveniently scheduled.
4. Create instructional technology training centers for faculty at each of the campuses, not only at C-Ring.

## **INTRODUCTION**

The first-ever IT<sup>2</sup> satisfaction survey sought to measure CCQ community of users' engagement with and satisfaction of services provided by the Instructional Technology and Information Technology Departments. Engagement, in the survey's context is defined as the user's quality of appeal, motivation, awareness, use, feedback, and affective experience with technology (O'Brien & Toms, 2008). Overall, the survey topics addressed the CCQ community of users' usage, experience, and awareness of services and technologies available. Additionally, the survey may show to the degree which technologies or services community members may or may not be using or aware of using. The feedback data can help the departments uncover opportunities for improvement as well as understand users' engagement with technology in their teaching and learning. Lastly, faculty input regarding a future instructional technology center can positively influence the design and implementation of such a center for teaching and learning.

The survey was a collaborative effort between the Institutional Research section, Instructional Technology and Information Technology Departments. The Institutional Research section met separately with each department to conduct a needs assessment of survey topics and questions. Regarding survey input, the chair of the Instructional Technology Department wanted to include questions regarding the faculty's awareness and use of the department's training services in enhancing their teaching. On this note, the chair suggested a few questions and open comments seeking the faculty's opinions regarding the development of the new instructional technology center. The Information Technology Department chair and heads of sections (Applications, Support, and Network) were interested in learning about users' satisfaction with support, applications, and network operability.

Not only did the survey measure user satisfaction, but also the level of awareness and experience in using IT<sup>2</sup> services, processes, and user preferences. The survey was designed for specifically for each user population of student, staff, and faculty. Students received a survey that elicited their usage, familiarity, satisfaction, and engagement with technology in their learning on and off the four campuses. The staff received a survey that focused mainly on their familiarity

with technology and their satisfaction with information technology support. The faculty received a more comprehensive survey that included areas of information technology such as support and applications and areas of instructional technology regarding their familiarity with technology and the use of it in their teaching and classroom management.

## METHODS

### Participants

The survey attempted to reach a wide variety of participants from the entire CCQ community of users, so population samples were not used at this time. As the survey was conducted during the summer term when student enrollment is seasonably low, the decision was made by OIE to send the survey to the entire student email list as was previously done with the Student Experience Survey conducted in March 2016. Due to the low response rate, a plan has been set for future OIE-IR surveys to be sent to randomly-selected and -recruited sample populations.

### Distribution

Email advertisements were sent to 3,380 students, 91 staff (not including IT<sup>2</sup> staff), and 171 faculty from the newly-created CCQSurveys@ccq.edu.qa email address. Then email invitations with an embedded survey link were sent from the research.net address. Two reminders from the research.net address were sent to each population who had not yet responded.

### Instrument Design

The survey was designed for each population and therefore had different focus areas and questions. Each survey version is divided into two parts. The student survey focused mainly on information technology support service satisfaction and learning management systems use and satisfaction. The staff survey version focused on information technology support services while the faculty version considered information technology support service, instructional technology use for teaching and professional development. Overall all survey versions were designed so that the 21-questions of the student and 24-questions of the staff/faculty could be answered within seven minutes or fewer. Each section in all versions either contained quantitative (ranking) questions only and/or qualitative (open-text) questions. Each survey covered topics that were considered relevant to each user survey as further detailed below:

#### **Student:**

- Demographics
- Use of information technology and instructional technology resources and services
- Engagement with instructional technology resources in learning

**Staff:**

- Demographics
- Use of information technology resources and services

**Faculty:**

- Demographics
- Awareness and use of information technology and instructional technology resources and services
- Engagement with information technology resources and services
- Engagement with instructional technology resources in teaching
- Suggestions regarding the anticipated Instructional Technology Center location and resources

## Collaboration Timeline

The OIE-IR Section began contacting the chairs of the Instructional Technology and Information Technology Departments on April 24, 2016 and met with the Instructional Technology chair and Information Technology chair and section heads on April 26, 2016 to conduct needs analyses and brainstorm topics and questions. Based on the departments' inputs, OIE-IR determined to develop three versions of the survey addressed to different user populations. The draft surveys were reviewed by the IT<sup>2</sup> chairs and approved. The approved drafts were reviewed by the OIE head and CCQ president. On final approval, the survey versions were translated into Arabic and distributed online via Research.net. OIE-IR began results analysis in mid-June and completed the report in late June.

## Privacy Procedures

In keeping with the CCQ privacy procedures established by OIE, the participants' identifiable information is confidential and safeguarded. The voluntary and self-identifiable demographic information requested in the survey includes each participant's position, campus location, and level of comfort with technology. There are no known risks to the participants for disclosure of this information.

# FINDINGS

## Response Rates

Table I.

Position	Distribution Population	Participant count	Percentage of participants
Student	3,380	261	.08%
Staff (excluding IT <sup>2</sup> )	91	34	37%
Faculty	171	75	44%
<b>Campus</b>			
C-Ring		6	2.3%
West Bay		2	.77%
Lusail Female		187	72%
Lusail Male		66	25%

The demographic questions asked the participant’s position and campus location. The current distribution population numbers are provided in part by the group email lists. The self-identifiable demographic question regarding position was matched with the survey version to ensure the correct version was sent to the respective population.

The response rates from the self-identified staff and faculty were not even half of the distribution. In comparison to the previous Operations and Higher Administration (June 2015), the response is staff = 50, faculty = 102. This IT<sup>2</sup> survey’s response rates among staff and faculty are much lower. Possible factors for lower response might be survey fatigue, short open period (one week), and the exclusion of the IT<sup>2</sup> staff from participation.

The student response rates are half of that in the recent student satisfaction survey (March 2016), n = 547. Possible factors for these lower response rates might be the survey timing because during the summer a majority of students were on break from studies.

