# Faculty Survey–Academic Support Services

## 1. The recent BraveWiFi upgrade improved wireless access.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 4 | 4% |
| 2 | Disagree | | 10 | 10% |
| 3 | Neither Agree nor Disagree | | 53 | 50% |
| 4 | Agree | | 26 | 25% |
| 5 | Strongly Agree | | 12 | 11% |
| | Total | | 105 | 100% |

## 2. BraveWiFi is meeting my needs for wireless service.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 4 | 4% |
| 2 | Disagree | | 8 | 8% |
| 3 | Neither Agree nor Disagree | | 29 | 28% |
| 4 | Agree | | 45 | 43% |
| 5 | Strongly Agree | | 19 | 18% |
| | Total | | 105 | 100% |

## 3. Blackboard is meeting my course needs.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 8 | 7% |
| 2 | Disagree | | 18 | 17% |
| 3 | Neither Agree nor Disagree | | 18 | 17% |
| 4 | Agree | | 54 | 50% |
| 5 | Strongly Agree | | 10 | 9% |
| | Total | | 108 | 100% |

## 4. If Blackboard is not meeting course needs, what other course management system do you suggest as an alternative?

**Text Response**

Moodle  https://moodle.org/

Blackboard is much too fragile. It is constantly going down. Students have great difficulty uploading documents. Finally, and very importantly, every semester there are new browser compatibility issues that require professors and students to switch to IE, Chrome, or Firefox - this keeps changing. In one semester, we tell students to use Firefox, in another, Chrome, and in another IE. This creates functional chaos. Older versions of Blackboard ran quicker and were more user friendly.

Easier integration of student videos and message board and also more compatible with Mac

I find Blackboard's discussion board and other collaborative options rather cumbersome to use, but there are other components of Blackboard that work quite well--and I'm sure no system would be perfect for everyone's needs.

Blackboard is a very restrictive interface, and one that requires that users (both faculty and student users) go through many "steps" to complete simple processes. I know that the campus looked at Moodle a few years ago. My understanding is that Moodle is a more flexible interface.

OnCourse was better 10 years ago than Blackboard is now.  However, Blackboard has been relatively stable and mostly does what I need it to do.

MOODLE OR OTHER OPEN SOURCE  I've also used Edmodo with students

The reason Blackboard is not meeting my course needs has less to do with is as a platform, and more to do with the fact that there are always technical issues with blackboard.  This can be very troublesome when my online students have deadlines to meet for submitting their online assignments or when they are taking timed exams.

I'd rather we invest in local staff to support an open-source system, rather than sending our money out of state to support an unreliable system like Blackboard.

I really like Bb but wish there were far fewer technical issues and more reliable availability

Access to Blackboard is unreliable and training/support is weak.

I was on the committee to use Moodle some years back. It has been proven effective in both efficiency and cost.

Sorry, no option.  Get rid of the disastrous course scheduling program.  It does not meet the needs of faculty or students.

What Blackboard offers is sufficient, but the glitches make it unreliable.  I am unfamiliar with alternatives, however.

Not familiar with all others.  Blackboard has been filled with glitches and problems.  The system would be fine if it was dependable, which it is not.

Sometimes it takes a long time to pull up Blackboard.  There are days when I or my students cannot load documents. The upgraded Blackboard was not an improment.  it makes my job harder.

I was on a committee that did a study a few years back, and we recommended Moodle to no avail.  So I have no more suggestions since I doubt seriously that they will be given serious consideration anyway.
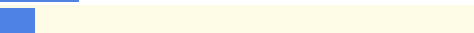
It's not reliable!

Takes too long to load some materials, and revising copy in old posts is less convenient than it should be.

Bb could meet my needs if it were working properly. I have has a number of students who supposedly submitted information and I wasn't able to see the information. This is now being resolved.
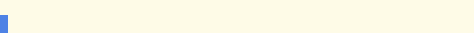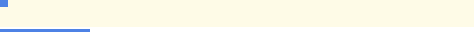
Bb has many issues in this semester.  Students complains that they couldn't access it to submit assignments and that their submitted assignments couldn't be retrieved.

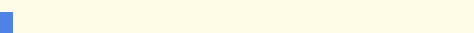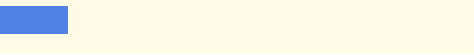Blackboard crashes frequently. It is not reliable as currently maintained.

