

A Higher Education TechQual+ Study

**2011 Texas A&M Information Technology Student
Assessment
for Texas A & M University**



Higher Education TechQual+

Assessing Service Quality for Technology Organizations in Higher Education
<http://www.techqual.org>

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From the Higher Education TechQual+ Project Director

This report is the result of a survey of technology services conducted at Texas A & M University. The survey instrument is being developed through a collaborative effort between multiple institutions of higher education, a project known as the Higher Education TechQual+ Project. The goal of this project is to create a standardized, scientifically valid instrument that assesses the quality of services delivered by technology organizations in higher education, in a way that provides for benchmarks and comparisons between institutions. The results contained within this report are based on this survey. I hope that the reader finds the results enlightening and helpful in planning, developing, and managing technology services at Texas A & M University.

The Higher Education TechQual+ Project is modeled on the LibQual+ project developed by the Association of Research Libraries (ARL) in conjunction with the Texas A&M University Libraries. I am grateful to the pioneering work accomplished by the LibQual+ research team, and recognize that their work has truly transformed libraries by creating a culture of assessment within the library practice. It is our hope that the the Higher Education TechQual+ Project will have a similar transformative effect for technology organizations in higher education.

Dr. Timothy M. Chester
Pepperdine University

About the Higher Education TechQual+ Project

The Higher Education TechQual+ Survey had its origins in a pilot project conducted at Texas A&M University at Qatar in the Spring of 2006. Under the leadership of Dr. Timothy M. Chester, the management team of Information Technology Services (ITS) worked to build an instrument to gather feedback from the TAMUQ community of end users in a way that would provide objective criteria for service and project planning.

They modeled their work on the existing SERVQUAL, and IS SERVQUAL approaches, but paid particular attention to pioneering work by the leadership of Texas A&M University Libraries and their partners from the Association of Research Libraries, who had previously developed the LibQual+ conceptual model and survey instrument. The LibQual+ conceptual model itself was also based in part on SERVQUAL, a tool used in the private sector to assess the quality of services.

Following the success of the pilot project, a research project was commissioned by Dr. Timothy Chester. The goal of the project is to develop a scientifically reliable and valid instrument that can be adopted by all institutions of higher education to conduct surveys of technology services on their own campuses. The resulting instrument is delivered through a web portal (<http://www.techqual.org>), shielding the participating institutions from the rigors and complexities of survey research.

The Higher Education TechQual+ Core Instrument is a web-based survey that requires approximately 20 minutes to complete. It asks respondents to provide evaluations regarding minimum expectation levels, desired service levels, and perceived service levels for up to 30 individual types of technology services commonly delivered in higher education.

TechQual+ is a three year project, and will consist of multiple rounds of qualitative and quantitative data collection from participating institutions beginning in the fall of 2006. Using this data, the TechQual+ instrument will be continually refined until the resulting instrument is considered to be scientifically reliable, valid, and universal. The goal of the project is to understand what end users feel that "technology services" really are and then to develop an instrument that allows for the systematic exploration of the quality of these services in a way that is benchmarkable and allows for comparisons across institutions. Funding for the project is being provided by Pepperdine University and by institutions participating in the project.

The TechQual+ project team is grateful for the exceptional work by the staff of the Texas A&M University Libraries as they developed and implemented the LibQual+ process. The success of the TechQual+ project will be due in large part to their pioneering research that produced the LibQual+ instrument.

Project Coordinators for Texas A & M University

The Higher Education TechQual+ Project is a cooperative project between institutions of higher education. Each participating institution is represented by project coordinators who direct and conduct surveys for their institution.

This survey was conducted by the project coordinators for Texas A & M University. The Higher Education TechQual+ project coordinators for this institution are:

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Higher Education TechQual+ Data Analysis Guide

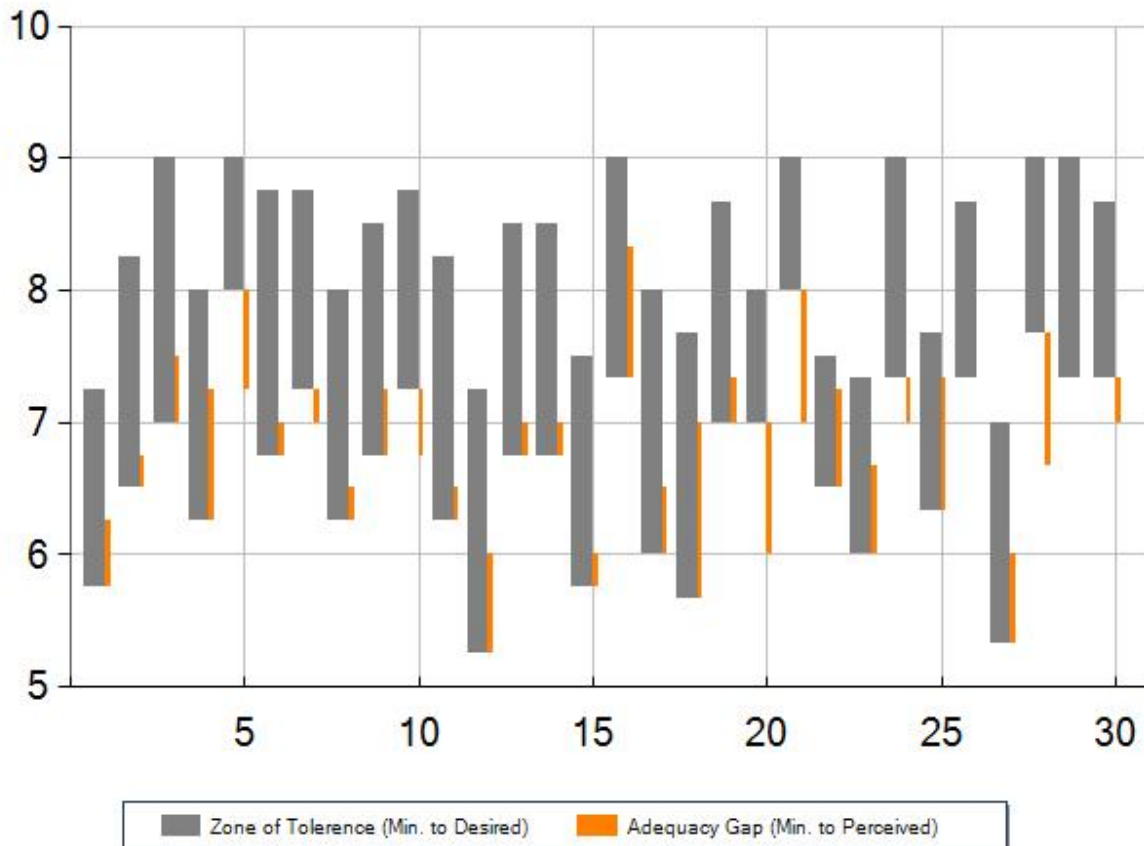
The data from this survey is presented in multiple ways:

Statistics: For each item in the survey, both the means and standard deviations are reported, along with the number of respondents (n^*) who actually completed this question on the survey. Respondents who selected 'n/a' or who failed to enter a rating across all three service dimensions (minimum, desired, perceived), or, who failed to enter a response are not included in these statistics (thus the variation in n^* across all questions). Additionally, two other important measures are included:

Service Adequacy Gap Score: This score is computed by subtracting the minimum level of service score from the perceived level of service score. A positive number indicates the extent that perceived service levels exceeds end users minimum expectations, a negative number indicates a gap between the perceived performance and minimum expectations.

