



SURVEY REPORT

# Utah Education Network Survey Findings

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UTAH EDUCATION NETWORK  
[WWW.UEN.ORG](http://WWW.UEN.ORG)

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## Methodology

This 30 question online survey was fielded April 21-29, 2014. A total of 474 respondents started and 229 completed the survey (48%). (This occurs when respondents sometimes begin a survey and then realize they do not have time to complete it, OR when they feel they may not have strong enough opinions to merit completing the input.) Unless otherwise noted, only those who completed the entire survey are used for the analysis (N=229).

## Survey Results

Thank you for taking the time to complete this survey regarding distance education and the Utah Education Network's services. Your input will help us assess the usefulness of our current services and plan for future capabilities.



The survey should take about 15 minutes to complete. You can track your progress by looking at the progress bar in the upper right of the page.

Your individual responses and comments will be kept anonymous and will be aggregated with that of other respondents to help Utah Education Network formulate new services for the state.

Let's get started by learning a few things about you.

### 1. Which best describes your involvement with or interest in education?

Response	Chart	Percentage	Count
Educational administration (Director, Dean, Provost, Principal)		24%	54
CIO / Technology Director / School technology coordinator / IT		20%	46
Distance Learning Coordinator / instructional designer / academic program manager		11%	25
Teacher / Professor / Faculty / Staff		45%	104
Total Responses			229








## 2. What is your title?

The 229 response(s) to this question can be found in a separate, provided Excel file.

## 3. What is your email address?

The 229 response(s) to this question can be found in a separate, provided Excel file.

## 4. Which of the following describes your type of institution?



Response	Chart	Percentage	Count
Public K-12		57%	131
Private K-12		0%	0
Charter School		8%	19
University		19%	43
College		3%	8
Applied Technology College		5%	12
Regional Service Center		2%	4
Other:		5%	12
Total Responses			229

We note that just about one quarter of respondents are involved with post-secondary / higher education (27% combining university, college, and applied technology college). Almost two thirds (65%) are involved with public or private / charter primary / secondary education.

Other:

- 4x Public Library
- State Office
- Non-profit organization
- Utah State Office of Education
- YIC
- Public - Tech Center
- Library
- health care clinical and hospital system
- Transition School (18-22 yr. olds)

## 5. For categorization purposes, would you consider your geographic location to be...?

Response	Chart	Percentage	Count
Rural		54%	124
Urban		46%	105
Total Responses			229












< Show Q6 for those that responded “Public K-12, Private K-12, Charter School, Regional Service Center, or Other” in Q4, N=166 >

## 6. What is the name of your institution?

The 166 response(s) to this question can be found in the appendix.

< Show Q7 for those that responded “University, College, or Applied Technical College” in Q4, N=62 >

## 7. Which post-secondary institution are you with?

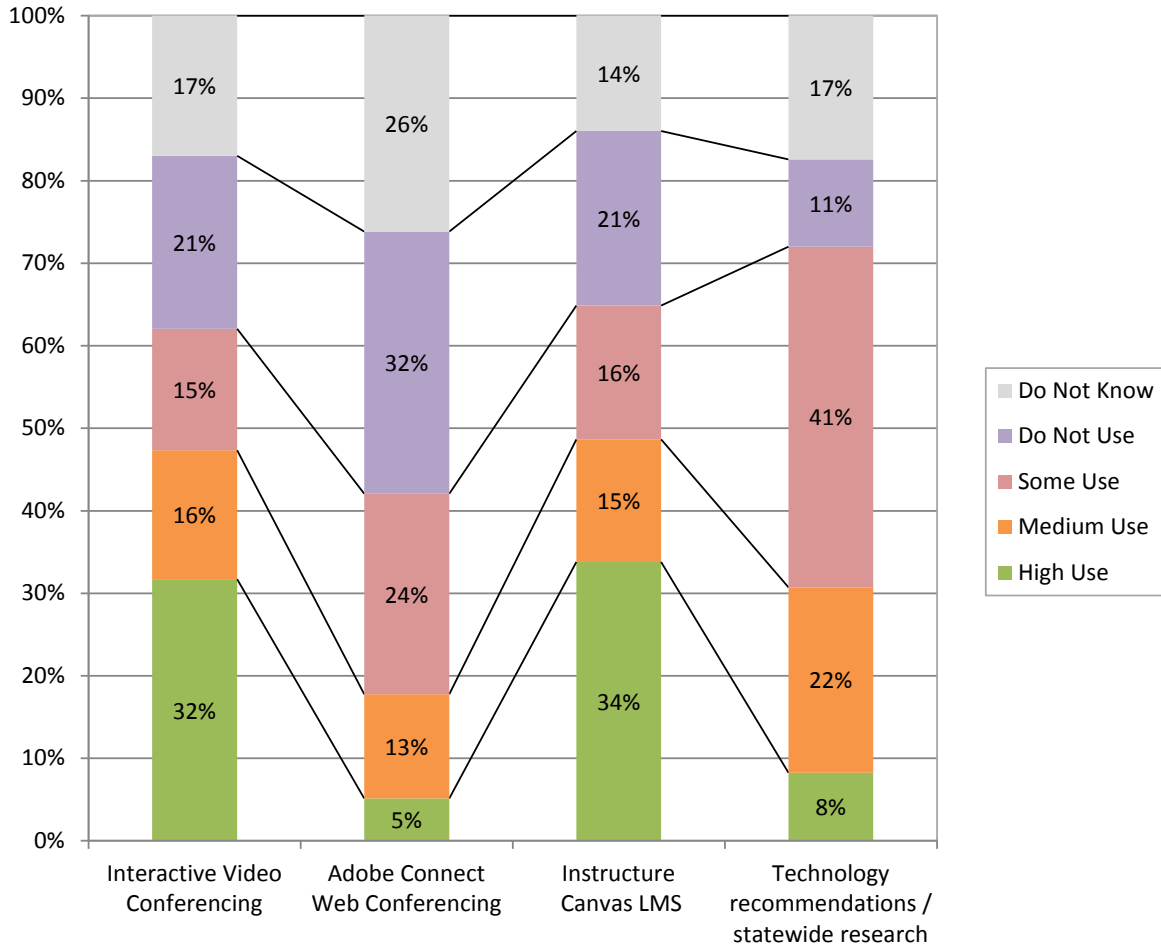
Response	Chart	Percentage	Count
University of Utah		8%	5
Utah State University		35%	22
Weber State University		16%	10
Southern Utah University		2%	1
Snow College		8%	5
Dixie State College		3%	2
USU Eastern		2%	1
Utah Valley University		3%	2
Salt Lake Community College		2%	1
Utah College of Applied Technology		16%	10
Other:		5%	3
Total Responses			62

Other:

- Dixie Applied technology college
- Tooele Applied Technology Collegeasdf
- USU Eastern Blanding

## 8. Which of these services of The Utah Education Network is your organization utilizing?

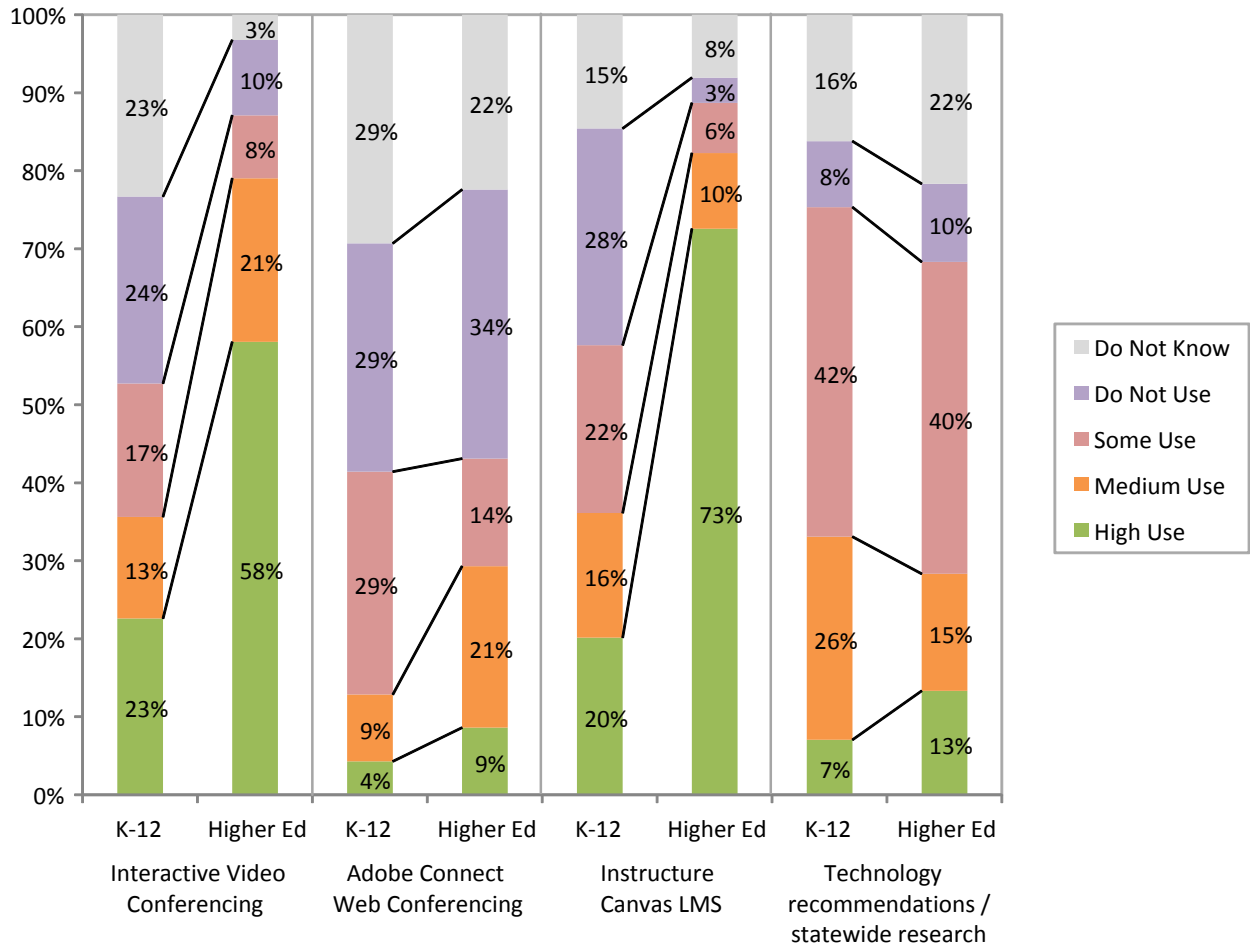
- Interactive Video Conferencing (scheduling and bridging services)
- Adobe Connect Web Conferencing
- Instructure Canvas LMS
- Technology recommendations / statewide research (such as this survey)



The mix of those using UEN for IVC and Canvas is very similar – roughly 1/3 have high use and they show the same patterns for medium and some use. Adobe Connect is least used, but note that 42% -- almost 2 out of 5 respondents – show some, medium, or high use. We also note that later in the survey an equally large number of respondents may not be aware if their organizations have licensed Adobe Connect through UEN.

Though only 8% are high users of technology recommendations / statewide research, more stakeholders use these services than any other: 71% in total. It also appears that a significant number are not aware of the extent of usage of these services – especially Adobe Connect.

Segmenting the responses by K-12 (N=146) vs. Higher Ed (N=62):

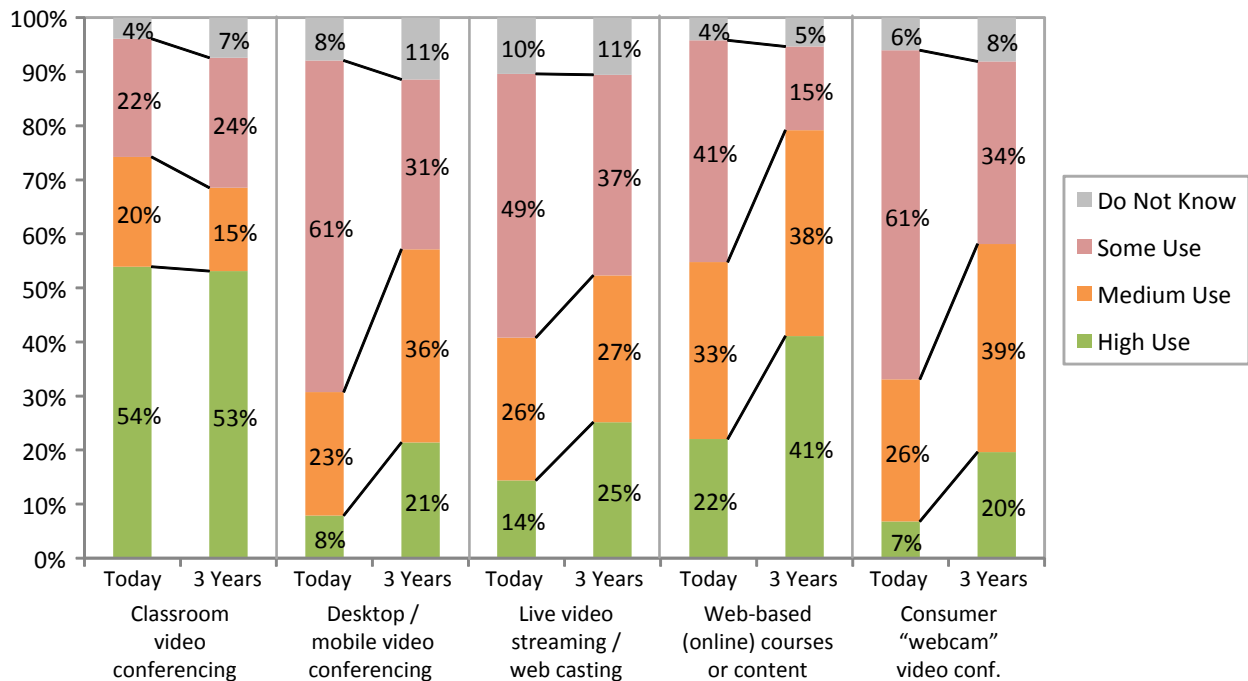


This chart describes which technologies are in use by UEN stakeholders by major segment: K-12 vs. higher education. Canvas and IVC clearly are in greatest use by both segments. K-12 also relies more upon UEN for technology recommendations and research.