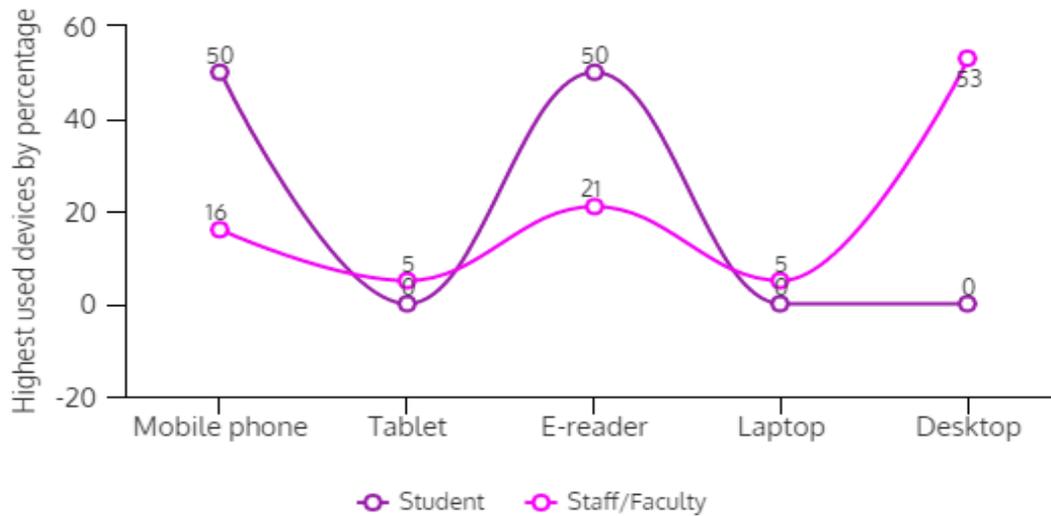
# Analysis

## Information Technology

### A. Use of Services and Support

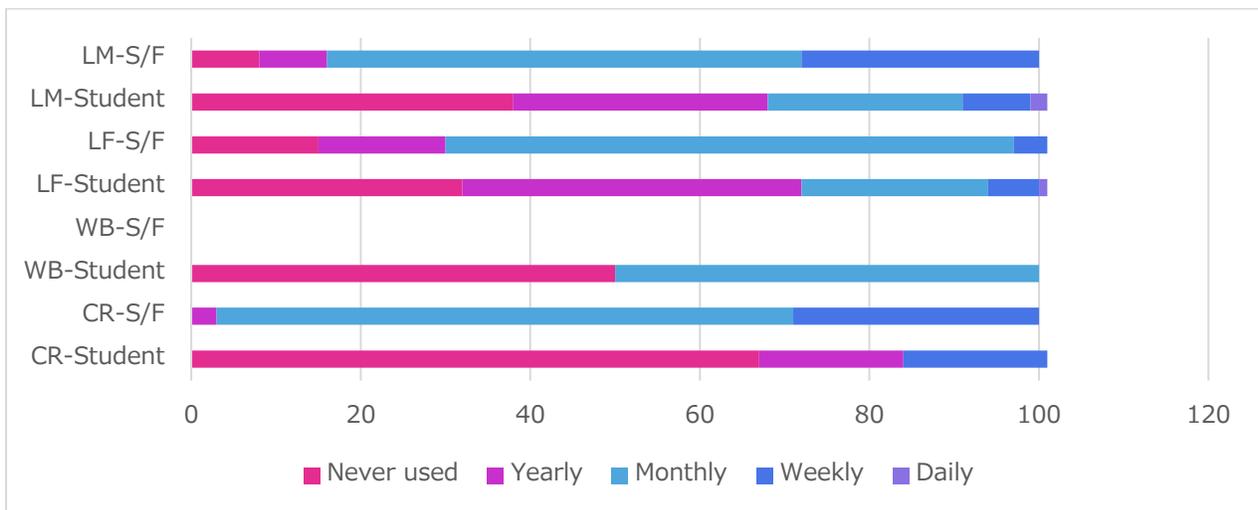
In this section of the survey, all populations were asked to rank the digital tools they use the most to the least. It appears that a majority of students mostly use their mobile phones and e-readers (e.g. Kindle) on a regular basis. As for the staff and faculty, both use desktops regularly.

Figure 1.



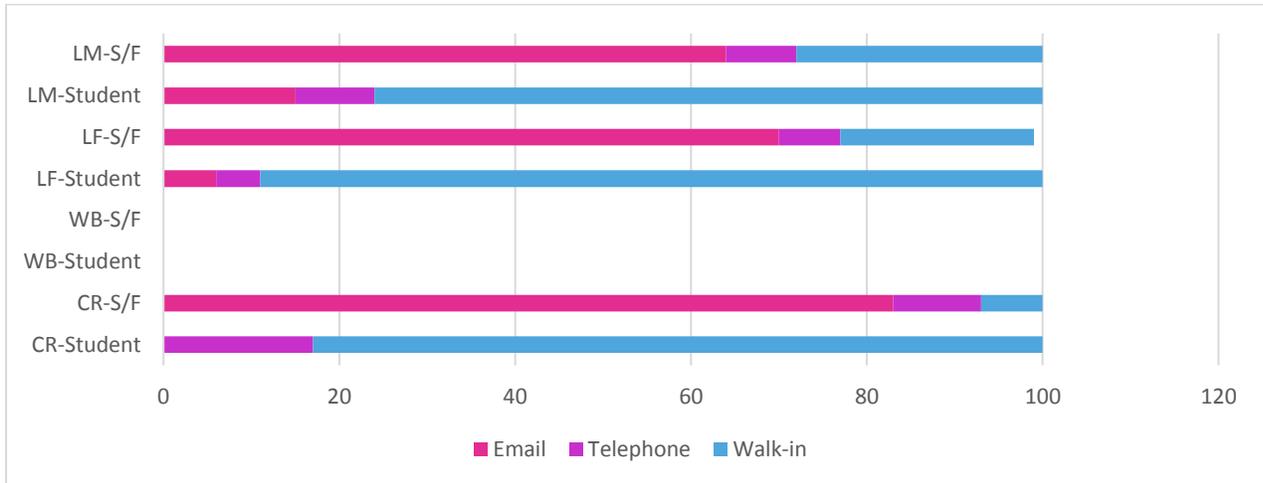
In all survey versions, the populations of users were asked how frequently they request information technology support. A majority, not including the faculty/staff at the C-Ring campus, have had little if no frequent experience in requesting support.

Figure 2.



The survey also asked the preferred method by which the users contact IT support. The results show that a majority of the staff and faculty requests IT support via email while a majority of students on the campuses prefers to walk into the IT support office located on their campus for immediate assistance.