Service Superiority Gap Score: This score indicates the degree to which end users desired service levels are being met. This score is computed by subtracting the desired level of service score from the perceived level of service score. A positive number indicates the extent that perceived service exceeds end users desired expectations, a negative number indicates a gap between perceived service performance and end users desired expectations.

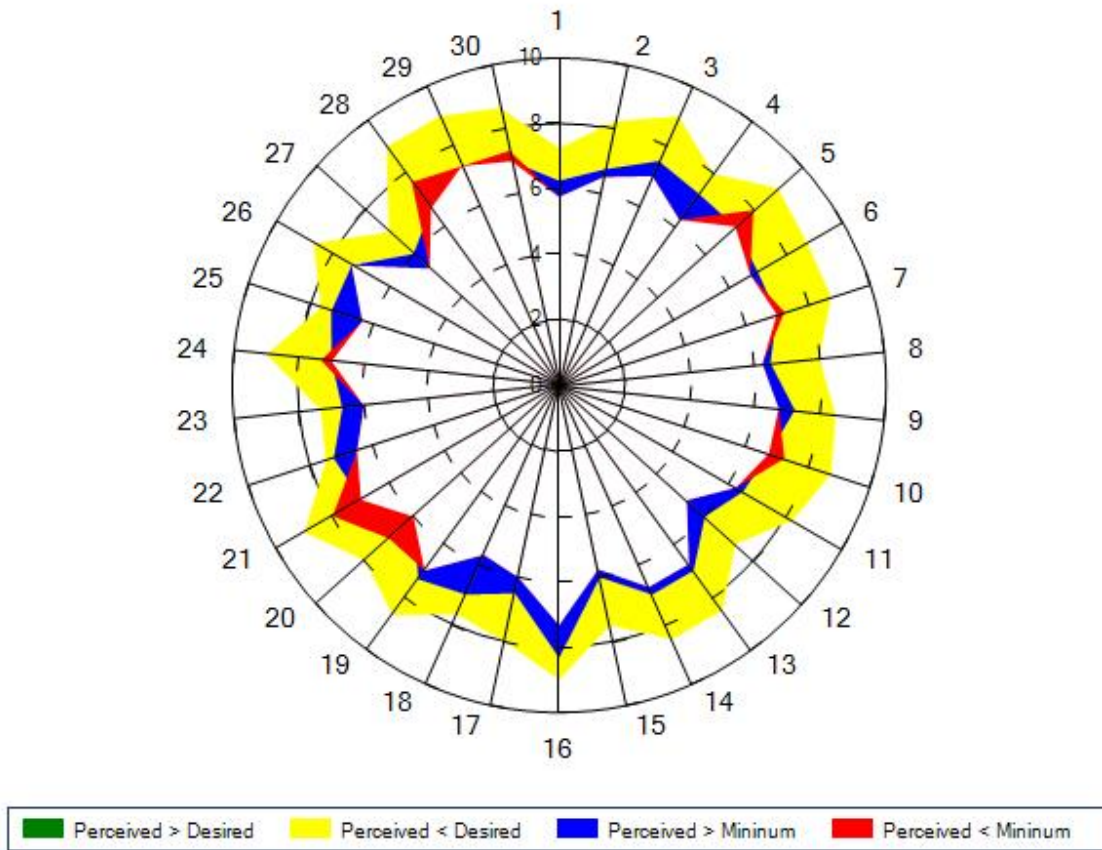
Zones of Tolerance:



For each type of service, expectations are measured as a range as opposed to a single, scaled point. The range between end users minimum expectations and desired expectations constitutes what is known as the "zone of tolerance". A second range, the service adequacy gap range (minimum to perceived) is also

computed and displayed against the zone of tolerance for each respective service dimension. This chart graphically displays the end users range of expectations across all service dimensions and your organizations performance against those expectations.

Radar Charts:



For each dimension of service, the minimum, desired, and perceived quality of service is plotted on a radar chart. This chart is helpful in viewing how each data point is related to the overall service dimension as well as to other service dimensions. The one to nine (1-9) scale is plotted along the y axis of the chart, and each 'spoke' represents one dimension of service. The colors green, yellow, blue, and red are used to express the perceived service levels against end users range of expectations (or, zones of tolerance).

Outliers: The data contained in this report excludes outlying cases. Outliers by definition are observations that are numerically distant from other cases and have the potential to result in misleading results. For this study, an outlier is defined as a case where the Adequacy Gap Score is either greater than or less than two standard deviations from the mean Adequacy Gap Score. This has the effect of removing the top 2.275% and bottom 2.275% of cases. This determination is made on an item by item basis.

Incomplete Surveys: The data contained in this report includes cases where the respondent completed an individual item but did not complete the survey in its entirety. The inclusion of incomplete surveys is optional and is determined by the individual generating this report.

Suggestions: When the perceived rating is below the minimum level of service, the end user is provided the opportunity to make suggestions on how the quality of this service can be improved. While these responses remain subjective, they can be useful in planning strategies to improve service quality over the long term. These are typically contained in Appendix B.

About this Higher Education TechQual+ Survey

This survey consisted of multiple questions grouped together into separate focus areas. The core commitments for this survey were designed to assess these categories of services:

Connectivity & Access

Measures service quality of network access and the ability to access online services

Technology & Technology Services

Measures service quality of technology services such as software applications or classroom technology

The End User Experience

Measures service quality of training, technology support, and the end user experience

Each of these focus areas includes separate questions that refer specifically to service dimensions on the Texas A & M University campus corresponding to each focus area. For each question, respondents are asked to rate the service dimension in three ways based on a rating scale (1 is lowest, 9 is highest). Respondents are requested to indicate their minimum service level expectation, desired service level expectation, and perceived service performance for each statement:

Minimum Service Level Expectation - the number that represents the **minimum level of service** that the respondent finds acceptable. If a respondent has minimal expectations for the statement, his or her rating is typically closer to the lower end of the rating scale. If the respondent has higher expectations, the rating is typically closer to the higher end of the rating scale.