## 5.  I have no objections to moving University email accounts to Google's Gmail or Microsoft's Office 365.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 36 | 33% |
| 2 | Disagree | | 16 | 15% |
| 3 | Neither Agree nor Disagree | | 30 | 28% |
| 4 | Agree | | 18 | 17% |
| 5 | Strongly Agree | | 8 | 7% |
| | Total | | 108 | 100% |
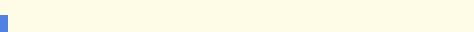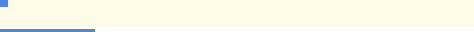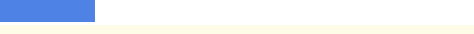
## 6.  I am able to reach a Help Desk staff member when I need assistance.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 2 | 2% |
| 2 | Disagree | | 20 | 19% |
| 3 | Neither Agree nor Disagree | | 12 | 11% |
| 4 | Agree | | 49 | 47% |
| 5 | Strongly Agree | | 22 | 21% |
| | Total | | 105 | 100% |
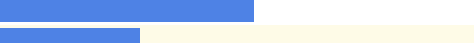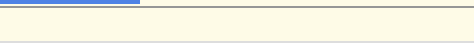
## 7.  The Help Desk staff is responsive to my requests for assistance.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 3 | 3% |
| 2 | Disagree | | 11 | 10% |
| 3 | Neither Agree nor Disagree | | 15 | 14% |
| 4 | Agree | | 52 | 50% |
| 5 | Strongly Agree | | 24 | 23% |
| | Total | | 105 | 100% |
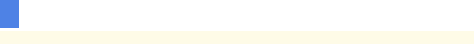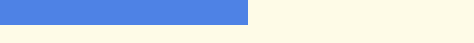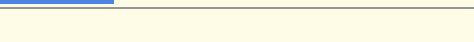
## 8.  The Help Desk staff is able to resolve my technology issues in a reasonable amount of time.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 2 | 2% |
| 2 | Disagree | | 21 | 20% |
| 3 | Neither Agree nor Disagree | | 17 | 16% |
| 4 | Agree | | 52 | 50% |
| 5 | Strongly Agree | | 13 | 12% |
| | Total | | 105 | 100% |

## 9. The Help Desk staff is courteous and professional.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 3 | 3% |
| 2 | Disagree | | 5 | 5% |
| 3 | Neither Agree nor Disagree | | 10 | 10% |
| 4 | Agree | | 56 | 53% |
| 5 | Strongly Agree | | 31 | 30% |
| | Total | | 105 | 100% |

## 10. An automated classroom control system like those in the Health Sciences and Sampson Buildings should be in every teaching classroom on campus.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 4 | 4% |
| 2 | Disagree | | 4 | 4% |
| 3 | Neither Agree nor Disagree | | 52 | 52% |
| 4 | Agree | | 16 | 16% |
| 5 | Strongly Agree | | 24 | 24% |
| | Total | | 100 | 100% |

## 11. What technology support or training, that is not currently being offered, do you think is needed on campus?

**Text Response**

How to maintain computer "health" with respect to cookies, viruses, etc...so that it always runs as smoothly and efficiently as possible.

One-on-one consulting instead of workshops.

Support for applications used in classes

What is automated classroom control? I am not in either of those buildings. We need wireless printing capability in the school of education and have been told we do not have the capacity to have that from a technology not funds point of view. We need more support for website management. Our administrative assistant is very busy with other tasks and cannot serve as the web coordinator all the time. It would be helpful if our student workers could assist in updating our department websites.

I don't know anything about the "automated classroom control system," so it would be nice to learn about that. I would like to learn more about videos/podcasts/animated powerpoints that I could use as lecture-replacement tools in both my online and face-to-face classes, but so far I've seen little evidence that DoIT or instructional design staff could provide helpful training in those areas. If I want to learn how to do something on Blackboard, it seems easier to figure it out myself than to watch someone else fumble through it. I also think every faculty member should have a formal profile on the departmental web pages, and that those of us intereted in maintaining and expanding our own should have a chance to play around with the new web design system we're using (is it called Drupal?).

Need to be able to schedule a meeting (time and date). It is common for a person from Do-It. to come to one's office and finding no one there simply leaves. For example, I need to know when a Do-It person came come to my office.. so I can be there!

Scheduling software!! This could be used for student to have a consistent way to make appointments to see professors during office hours (in person or via teleconference) and would be especially valuable during advising week. Presumably, a link to book an appointment with a professor could go on the "faculty" page of each department or office website. The system would automatically sync with calendar programs and provide reminder notifications to the student before the appointment. Acuity Scheduling is an example of this type of program. Acuity is web-based. I would like to see audio and video streaming for our library collection of sound and video recordings. This is a major undertaking, but it would be a good goal and would be a great teaching and learning tool at the disposal of our faculty and students.

Whatever we have, we should ensure that faculty assigned those rooms be trained to use it--not just given access and expected to muddle through on our own time through trial and error.