## 9. To what extent are the following technologies being used ...

TODAY – In three years

- Classroom video conferencing (two-way interactive video - IVC )
- Desktop / mobile video conferencing (such as a soft video client provided by your organization – i.e. Movi/Jabber, Lync, ClearSea)
- Live video streaming / web casting (one-way video)
- Web-based (online) courses or content e.g., audio threads, podcasts, vodcasts, archived segments
- Consumer “webcam” video conferencing (Skype, FaceTime etc.)

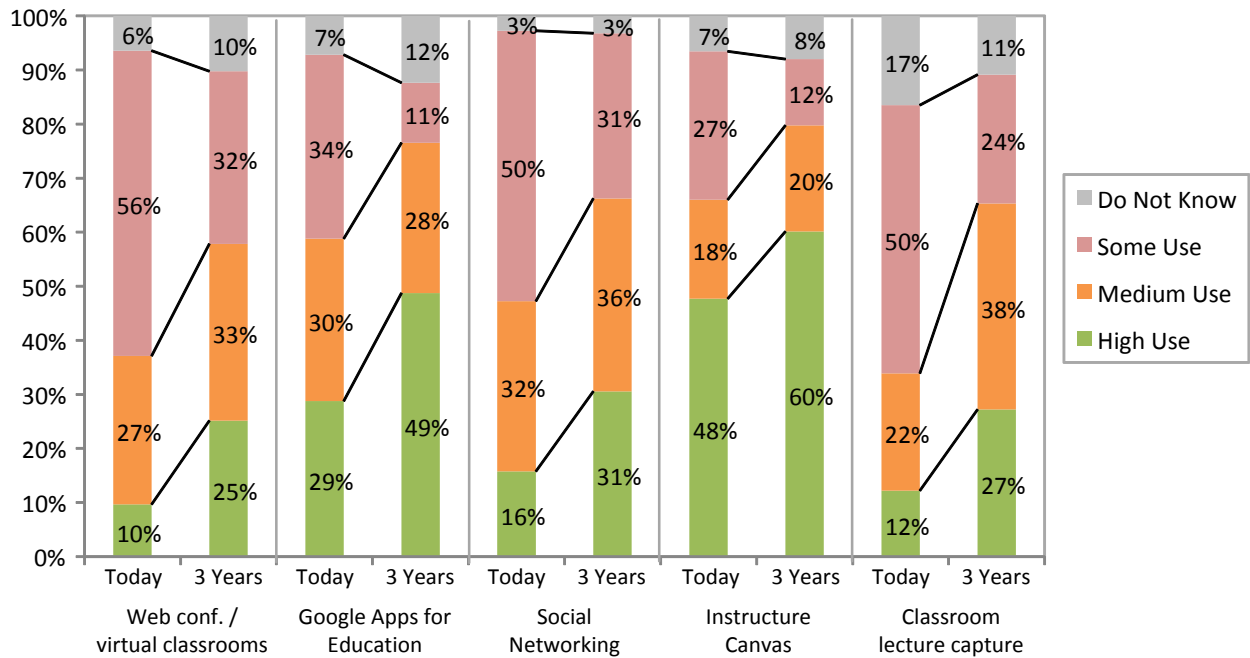


Classroom video conferencing is anticipated to be lower in three years from now, particularly for those who are not currently “medium use” organizations. The high use groups expect to remain more or less constant, whereas those that currently have medium use expect to be down by 5%.

Equally notable, those that show only *some* use of desktop video, live video streaming, web-based courses, and consumer-grade video conferencing all indicate increased use in three years from now. This is especially the case for the following: desktop / mobile video (26% medium or high use increase); web-based online courses or content (24% increase medium or high use); and consumer “webcam”-based video conferencing (26% medium or high use increase).

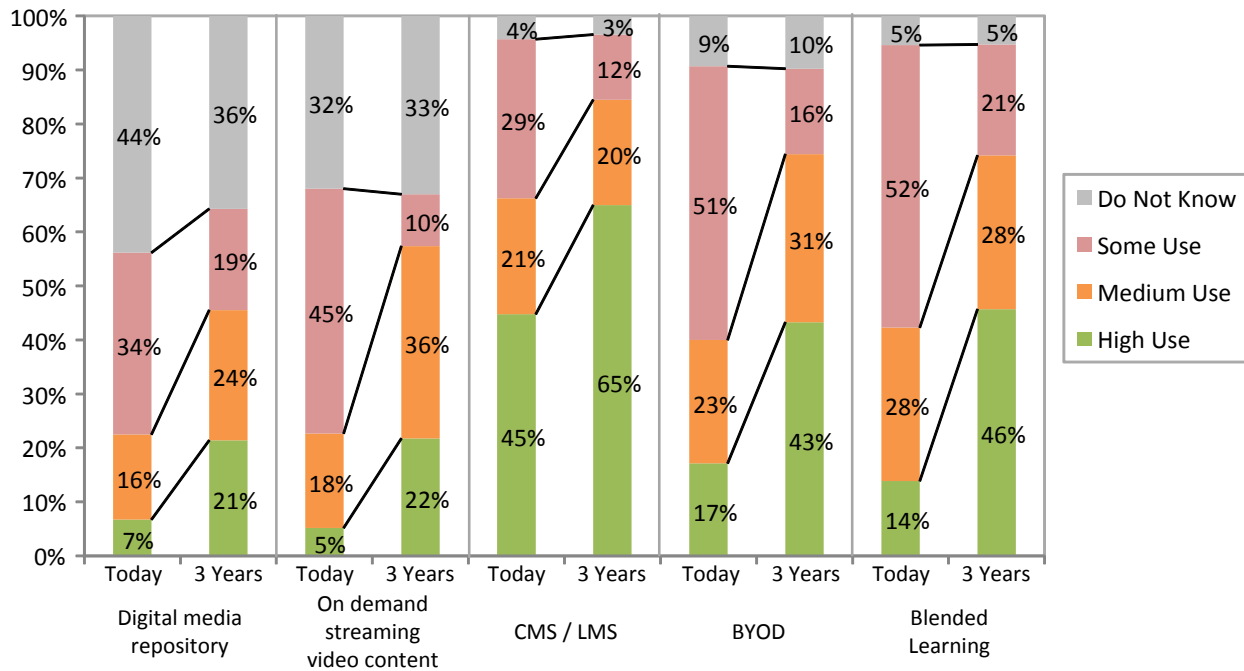


- Web conferencing / virtual classrooms (WebEx, Adobe Connect, Office 365, Blackboard Collaborate)
- Google Apps for Education
- Social Networking (Twitter, Facebook, etc.)
- Instructure Canvas
- Classroom lecture capture



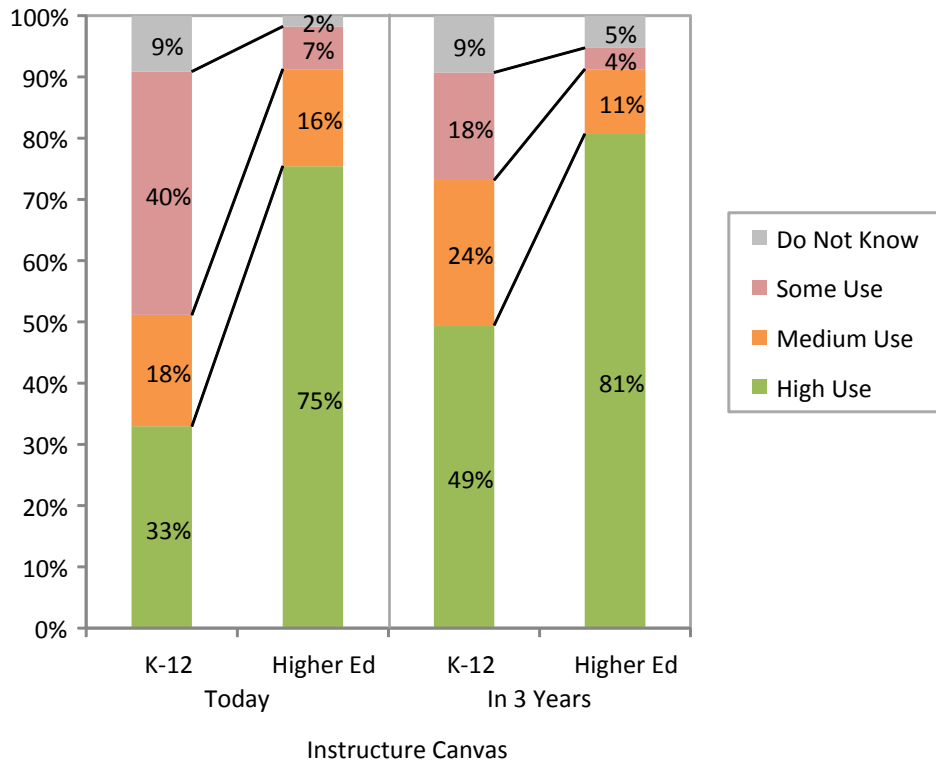
Respondents predict that all five of these areas will be up in three years. Google Apps for Education may be used by as many as 88% of respondents. Instructure Canvas is in use by 93% today and it appears that stakeholders expect significantly higher use in three years. Even classroom lecture capture is expected to be in greater use.

- Digital media repository (such as Equella)
- On demand streaming video content (such as Kaltura)
- Course Management Systems / Learning Management Systems (Blackboard, Moodle, Canvas, eCollege/eCompanion)
- BYOD (Bring Your Own Device)
- Blended Learning (part online and part face to face)



All of these technologies *or approaches* to education appear to be poised to increase significantly among those who are “high users” of them: digital media repositories, on demand streaming video, CMS/LMS, BYOD, and blended learning. We note that later in the comments respondents begin to request greater access to Canvas, even at the K-12 level. We also note the large number of respondents who do not know if they use digital media repositories or on demand / streaming technologies now or will in the future.