Desired Service Level Expectation - the number that represents the level of service that the **respondent personally wants**. The respondent selects a rating that represents the level of services he or she desires.

Perceived Service Performance - the number that represents the level of service that the respondent **believes is currently provided**. This rating is typically considered in light of the minimum and desired ratings that were previously selected. Generally speaking, this rating typically falls between the minimum and desired service level ratings. However, if the respondent feels that the actual performance is below the minimum service levels, the rating is equal to or below their minimum service level rating. If the respondent feels that the actual performance exceeds the desired expectations, the rating is typically equal to or greater than the desired service level rating.

Core Commitments and Service Dimensions for This Survey

Below is a list of the Higher Education TechQual+ focus areas and service dimensions for this survey.

Connectivity & Access

When it comes to...

Having adequate capacity (speed, bandwidth) when using the wired network

Having adequate capacity (speed, bandwidth) when using the wireless network

Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member

Having a university network that is reliable, available, and performs in an acceptable manner

Having access to important university provided technology services from my mobile device

Having access to important university provided technology services from off campus when at home or traveling

Technology & Technology Services

When it comes to...

Having a university web site that provides timely and relevant information

Having a sufficient number of online (i.e. web based) services that are helpful to me

Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me

Access to timely and relevant information from university information systems (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff

Having online (i.e. web based) services that perform (or respond) in an acceptable manner

Having technology within classrooms or meeting areas that enhances the presentation of information

The End User Experience

When it comes to...

Getting training or self-help resources that help me become more effective with technology services at my university

Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university

Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services

Getting timely resolution to problems I am experiencing with technology services at my university

Opportunities to provide feedback regarding technology services at my university

Participating in a university wide community of end users seeking to make the best use of technology resources

Respondents

The total population (N) for this survey included the faculty, staff, and students (or portions thereof) of Texas A & M University. The Higher Education TechQual+ project protocols state that respondents (n) should represent a random sampling of the total population (N). The responsibility for assuring a sufficiently large random sample resides with the project coordinators at Texas A & M University. Deviations from the Higher Education TechQual+ project protocols may negatively impact the statistical accuracy of this study.

This breakdown of total population (N), respondent (n), and completed surveys is based on the data that was entered for this survey by the Texas A & M University project coordinators. This analysis is accurate to the extent that: (1) the category and sub-category that were entered for each respondent is correct; and (2) the total population and sub-population (by category, by sub-category) information that was entered is correct. This data was provided by the project coordinators at Texas A & M University and *IS NOT* self-reported. Gaps in this data are due to incomplete or missing population, category, and sub-category data.

Total Population / Respondents

Population Size (N)	Respondents (n)	Respondents (n) %	# Complete	Response Rate
46423	7996	17%	197	2%

Category: Classification

	Pop (N)	Resp (n)	Resp (n) %	# Comp	Resp Rate
G6	0	43	0%	4	9%
G7	0	666	0%	30	5%
G8	0	693	0%	23	3%
G9	0	3	0%	0	0%
I0	0	2	0%	0	0%
U0	0	1	0%	0	0%
U1	0	742	0%	16	2%
U2	0	1398	0%	38	3%
U3	0	1555	0%	31	2%
U4	0	2767	0%	55	2%
U5	0	29	0%	0	0%
V1	0	25	0%	0	0%
V2	0	27	0%	0	0%
V3	0	23	0%	0	0%
V4	0	22	0%	0	0%
Totals:	0	7996	0%	197	2%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = $n/N \times 100$; # Comp = # Complete Surveys; Resp Rate = $\# \text{ Comp}/n \times 100$

Category: Primary Major

	Pop (N)	Resp (n)	Resp (n) %	# Comp	Resp Rate
ABME	0	1	0%	0	0%
ACCT	0	157	0%	1	1%
ADEV	0	3	0%	0	0%
AERL	0	44	0%	1	2%

AERO	0	82	0%	10	12%
AGBL	0	18	0%	0	0%
AGBU	0	39	0%	0	0%
AGCJ	0	38	0%	1	3%
AGEC	0	111	0%	2	2%
AGLS	0	8	0%	0	0%
AGRO	0	36	0%	3	8%
AGSC	0	19	0%	2	11%
AGSM	0	35	0%	0	0%
ALEC	0	14	0%	2	14%
ALED	0	90	0%	1	1%
AMST	0	1	0%	0	0%
ANBR	0	2	0%	0	0%
ANSC	0	148	0%	7	5%
ANTH	0	42	0%	1	2%
APHY	0	2	0%	0	0%
APMS	0	19	0%	0	0%
ARCH	0	26	0%	2	8%
ATMO	0	8	0%	0	0%
BAEN	0	53	0%	1	2%
BESC	0	29	0%	0	0%
BHNR	0	21	0%	1	5%
BICH	0	44	0%	2	5%
BIED	0	2	0%	0	0%
BIMS	0	296	0%	7	2%
BIOL	0	199	0%	11	6%
BIOT	0	2	0%	0	0%
BMCB	0	22	0%	1	5%
BMEL	0	26	0%	1	4%
BMEN	0	46	0%	4	9%
BUAD	0	260	0%	7	3%
CAIA	0	9	0%	0	0%
CDEV	0	2	0%	0	0%
CECL	0	17	0%	0	0%
CECN	0	28	0%	2	7%
CEEL	0	13	0%	0	0%
CEEN	0	27	0%	0	0%
CHEL	0	44	0%	1	2%
CHEM	0	86	0%	0	0%
CHEN	0	102	0%	0	0%
CHLS	0	3	0%	0	0%
CLSS	0	4	0%	0	0%
CNPM	0	6	0%	2	33%
COMG	0	3	0%	0	0%