Provide training on how to develop podcasts for our online course content delivery.

Solid updates as software changes, such as on the Starboards.

Instead of the training courses which are sparsely attended and generally unhelpful, I would suggest a half or full day workshop before the semester, "Blackboard tips and tricks" or something like that. It would be most helpful to see how other faculty members set up and run their courses.

Better Blackboard training is needed.

Use of "clicker" student classroom response systems; More frequent/department -specific SmartBoard/StarBoard trainings

Students should have a mandatory training experience, maybe in their FRS 1000 or something "equivalent" for transfers.

Defibrillator classes for each departments staff, faculty and students.

More online course design and teaching

na

I feel that adequate training is offered on campus...

unclear what an automated classroom control system is

I think we actually have fairly good training options.

We have to use our personal computers when we travel as we are given only one office computer-when our personal computer has a hardware or software problem I think DoIT should

support us with that. The computer might not be the propertyu of the University but we still use it to do our job.    I have called the elp desk and was unable to receive help-they promised a call back and they never called. It does not always happen this way but it happened to me on a couple of occasions and it was frustrating...some people on helpdesk lack the necessary professionalism/.

I would like to have University access to Econometrics Views (E-Views) computer software.

None at this time. I like the webinars so that if I am not able to attend the training, I can go to these for information.

For CS/IT majors, telnet accessible servers are necessary for online courses. Students who are taking online individual CS/IT course should have an account on the server to be able to use software (e.g., database server account to develop and manage database, virtual Linux servers to learn system administration).   Currently our students are required to install software onto their own computers in our online courses. However, it brings all different advanced issues (which are beyond the course topics) but require the students to fix them.

not sure

Perhaps we could have some suggestions regarding strategies to employ when we think that students are cheating on exams utilizing their smart phones.  Is it possible to use a WiFi jammer within a single classroom without interfering with local WiFi utilization.

document cameras would greatly assist English instyructors in Dial Hall

I have no idea what the automated classroom control system is, so I couldn't answer the previous question.  Frankly, I was unaware of the Brave WiFi upgrade, either, which was referred to in an earlier question.  I think the question should describe what it is before asking our opinion.  I never teach in Health Sciences or Sampson.

## 12. How can existing technologies on campus be used differently to meet teaching and learning needs?

Text Response

Consistent internet access.

Not sure what this question is asking.

We run our graduate programs in hybrid course delivery formats however the scheduling system does not permit us to share classrooms easily on alternating nights between two classes scheduled on the same night but that meet every other week.

It's really frustrating to have to call the HelpDesk every time I need to install an update on my computer--they are very friendly and are able to do the updates quickly from a remote location, but it doesn't seem like a good use of anyone's time, especially for things like adobe and flash that seem to update on a weekly basis. If I don't have the updates, meanwhile, it is hard to use the digital textbook and other online components of my courses from my office computer. It should be easier to do Skype sessions in all classrooms. The IVF system we have is great, but it is proprietary technology that plenty of people don't have, and so not necessarily useful for a one-time "guest" appearance by a faculty member from another institution. It would also be great if faculty interested in Skyping with other locations could do more of the set-up on their own, rather than having to bother the IVF staff (especially if schedules do not line up easily).

Some faculty members are very reticent to utilize technologies (even Blackboard) in their classes. Failure to do so is ignoring the characteristics of our learners. I don't know what the "answer" to this is, however, given academic freedom.

Blackboard has been focused on adding many more tools rather than improving the usability and effectiveness of the ones they have. It is now byzantine in complexity. I understand that each course shell is customizable, but the defaults are for all of the tools to be available. This confuses student (and probably faculty, too).     Special attention needs to be paid to audio set-up in classrooms. In a large percentage of classrooms in which I have taught, audio systems produce a prominent "hum," which can be avoided by proper installation and equipment.

apple tv system in classrooms so tablets can project on screen

We also need to informa students and raise their expectations for the integrated use of classroom management systems--whethr Blackboard or some other platform. Too many students--despite instructors' pleas--resist using Blackboard to find out basic information such as syllabus (when they lose the paper copy distributed in class), the instructor's office location (which they prefer just to be told, over and over again), thorough descriptions and standards for assignments (which they want boiled down to a Tweet, it seems), sample assignments, schedules (especially important when classes are held in computer labs on occasion, because even when told in class and it's on the printed syllabus, they forget).  My students--mostly freshmen--are not taking advantage of the resources provided for them there, and it makes my job twice as challenging as it already is.

Greater reliability to ability to access Bb, post assignments, grade assignments, and the rest. Getting error messages is counterproductive.

Several computers in Oxendine need to be updated for Flash Players or other media players for links with course online texts.

