

## EFFECTIVENESS OF UTILIZATION OF INFORMATION TECHNOLOGY IN ACADEMIC INSTITUTION INSTRUCTIONS

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### **Abstract:**

The KPI-centric Strategic Model regarding the Role of Information Technology developed in a previous research by the authors was based on specific details from the University of La Verne's participation in the 2014 EducauseCenter for Analysis and Research (ECAR) Study of Undergraduate Students and Information Technology as a benchmarking participant. It also draws on the experience and directions of other institutions such as California State University, University of California. The EducauseCenter study is repeated every two years, with the newest one being 2016. The intent of this research is to analyze trends from the 2014 and 2016 studies and at the same time update the benchmarking from the studies. Despite significant increases in the growth of online education a review of the research reveals few research studies of faculty perceptions of the use of technology in classrooms in higher education. Research can explore and illuminate how to bridge the gap between faculty perceptions and institutional goals and objectives for online programs. This study presents the views of full-time and adjunct faculty across the colleges, both on and off-campus, and the online community, at the University of La Verne. The purpose of the study was to determine University of La Verne faculty's perceptions of the use of, barriers to, attributes of, and effects on student learning outcomes resulting from academic virtual instruction in the classroom. In addition, discovery of serial trends based on the EducauseCenter study will be incorporated into the comparison metrics.

*Keywords: Information Technology, Education, Learning Outcomes, Benchmarking,*