COMM	0	142	0%	0	0%
COSC	0	84	0%	0	0%
COSL	0	34	0%	1	3%
CPSC	0	57	0%	2	4%
CPSL	0	34	0%	3	9%
CPSY	0	4	0%	1	25%
CVEL	0	35	0%	0	0%
CVEN	0	174	0%	4	2%
ECON	0	92	0%	0	0%
ECOR	0	1	0%	0	0%
EDAD	0	39	0%	0	0%
EDCI	0	77	0%	1	1%
EDHL	0	59	0%	1	2%
EDIS	0	117	0%	3	3%
EDKI	0	105	0%	3	3%
EDSM	0	19	0%	0	0%
EDTC	0	4	0%	1	25%
EHRD	0	27	0%	2	7%
ELEL	0	42	0%	1	2%
ELEN	0	155	0%	10	6%
ELIN	0	2	0%	0	0%
EMBA	0	14	0%	0	0%
ENDL	0	35	0%	0	0%
ENDS	0	29	0%	0	0%
ENGL	0	151	0%	6	4%
ENGR	0	1	0%	0	0%
ENGS	0	12	0%	0	0%
ENSM	0	8	0%	0	0%
ENST	0	27	0%	0	0%
ENTC	0	43	0%	1	2%
ENTL	0	29	0%	0	0%
ENTO	0	22	0%	3	14%
EPSY	0	28	0%	0	0%
FINC	0	133	0%	1	1%
FISC	0	1	0%	0	0%
FIVL	0	5	0%	1	20%
FIVS	0	6	0%	0	0%
FORS	0	10	0%	0	0%
FREN	0	1	0%	0	0%
FSTC	0	27	0%	0	0%
GENE	0	20	0%	1	5%
GEOG	0	19	0%	1	5%
GEOL	0	45	0%	3	7%
GEOP	0	13	0%	0	0%

GEST	0	549	0%	8	1%
HEED	0	4	0%	0	0%
HISP	0	2	0%	0	0%
HIST	0	145	0%	4	3%
HLPH	0	6	0%	0	0%
HLTH	0	58	0%	2	3%
HORT	0	42	0%	0	0%
HRDL	0	19	0%	0	0%
HRDV	0	29	0%	0	0%
IDIL	0	17	0%	0	0%
IDIS	0	80	0%	1	1%
INEL	0	29	0%	0	0%
INEN	0	105	0%	0	0%
INFO	0	76	0%	1	1%
INST	0	172	0%	3	2%
INTA	0	14	0%	0	0%
INTS	0	108	0%	5	5%
KINE	0	60	0%	0	0%
LAMD	0	2	0%	0	0%
LAND	0	19	0%	0	0%
LANL	0	6	0%	0	0%
LDEV	0	5	0%	0	0%
MARB	0	1	0%	0	0%
MATH	0	51	0%	2	4%
MBIO	0	12	0%	0	0%
MEEL	0	50	0%	3	6%
MEEN	0	200	0%	3	2%
MEPS	0	3	0%	0	0%
METR	0	27	0%	1	4%
MGMT	0	62	0%	1	2%
MISY	0	10	0%	1	10%
MKTG	0	81	0%	0	0%
MLER	0	5	0%	0	0%
MODL	0	2	0%	0	0%
MSEN	0	9	0%	1	11%
MUSC	0	3	0%	0	0%
NRDV	0	1	0%	0	0%
NRSC	0	1	0%	0	0%
NUEL	0	11	0%	0	0%
NUEN	0	47	0%	3	6%
NUSC	0	91	0%	0	0%
NUTR	0	9	0%	1	11%
OCEL	0	5	0%	0	0%
OCEN	0	32	0%	0	0%

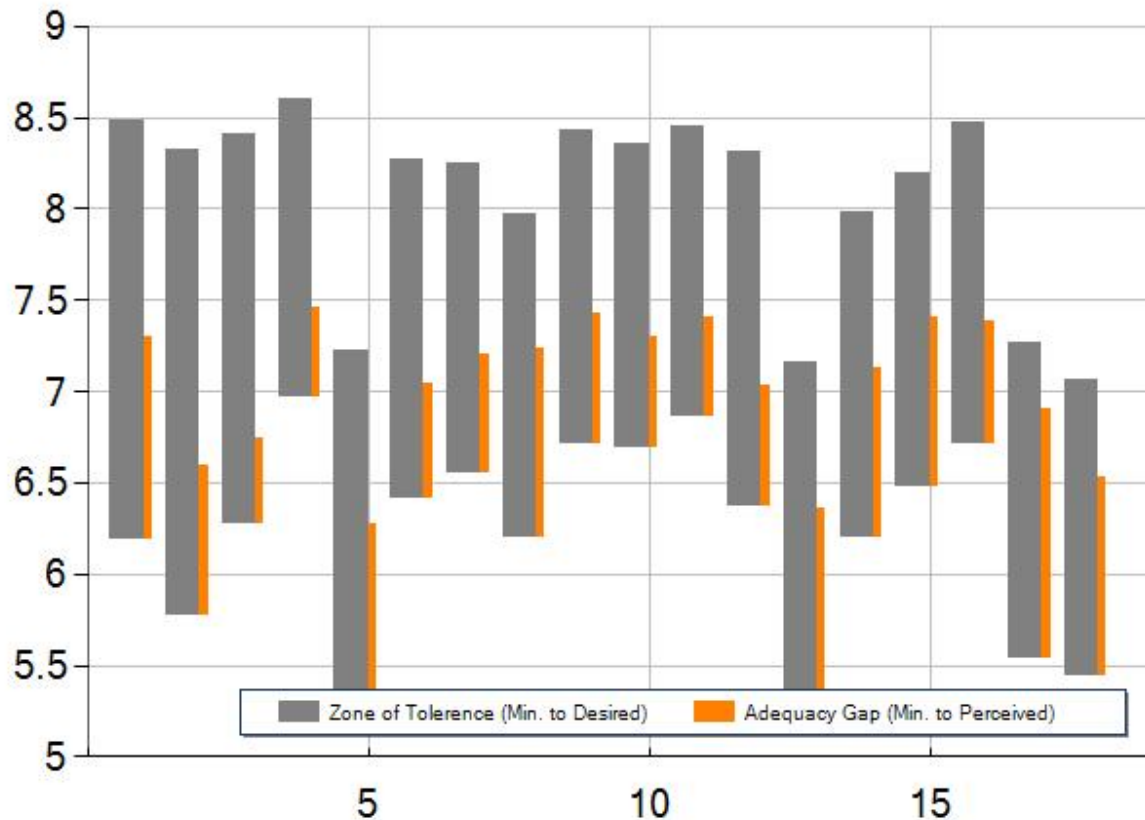
OCNG	0	12	0%	1	8%
PETE	0	105	0%	1	1%
PETL	0	80	0%	0	0%
PHIL	0	10	0%	0	0%
PHLT	0	3	0%	0	0%
PHYS	0	37	0%	3	8%
PLBR	0	7	0%	0	0%
PLPA	0	6	0%	1	17%
POLS	0	130	0%	2	2%
POSC	0	33	0%	1	3%
PREP	0	1	0%	0	0%
PSAA	0	11	0%	0	0%
PSYC	0	213	0%	5	2%
REEP	0	2	0%	0	0%
RENR	0	6	0%	1	17%
RHEL	0	1	0%	0	0%
RHEN	0	8	0%	0	0%
RLEM	0	22	0%	0	0%
RPTS	0	64	0%	2	3%
RUSS	0	1	0%	0	0%
SENG	0	1	0%	0	0%
SOCI	0	81	0%	2	2%
SOSC	0	4	0%	0	0%
SPAN	0	20	0%	1	5%
SPED	0	1	0%	0	0%
SPMT	0	53	0%	1	2%
SPSA	0	5	0%	0	0%
SPSY	0	9	0%	0	0%
STAT	0	39	0%	3	8%
STJR	0	1	0%	0	0%
TCMG	0	7	0%	0	0%
TCML	0	9	0%	0	0%
TCMS	0	26	0%	1	4%
TEAM	0	108	0%	0	0%
THAR	0	6	0%	0	0%
TOXI	0	2	0%	0	0%
URPL	0	4	0%	1	25%
URSC	0	21	0%	1	5%
USAL	0	21	0%	1	5%
USAR	0	7	0%	0	0%
USBU	0	32	0%	0	0%
USSC	0	2	0%	0	0%
USVM	0	1	0%	0	0%
VISL	0	21	0%	1	5%