Each Bb course should have a pre-req that if students do not pass it they cannot enter the class.

More training and more organized scheduling   Scholars in technology program

Blackboard needs to be improved.  I am afraid at finals Blackboard and UNCP email will go down again.

it should work when we are teaching rather than being inaccessible because faculty do not have admin privileges.

not sure

There should be phones in classrooms with a direct line to the Help Desk, so faculty don't have to leave class and dash off to find a staff person (if they're around) to call the Help Desk.

Furnish the electrical access to all classrooms so that students can use their laptops more freely.

not sure

In my building, the location of the StarBoards in the classrooms is to make them an expensive wall hanging.  They're not located centrally for students to see; the faculty member has to walk all the way across the room to use it, at which point the professor is nowhere near the podium where there may be lecture notes and other resources to teach from.

## 13.  Please use the space below to make any comments to expand or explain any of your responses to the survey questions.

Text Response

The DoIt personnel are not very helpful.  It takes a long time for them to complete a task and they often seem unresponsive to faculty and student needs.  At times they can be a hinder research projects.

Please quit using so many Microsoft products. Google apps would work fine ... open source products as well: Apache open office for example. Sending docs out in Excel and/or MS .docx assumes a lot about who is using what.

A final plea would be to have some kind of comprehensive university program assessment software that would greatly assist in teaching, learning, and program assessment.

As an instructor and a researcher interested in multimodality and multimodal rhetorics, I would like to incorporate more digital processes/products with multimodal components (visual elements, sound, video) into my composition courses. However, current access to the necessary applications and hardware (computers with microphones and sound, at a minimum-- Macs would be great but PCs would work) make this very difficult. Students need "hands on" instruction to be able to do these things, and because we are not a "laptop required" campus, we cannot assume that students can or will "bring their own technologies."

I think getting labs loaded with proper software and plug ins is very problematic.

We've experienced way too many problems with Blackboard this semester.

Faculty should be allowed to do upgrades on their computers. Waiting for a tech to do a simple upgrade is an antiquated solution.

Tech support is quite variable. Sometimes good, sometimes awful. The automated controls in Sampson are beginning to malfunction frequently (wear out?)

I do not teach in either Health Sciences or Sampson, so have no idea what technologies are there.  A description would have been helpful.

It is not the falujlt of the Doit staff that Blackboard has problems.

The new website design is causing significant problems with connections, ability to open webpages, etc. I am wasting time that I could be productive in other areas waiting to use the website, Bb, open emails, etc. Will be glad when the glitches are worked out, hopefully soon!

I do not understand these systems and their alternatives to make good judgments about most of these choices.  The Helpdesk is quite helpful, for the most part, though that depends on who answers the phone.  Wesley is knowledgeable and earnestly tries to help.  There is another long-timer there who only wants to clear his tickets, it seems.

The biggest problem we seem to have, campus wide, is the glitches in Blackboard.  I believe our staff is responsive and helpful as possible given their inability to control everything about Blackboard.

Since I have no idea what the automated classroom control system is in Health Sci or Sampson, I really couldn't respond to that questions.

Stop placing projection screens so that they cover chalkboards/whiteboards, oradd chalkboards/whiteboards in locations where they can be viewed simulatneously with projected images

not sure

Cable TV would be useful

## 14. The University Writing Center is effective in assisting student writers.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 10 | 10% |
| 2 | Disagree | | 10 | 10% |
| 3 | Neither Agree nor Disagree | | 40 | 41% |
| 4 | Agree | | 30 | 31% |
| 5 | Strongly Agree | | 8 | 8% |
| | Total | | 98 | 100% |

## 15. Information about the University Writing Center's services is accessible.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 3 | 3% |
| 2 | Disagree | | 9 | 9% |
| 3 | Neither Agree nor Disagree | | 28 | 29% |
| 4 | Agree | | 45 | 46% |
| 5 | Strongly Agree | | 13 | 13% |
| | Total | | 98 | 100% |
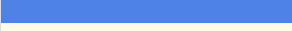
## 16. The University Writing Center's location is convenient.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 0 | 0% |
| 2 | Disagree | | 6 | 6% |
| 3 | Neither Agree nor Disagree | | 39 | 40% |
| 4 | Agree | | 41 | 42% |
| 5 | Strongly Agree | | 12 | 12% |
| | Total | | 98 | 100% |
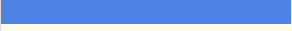
## 17. University Writing Center tutors are professional.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 7 | 7% |
| 2 | Disagree | | 5 | 5% |
| 3 | Neither Agree nor Disagree | | 61 | 63% |
| 4 | Agree | | 17 | 18% |
| 5 | Strongly Agree | | 7 | 7% |
| | Total | | 97 | 100% |
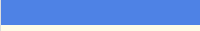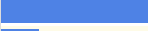
## 18. University Writing Center tutors are competent and well trained.