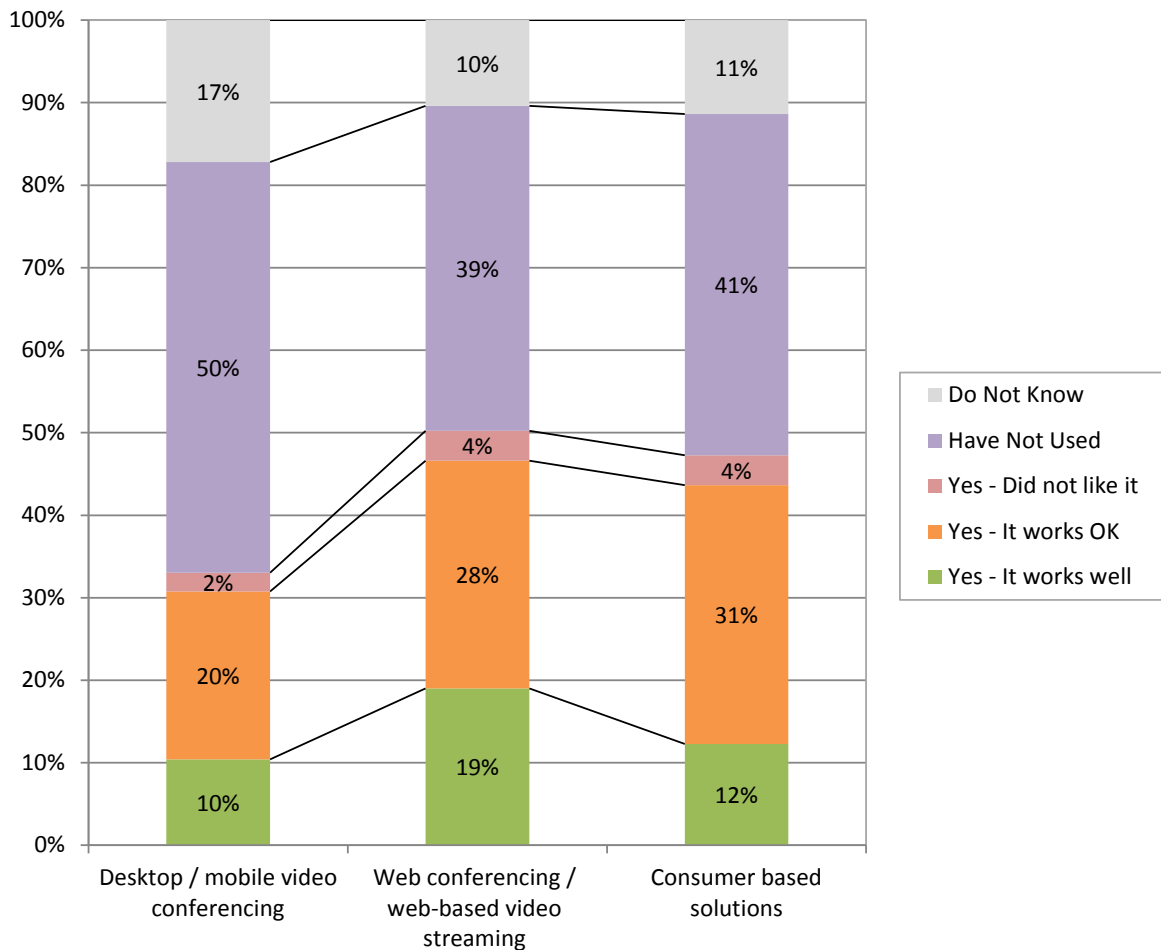
Segmenting the responses for Instructure Canvas by K-12 (N=97) vs. Higher Ed (N=57):



This chart demonstrates that looking forward, Canvas will be almost as attractive to K-12 as to higher education. While an “eyeball” average of these two groups do not appear to rationalize with the full population shown in the previous chart, it is because of the two populations that are not shown (“Regional Service Center” and “Other”).







## 10. In the past year, have you used any of the following in lieu of classroom video conferencing?

- Desktop / mobile video conferencing (Movi / Jabber, Lync, ClearSea, etc.)
- Web conferencing / web-based video streaming (Adobe Connect, Citrix GoToMeeting, Blackboard Collaborate, etc.)
- Consumer based solutions (Google Hangouts, Zoom, Skype, etc.)



This question was meant to determine the extent to which alternate technologies are being used to substitute for IVC. Note the extent to which consumer-based video solutions are positively perceived (works OK or works well) by 43% of respondents. Very few respondents do not like these substitute approaches. (Removing those who do not know or have not tried results in 92% to 93% of those who have used these feeling they work ok or work well.) Verbatim comments suggest that these are being used when standard IVC classrooms are not available.

**11. How will desktop / mobile video conferencing, web conferencing, web-based video streaming, and Technology Intensive Concurrent Enrollment (TICE) impact your use of classroom video conferencing over the next three years?**

Response	Chart	Percentage	Count
Will increase		57%	130
Will stay the same / not be impacted		13%	29
Will reduce		2%	4
Will basically go away		0%	1
Other:		3%	7
Do not know		25%	57
Total Responses			228

More than half (57%) believe that use of alternate technologies will actually increase their use of classroom IVC over the next three years. Another 25% do not know what will be the impact. The “other” comments show the range of possibilities: some believe alternate technologies may increase use of IVC, others do not.

Other:

- Will increase or stay the same
- hired a teacher
- only using web conferencing for USOE meetings
- I hope that it will increase but do not know
- In elementary, I don't see this happening.
- Not sure - I would expect it to reduce though
- Do not know, but open to ideas and possibilities.

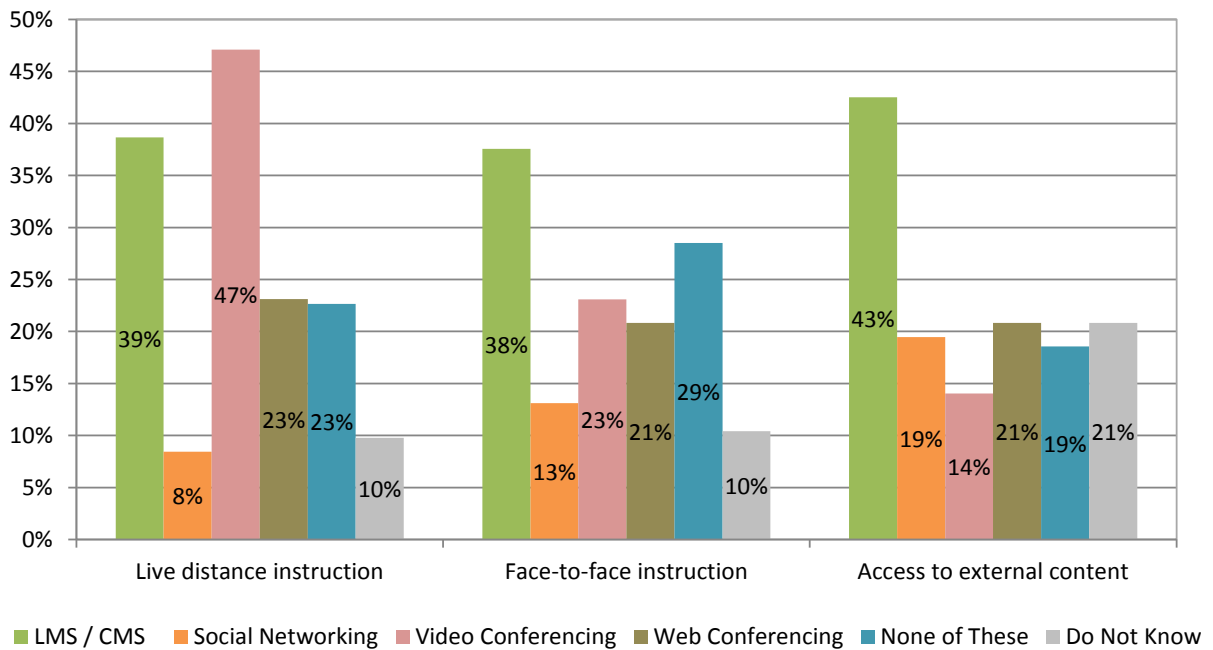
For questions 12 through 14:

**Which technologies do you use for which purposes?**

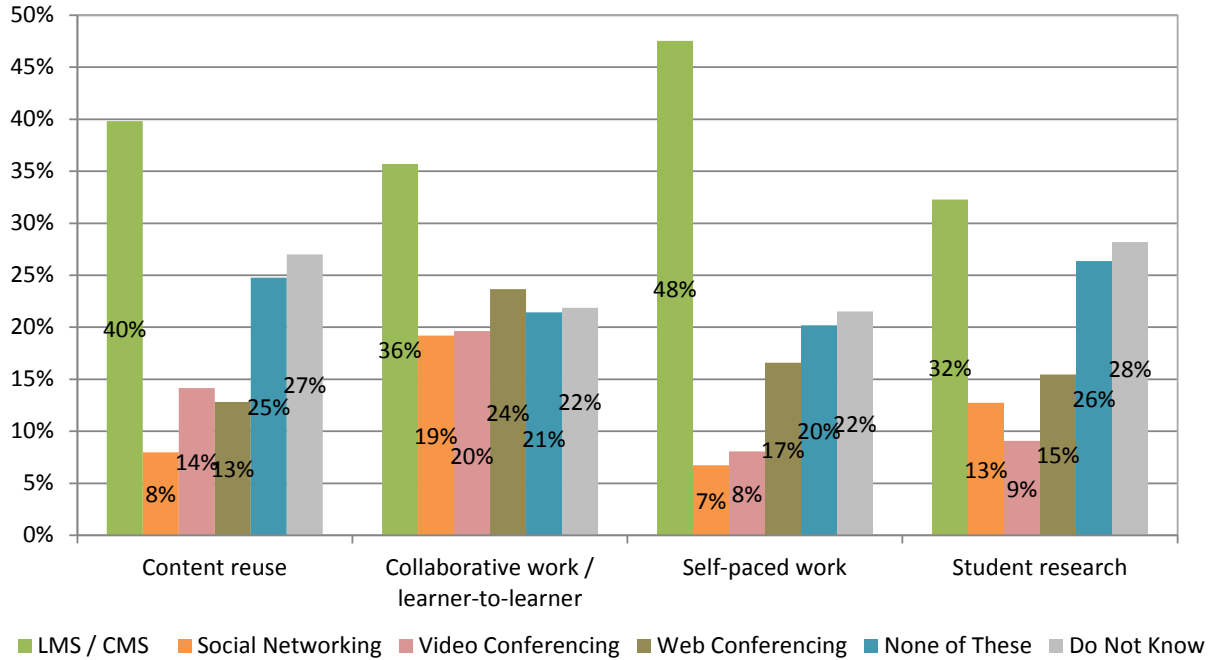
- **LMS / CMS** - like Canvas or Moodle
- **Social Networking** - like Facebook, tumbler, or Twitter
- **Video conferencing** - Classroom video conferencing
- **Web Conferencing** - like Adobe Connect, Office 365, Blackboard Collaborate