VIST	0	19	0%	0	0%
VMSC	0	1	0%	0	0%
VPAT	0	3	0%	0	0%
VTMD	0	97	0%	0	0%
VTMI	0	3	0%	0	0%
WFSC	0	84	0%	4	5%
WGST	0	1	0%	0	0%
WISC	0	2	0%	0	0%
WMHS	0	6	0%	1	17%
ZOOL	0	18	0%	0	0%
Totals:	0	7996	0%	197	2%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = $n/N \times 100$; # Comp = # Complete Surveys; Resp Rate = $\# \text{ Comp}/n \times 100$

Zones of Tolerance (All Respondents)

Below you will find the 'Zones of Tolerance' view for this survey. The summary data table below is included in order to make this chart easier to understand. For each service dimension the statistical mean, standard deviation, and n^* , where n^* represents the number of respondents who provided a complete rating for this service dimension. Thus, there may be variation in n^* across all service dimensions. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.



Connectivity & Access

Measures service quality of network access and the ability to access online services

#	When it comes to...		Min	Des	Per	Adeq	Supr	n^*
1	Having adequate capacity (speed, bandwidth) when using the wired network	Mean	6.20	8.50	7.31	1.12	-1.19	172
		Dev	1.39	0.81	1.21	1.01	1.22	
2	Having adequate capacity (speed, bandwidth) when using the wireless network	Mean	5.76	8.32	6.60	0.84	-1.72	176
		Dev	1.53	0.99	1.47	1.45	1.60	
3	Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member	Mean	6.27	8.40	6.75	0.48	-1.65	181
		Dev	1.79	1.05	1.50	1.55	1.48	
4	Having a university network that is reliable, available, and performs in an acceptable manner	Mean	6.93	8.56	7.44	0.51	-1.13	186
		Dev	1.52	0.89	1.39	1.05	1.17	
5	Having access to important university provided technology services from my mobile device	Mean	5.15	7.20	6.33	1.18	-0.86	153
		Dev	2.16	1.96	1.57	1.59	1.72	

6	Having access to important university provided technology services from off campus when at home or traveling	Mean	6.30	8.25	7.05	0.75	-1.20	174
		Dev	1.94	1.19	1.55	1.35	1.34	

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); n* = Total Respondents Who Completed Item; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Technology & Technology Services

Measures service quality of technology services such as software applications or classroom technology

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
7	Having a university web site that provides timely and relevant information	Mean	6.58	8.26	7.22	0.64	-1.04	179
		Dev	1.61	1.05	1.35	1.14	1.24	
8	Having a sufficient number of online (i.e. web based) services that are helpful to me	Mean	6.22	7.98	7.25	1.03	-0.73	171
		Dev	1.73	1.37	1.36	1.03	1.04	
9	Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me	Mean	6.71	8.43	7.42	0.71	-1.01	176
		Dev	1.42	0.87	1.19	0.98	1.00	
10	Access to timely and relevant information from university information systems (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff	Mean	6.70	8.36	7.30	0.60	-1.07	181
		Dev	1.50	1.07	1.31	1.00	1.03	
11	Having online (i.e. web based) services that perform (or respond) in an acceptable manner	Mean	6.88	8.45	7.41	0.53	-1.05	177
		Dev	1.40	0.88	1.19	1.25	1.08	
12	Having technology within classrooms or meeting areas that enhances the presentation of information	Mean	6.38	8.31	7.03	0.65	-1.28	177
		Dev	1.57	1.07	1.34	1.21	1.29	

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); n* = Total Respondents Who Completed Item; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

The End User Experience

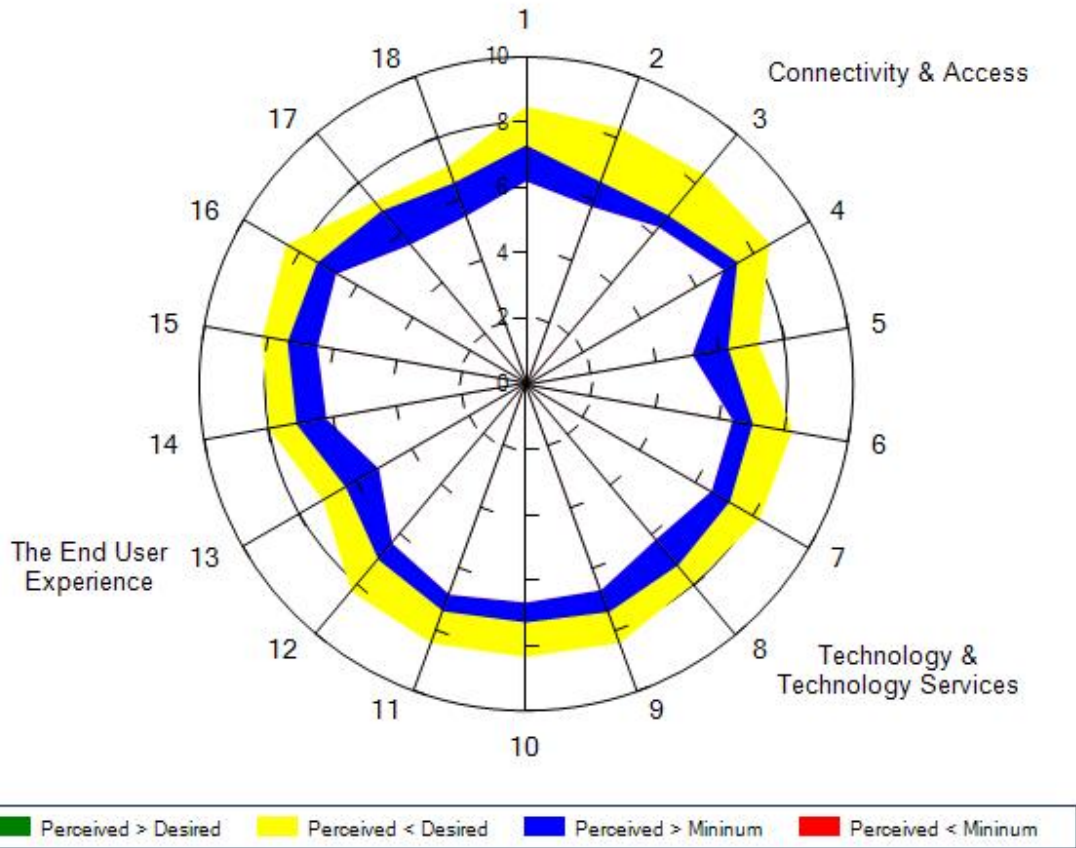
Measures service quality of training, technology support, and the end user experience