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Strongly Disagree | | 10 | 10% |
| 2 | Disagree | | 5 | 5% |
| 3 | Neither Agree nor Disagree | | 60 | 61% |
| 4 | Agree | | 14 | 14% |
| 5 | Strongly Agree | | 9 | 9% |
| | Total | | 98 | 100% |

## 19. The University Writing Center is responsive to faculty needs.

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Strongly Disagree | | 5 | 5% |
| 2 | Disagree | | 5 | 5% |
| 3 | Neither Agree nor Disagree | | 59 | 61% |
| 4 | Agree | | 19 | 20% |
| 5 | Strongly Agree | | 9 | 9% |
| | Total | | 97 | 100% |

## 20. The University Writing Center contributes to UNCP students' writing success.

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Strongly Disagree | | 8 | 8% |
| 2 | Disagree | | 9 | 9% |
| 3 | Neither Agree nor Disagree | | 42 | 43% |
| 4 | Agree | | 31 | 32% |
| 5 | Strongly Agree | | 8 | 8% |
| | Total | | 98 | 100% |

## 21. What changes or improvements would you like to see implemented regarding the services of the University Writing Center?

Text Response

More accessibility to graduate students who have writing support needs. More accessibility to online students who have writing support needs, including online graduate students.

Our students have had extremely poor experiences with the Writing Center. This has forced our faculty to take on the responsibility. Currently a tremendously waste of resources.

More skills for APA writing.

I would like to see the writing center better utilized. I think it can contribute to student success if students take advantage of it, but I'm not sure enough do. Given shifts in Composition Studies nationwide, it might be worthwhile to look at a shift from a "writing" center to a "multiliteracy" center.

I would like to see the writing center in the library when the new library is built

I have recommended a very strong student writer who knows what it's like to think you're a better writer than you are and to learn from constructive criticism. This individual's application for a position as a tutor has been ignored for two years, though he is an English major, Writing minor, and several faculty have evidence of his probity for that position.  It seems that the UWC is serving interests other than those of the wider campus community of faculty and students.

no experience with writing center

Students I send to the Writing Center often continue to have less than great papers.

I am guiding thesis-level students and find the the UWC tutors are good with corrections to basic grammar, but only moderately helpful with sentence-structure issues and of limited use in helping graduate students write more academically.  I regularly get work which has been through the UWC and has, for example, paragraphs made up of 2 short sentences.

increase number of locations where students can get help.

Tutors should NOT be offering judgment on assignments nor should they be re-writing the assignment instructions. They should be trained to work with students without passing judgement on instructors or assignments. They should also be trained to  never write on students' papers or (mis)correct information. More often than not, when tutors "fix" the citation style used by the student, it is incorrect.

Students employed at the writing center are not always good students; they are not even A students in most instances. The "assistance" my students receive hinders rather facilitates their growth as writers.

I would like the Writing Center to address sentence level problems in student paper in addition overall structure.

I have suggested that students to the Writing Center.  Better understanding of what they do would be better.

Hire trained tutors with college degrees, not students.

Writing Center staff members vary in competence.

There is no writing component to my courses, so I have not used their services.  I do make my students aware of them for their other classes, but I do not see those results.

writing center tutors should not be students

The only problem I have with the writing center is the variable quality of student tutors.  Some are very good and help the students immensely.  Others seem less qualified and tend to confuse the students or give them incorrect answers.

The Writing Center is a great service to our institution.  Keep up the great work!

Writing tutors are not well chosen. I have to advise my students which tutors are competent.

Students often need more "after hours" time.

I am not able to accurately assess the services of the University Writing Center due to lack of personal experiences.  I encourage my students to utilize services of the University Writing Center for their benefits in professional writing.

## 22. I feel comfortable contacting Disability Support Services with questions/concerns.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 2 | 2% |
| 2 | Disagree | | 8 | 8% |
| 3 | Neither Agree nor Disagree | | 17 | 17% |
| 4 | Agree | | 37 | 38% |
| 5 | Strongly Agree | | 34 | 35% |
| | Total | | 98 | 100% |

## 23. Disability Support Services makes reasonable efforts to coordinate services.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 1 | 1% |
| 2 | Disagree | | 5 | 5% |
| 3 | Neither Agree nor Disagree | | 24 | 25% |
| 4 | Agree | | 36 | 37% |
| 5 | Strongly Agree | | 31 | 32% |
| | Total | | 97 | 100% |