**Figure 3.**



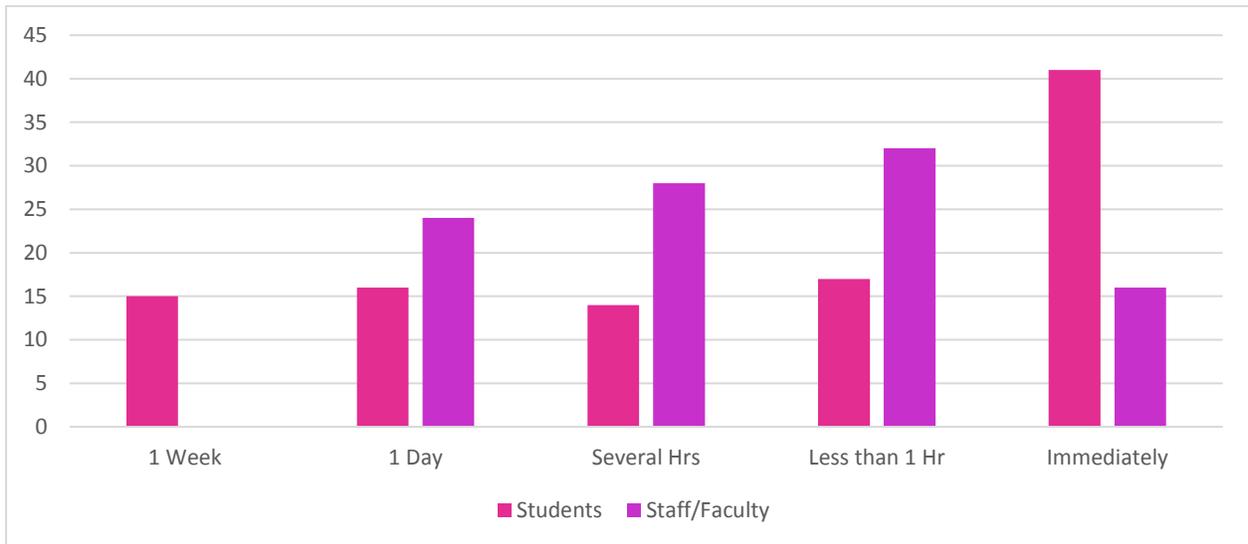
Regarding the topic of support and repair satisfaction, it appears that both the student and staff/faculty populations by percentages are generally satisfied and rate the problem resolution as mostly good.

**Figure 4.**



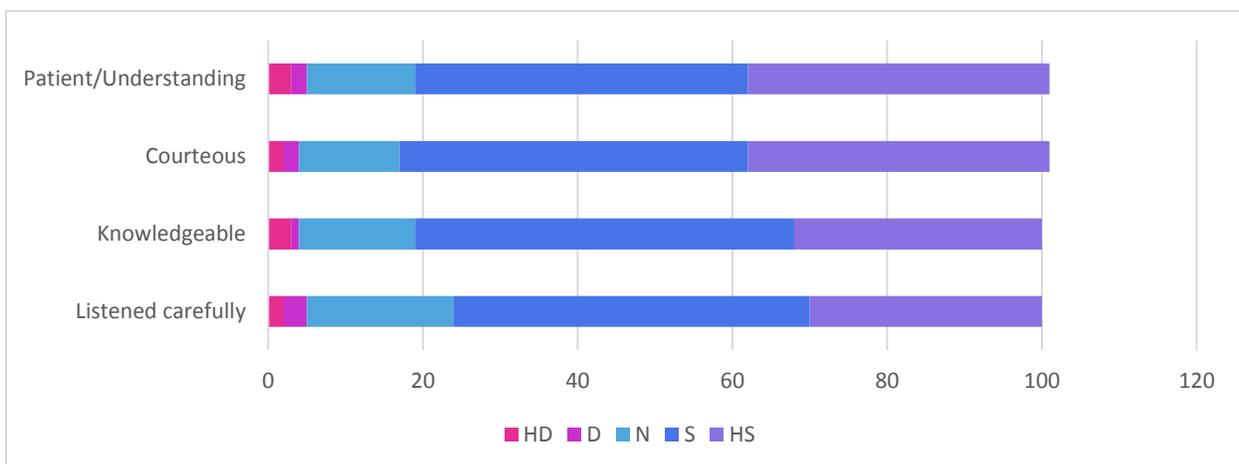
As far as the wait time for an initial response to a repair request, the IT support ranks high among students for an immediate response whereas for the staff/faculty the 'at less than an hour' response wait time ranked high. One possible explanation as to why the students received an immediate response is that they prefer to walk in to the IT support offices where they meet an IT technician. Staff and faculty generally choose to report their repair by email where the initial response time from a technician could be more than immediate, but the wait would not be more than one day.

**Figure 5.**



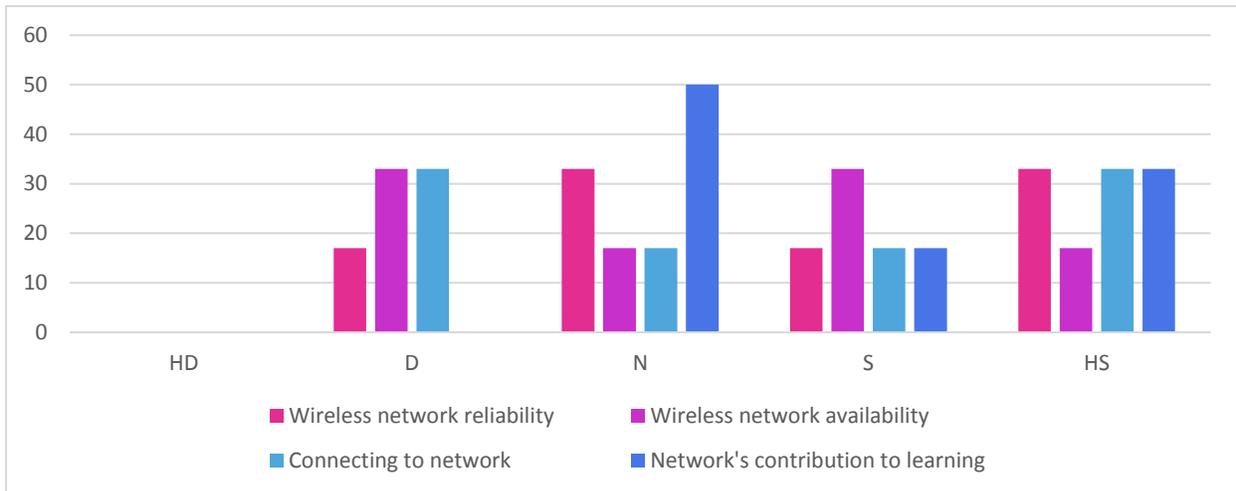
As the user populations generally interact with the IT technicians face-to-face during the reporting and repairing of technical issues, the results show that the users generally have a positive impression of the typical IT technician's personality traits. These traits lead to good customer service and positive problem resolution satisfaction. In the final chart of this section, students ranked the IT technicians as being satisfactory to highly satisfactory in displaying the following traits:

**Figure 6.**



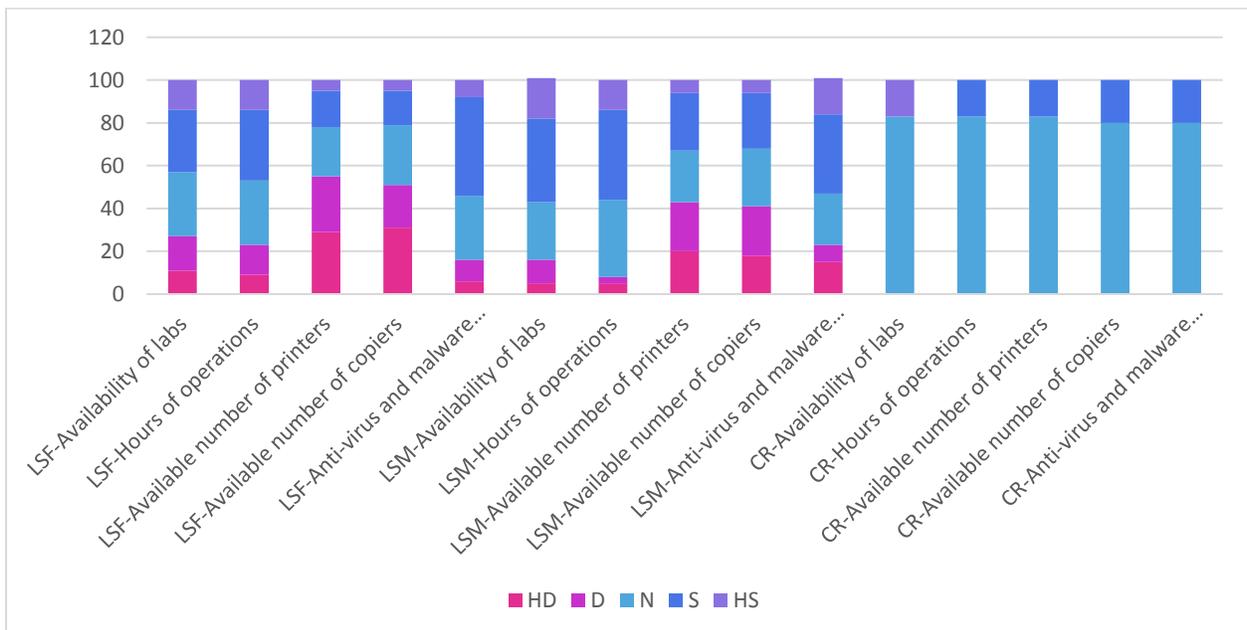
On the question of network connectivity satisfaction, the student user population shows less than satisfactory opinions. Generally, they find the availability of the wireless network around the Lusail campuses to be lacking, but overall the population sees the importance of the network's contribution to their learning and deem it positive. Therefore, this population expresses its concern about the lack of connectivity and availability at the new campuses and the negative effect on their learning. The Instructional Department is aware of this concern and has been working with the local wireless carriers to rectify the coverage situation.

**Figure 7.**



On the topic of computer labs on the C-Ring and Lusail campuses, both students and faculty find the lack of availability and provision of necessary equipment for learning and teaching as concerns. For the student users, the availability of labs when needed, hours of operation, numbers of available printers and copiers software were rated as dissatisfactory.

**Figure 8.**



# **Analysis**

## **Instructional Technology**

### ***B. Engagement With Learning Technologies***

The second part of the survey versions focuses on the users' engagement with technologies such as learning management systems Blackboard and Banner. Apart from the students, the faculty were asked about their awareness and experience with the Instructional Technology Department, its services, and plans for a new instructional technology center.

In the spring 2015, the Online Academic Student Information System-Banner (OASIS) went live for the CCQ community. For students, information management system allows web-based access to course scheduling, registration, grades/transcripts, and course evaluations. For faculty, the system allows for web-based grades submission, course rosters, and attendance tracking. The OASIS seamlessly integrates and shares course schedules and rosters with the learning management system, Blackboard which came online fall 2015. The Blackboard LMS allows for faculty to track their course rosters, monitor student grades, and upload and disseminate course and assessment materials while students can access their course materials, track their grades, and monitor their progress throughout their courses.

It is important to note that prior to the implementation of Blackboard, instructors used a free web-based LMS system called Engrade. As directed by the Instructional Technology Department chair, the faculty use of Engrade in lieu of the newly-implemented Blackboard was to cease as of September 2015. The ELC Department was exempted from this directive as the new LMS was not yet configured for cohort instructor and student assignments. As of spring 2016, the ELC was fully integrated into Blackboard and all college faculty should have been using Blackboard solely and not Engrade.

During the Blackboard planning and implementation stages in the spring 2015, the Instructional Technology Department conducted group and departmental faculty training for the new system. In addition to face-to-face training, the department provided self-paced lessons designed for faculty within the Blackboard system. The web-based learning modules allow for faculty participants to choose from a variety of mastery lessons and track their progress. At the end of each lesson, faculty would receive a certificate of completion.

Each survey version addressed the user community's engagement with Banner and Blackboard to the extent as to how much each system impacts their learning and teaching. The student version asked whether their instructors used Engrade and/or Blackboard only or both, the ease of using the new Banner and Blackboard systems in their learning. The faculty version asked about their awareness of the Instructional Technology Department and satisfaction with its services (including training), and suggestions for the planned instructional technology center location and amenities.

## Faculty Engagement – Survey Results

Faculty were asked about their familiarity with the Instructional Technology Department. Generally a majority of them are familiar (Yes = 89% vs No = 11%). They were asked the follow-on question about what they know of the department’s purpose and provided comments as sampled:

**Table 2.**

To guide and train the faculty about program used in classes
introduce all new instructional (sic) technology tools provided at the college, present workshops that serve the staff needs
Much of what the Instructional Technology Department has been doing leads to little practical application in the classroom.
I can't say that I really do know.