**Check all that apply ...** you should have at least one box checked per row.

**12. Real-time Instructional Activities**

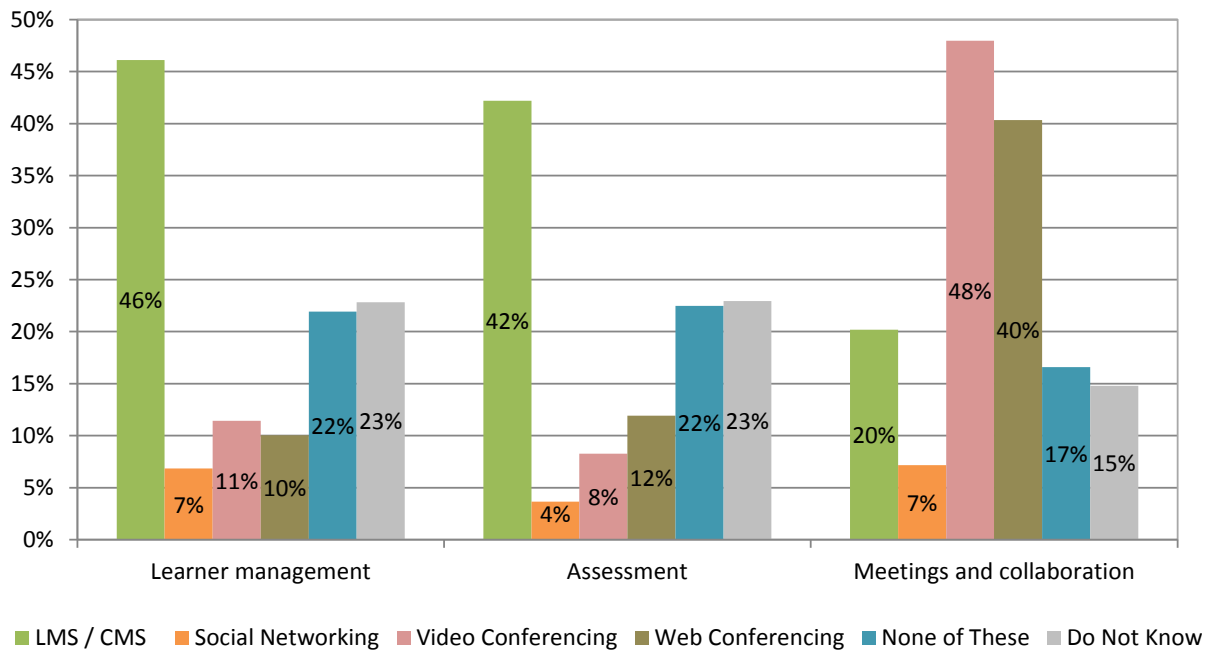


### 13. Real-time and On Demand (Blended) Activities



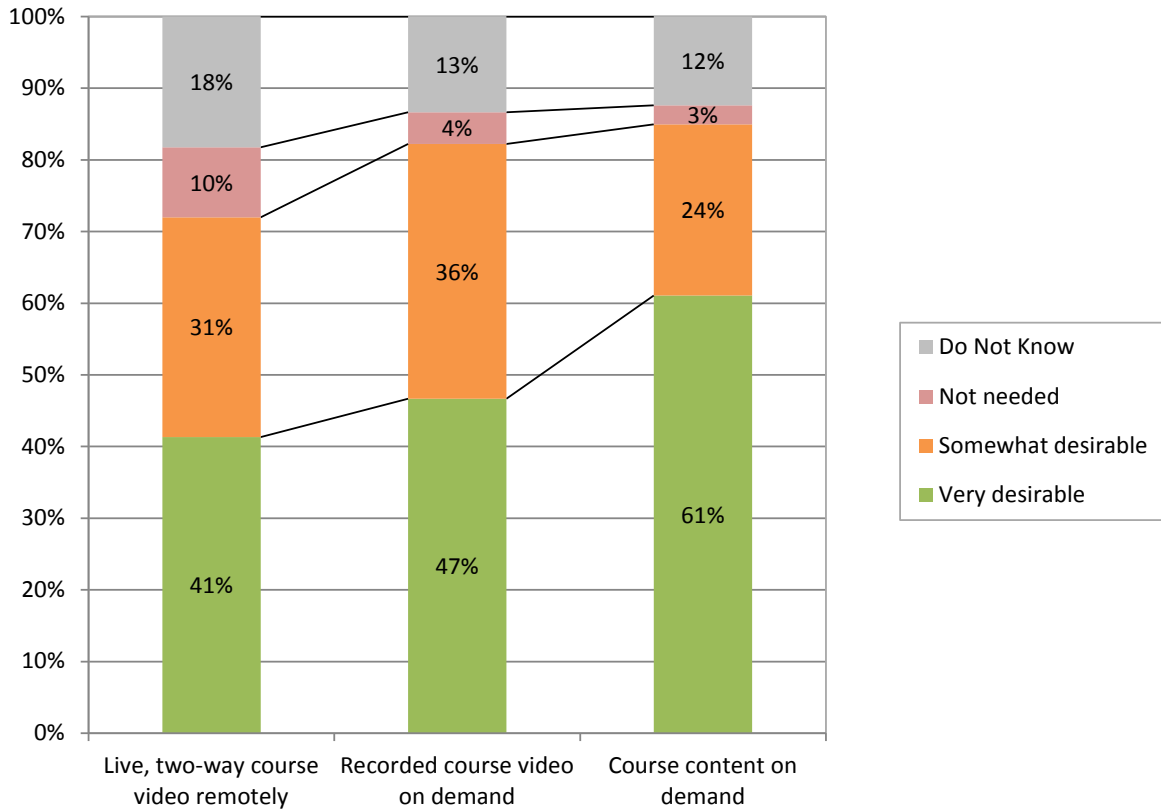
The LMS/CMS obviously is most essential for virtually every type of learning or administrative activity other than meetings (below). Note how a number of technologies are being used to similar degrees to accomplish collaborative, learner-to-learner work.

### 14. Administrative Activities



## 15. To what extent do today's learners want to have access to the following?

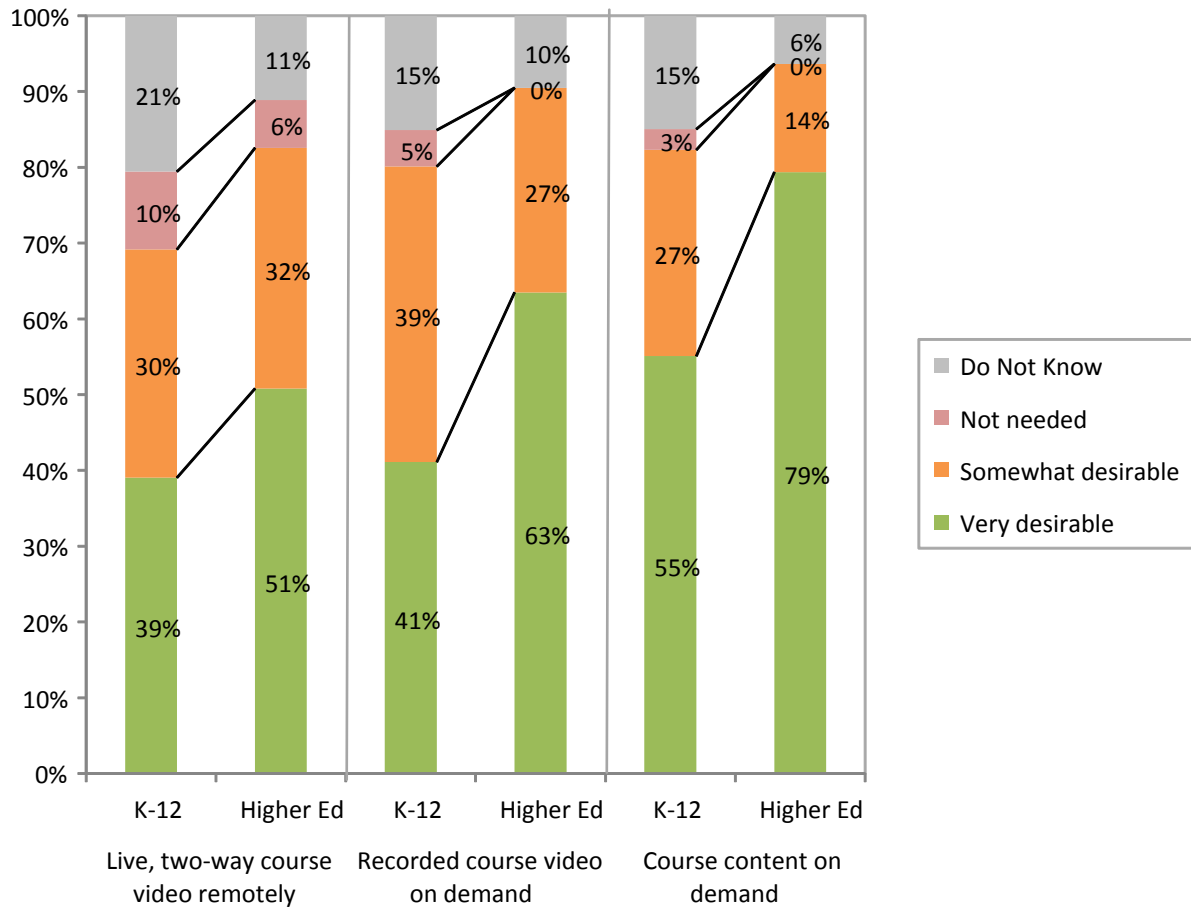
- Live, two-way course video remotely
- Recorded course video on demand
- Course content on demand



Two thirds of respondents (61%) say that course content on demand is very desirable to their learners. Recorded course video on demand is not quite as “very desirable” but when counting those who feel it is “somewhat desirable,” it comes close to mapping to course content on demand. Live two-way course video is very desirable to 41%, somewhat desirable to 31%.



Segmenting the responses by K-12 (N=147) vs. Higher Ed (N=63):

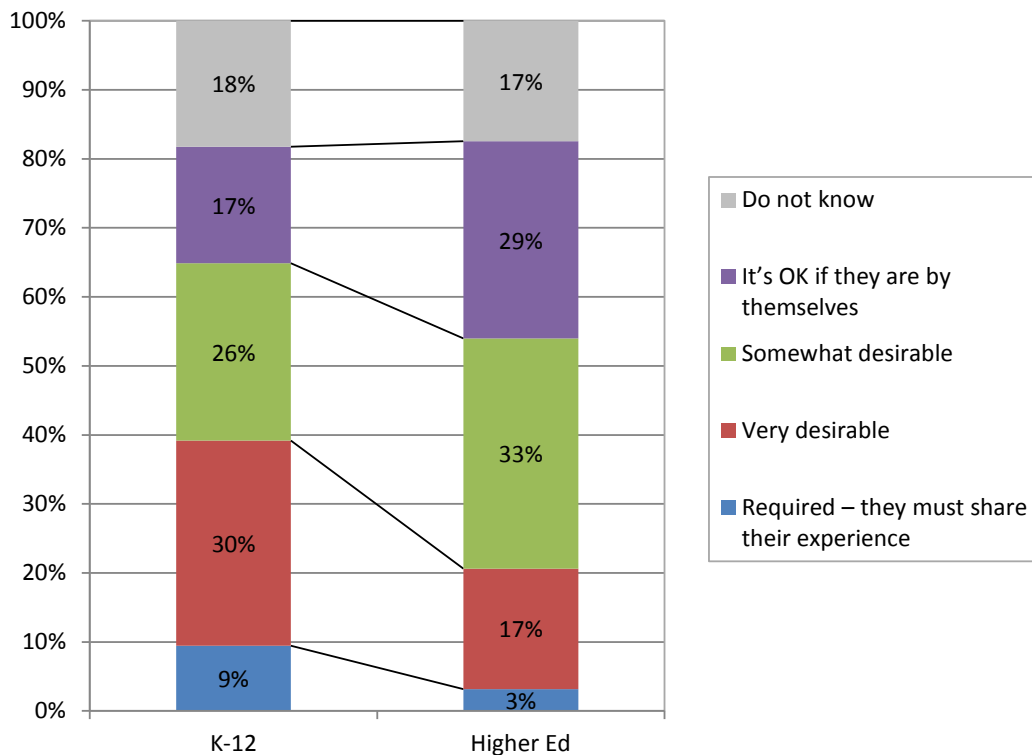


This chart describes respondent beliefs concerning their learners' expectations by segment. It captures very well the state of expectations in education (even on a national basis) regarding two-way video and on demand content.

## 16. How desirable is it for your distance education students to be in the same classroom with other students?







Response	Chart	Percentage	Count
Required – they must share their experience		8%	18
Very desirable		26%	58
Somewhat desirable		26%	60
It's OK if they are by themselves		21%	47
Do not know		19%	44
Total Responses			227

Segmenting the responses by K-12 (N=148) vs. Higher Ed (N=63):



This chart describes the desirability by segment of having learners be in the same classroom as other learners. As to be expected, more educators involved with K-12 believe this is important than do those in higher education, but even so, almost one out of five UEN stakeholders in K-12 (17%) believe it is acceptable for learners to not be in the same classroom as other learners. Assume, however, that many K-12 instructors still find it desirable for their learners to be together – and will continue to do so for the socialization and general pedagogical reasons kids attend school together already.

### 17. When using classroom video conferencing, how critical is the ability to conduct classes between institutions?

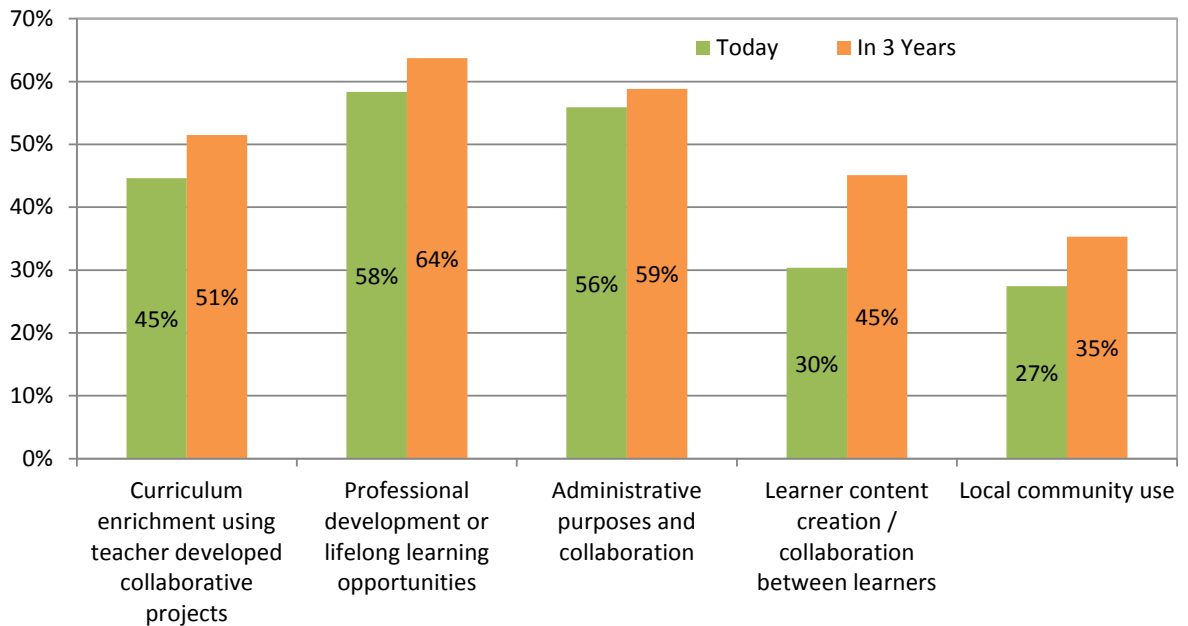
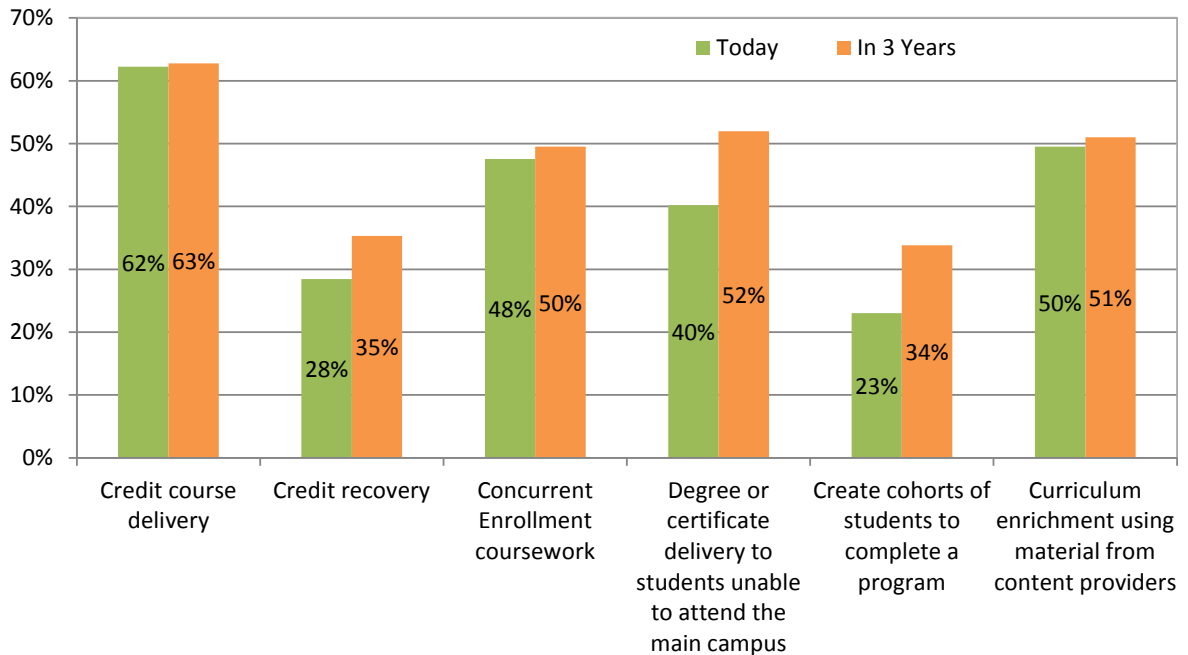
Response	Chart	Percentage	Count
Essential		21%	49
Very desirable		30%	69
Somewhat desirable		15%	34
Not a requirement		4%	10
I do not use classroom video conferencing between institutions		15%	34
Do not know		14%	32
Total Responses			228