## 24. DSS personnel are responsive to providing accommodations I cannot.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 2 | 2% |
| 2 | Disagree | | 3 | 3% |
| 3 | Neither Agree nor Disagree | | 31 | 32% |
| 4 | Agree | | 35 | 36% |
| 5 | Strongly Agree | | 26 | 27% |
| | Total | | 97 | 100% |

## 25. Disability accommodation requirements are made clear to me.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 1 | 1% |
| 2 | Disagree | | 7 | 7% |
| 3 | Neither Agree nor Disagree | | 25 | 26% |
| 4 | Agree | | 34 | 35% |
| 5 | Strongly Agree | | 29 | 30% |
| | Total | | 96 | 100% |

## 26. Overall, I find a welcoming climate at Disability Support Services.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 2 | 2% |
| 2 | Disagree | | 8 | 8% |
| 3 | Neither Agree nor Disagree | | 27 | 28% |
| 4 | Agree | | 30 | 32% |
| 5 | Strongly Agree | | 28 | 29% |
| | Total | | 95 | 100% |

## 27. What changes or improvements would you like to see implemented regarding services for students with disabilities?

| Text Response |
|---|
| Excellent service every time |
| An online system for submitting/scheduling exams for students who need DSS accommodations would be much more efficient than the current method of paper requests--especially since students with emotional/intellectual difficulties tend to have trouble getting those requests submitted in a timely fashion. |
| no interactions with this department |
| I would like it if exams taken at the center could be sent to me via campus mail. |
| The director needs to work on being more cheerful and generally nice. |
| We need a signer and someone to teach signing |
| The team at DSS makes a concerted effort to make sure the playing field is leveled without giving students any unfair advantage.  I'd say they are doing a great job! |
| DSS has WAY too much authority.   Students should be required to take care of DSS issues during the FIRST week of class, otherwise they should be out of luck. DSS should provide pickup and delivery for exams. Why should I have to take 15 minutes out of my day to drop off or pick up an exam for just one student. |
| I have had a long standing great relationship with DSS.  They are very accommodating to the needs of students and professors.  Great group of people.  Couldn't be more pleased. |
| DSS should have a published manual with specific details for accommodations for students with specific disabilities that faculty could use when preparing their courses.  Faculty who have students with special needs enrolled in their classes should be contacted in advance of the semester by DDS so faculty can consider these students' needs while planning their courses, rather than finding this out on Day One of the class and adjusting then. |
| not sure.  I'm unable to provide suggestions due to lack of pesonal experiences with the Disability Support Services.  I encourage my students to utilize the necessary Disability Support Services for their benefits. |
| It's too difficult to get note-takers for students who are entitled to them.  Students with learning disabilities and other issues probably need career counseling. |

## 28. Collection of print materials (books, print serials)

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Very Bad | | 1 | 1% |
| 2 | Bad | | 2 | 2% |
| 3 | Neither Good nor Bad | | 22 | 22% |
| 4 | Good | | 55 | 56% |
| 5 | Very Good | | 18 | 18% |
| | Total | | 98 | 100% |

## 29. Collection of media materials (CDs, DVDs)

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Very Bad | | 0 | 0% |
| 2 | Bad | | 4 | 4% |
| 3 | Neither Good nor Bad | | 21 | 22% |
| 4 | Good | | 49 | 51% |
| 5 | Very Good | | 23 | 24% |
| | Total | | 97 | 100% |

## 30. Collection of electronic resources (e-books, journals, databases)

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Very Bad | | 0 | 0% |
| 2 | Bad | | 2 | 2% |
| 3 | Neither Good nor Bad | | 20 | 20% |
| 4 | Good | | 47 | 47% |
| 5 | Very Good | | 30 | 30% |
| | Total | | 99 | 100% |

## 31. Overall adequacy of library resources

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Very Bad | | 1 | 1% |
| 2 | Bad | | 3 | 3% |
| 3 | Neither Good nor Bad | | 15 | 15% |
| 4 | Good | | 58 | 59% |
| 5 | Very Good | | 22 | 22% |
| | Total | | 99 | 100% |

## 32. Instruction provided in library classes about how to use library resources

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Very Bad | | 2 | 2% |
| 2 | Bad | | 3 | 3% |
| 3 | Neither Good nor Bad | | 26 | 27% |
| 4 | Good | | 42 | 44% |
| 5 | Very Good | | 23 | 24% |
| | Total | | 96 | 100% |

## 33. Help with research and reference questions

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Very Bad | | 1 | 1% |
| 2 | Bad | | 1 | 1% |
| 3 | Neither Good nor Bad | | 19 | 20% |
| 4 | Good | | 47 | 49% |
| 5 | Very Good | | 27 | 28% |
| | Total | | 95 | 100% |