About 53% of the faculty survey participants have not used the department’s services such as training. But of those who have, received face-to-face (66%) and self-paced, web-based Blackboard training (43%). On the subject of overall satisfaction, the faculty are 71% satisfied with the self-paced Blackboard training. Following are a sample of the qualitative statements about their training satisfaction and suggestions:

**Table 3.**

Instead of classes conducted quickly, be available for one on one tutorials.
Using BB and all the online training courses associated with it, I was able to complete some of them with proficiency at my own pace thanks!
By being available.
You're doing a good job.
Offer workshops during times we can attend
I am facing conflict with my classes and training timing
This needs arrangement (sic) between the teacher and the ICT technician. Besides, I think CCQ should hire new staff for this department because one trainer is not enough for training sessions.

Next faculty were asked about their opinions about the location of the planned instructional technology center and suggestions for training software and hardware. A sample of their comments:

**Table 4.**

C Ring is far out of the way for all the faculty and staff at Lusail.
A training facility also needs to be at the Lusail campus.
This should not just be at C ring, but at all campuses. It should be mobile to come to each campus.

Faculty were also asked about what types of software and hardware they would like to use to enhance their teaching in the classroom. Suggestions came from instructors of various college-level disciplines, programs, and ELC. Software suggestions include e-books, SPSS for statistics courses, Socrative and Educreations for Math, Adobe Professional, Captivate, Storyline for creating online lectures, tutorial videos, and films, research journal databases, web-development software and IT simulation software for the new bachelors program. Faculty suggested these software be installed on the classroom computers (via licenses) so that they can access them real-time with their students in the classroom.

**Table 5.**

**- Software -**

rosetta stone
Buy into a real database with books that can be downloaded on a Kindle Fire or similar device. Most community colleges have real libraries of 45,000 to 90,000 books. Research institutions have access to thousands of journals.
spss
Socrative, Educreations
Adobe Acrobat Professional, Adobe Captivate, Articulate Storyline 2
Academic Search Premier or any other academic data base
Web development software , simulation software (networking ) to be used in our new IT programs

Faculty requested classroom equipment such as document visualizers, interactive whiteboards at the C-Ring campus, and audio speakers installed in the classrooms for ELC listening and speaking courses at C-Ring.

**Table 6.**

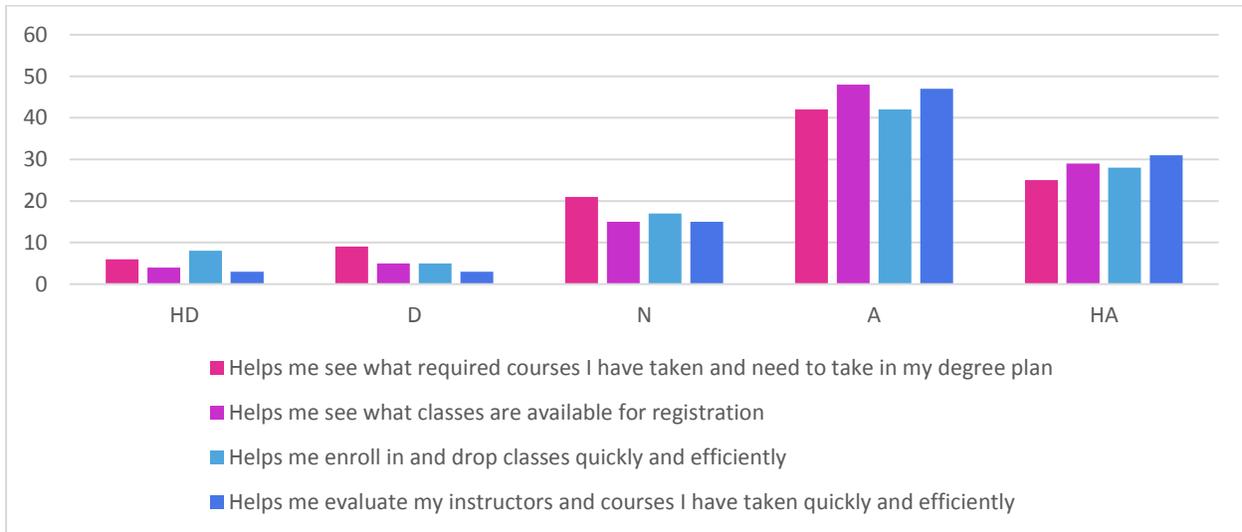
**-Hardware -**

Visualizers and good sound in all classrooms.
More equiped (sic) audio visual labs for listening and speaking
state of the art audio compatible technology for listening and speaking courses
Interactive whiteboard. (at the CR campus)

## Student Engagement – Survey Results

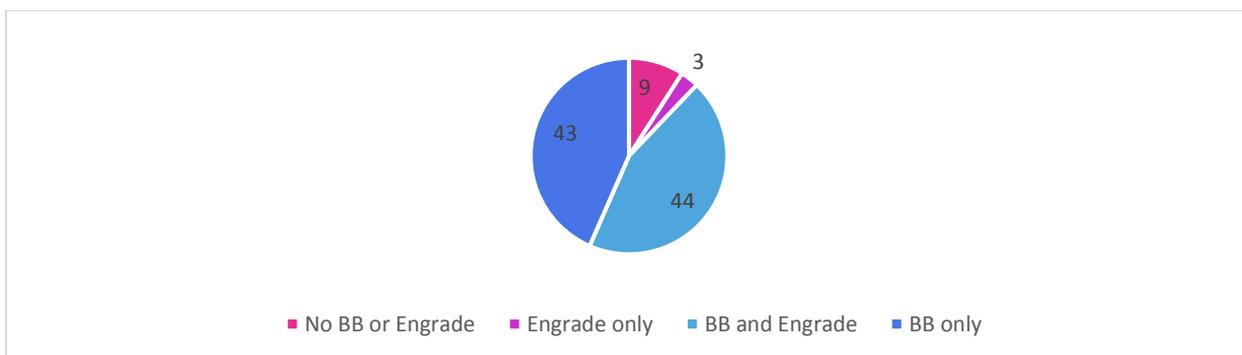
In order to measure student engagement and use of the newly implemented Banner and Blackboard learning management system, the survey asked students about the extent to which they use these systems as intended. Questions sought information about Banner and its ease of use by students in following their degree plan, registering for classes, and evaluating their courses. Results show that students are generally satisfied with the Banner features and how efficiently they empower students to gather information and make decisions about their learning.