More than half of respondents (51%) believe it is very desirable or essential that they have inter-institutional IVC for classes. Another 15% believe it is somewhat desirable. About one in five (19%) believe it is not a requirement or do not use IVC between institutions.

### 18. For which distance education application(s) does your organization use UEN services today? Three years from now?

- Credit course delivery
- Credit recovery (complete unfinished courses)
- Concurrent Enrollment (Advanced Placement, shared credit) coursework
- Degree or certificate delivery to students unable to attend the main campus
- Create cohorts of students to complete a program
- Curriculum enrichment using material from content providers
- Curriculum enrichment using teacher developed collaborative projects (either as originator or participant)
- Professional development or lifelong learning opportunities
- Administrative purposes and collaboration (meetings, curriculum planning etc.)
- Learner content creation / collaboration between learners
- Local community use

N=204 (the remaining ~25 must not use UEN services)



Credit course delivery (62%), Professional Development (58%), and administration / collaboration (56%) are the top applications of UEN stakeholders. Looking out three years, the greatest deltas (all positive) are in the areas of collaboration between learners (15%), degree or certificate delivery to remote learners (12%), and creation of student cohorts for program completion (11%). These are all classic distance learning applications, though learner collaboration / learner content creation is like to be manifested in a variety of methods. Several other categories of applications (credit recovery, curriculum

enrichment via collaborative projects, PD / lifelong learning, and local community use) all show some secondary amount of demand.

Other:

- As a public library, we'd be interested in what UEN could offer our community.
- Community-Based Participatory Research & Projects in collaboration with U of U (see <http://partners.utah.edu/home/>)
- Extension Programs
- IVC
- My school is in Idaho. I would like to connect with Utah State over the IEN.
- Non-credit course delivery
- not sure what utah education network is
- Our content is normally blended. The majority of course content is lab based. Our courses are all competency-based, so the services that we utilize through UEN helps our campus afford the LMS. There is not much media available dealing with the technical (lab) content that is provided through our school.
- UEN services touch every aspect of teaching and learning at the information, Internet-access level, not to mention myriads of other dependent technologies.
- Use it for ACT prep with our own course
- Using our own resources
- Virtual field trips (i.e. cilc.org)

## 19. What are the other benefits of utilizing UEN services?

(Check all that apply)

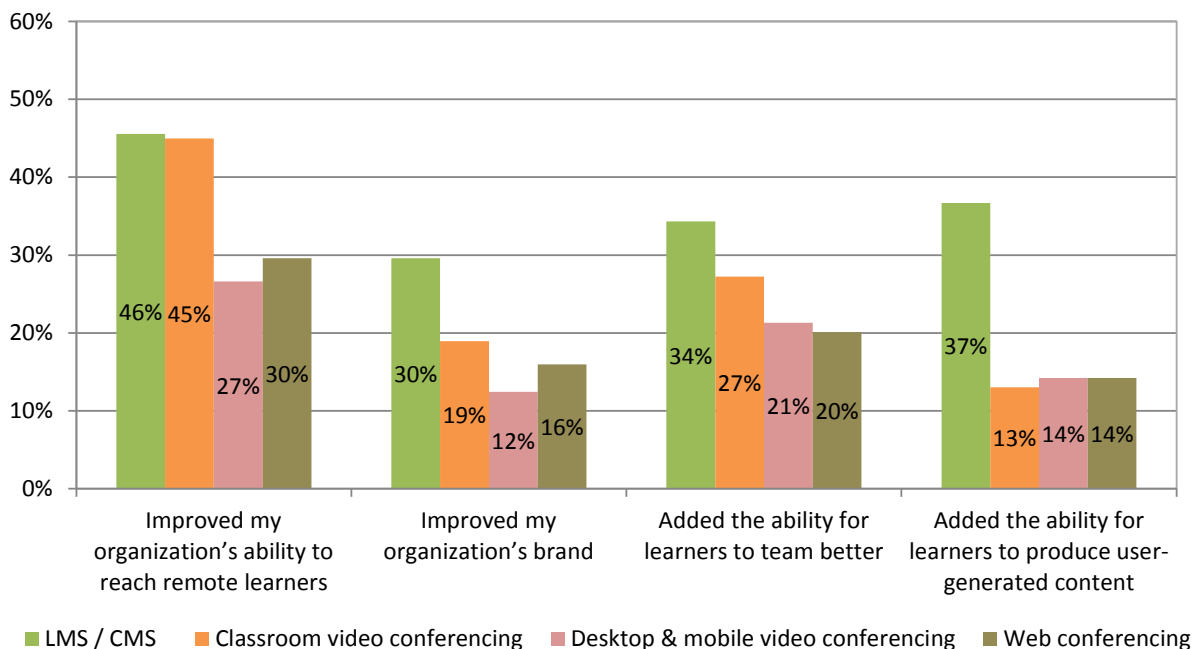
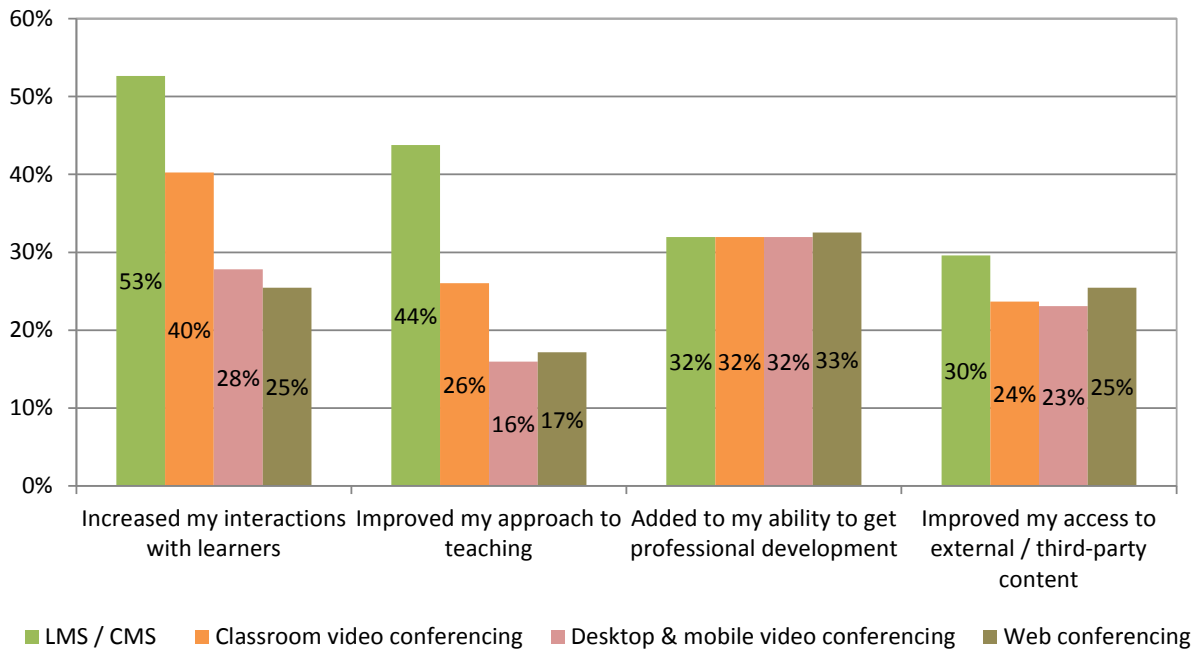
Response	Chart	Percentage	Count
Be able to afford technologies we otherwise could not afford		79%	174
Meet needs of students in small communities		74%	162
Meet post graduate continuing education needs		49%	107
Meet scheduling needs of working students		49%	108
Extend access to instruction and content beyond local offerings		65%	143
Other:		7%	15
None of the above		3%	7
Total Responses			219

Access to technologies they could otherwise not afford – and meeting the needs of remote learners in small communities are the top two secondary benefits cited by respondents (79% and 74%, respectively). A corollary benefit, extending an organization’s own instruction and content is cited by 65%. And about half (49%) cite the ability to meet post graduate continuing education needs or the scheduling needs of working students.

Other:

- Build collaborations
- makes course work available to students ill for an extended time
- leverage for better pricing, licensing, and shared resources
- Meet undergraduate education needs--there are no campus or branch campuses within 70 miles.
- Rural districts rely on UEN for many services.
- just-in-time instruction and troubleshooting
- I never use UEN
- Not really sure, I so not use UEN for my classroom as many of my students have limited or no computer access.
- Corporate Sponsored Professional Development
- Support electives that have insufficient student interest on campus
- training for teachers is needed
- Minimizes administrative travel
- access to schools for the deaf in other parts of the country and world
- Helps instructors track their students' performance and assignments since we are open entry/open exit. We have no scheduled lecture-based courses. The classroom consists of many students taking multiple courses and different paces. Testing through Canvas LMS aids instructors in knowing where and how each student is performing.

## 20. What effect have the following technologies provided by UEN had on your teaching and learning environment?



The LMS / CMS clearly is superior to virtually every technology in terms of increasing interactions with learners, improving approaches to teaching, improving access to third-party content, improving the brand, adding to ability to team better, and ability to produce learner-generated content. The four technologies are on par concerning the ability to access PD.


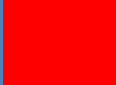






Comments:

- Adobe Connect and Wimba are/were used with k12 students in addition to teacher professional development. IVC Services are used mainly in teacher professional development.
- ASL is a visual language. Teaching by web cam is not good pedagogy. Students are the size of a dime on the screen, so the teacher cannot properly assess if their signs are being correctly formed. For the teacher to answer a question, the students must speak in English to be understood, instead of staying in the target language. Students have shared with me that this learning environment is not conducive to learning ASL at all. They felt it was wasted time spent in a classroom for nothing and no benefit.
- I don't interact with students so this doesn't really apply to me.
- I don't know what LMS/CMS is. Are you under the impression that we are doing classroom video conferencing? in any form? In High School?
- I have not used these in my classroom.
- I just proctor tests.
- I would probably be more active in web conferencing, but scheduling is a problem across time zones. Courses have sometimes only been offered during times that I am teaching.
- It's important to note that we had our own instance of Adobe Connect before the state made it available.
- My program is engage in numerous distance learning projects.
- N/A
- not sure what is Utah Education Network? Do I use it??? I teach online and face to face and I use canvas and a lecture capture and tons of other electronic helps like jing....
- Not using UEN
- Some questions do not apply as we offer no "formal" education at the public library.
- sorry don't use it at all.
- Thanks UEN you have made education for all possible.
- These classes are really good and the learning environment gives the students a look into college life. Need to keep the US History classes and classes that will help them achieve the desire for further academics both academics and economically.
- This survey is typical of UEN. Next to nothing applies.
- We need training for teachers at our school as to how this might be of use.
- We use CANVAS minimally. I would like to see another LMS option provided by UEN that better meets the needs of younger students and that integrates with SIS systems for the purpose of posting grades.

The comments suggest that UEN is in need of some branding support, alternate LMS options more suited to K-12, and perhaps additional programs to educate stakeholders regarding their options. The American Sign Language comments suggest that for a set of stakeholders, IVC or at least something better than webcam-based web conferencing will be necessary for teaching ASL.