## 34. Handling of reserve materials

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Very Bad | | 0 | 0% |
| 2 | Bad | | 1 | 1% |
| 3 | Neither Good nor Bad | | 37 | 40% |
| 4 | Good | | 37 | 40% |
| 5 | Very Good | | 18 | 19% |
| | Total | | 93 | 100% |

## 35. Interlibrary loan

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Very Bad | | 0 | 0% |
| 2 | Bad | | 2 | 2% |
| 3 | Neither Good nor Bad | | 22 | 23% |
| 4 | Good | | 42 | 44% |
| 5 | Very Good | | 29 | 31% |
| | Total | | 95 | 100% |

## 36. Overall quality of library services

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Very Bad | | 0 | 0% |
| 2 | Bad | | 2 | 2% |
| 3 | Neither Good nor Bad | | 11 | 11% |
| 4 | Good | | 59 | 60% |
| 5 | Very Good | | 26 | 27% |
| | Total | | 98 | 100% |

## 37. Atmosphere for reading and studying

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Very Bad | | 0 | 0% |
| 2 | Bad | | 5 | 5% |
| 3 | Neither Good nor Bad | | 24 | 25% |
| 4 | Good | | 45 | 47% |
| 5 | Very Good | | 22 | 23% |
| | Total | | 96 | 100% |

## 38. Library facilities as a whole

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Very Bad | | 0 | 0% |
| 2 | Bad | | 6 | 6% |
| 3 | Neither Good nor Bad | | 11 | 11% |
| 4 | Good | | 59 | 61% |
| 5 | Very Good | | 20 | 21% |
| | Total | | 96 | 100% |

## 39. What changes or improvements would you like to see implemented regarding library services?

Text Response

Study rooms should not be used by just one person.  There should be an area where I can pull a student off to the side to have a conversation.  There I times I would not feel right explaining complicated items in the library.

too cold!!

Nothing at all, the library support staff are an excellent feature of our campus community

The university must stop defunding the library and failing to fill open positions. To my mind, the library is silently bearing the brunt of bad budgets.

Great Staff!

I would like to find a way to encourage more students to study there. Maybe if there were an adjacent reading lounge with coffee services as well, and a place for quiet conversation in that space.  Blending opportunities for collaboration and socializing seems to be the new corporate trend.  Maybe similar environments would help our students become more invested in their work, too.

We need a new information commons with electronic resources and more space for physical books.

Very few students are in the library when I go.  How to get more students to use print material is a challenge.  On recent visits to other universities, there have been coffee and snack/lunch bars (decent snacks!)with Wi-Fi.

There are a few more journals I wish we carried

We need a newer and larger library with expanded services and hours for students  There needs to be more library staff

If I were a student looking for a quite place to work, I would not go to the library.

It's imperative to finalize hiring of a dean.

A dean should be searched and hired as soon as possible. The number of librarians and staff departing is alarming.

Obviously, the library could be more successful with an improved budget (as with the rest of the university). I can think of additional electronic resources helpful for my area currently out of reach with current funding.

More study areas around the library.

Librarians who encourage students to find resources, rather than librarians who pretend to know how a student should change his/her topic.

The training available to classes surpasses what I have had available at other institutions.  Off campus students have positive comments about the accessibility and helpfulness of the library and staff.

Rennovate the entryway to create a clear sight line to the lovely open space in the back.  The first impression of the library is that it is dark, and has low celings, which isn't the case everywhere.  The carpet adds to the effect.

## 40.  Student retention is a problem at UNC Pembroke.

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Strongly Disagree | | 0 | 0% |
| 2 | Disagree | | 6 | 6% |
| 3 | Neither Agree nor Disagree | | 20 | 21% |
| 4 | Agree | | 50 | 52% |
| 5 | Strongly Agree | | 21 | 22% |
| | Total | | 97 | 100% |

## 41. I try to find out why my students withdraw or drop out of my courses.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 0 | 0% |
| 2 | Disagree | | 6 | 6% |
| 3 | Neither Agree nor Disagree | | 15 | 15% |
| 4 | Agree | | 49 | 51% |
| 5 | Strongly Agree | | 27 | 28% |
| | Total | | 97 | 100% |

## 42. I am aware of the steps UNC Pembroke is taking to improve student retention.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 1 | 1% |
| 2 | Disagree | | 1 | 1% |
| 3 | Neither Agree nor Disagree | | 10 | 10% |
| 4 | Agree | | 60 | 61% |
| 5 | Strongly Agree | | 27 | 27% |
| | Total | | 99 | 100% |