**Figure 9.**



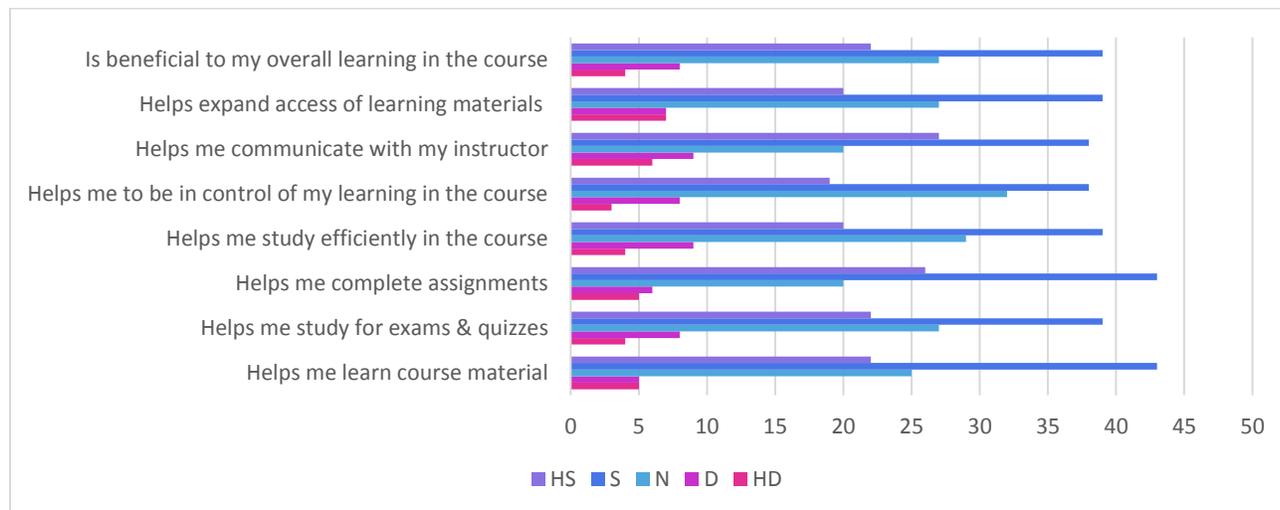
Regarding Blackboard, questions also sought opinions about their use, their instructors' use, and how well the LMS facilitates their learning. It is important to remember that as of December 2015, all instructors (except ELC) were to use Blackboard. The rate of implementation and use by faculty correlated with their knowledge of and training on the new system. From the results, it appears that by May 2016, a majority of faculty had begun to migrate from Engrade solely to use Blackboard while some used both systems. One reported anecdotal reason for the bridging of systems is the attendance module in Banner was not active yet. For some faculty, Engrade provided a consistent method to track student course attendance. Following is a chart of the percentages of faculty's LMS choice/use as reported by student participants:

**Figure 10.**



Regarding students' opinions about the ease of using Blackboard, a majority of the participants find the system moderately easy to use (42%) to very easy to use (39%). These results positively correlate with the general 'agree' responses from the student participants regarding the effectiveness of Blackboard in enhancing their learning engagement in their courses.

**Figure 11.**



A future study could focus on a connection between how CCQ faculty use Blackboard within their pedagogy and its effects on student learning and engagement. A recent study concludes that students who use an LMS gain a personalized and contextualized learning experience that contributes to overall persistence and learning satisfaction (Phillippo & Krongard, 2012).

## CONCLUSION

The Instructional Technology and Information Technology (IT<sup>2</sup>) Survey results show a general satisfaction by the CCQ Community with the services provided. IT support receives very high satisfaction ratings for its customer service and personable technicians. The Instructional Technology receives high ratings for its Blackboard self-paced training. Both students and faculty find the OASIS-Banner and Blackboard LMS additions to web-based teaching and learning repertoire as highly positive and both systems have thus far contributed to overall enhanced teaching and learning and administrative efficiency. While the faculty call for more advanced instructional technology software tools to personalize and contextualize their teaching, students call for more hardware equipment and access to labs to enhance their learning. There are opportunities for improvement across the IT<sup>2</sup> board such as expanding campus wireless coverage and adding trainers. CCQ since its inception has considered instructional technology and information technology as important pedagogical functions; therefore, it is imperative to continue on this path by expanding investment in and developing them for the betterment of our community of teachers and learners.

# APPENDIX

Following are qualitative comments from the student and faculty survey versions. The comments that are in Arabic are provided with English translation.

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**"Student Comments: Please provide any additional comments or suggestions regarding your IT experience.. يرجى تقديم أي تعليقات أو اقتراحات إضافية بشأن تجربة تكنولوجيا المعلومات"**

---

ارجو من هيئه التدريس أن تتابع مع الطالب عن طريق البلاك بورد أو الاينجريد لأنه ممكن تسير أخطاء من قبل الطرفين وساعات الحصص ماتناسب الأمهات الرجاء ترتيب الوقت حتى يتوافق مع طلاب الجامعه وخروج الأطفال من المدارس

I hope that the faculty follow up with students through Blackboard or Engrade because it is possible for errors to happen by both parties, and class hours are not suitable for mothers Please arrange a time so that it is suitable with university students and the dismissal of children from schools

توضيح خطوات استخدام البلاك بورد

Clarify the steps on how to use the Blackboard

أضافه طابعات و كمبيوترات

Add printers, computers

تطوير موقع البانر

Develop the Banner

يعطيهم العافيه على الجهد المبذول

God gives them the wellness for their effort

يرجى تكثيف من عدد الطابعات

Add more printers

مقارنة قبل 3 سنوات نظم المعلومات كان اداءه سريع وممتاز والان لاحظت تاخير واضح يستمر لايام خصوصا في طباعة البطاقات وايضا البطاقات تصدر بتاريخ منتهي الصلاحية لماذا؟ اضافة اختفاء صاحب الشأن في الفترة المسائية

Compared to three years ago, information technology systems were fast and excellent, and now I noticed a clear delay in the performance that lasts for days, especially in the printing of cards

and issued cards are expired why? Moreover the disappearance of the person in charge in the evening

الجي بي اي لا يظهر على ابلكيشن المتوفر في الابل ستور او قوقل ستور

The GPA doesn't show on the application available in Apple store or Google store

الرجاء استخدام اللغة العربية في برنامج البنار

Please use Arabic language in Banner

يرجى وضع حل لمشكلة دخول او التسجيل المواد في يوم التسجيل وذلك لصعوبة الدخول على البرنامج