## 21. Do you face any of the following network connectivity issues pertaining to your distance education technologies?

Response	Chart	Percentage	Count
Insufficient bandwidth at our institution based on overall outward-facing network services		21%	41
Insufficient Wi-Fi performance at our institution		33%	65
Insufficient bandwidth at home / student's homes		44%	85
Too many applications are competing for bandwidth		22%	43
Closed network - cannot connect to Internet-based content/systems outside our district or state		12%	24
Network cost at home / student's homes		43%	83
Other:		7%	14
None of the above are issues		24%	47
Total Responses			195

One third (33%) cite insufficient Wi-Fi services at their campus and more than two out of five (44%) cite insufficient bandwidth at home as issues that interfere with their use of distance education technologies. One out of five (21%) cite insufficient outward-facing bandwidth (campus to UEN) and a similar number, 22%, believe that too many applications are competing for bandwidth at their campuses. Only one out of ten (12%) believe they are locked into a closed environment. And we note that 24% do not believe that any of these are issues. It appears that Wi-Fi and better off-campus learner access are the biggest issues.

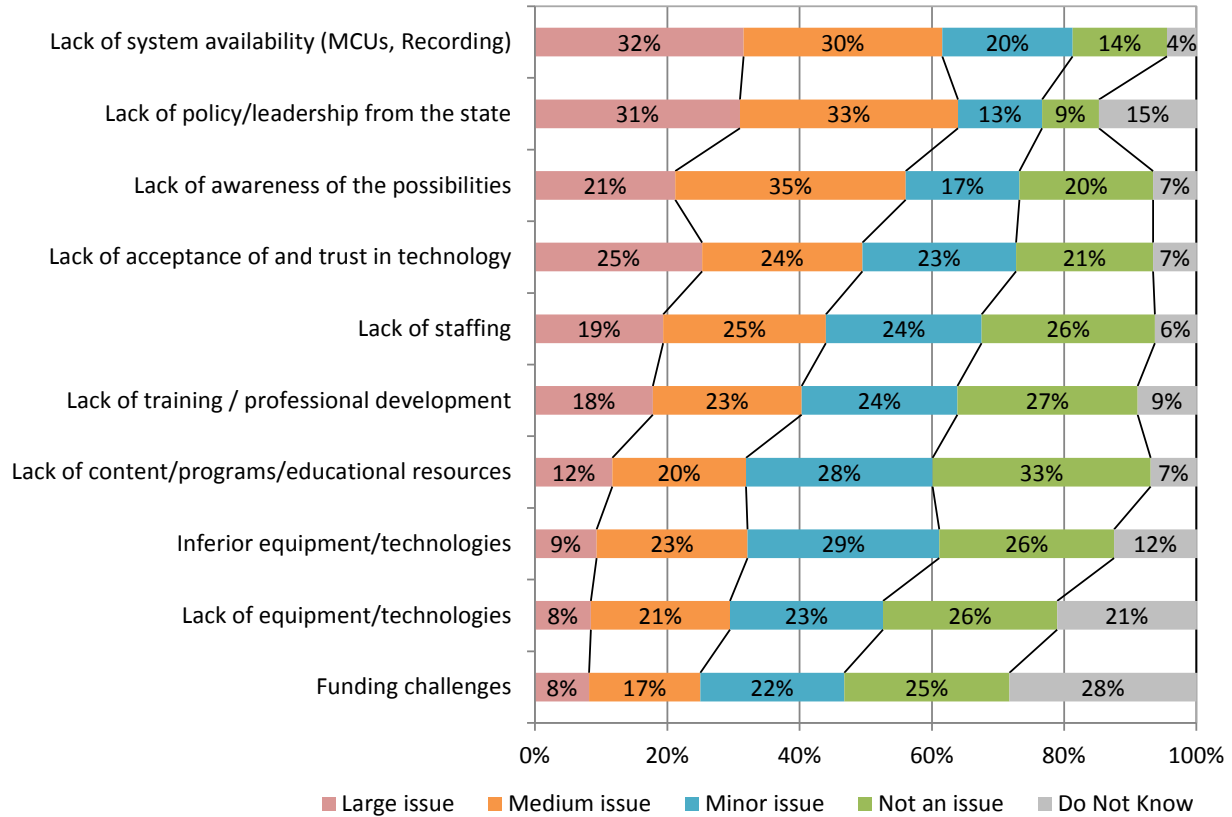
### Other:

- Need to move to 10gig backbone
- Unsure
- We need another room to meet the needs of our students
- Need more address space!
- UEN has stayed ahead of our needs and provided awesome support and services to the San Juan School District
- elementary school with onsite delivery only
- Students are too lazy to access my videos/content and all of our computer labs are taken up with testing
- not aware of any issues

- Lack of student devices
- We can't even connect to other sites because they are blocked.
- none of this applies
- Inadequate applications for the need (e.g., holding online labs and walk-in services)
- Bandwidth for USL is state issue
- Can't properly see students to correct signing in an ASL classroom sent over EDNET, and cannot properly teach using EDNET.

## 22. Does your organization face any of the following obstacles in delivering or receiving distance education courses/activities?

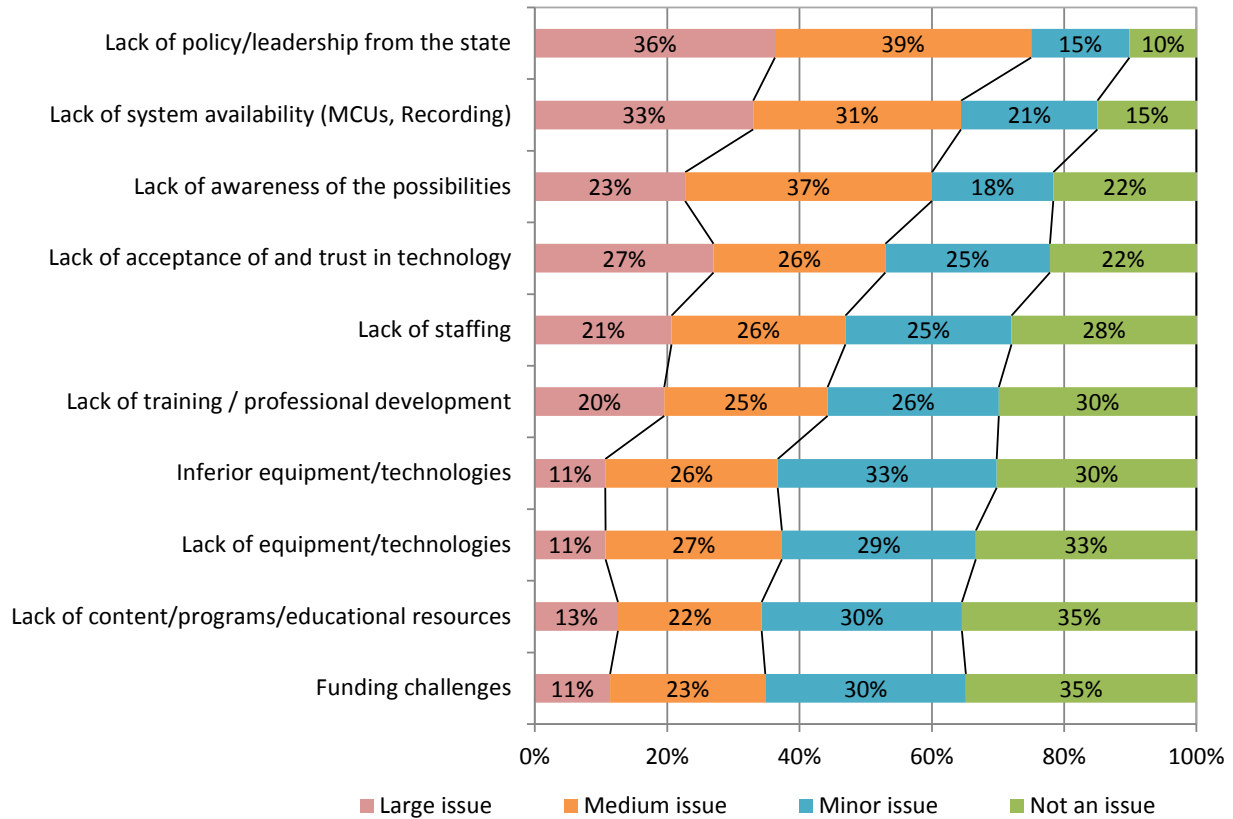
Sorted by weighted responses (Large issue = 3, Medium = 2, Minor = 1, Not = 0)



Other:

- Difficulty in customizing application to meet specific teaching needs
- Funding for teachers to receive training
- Lack of time!
- Need more programs delivered to rural areas
- one to one computing
- Scheduling conflict, timing, etc.
- Scheduling issues between institutions
- Time to learn the technologies and how to use them.
- We are a special education school, so we don't do distance education
- we do not offer distance learning
- we need more IVC classes offered at Box Elder High School

Remove “Do Not Know”:



Looking at this second chart, significant numbers of respondents – more than half – cite four key areas as either medium or large issues:

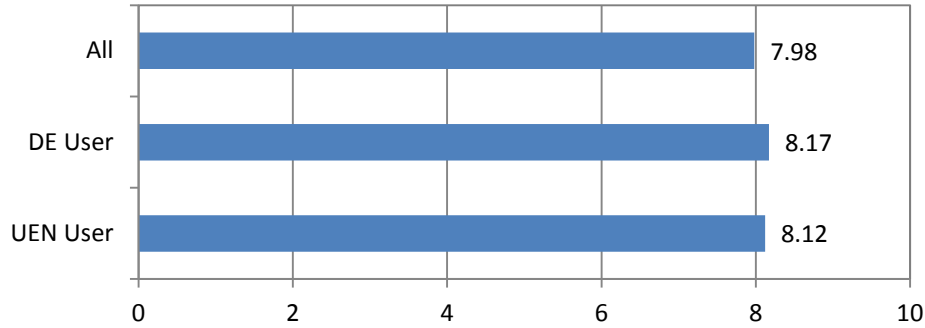
- Lack of policy / leadership from the state (75%)
- Lack of system availability (64%)
- Lack of awareness of what is possible (60%)
- Lack of trust in the technologies (53%)

Lack of staffing and lack of PD are cited by more than two out of five.

### 23. How valuable is statewide coordination of educational technology to your school / institution?

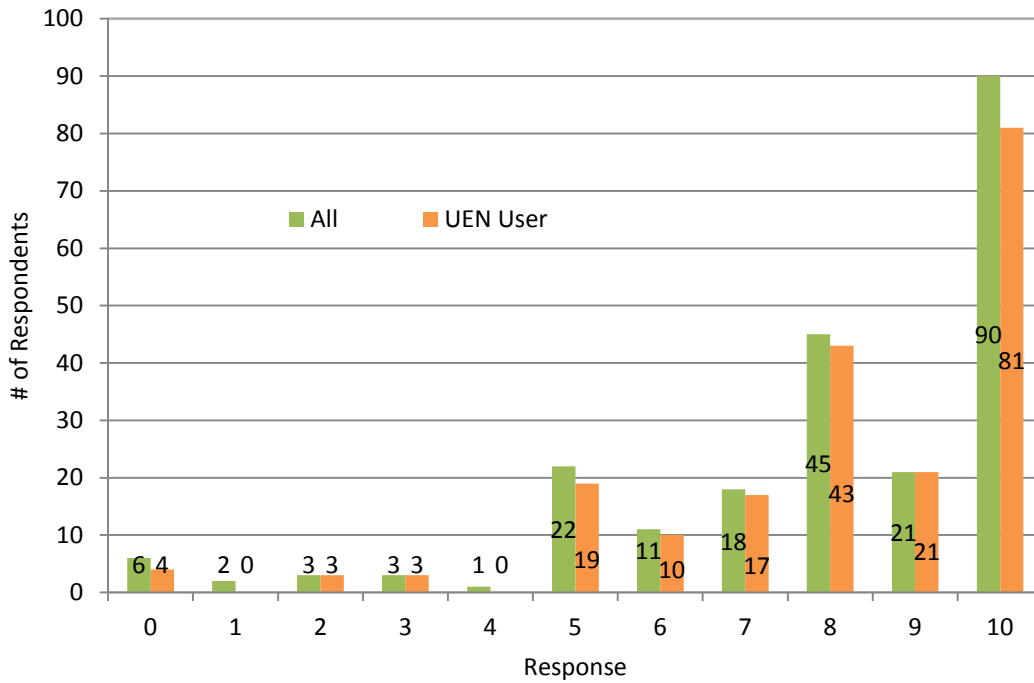
Scale: 1 (Not at all valuable) to 10 (Very valuable)

Averages:



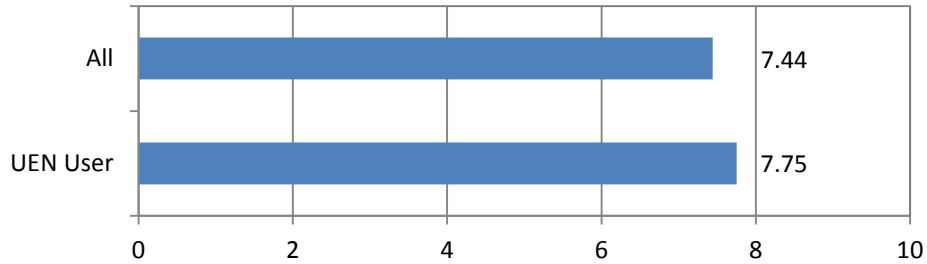
Stakeholders were asked to what extent statewide coordination of educational technology is valuable to their organizations. The totals range from 8 to 8.2 as valuable, suggesting that UEN is doing very well but could do better. For every individual providing a score of 10, someone else is providing a 6. Probably there is little differentiation between the populations because of high overlap: most of the respondents are UEN users and DE practitioners – and non-UEN stakeholders most likely are bringing down the “All” score the small amount that it differs.