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
13	Getting training or self-help resources that help me become more effective with technology services at my university	Mean	5.22	7.17	6.36	1.14	-0.80	168
		Dev	1.98	1.89	1.60	1.45	1.56	
14	Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university	Mean	6.22	7.99	7.14	0.92	-0.85	165
		Dev	1.73	1.33	1.37	1.26	1.21	
15	Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services	Mean	6.48	8.21	7.40	0.92	-0.80	163
		Dev	1.72	1.14	1.23	1.27	1.21	
16	Getting timely resolution to problems I am experiencing with technology services at my university	Mean	6.73	8.48	7.40	0.67	-1.09	162
		Dev	1.56	0.98	1.18	1.01	1.14	
17	Opportunities to provide feedback regarding technology services at my university	Mean	5.56	7.28	6.91	1.35	-0.37	158
		Dev	2.15	1.86	1.67	1.81	1.78	
18	Participating in a university wide community of end users seeking to make the best use of technology resources	Mean	5.44	7.06	6.53	1.09	-0.53	139
		Dev	2.10	1.96	1.83	1.25	1.30	

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); n* = Total Respondents Who Completed Item; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Radar Chart (All Respondents)

Below you will find the radar chart for this survey. A copy of the summary data table is also included in order to make this chart easier to understand. The data contained in this table is similar to information contained in the previous section of this report.



Connectivity & Access

Measures service quality of network access and the ability to access online services

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
1	Having adequate capacity (speed, bandwidth) when using the wired network	Mean	6.20	8.50	7.31	1.12	-1.19	172
		Dev	1.39	0.81	1.21	1.01	1.22	
2	Having adequate capacity (speed, bandwidth) when using the wireless network	Mean	5.76	8.32	6.60	0.84	-1.72	176
		Dev	1.53	0.99	1.47	1.45	1.60	
3	Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member	Mean	6.27	8.40	6.75	0.48	-1.65	181
		Dev	1.79	1.05	1.50	1.55	1.48	
4	Having a university network that is reliable, available, and performs in an acceptable manner	Mean	6.93	8.56	7.44	0.51	-1.13	186
		Dev	1.52	0.89	1.39	1.05	1.17	
5	Having access to important university provided technology services from my mobile device	Mean	5.15	7.20	6.33	1.18	-0.86	153
		Dev	2.16	1.96	1.57	1.59	1.72	
6	Having access to important university provided technology services from off campus when at home or traveling	Mean	6.30	8.25	7.05	0.75	-1.20	174
		Dev	1.94	1.19	1.55	1.35	1.34	

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); n* = Total Respondents Who Completed Item; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Technology & Technology Services

Measures service quality of technology services such as software applications or classroom technology

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
7	Having a university web site that provides timely and relevant information	Mean	6.58	8.26	7.22	0.64	-1.04	179
		Dev	1.61	1.05	1.35	1.14	1.24	
8	Having a sufficient number of online (i.e. web based) services that are helpful to me	Mean	6.22	7.98	7.25	1.03	-0.73	171
		Dev	1.73	1.37	1.36	1.03	1.04	
9	Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me	Mean	6.71	8.43	7.42	0.71	-1.01	176
		Dev	1.42	0.87	1.19	0.98	1.00	
10	Access to timely and relevant information from university information systems (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff	Mean	6.70	8.36	7.30	0.60	-1.07	181
		Dev	1.50	1.07	1.31	1.00	1.03	
11	Having online (i.e. web based) services that perform (or respond) in an acceptable manner	Mean	6.88	8.45	7.41	0.53	-1.05	177
		Dev	1.40	0.88	1.19	1.25	1.08	
12	Having technology within classrooms or meeting areas that enhances the presentation of information	Mean	6.38	8.31	7.03	0.65	-1.28	177
		Dev	1.57	1.07	1.34	1.21	1.29	

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); n* = Total Respondents Who Completed Item; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

The End User Experience

Measures service quality of training, technology support, and the end user experience

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
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		Dev	2.10	1.96	1.83	1.25	1.30	

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); n* = Total Respondents Who Completed Item; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Appendix: Respondent Suggestions

When a respondent indicates that the perceived quality of a service dimension is less than their minimum expectation they are provided the opportunity to make suggestions on how to improve the quality of this service. While these responses remain subjective, they can be useful in planning strategies to improve service quality over the long term. The responses below are uncensored and unfiltered.

Having adequate capacity (speed, bandwidth) when using the wired network

The bandwidth needs to increase and have more capacity, at least 10 Mbps, for each student. The backbone doesn't seem to be able to handle the peak hours at night as the speeds drop to about 5 Mbps and websites take longer to respond. [#306837, U4, BIOL]

I am not sure, but almost every time I use the computers, the internet goes down or something, making me lose valuable time and/or work in an effort to fix the problem. [#308083, U4, GENE]

I was a liberal arts major; I know little about computers other than they are too slow. If we are going to be dependent on computers for so much of our teaching, research, and other job functions, the ability to access information from elsewhere in the world without getting bogged down by spam and ridiculous pop-up ads should be your top priority. [#308923, G8, HIST]

make the internet faster you retard [310159, U2, PSYC]

When in public places, computer will either not be able to connect to the internet at all, or is very slow. Consider adding more routers, etc. [#311410, U2, POLS]

It is sometimes hard or impossible to connect back to the network after changing location on campus. [#312816, U1, BIOL]