Please put a solution to the problem of entry or registration of classes on the day of registration and the difficulty to access to the program

اتمنى ان من جميع الدكاترة ان يستخدمون البلاك بورد بطريقة متفهمه واتمنى بتوسيع المكتبة وتزويدها بالعديد من الطابعات والكتب والمقاعد والكمبيوترات ولكن لا اوافق ان تكون امتحاناتنا عن طريق البلاك بورد او برامج شبكة التواصل ! شكرا لكم

I hope that all the professors use the Blackboard in an understanding way and I hope to expand the library and to provide it with more printers, books, desks and computers, but I do not agree to be our examinations through Blackboard or social media network software! Thank you

سرعه إغلاق الفصول عند التسجيل وعدم وجود مواد تسجيل يوفره

Classes close quickly during registration, and the lack of classes to register

موفقين ان شاء الله

Good luck to them

لا تصلني جميع ايميلات كليه المجتمع

I don't receive any E-mails from the College

ياليت لو تكون المكتبه مفتوحه للبنات اللي يداومون لين الساعه ٤ العصر و تتوافر كمبيوترات زياده

I hope the library to open for students who attend classes until 4 PM and to have more computers available

النت يحتاج تطوير والارسال للهواتف أيضا رديء

The internet needs developments and the phone signals are very bad

الرجاء وضع إيميل في حال مواجهة مشكلة يمكن التراسل بواسطته وسرعة الرد

Please have a special E-mail in case of any problems in which we can communicate through and receive a quick response

الرجاء اجبار جميع المدرسين على استخدام البلاك بورد في رصد الدرجات اول بأول وتنزيل المقررات فيها

I hope to make all the professors use the Blackboard in monitoring grades and load courses

البانر صعب الطريق بدل ان يجعله سهلا .. طريقه التسجيل القديمه كانت افضل جدا لتعاملنا المباشر مع المرشد الاكاديمي لتسجيل ماده .. البانر يتم تعقيده في كل مره يتم فيها تطويره ... وشكرا لجهودكم لتسهيل الخدمات للطلبة والطالبات

Banner made the road difficult instead of make it easy. The old registration method was better for students in dealing directly with the academic advisor for registering classes. They make Banner more complicated each time they develop it. And thank you for your efforts to facilitate services to male and female students

انترنت ل الجامعه ليس جيدا ينقطع كل دقيقتان يرجى التعديل منه

The college internet isn't good it disconnects every 2 minutes please improve it

ارجو وضع مرزف دعم فني للفترة المسائية ، ويكون ذو خبرة وكفاءة

Please provide a technical support employee during the evening, and to be an experienced and efficient one

واشكر موظفي الاي تي على تعاونهم وحل المشاكل بسرعه wifi - تقوية شبكة النت

Strengthening the network of the internet - Wi-Fi and I thank the IT staff for their cooperation and resolve problems quickly

أرجو تحسين الانترنت في الكلية

I hope to improve the internet in the college

توفير موقع الكليه والبانر والبلاكبورد باللغتين العربية والإنجليزية

To have the college website, Banner, and Blackboard in both languages Arabic and English

رصد الدرجات اولاً بأول من قبل الدكتور في البنر لمعرفة الدرجات طوال الفصل الدراسي المفروض

To have professors monitor grades on a regular bases in Banner, to know the grades throughout the semester

يرجى زياده اوقات العمل على الكنيسوتر في المكتبه لان الاننا بحاجة لاستخدام الحاسب في اوقات الفراغ لحل الواجبات واداء البحوث العلمية

Please extend the library working hours because we need to use the computers during our free times to do homework and researches

سيء للغاية لإرسال والانترنت في الحرم الجامعي

Very bad signal and internet connection in the college campus

عدم قدرتي على معرفه خطتي الدراسيه او المواد التي يجب علي اخذها وكم باقي لي على التخرج ولا احد من الموضفات ساعدني كلما ذهبت اليهم يقولون ابحثي بنفسك

Not being able to know my degree or courses that I have to take and how much left for me to graduate and no one helped me whenever I went to them, they say Look for yourself

بالنسبة لمختبر الحاسب او شبكة الكلية فأنا لم استخدمهم للآن، قد نحتاج كطلاب مسجلين في الكلية إلى دروس توضيحية اون لاين سواء على اليوتيوب او غيره لتعليم طريقة استخدام اوييس لسهولة الوصول لها دائما وفي اي وقت وبذلك لن يضطر قسم تكنولوجيا المعلومات للقيام بمحاضرات منفصلة لتعليم الطالبات بشكل منفصل وما يترتب على ذلك من تعارض للساعات مع غيره من المواد، قد تحتاج شبكة اتصال اوريدو بعض التقوية في بعض المناطق بالكلية، وشكرا

I have not used the computer labs or college network, we may need as students enrolled in the college online Tutorial for clarifications, whether on YouTube or elsewhere to teach us how to use the Oasis for easy access at any time, this way the IT department will not have to have a separate lectures to teach each student and resulting opposed to hours with other classes, Oredoo (sic) network may need some strengthening in some areas of the college, thank you

أضافة تطبيق في متجر أبل و أندرويد يفيد ويسهل على الطلبة الولوج الى خدمة البانر أو البلاك بورد

Add an application in the Apple Store and Android that benefit and ease for students to access the service Banner or Blackboard

من ناحية الاتصال اللاسلكي للحرم الجامعي فنحن نجد صعوبة في الاتصال به وانه ينقطع احيانا عندما نستخدمه ( نرجو تسهيل عملية الاتصال للشبكة نظراً لانعدام الحصول على شبكة الهاتف الجوال في الحرم الجامعي ) اما بالنسبة لبرنامج الواحة نرجو من سيادتكم حل مشكلة تعليق البرنامج اثناء التيجيل للمواد لما فيه من مضیعة للوقت وصعوبه الوصول الا المواد المختارة

In terms of wireless in campus we find it difficult to connect to it and it disconnects sometimes, we hope to facilitate the communication process due to the lack of phone signals. As for the OASIS I hope that you will solve the problem of holdup during registration which causes time wasting and difficulties to access selected classes

..^\_^ السلام عليكم ورحمة الله وبركاته .. يعطيكم العافيه على الجهود المبذوله

Peace, mercy and blessings of God. God gives you wellness on your exerted efforts