Histogram of responses:



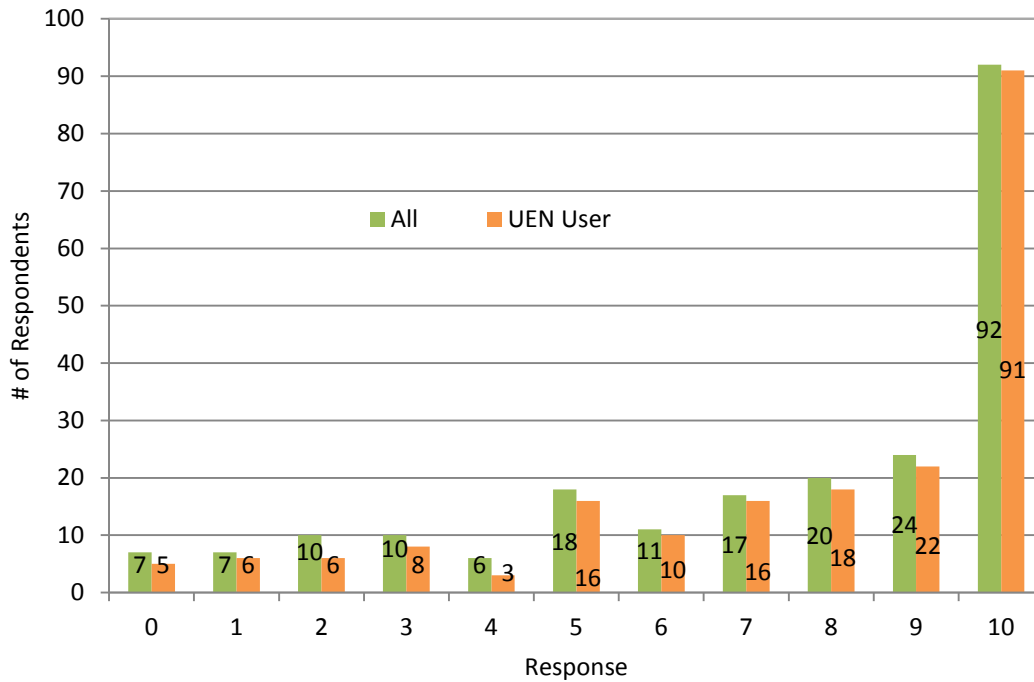
## 24. How critical are UEN's distance education services to your organization's ability to achieve its mission?

Scale: 1 (Not at all valuable) to 10 (Very valuable)



A slightly lower score here results from respondents considering whether or not UEN is critical vs. valuable.

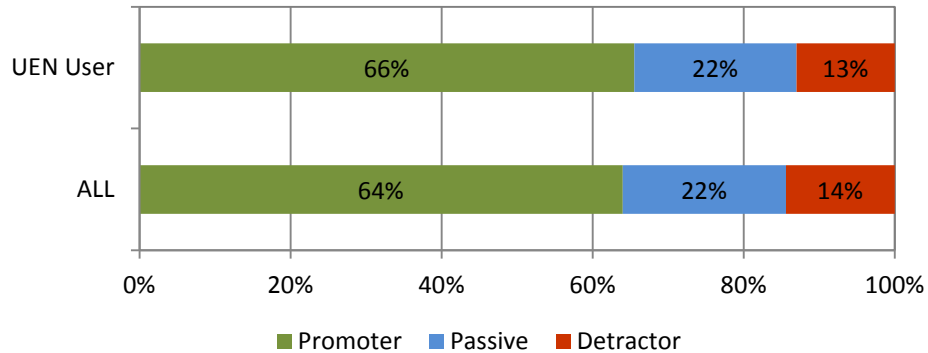
Histogram of responses:



## 25. How likely are you to recommend UEN to a friend or colleague?

Scale: 1 (Not at all likely) to 10 (Very likely)

Net promoter scale (1-6 detractors, 7-8 passive, 9-10 promoters):



### Net Promoter Scores

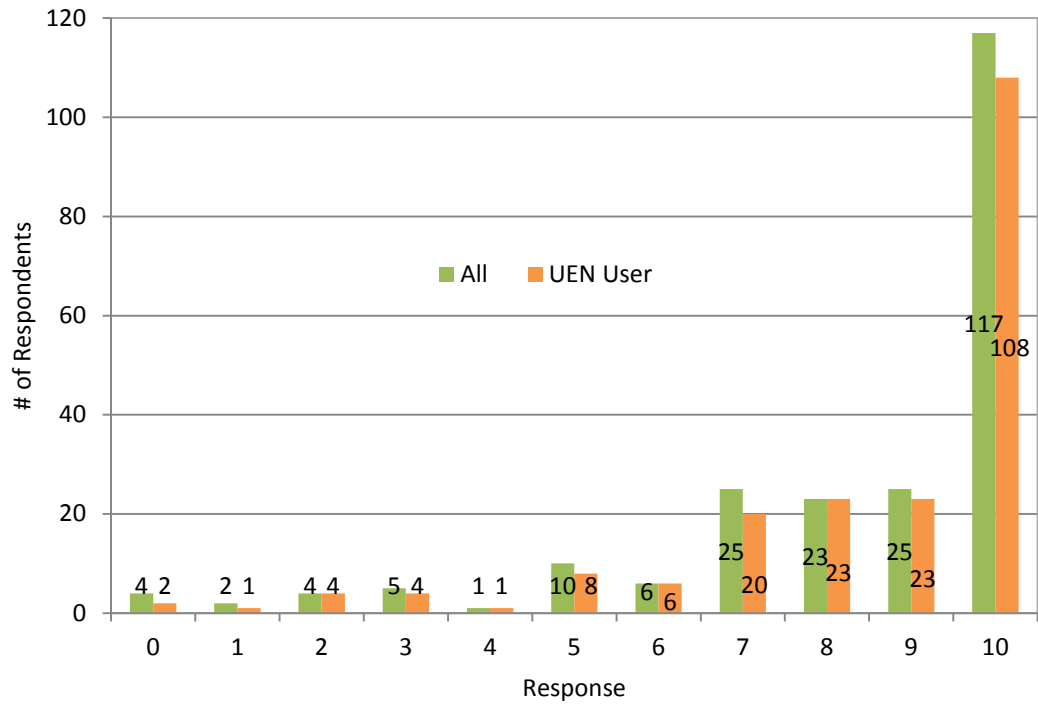
- UEN User: 53%
- ALL: 50%

A total of 66% of UEN users are “Promoters” and would strongly recommend UEN to a friend or colleague. Another 22% may be positive but are not active promoters. And only 13% could be considered “Detractors” - somewhat negative about recommending UEN.

Note the very high Net Promoter Score among UEN stakeholders. An NPS of greater than 50 is considered *excellent*. The NPS methodology is meant to evaluate customer loyalty to a brand or organization. NPS is reached by removing those who are counted as “passive” respondents and subtracting the number of detractors from the number of promoters.

General comments in the following verbatim asking what respondents would like to see from UEN includes many positive statements, many requests for new services, and some criticism from some individuals who are either not UEN stakeholders or are dissatisfied. Those satisfied far outnumber those who express dissatisfaction.

Histogram of responses:





## 26. What distance education-based programs, tools, or technologies would you like to see made available in future years to your institution, organization, community, and learners to enhance educational opportunities?

The following table groups verbatim suggestions by specific areas. WR encourages stakeholders to review the entire set of comments. We place a few institutional names of those who complain about UEN as a means of contextualizing whether the complaints are valid (UEN stakeholders or not – if not then we can assume the respondents are not particularly aware of UEN services).

In general, UEN gets kudos and appreciation from a large set of respondents. More respondents offer comments praising the organization (13) or asking that UEN continue doing what it is doing (8) than any other comments. Having said that, a number of respondents ask for better communications, more regular communications, more Professional Development, more specific technologies, additional classrooms, and greater alignment between offerings and access to specific UEN individuals who can offer greater support.

Specific technologies requested include Jabber, Kaltura, “more” Canvas, more mobile technologies, more IVC / classrooms, Skype, and content filtering at the state level.

<b>Suggestion / Comment</b>	<b>Totals</b>
Good job / thanks!	13
Continue what UEN is doing	8
Add multiple misc. tech	7
Better communications	6
Add classrooms	4
Make Jabber more available	3
Canvas statewide / K-12	3
Add specific courses	3
Confusion about UEN's mission and worth of survey	3
Better promotion via news	2
Teacher tech training	2
Teacher PD	2
Better pricing Canvas	2
Kaltura	2
Expand to Elementary	1
Student helpline	1
Student tech training	1
Student services online	1
Tech certifications	1
Wi-Fi	1
LMS / Content Filtering at state level	1
Mobile Device Management support	1
Event(s)	1
Correlate teaching to core standards	1
More Canvas PD	1

Library access	1
Desktop web conferencing	1
Improve bandwidth	1
Revamp website	1
More mobile tech	1
A la carte access to higher ed	1
Expand outside of Utah	1
Better coordination across systems	1
More tech / voc ed content	1
One interface	1
Skype	1
More commoditized webcams	1
State licensing of lecture capture	1
Virtual classrooms	1
Funding is an issue	1

- 1. I would like to see a larger push of the distance learning opportunities available for elementary aged children. Frequently I see programs being advertised for 7-12 grade students, however, I have never seen anything for elementary students.
  2. I would like to see UEN work with local institutions and companies to develop and produce events for elementary aged children. As an example, Hogle Zoo producing an event that has to do with animal adaptations and/or genetic traits. Or, Heritage Park creating an event that has to do with Utah History . . . to name a few. Basically anything that a local business, State or National Park could do to help strengthen students understanding of the core.
  3. I would also like to see a bi-weekly or monthly newsletter put out that highlights programs that are being offered. This could focus on content that is being created by groups in the state; however, it wouldn't have to. As an example, what I believe is the Texas version of UEN (<http://www.connect2texas.net/>) sends out a newsletter every couple weeks about upcoming programs that they have scheduled, how much they cost, etc. I find myself quite often registering for and participating in video conferences with my students through this resource.
- 1. Teacher training on new technologies
- 2. Student helpline support
- 3. Student training (e.g., teaching students how to use the technology)
- 4. Putting student services (advising, counseling, tutoring, financial aid, admissions, etc.) online
- A+ Certification, Apple Certifications
- Access to Jabber Accounts for teachers
- Access to LMS and Internet Content Filtering at the state level. Provide wireless access to students state wide.
- Adobe Connect (or similar tool) is a MUST IF UEN could broker a deal for a FREE CANVAS state wide implementation, Alpine would most likely join the rest of the state (we are one of the few non-users of CANVAS) Some kind of Sate license for Mobile Device Management (MDM) solutions - or at least a professional summit on How To do Mobile devices the "right" way - best practices / recommendations
- Another system in another room so we can receive 3 broadcasts simultaneously.

- As long as we have a UEN supported system that will deliver consistent distance education we will be in good shape.
- Better pricing on Canvas (though I appreciate the lower price you bartered this year); make Jabber available to K12 staff in rural areas--so much easier to start a video conference from my desk than to go to one of our rooms and make sure it has been scheduled, etc.; we need a help and focus on integration from the pedagogical side of things...
- canvas for secondary schools
- Canvas in the K12.
- Canvas. I love the professional development, although I have had a hard time getting into the college credit courses through SUU, due to so many people taking advantage of this. But, I would not be able to work toward a Social Science Composite to add to my resume without this program. Thank you.
- Continue supporting all UEN available technologies with several trainings each year. I personally try to take one new training a year to stay current and relevant.
- Continue to support the IVC program
- Continue with Adobe Connect for several years please, it is much better than Wimba ever was. It is a wonderful tool for administrators, teachers and staff to utilize. Would love to see an increase in the number of trainers at UEN. Justin is doing a wonderful job. Appreciate the job that Jim and his staff do to assist our district. Thank you to each of the UEN staff.
- Continued collaborative and cohesive statewide support for the following: - LMS (Canvas) - CMS (Equella. Especially authentication challenges and deep integrations with the LMS and VMS (Kaltura, Video Management System. - VMS (Kaltura) - I believe curriculum and outcomes mapping will become a growing challenge as accreditation agencies' expectations are at the outcomes by course and assessment levels.
- credit recovery online high school classes with open ended enrollment web design animation all adobe products coding
- Desktop web conferencing.
- Did not know desktop apps like Jabber were available. I've asked before about them and was discouraged from using them. For technology and engineering classes we need access to robust virtual labs, much like what New Horizons use. Your website needs to be revamped and clearly state what your product offerings are and who can be contacted in regards to those different products.
- Early availability to the counselors in the high school area so they can assess the needs of the students. High schools run on different schedules in each school and they do a good job in getting it to the school...
- ePortfolio (pathbrite?), Canvas Support Desk, Student Analytics Systems, Online Tutoring Platforms, Professional Development for HE faculty, etc.
- Health and wellness essentials for staff and public/patients. Health care and staff educational updates Reviews of required elements for renewals of required certifications
- I am not sure this should be UEN's responsibility. I think UEN fills in some very important gaps not funded by districts such as Pioneer, professional development for teachers, and statewide collaboration tools. UEN's focus needs to continue to be connectivity. We will continue to

deal with bandwidth issues for the foreseeable future. Continually improved bandwidth and connectivity to schools should be the highest priority for UEN.