Having adequate capacity (speed, bandwidth) when using the wireless network

There are times in the semester that not being able to connect to the campus wireless internet goes hand in hand with a slow connection speed. I don't know how to improve this since computer technology is not my area of expertise, but when this is a problem, it really stalls my work (since I also teach as a graduate student). [#305058, G8, ENGL]

i don't know anything about how the internet works, all i know is that when i want to use it, its not working, can't find the server or connect to the network [#305666, U2, WFSC]

Sometimes the wireless just doesn't work. [#306041, U4, CPSC]

Add more bandwidth and wireless hubs. More hubs in particular [#306947, U2, MEEL]

Being able to maintain a connection would be a good way to start. On the third floor of Zachry engineering my wireless connection is often dropped. I have had this problem using multiple laptops. [#307049, G8, BMEN]

Allocate more of existing budget to what students actually care about - bandwidth - rather than pointless money wasting projects [#307959, U4, ANSC]

Many of the wireless networks (especially in some of the older buildings, like Bright) often go in and out on their signals, so it is difficult to get a constant signal, making it difficult to do work. [#308579, U4, CPSC]

Whenever I am in a crowded building, the internet speed over the wireless network decreases dramatically. More routers should be installed. [#308616, U4, NUEN]

Stronger wireless networks and more wireless in the dorms [#308705, U2, EDIS]

Sometimes the wireless becomes slow [#308769, U4, CHEN]

Being in the humanities, I cannot give you any technical solutions, that was not my training. What I have found is that the wireless coverage in certain buildings is pathetic. I can be within sight of a router and my computer will not find it or be able to connect. By the way, the computer in question was issued to be by the computer tech support people in my college. I would think they know how to set it up to find the TAMU network. [#308923, G8, HIST]

Library usage is VERY SLOW [#309257, U4, CECN]

I notice that some places, like the library, have slow bandwidth speeds at WiFi locations in hotspot study locations. Particularity on the 2nd floor of Evans. [#309940, U3, BIOL]

same as the first answer [#310159, U2, PSYC]

often times not enough bandwidth or signal cuts in and out [#310584, U3, POLS]

I have issues even streaming youtube over wireless. [#311661, U2, ELEL]

70% of the time I try and connect during a class the router will not connect to my computer and when this happens it is also happening to the other students in my class trying to connect [#311768, U2, AGSC]

Sometimes the network won't connect in different places. [#312816, U1, BIOL]

Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member

There are other areas off campus that I travel to that I must use my laptop, if all areas that are affiliated with the university had wireless, that would make carrying my laptop worth it and I would also be able to get more work done. [#305063, G8, CPSY]

No tamulink in the vet school... unreliable connections [#305111, G7, BIMS]

coverage inside buildings is spotty [#305130, G8, OCNG]

Wireless in all dorms and in all buildings. Also improve connection as it will sometimes drop. [#305467, U2, BIMS]

All dorms, with the exception of Mosher, do not have wireless internet. Although the internet in the dorms is fast and reliable, it would be nice to not have cords. [#305634, U3, PSYC]

More hubs [#306947, U2, MEEL]

Not enough of campus, including the dorms, some buildings, and outside areas have wireless. This is embarrassing. You could decrease costs significantly by eliminating pointless bureaucratic standards and methods of setting up the network. Stop wasting our money, and set up cheap wireless networks. Additionally, it is stupid to not make the wireless networks open to the public. Get rid of the password and login system, which fails often anyways, and forces students to have to manually re-add the network. We don't have time for this. [#307959, U4, ANSC]

Once again, there is wireless coverage in most places that are needed, but a lot of the times the wireless does not work consistently. [#308579, U4, CPSC]

more dorm wireless [#308705, U2, EDIS]

Coverage is spotty, inconsistent, and unreliable. [#308923, G8, HIST]

The quad needs More Internet service because it's such a nice place to sit outside and do homework but the Internet suddenly stops around there. I believe that there also should be more students employed at the student computing help desk because it takes a long time to get your computer back if they have to fix it because it's such a long wait [#309309, U3, PSYC]

Wireless could be expanded in some areas [#309499, U3, ECON]

I find it very important in this day and age to have wireless covering the entire campus and I haven't found this to be so. Setting up hotspots in more areas or even extending the server to more remote parts of the school would make for a better experience [#310315, G6, CNPM]

I think that all residence halls should have wireless internet. [#311161, U2, INST]

In Some of the classrooms, we don't have permanent wireless connection. Our computers are disconnected sometimes. [#311206, G8, ARCH]

Previously I've been on university campuses with universal wireless network coverage, and I'm honestly shocked that TAMU doesn't come anywhere close to providing this. [#311327, G8, AERO]

Make the wireless network more far-reaching in terms of signal strength in various campus locations. [#311414, G8, PSYC]

Not all areas are covered, and those that are sometime get over taxed with people and kick you off the network as it can't handle the amount of requests. I have talked with IT help desk about a few spots already. [#312804, U4, TCMS]

Having a university network that is reliable, available, and performs in an acceptable manner

Not enough IP addresses available in the vet school and sometimes in the medical sciences library [#305111, G7, BIMS]

things like e learning and howdy take several tries to find the server and load, regardless of where i try to log on [#305666, U2, WFSC]

The Virtual Online Access Labs could definitely use some work on speeding things up. I know it may not be the university network's fault, but it's something I've noticed. [#307726, U4, AERO]

there have been a lot of times that i am in the library or other main spots on campus such as the blocker building and cannot get any internet [#308202, U2, EDIS]

The wireless access in some buildings, such as Biochemistry & Biophysics is sometimes a little splotchy, but that's the only problem I've ever really run in to. [#309337, U4, GENE]

Sometimes the network does not let computers connect to the network, even with correct login information [#309472, G7, URPL]

The webpage and howdy are screwed up too much. Always at the worst times as well. [#309499, U3, ECON]

I find it difficult sometimes to connect to the wireless network. I can find the network but authenticating sometimes takes a couple of minutes. [#309643, G8, AERO]

On occasion, elearning will boot you off the system. This can be especially frustrating during an online exam or quiz. I do not know how to help this. Increase bandwidth perhaps. [#309795, U3, PSYC]

Sometimes it works, sometimes it won't connect [#310517, U4, ELEN]

Certain classrooms have computers that lose information every day, i'd like to be able to use my student acct in ENgr class [#312454, U1, MEEL]

Having access to important university provided technology services from my mobile device

I have trouble accessing my email at times from my phone. This may be a phone problem, but it might also be because of the security restrictions (I understand why) that we have in getting into the system. I don't mind it so much, but I wish it was easier sometimes. [#305063, G8, CPSY]