يرجى تحسين شبكة الواي فاي

Please improve the Wi-Fi network

يرجى النظر في موضوع الولوج للشبكة اللاسلكية والطابعات

Please consider the issue of access to the wireless network and printers

اتمنى ان تتيحوا لنا فرصة لحذف المواد اثناء الكورس عن طريق البانر وليس عن طريق الاداره

I hope that we have the opportunity to drop classes during the course through the Banner and not by the administration

تقوية الانترنت في الحرم الجامعي وحذف الباسورد وإلزام المعلمين والدكتورة على استخدام البلاك بورد أو انقريد لوضع الدرجات أول بأول حتى يتسنى لنا معرفة الدرجات والمستوى العام . وشكرا لكم

Strengthen the internet in the college campus and cancelling the password, to make it mandatory for professors to use Blackboard or Engrade to put our grades on regular bases so we can know our grades and general level. Thank you

ان يكون ألبانر باللغه العربية

To have Banner be in Arabic

- End of student comments -

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**"Faculty Comments: Please provide any comments regarding the IT Department. يرجى تقديم أي تعليقات بشأن قسم تكنولوجيا المعلومات."**

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اتمنى وضع برنامج ضد الفيروسات في جميع اجهزة الكلية لأننا نعاني من فيروس في الأجهزة انتقل الى اجهزتنا الشخصية

I hope to have a program against the virus in all college devices because we are suffering from a virus in the hardware that moved to our Personal devices

أشكر القسم على سرعة تجاوبه لحل اي مشكلة او اجهها مع تكنولوجيا المعلومات واقدر جهودهم لتطوير القسم

I thank the speed of responsiveness to resolve any problem we face with the IT department and I really appreciate their efforts to develop the department

في حالة اية مشكلة يقدمون لك الحل المناسب

In the case of any problem they give you the right solution

للأسف لا يستجيب أكثرهم بسرعة ، ويتعاملون بتعالى وكأننا نستجديهم، وليس لدى أكثرهم لياقة فى التعامل خاصة مؤولهم

Unfortunately most of them do not respond quickly, and deal with us in a condescending way, and most of them do not have the flexibility in handling, especially their supervisor

الله يعطيهم العافية

God gives them wellness

Blackboard is not set up to function properly with the ELC classes. In spite of that, we are told that we MUST use it. Why make life more difficult for teachers and students before the program is operational?

Administration needs to staff IT for evening students and faculty. The share drives have been a fiasco, huge amounts of data and files have been lost or are inaccessible. (Sic)

IT staff as a department is working very diligently to make us work smoothly.

The IT Department works very hard, and they know what they're doing. I greatly appreciate their help this past school year.

They are care less about the computers in classrooms and labs

Can you please improve the quality of the services in Blackboard and Banner?

Overall, I am very satisfied with the IT department at CCQ.

I think the IT dept is terrific. Keep up the good work!

Fix the computers at the computer lab at C - ring. It is a shame that a lot of these PCs aren't working and one of them almost caught on fire, but no one fixed it. Also, when the instructors are away, please utilize this time to fix technical problems and install devices instead of waiting for the beginning of the academic year.

The only problem that I have had is that the instructors that use room 121 have had multiple issues with the computer and projector in that room. We have reported it and it has not been fixed. Other than that, it is fine.

Lately the IT service has slipped in efficiency. It used to be really good but over this last academic yr it has worsened.

The problem is only related to the attendance on banner. they did not solve the problem although I told them about the problem in many emails.

IT always does a great job.

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**Do you know the purpose of the Instructional Technology Department. If yes, please state.** هل تعرف الغرض من قسم تكنولوجيا التدريس؟ إذا كانت الإجابة نعم، يرجى ذكرها.

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Help teachers use technology for educational purposes

To support faculty and provide training

Providing ccq with the IT programs and training necessary for the enhancement of the educational process.

To guide and train the faculty about program used in classes

لا اعرف

I do not know.

Sounds like a department in search of securing funding and ensuring they have a job.

To teach people how to use different technologies and programs.

introduce all new instructional (sic) technology tools provided at the college, present workshops that serve the staff needs

تعزيز واثراء العملية التعليمية وربط الطالب ببيئة الكلية واستثمار اوقات فترة نهاية المحاضرات والتواصل المستمر مع الطلاب

Enhance and enrich the educational process and to link student college environment and invest the times of the end of the period of lectures and continuous communication with students

No

To facilitate teaching and learning

to develop teaching technique

التواصل مع الطلاب والمعلمين - عمل تطبيقات - واجبات - اختبارات

Communicate with students and teachers – work applications – duties – tests

to assist the college faculty and staff with technology issues and provide any needed training

التدريب على تكنولوجيا المعلومات والدرجات

Training in information technology and grades

لا

No

To offer additional training to staff and faculty.

no

No

Take care of IT equipment and help faculty understand programs used at CCQ.

Much of what the Instructional Technology Department has been doing leads to little practical application in the classroom.

To provide the college with all things related to technology.

Help faculty and staff get familiar with technology

Provide support to the college in using technology

yes, help instructors integrate technology

تقديم الدعم لمتطلبات التعليم الالكتروني وتوفير أدوات بحث ومصادر واستطلاعات

Support the requirements of e-learning and provide search tools and sources of polls

To provide faculty and students with access to diverse methods of instruction.

Yes

سهولة التواصل والمتابعة ومراقبة كفاءة العملية التعليمية في الكلية

To facilitate communication. follow-up, and monitor the efficiency of the educational process at the college.

Not really

No

Yes. IT help.

Offering services to support CCQ trends to use and learn of technologies

I can't say that I really do know.

Yes, they instruct us in technology

no

To aid instructors with knowledge and uses of IT in the classroom

Yes. ICT enhances learning autonomy, students' critical thinking, it facilitates teaching

تطوير العملية التعليمية والتدريب

Educational process and training

Yes. To assist faculty in intelgrating (Sic) technology into their teaching.

NA

تدريب وتأهيل ومساعدة

Training and assistance

To offer training in present and new usage of different tech

تحسين قدرات أعضاء هيئة التدريس على استخدام التكنولوجيا في العملية التعليمية

To improve the capacity of teaching with the use of technology

to provide training of things we know

To propose to the administration and instruct faculty in technology and software the College won't actually get.

Provide training to faculty members on various software and LMS

تفاعل العملية التعليمية

To facilitate the education process

To educate staff on and fix technology

- **End of faculty comments** -

# CONTRIBUTORS

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