- I am out of steam! This was a long and confusing survey. I did not understand some of the questions. Like 3 pages back.
- I am very appreciative for the wide range of learning opportunities that distance-ed programs that have become available to my school through UEN. My students' learning experience has been greatly enriched by these programs that otherwise would be **severely limited**.
- I appreciate the wealth of resources for teachers in all content areas. I appreciate the professional development page, the kids' interactive pages, emedia, etc. etc. etc. As an elementary school, we haven't had much need for distance education except to take classes ourselves. I LOVE UEN!
- I do see sum for staff and some for upper elementary grade students but it seems most elementary teaching is most successful in the classroom with maybe distance based occasionally.
- I don't have anything to do with this type of learning and distant education.
- I don't really hear about what is available through UEN at my school. It would be nice to have a newsletter letting teachers know what's available (maybe there already is one).
- I have appreciated the professional development opportunities and resources. I frequently use eMedia, OnTrack, my own UEN page, Utah Core information and resources.
- I would like to know what is available. I think Chromecast would be nice.
- I would like to see cost-effective mobile technologies (e.g. apps and devices) see greater adoption. Technologies like Kaltura that offer flexibility and reliability in delivering video are important.
- I would like to see the end of provincialism--the idea that USU "owns" distance ed in certain jurisdictions, particularly Daggett, Duchesne and Uintah Counties. Open the system so that students and adults can access programming al la carte. I've been asking for this since the days of Ed Ridges and Kathy Nelson!
- I would like to see Utah expand the UEN to accommodate all southeast Idaho school districts. We have a number of students that attend school in Utah. I would like to provide courses via the UEN to my students.
- I'd like to learn more about apps and how to use the equipment we have.
- I'd like to see a Social Work masters and bachelors programs offered through Utah State University.
- If there is some way libraries can utilize UEN based services we are interested in assessing viability.
- It would be great to have another site to receive broadcast courses.
- It would be great to see training for teachers as to how they can webcast to support student learning. Educreations and so forth. It would be nice to see an organizational structure at the state level that would correlate teacher's webcasts to the core standards.
- It would be wonderful if the technology/programs we have now (and will be getting in the future) would better coordinate across systems. Programs that only operate on one type of device or server are not useful at all.

- Like most of UEN's offering, there was no point to this survey.
- Maintain the existing infrastructure, it works great for rural Utah
- More classes offered at Box Elder High School including college night classes
- more content for the ATC system. most of the content is concentrated on either K-12 or to universities. There is not much for the Technical/vocational schools.
- More Ednet/Distance classrooms.
- More information about how distance-based learning would benefit us. As a K-9 charter school, we have tech support for the hardware and computer-based software we use. However, we have a lot to learn about what is available in the cloud and how to use webcasting, etc. I do not see our principal or school board ever allowing Facebook, twitter, etc. at our school, but there are tools that we could use; we just need to know what they are and how they work. I'd really like to see us sharing lesson videos with our families. That's a lot of work to produce, so we need to do it the best way the first time we try it.
- More use of Canvas with professional development included
- Not sure - investigating Apple TV and other applications for personal student devices. More availability of 'champions' and time to experiment and be mentored in options and use of significant technology for education; especially for Hybrid or Online classes.
- One interface to rule them all.
- One to one devices, Skype.
- Online content and on demand recorded lecture is much more important to allow for flexibility in student and training of corporate professionals. Web conferencing from anywhere on a weekly basis is more important than live streaming from classrooms. Need more "simple" video cameras in lots of classrooms for lecture recording via Panopto than a few high end cameras for "premier" lectures.
- Sharing curriculum and learning activities.
- State licensing of Classroom capture software (i.e... Panopto, Relay)
- Things that enhance our curriculum units.
- To have in our hands the most up-to-date and state-of-the art technology resources.
- UEN has a positive influence on our district - we greatly appreciate their contributions and the services provided. I see an increased need for IVC in the coming years ahead and also the need for our district to upgrade and add additional IVC equipment in our schools.
- Unsure, but we'd be interested in what's available and possible.
- Virtual classrooms for all schools with no limit on the number of attendees.
- We struggle to implement current technologies and tools because of funding issues in schools. They fall behind in equipment and software because of costs involved. Professional Development Training budgets in the districts were cut beyond the bone during the recession years and are slow to be restored.
- We used distance learning for years until it was discontinued. The space we were using was reassigned to SPED. We are looking for space to make this program available again for our students.
- We would not be able to provide meaningful educational experiences for our Secondary students without IVC. Our teachers would also not be able to participate in valuable professional

development and credit earning opportunities without this system. We are simply too remote to do it any other way. THANK YOU!

- What mission? is there a mission statement for UEN I have never heard of it.
- You can't really place a finger on all the emerging technologies that haven't been invented yet. It is important for small rural centers to stay on top of the latest trends in technology to be able to deliver a high quality education while reducing student costs. Without UEN, this would not be possible in this day and age.
- You may want to toss this survey I am not sure what is what as far as UEN...



- Director- Bachelor of Social Work Program
- Director IT/Distance Learning Technologies
- Director of Educational Technology/Assessment & CTE
- Director of Information Technology
- Director of Instructional Services
- Director of IT
- Director of Libraries
- Director of Schools
- Director of Special Programs
- Director of SUU Online
- Director of Technology
- Director of Technology & Media
- Director of Technology Services
- Director Tech Support
- Director, eLearning & Instructional Support
- Director, Technology Enhanced Instruction
- Director, USU STE2M Center
- Distance Education Coordinator
- Distance Education Coordinator
- distance education facilitator
- Distance Education Specialist
- District Technology Coach/Director
- DL Facilitator
- Ed Net facilitator
- Ed Tech Director
- ED/Net Facilitator
- EdNet Coordinator
- Ednet Facilitator/coordinator
- Ed-net facilitator/coordinator
- Education Technology Specialist (ETS)
- Educational Technology Director
- Educational Technology Specialist
- ELA 6th grade teacher
- Elementary Digital Instruction Supervisor
- Executive Director
- Executive Principal
- Facilitator
- facilitator
- Facilitator
- facilitator
- FACS Educator
- Faculty Resource Center Manager
- First Grade Teacher
- scheduler/coordinator
- science educator/professor
- senior coordinator
- Site Facilitator
- Social Studies Specialist
- Special Education
- Special Education Instructor
- Special Education Math Specialist
- special education teacher
- Special Education Teacher
- Special Education Teacher
- Special Education Teacher
- Special Educator
- SPED Teacher
- Speech Pathologist
- Speech Pathologist
- Speech-Language Pathologist, Assistive Technology specialist
- staff assistant
- Staff Assistant II
- Staff Developer
- State Librarian
- STEM Specialist
- Student Information System Administrator
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Superintendent
- Systems Specialist
- Teacher
- teacher
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- teacher



- Graduate student
- Head Teacher
- health care consultant
- History
- Instructional Coach
- Instructional Math Coach
- Instructional Support teacher
- Instructional Support Technician
- Instructional Systems Administrator
- Internet Trainer
- IT Director
- IT Director
- IT Director
- IT Specialist
- IVC Facilitator
- IVC Manager
- Jr High Teacher
- K-12 Mathematics and STEM Specialist
- kindergarten teacher
- Lead Math Teacher
- Librarian
- Librarian/facilitator
- Library Director
- Library Director
- Library Supervisor/IS Specialist
- Library technology teacher
- teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher -- Tech Coordinator
- Teacher / Technology
- Teacher and Curriculum Writer
- Teacher librarian
- Teacher, District Social Studies Specialist, District World Languages Specialist
- tech
- Tech Director
- Tech III
- Technical Coordinator
- Technical Professional
- Technical Services Coordinator
- Technology Coordinator
- Technology Director
- Technology Director
- Technology Director
- Technology Director
- Technology Director
- Technology Director
- Technology Director
- Technology Director
- Technology Director
- Technology Director
- Technology Instructional Coach
- USU Nephi
- Vice Chancellor
- Vice President of Instruction
- Vice Principal
- VP - Administrative Services
- VP Institutional Advancement

## What is the name of your institution?

- Advanced Learning Center
- Albion Middle School
- Alpine School District
- American Fork Junior High
- American Leadership Academy
- ATEC
- Bear River High
- Beaver Co School Dist.
- Bennion Jr.
- Box Elder High School
- Box Elder School District
- Box Elder School District
- Box Elder School District
- Cache County School District
- Cache County School District
- Canyon Rim Academy
- Canyon Rim Academy
- Canyons District
- Canyons District
- Canyons School District
- Carbon School District
- Castle Dale Library
- Cedar Ridge Elementary
- Central Utah Educational Services
- CharterTech
- City Academy
- Cyprus High School
- Daggett School District
- DaVinci Academy
- Davis District
- Davis School District
- Delta High School
- Desert Hills High School
- Duchesne County School District
- Duchesne SD
- Ecker Hill Middle
- Ecker Hill Middle School
- Ecker Hill Middle School
- Educational Support Center
- Elk Run Elem.
- Emery County School District
- Emery School District
- Endeavor Hall
- Endeavour Elementary
- Manti High School
- Manti High School
- Maple Mountain High School
- Matheson jr. High
- Middle School - Public
- Midvalley Elementary
- Millard School District
- Millard School District
- Monticello High School
- Mountain Heights Academy
- Mountain Ridge Jr. High
- Mountain View High School Alpine School District
- Mtn Trails
- Navajo Mountain High School
- Nebo School District
- Nebo School District
- North Sevier High School
- North Summit High School
- northwest middle school
- NUES
- Panguitch High School & Escalante High School
- Panorama Elementary
- Park City School District
- Park City School District
- Park City School District
- Park Valley School
- Payson High School
- Pinnacle Canyon Academy
- Piute High School
- Pleasant Grove Junior High
- Provo High School
- Salt Lake City School District
- San Juan School District
- San Juan School District
- San Juan School District
- Schoo M Matheson Jr. High School
- SEDC
- Sevier
- Sevier School District
- SJSD
- Skyline High School
- Skyline High School

- Enterprise High
- Escalante Elementary
- EskDale High School
- Evergreen Jr High
- Evergreen Jr. High
- Foothills Elementary
- Fort Herriman Middle School
- Frontier Middle School
- Garland Elementary
- Garland Public Library
- Gateway
- Good Foundations Academy
- Grand Co School District
- granite
- Granite Connection High School
- Granite School District
- Granite School District
- Granite School District
- Granite School District
- Granite School District-YESS Program
- Grouse Creek School
- GWA
- Hillcrest High School
- Holt Elementary
- Iron County School District
- Iron County School District
- Itineris Early College High School
- Jeremy Ranch Elementary
- Jordan High School
- Jordan School District
- Jordan School District
- Juab High School
- Kanab Elem
- Kane School District
- Kane School District
- Karl G. Maeser Preparatory Academy
- Kennedy Junior High
- Lincoln Academy
- Logan City School District
- Logan High School
- South Summit High School
- South Summit School District
- Southeast Education Service Center
- Spectrum Academy
- Stansbury High School
- Sugar-Salem High School
- Syracuse Arts Academy
- T.H. Bell Jr High
- Tabiona School
- Timpanogos High School
- Timpanogos Intermediate School
- Timpview High School
- Tintic School District
- Tooele City Library
- Tooele County School District
- Trailside Elementary
- Tuacahn High School
- UCAS
- Uintah County Library
- Uintah High School
- Uintah School District
- Utah Navajo Health System and Blue Mountain Hospital
- Utah Occupational Therapy Association
- Utah Online School K-12
- Utah State Library
- Utah State Office of Education
- Utah State Office of Education
- Utah State Office of Education
- Waqsatch High School
- Wasatch
- Wasatch Jr. High
- Wasatch School District
- Washington County School District
- Wayne High School
- Weber School District
- Weber School District
- West Jordan Middle School
- West Lake Junior High
- West Side High School
- William Penn