## 43. There is significant support on campus to address student retention and related issues.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 2 | 2% |
| 2 | Disagree | | 11 | 11% |
| 3 | Neither Agree nor Disagree | | 18 | 19% |
| 4 | Agree | | 45 | 46% |
| 5 | Strongly Agree | | 21 | 22% |
| | Total | | 97 | 100% |

## 44. I am familiar with the services offered by the CAE and how they work.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Strongly Disagree | | 2 | 2% |
| 2 | Disagree | | 4 | 4% |
| 3 | Neither Agree nor Disagree | | 12 | 12% |
| 4 | Agree | | 59 | 60% |
| 5 | Strongly Agree | | 21 | 21% |
| | Total | | 98 | 100% |

## 45. HAWK Alert, Supplemental Instruction, Academic Resource Mentoring, and Tutoring are key programs offered by the CAE in addressing the issues students encounter while striving for academic success.

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Strongly Disagree | | 6 | 6% |
| 2 | Disagree | | 10 | 10% |
| 3 | Neither Agree nor Disagree | | 23 | 23% |
| 4 | Agree | | 40 | 41% |
| 5 | Strongly Agree | | 19 | 19% |
| | Total | | 98 | 100% |

## 46. By the time midterm grades are submitted, it is too late in the semester for students to recover.

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Strongly Disagree | | 9 | 9% |
| 2 | Disagree | | 42 | 42% |
| 3 | Neither Agree nor Disagree | | 27 | 27% |
| 4 | Agree | | 16 | 16% |
| 5 | Strongly Agree | | 5 | 5% |
| | Total | | 99 | 100% |
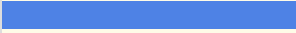
## 47. It is my responsibility as a faculty member at UNC Pembroke to report students to the CAE for the following (check all that apply):

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | academic difficulty | | 80 | 94% |
| 2 | poor attendance | | 73 | 86% |
| 3 | quality of written work | | 45 | 53% |
| 4 | lack of purpose or motivation | | 41 | 48% |
| 5 | test performance | | 62 | 73% |
| 6 | quality of oral work | | 28 | 33% |
| 7 | personal problems | | 30 | 35% |
| 8 | class participation | | 38 | 45% |
| 9 | content difficulty | | 50 | 59% |
| 10 | social interaction problems | | 23 | 27% |
| 11 | completion of assignments | | 54 | 64% |
| 12 | attitude | | 38 | 45% |
| 13 | any other problems that may arise | | 25 | 29% |

## 48. How often do you refer students to programs offered by the CAE?

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | 0-5 students per semester | | 73 | 74% |
| 2 | 6-10 students per semester | | 15 | 15% |
| 3 | 11-15 students per semester | | 6 | 6% |
| 4 | More than 15 students per semester | | 4 | 4% |
| | Total | | 98 | 100% |

## 49. How did you learn about the programs that the CAE offers?

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | CAE announcement | | 58 | 62% |
| 2 | Faculty orientation | | 8 | 9% |
| 3 | From a colleague | | 3 | 3% |
| 4 | From a Department Chair or Dean | | 11 | 12% |
| 5 | Other (please specify) | | 13 | 14% |
| | Total | | 93 | 100% |

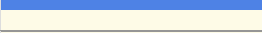| Other (please specify) |
|---|
| All of the above |
| student tutors |
| Multiple methods: Reading emails, accessing the website, talking to CAE staff, and more. |
| Presentation in HSB. |
| Teaching Freshman Seminar |
| emails from CAE |
| and all the above |
| Asked for presentations by CAE staff to my entire classes. |
| Participated in SI |
| paying attention to the emails from CAE |
| workshops and open house |
| all of the above |
| From multiple sources, including most listed here. |

## 50. If you have not recommended that your students utilize the services provided by the CAE, then what is the reason that you have not done so?

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Have not heard of CAE services | | 0 | 0% |
| 2 | Don't think it will be beneficial | | 9 | 26% |
| 3 | Do not feel it is my responsibility | | 5 | 15% |
| 4 | It is too much work | | 1 | 3% |
| 5 | Other (please specify) | | 19 | 56% |
| | Total | | 34 | 100% |

## 51. How many years have you been teaching at UNC Pembroke?

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | 1-5 years | | 21 | 23% |
| 2 | 6-10 years | | 33 | 35% |
| 3 | 11-15 years | | 20 | 22% |
| 4 | More than 15 years | | 19 | 20% |
| | Total | | 93 | 100% |

## 52. What type of position(s) do you hold at UNCP? (Check all that apply).

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Administrative | | 3 | 3% |
| 2 | Faculty, full time | | 89 | 94% |
| 3 | Faculty, part time/adjunct | | 3 | 3% |
| | Total | | 95 | 100% |