I think that in today's world we need to make sure we are up to date on technology. [#305385, U3, BHNR]

Make it easy to access the wireless connection. Unable to connect with my phone. My phone automatically connects me with TAMU-Help and it will not access the web connected to this network. I am unable to connect to the TAMU-wpa network. [#305766, G7, ACCT]

Cannot log into howdy portal easily from a mobile device [#306947, U2, MEEL]

(1) Currently can't access sites like eLearning via my mobile devices (iPhone, iPad, etc.) is frustrating.
(2) Difficult process establishing TAMU web email on my phone so I just re-routed it to my Yahoo! account. [#307615, G6, CNPM]

I use an unrooted Android smartphone. With the rare exception of in & around Rudder tower, I have never been able to successfully connect to the campus wireless network. No one has been able to help me get this resolved. (And I know it is not a unique problem - my Android-using friends have the same problem. Additionally, the Howdy platform is a nightmare on a mobile device. [#310224, G8, ENTO]

When linked to any e-mail account other than the tamu service, I can send and receive e-mails without a problem, but on multiple occasions there have been problems (mainly sending errors) that occur when interacting with the university e-mail connection despite multiple trips to the help desk. [#312179, U3, MGMT]

Having access to important university provided technology services from off campus when at home or traveling

accessing network drives from off site is difficult. There are lots of problems with remote sites in outreach (SFA) which always has difficulty reaching our network drives. [#305033, G8, ALEC]

Virtual desktop is not reliable... [#305111, G7, BIMS]

I travel often for research and work. VPN often does not work very well. I have yet to get an email account functioning on the new geoscience server, I never had access to my ocean account. When I called the main campus helpline, their only solution was for me to come in and look at my computer... can't do that when you're out of the country. When I tried email, I needed to already have an email account to get help. [#305130, G8, OCNG]

again elearning and howdy take several tries to find the server and load [#305666, U2, WFSC]

My computer science assignments have to be submitted within the department firewall. This means that even if I am somewhere off-campus that has computer internet access, I cannot submit an online assignment to the computer science department because I do not own the computer that I'm working on and thus do not have permission to add networks for VPN access. I must go up to campus to submit my work. [#305707, U3, ELEN]

VOALs don't always work (or don't work quickly) when I need to use them off-campus. Takes too long to download software on certain computers, or doesn't work at all. [#306463, U4, USAL]

Many people cannot access files from a VPN or NoMachine. This needs to be easily done. Because of this problem, my schoolwork is hindered greatly [#306947, U2, MEEL]

I would be nice to be able to check on computers that are running code (in Matlab for example) that takes a long time without having to physically be at the computer. On my personal computers I have used the free version of logmein. Perhaps something like this could be made available to access campus computers. Remote desktop does not work in this capacity because programs stop working once it goes idle and logs you off. [#307049, G8, BMEN]

The library proxy service is very useful, but apparently undocumented and I can't find out which websites it supports. [#307664, G8, ELEN]

When it's 19 degrees outside and I'm needing to work on hw over the weekend that requires programs only available on campus computers, VOAL usually don't cut it or have the software I need. Maybe having an option for which major a student is when they log onto VOAL would provide a method for making software available that a particular major uses often. Engineering-Matlab, Maple, SolidWorks,

Abacys, CosmosWorks, etc. Architecture-AutoCAD(Architectural version), etc. Just a thought. [#307726, U4, AERO]

be able to access files from a computer on campus [#308183, U3, BUAD]

The VPN client for off campus users needs improvement. It's slow and crashes often. [#308984, U4, MEEN]

Same problem as before...getting knocked off the network. Very frustrating. This may be a problem with the local provider, not necessarily the school. Increase bandwidth perhaps. [#309795, U3, PSYC]

I know this is a complicated thing, but there are three ways in which A&M can really grow in this regard. #1) Record all lectures and put them online. The PETE dept does this and its AMAZING. #2) Make as many lectures (the ones recorded and put online) as possible available to the public for viewing for free. iTunes University is a great place to host the video. We are a public institution and should be doing everything we can to encourage learning, worldwide. #3) And this one is really tough -- make more online library resources available to former students. I know the current contracts with publishers limit this, but A&M is a national leader in education. Ban together with other schools and make this happen. Sharing library information should be a right, not a privilege. [#310221, G7, PETE]

Remote log in to departmental accounts would be very helpful [#310517, U4, ELEN]

Off campus access is perfect, I can't think of anything that would be done to better it. [#311046, U4, AGRO]

Remote access for Macs needs to be improved. The system is not compatible with OS X [#311768, U2, AGSC]

Having a university web site that provides timely and relevant information

Sometimes, the Code Maroon is not helpful--even when on the front page. This is my largest concern. [#305058, G8, ENGL]

We do have a university web site that provides timely and relevant information, but I don't always check the site. If there was a way to have a profile for the university website and get emails or alerts sent to my phone or outside email account, then I would have more access I think to university information that I would not necessarily see if I wasn't checking the website all the time. [#305063, G8, CPSY]

The university website needs to have a column or some links to relevant campus news rather than making people search for what they're looking for. --Most searches about recent campus-related news topics don't yield helpful information because, I think, it doesn't exist on the website. [#305707, U3, ELEN]

It would be nice to learn about accidents (fires, emergencies) from the school website first rather than local news. Code Maroon lets you know what to do, but not what is going on. [#307049, G8, BMEN]

The tamu.edu website does not represent the values and heritage of Texas A&M. Please stop pushing your agenda to reform my university via the front page of the website. [#307959, U4, ANSC]

Much information isn't posted, and if it is, it's posted late. For example, when there was a fire in Zachry, a warning was not posted online and sent across Code Maroon until an hour after the building had been evacuated. This seems like something that should be posted much quicker than that. [#308579, U4, CPSC]

Many times we will receive an email regarding something important (school closure, code maroon) and it won't be posted on the website at the time the email is sent out. These should be linked. [#308616, U4, NUEN]

more up to date information [#308705, U2, EDIS]

Everything is inaccurate, often not working. Update information!! Fix howdy at better times or get it working better!! [#309499, U3, ECON]

i liked the way it was a couple years ago. [#309997, U3, GEST]

I like being able to search the site for things and access classes and schedules and the catalogs. [#311046, U4, AGRO]

Code maroons are not posted fast enough. When there was a fire at Zachary I was in the McDonalds parking lot and the local news crews were at the scene before I even knew what was happening. [#311768, U2, AGSC]

Having a sufficient number of online (i.e. web based) services that are helpful to me

Sometimes it is hard to figure out what you are doing wrong and its hard to find out how to fix it [#305385, U3, BHNR]

Many professors web pages are way below sub par, and hard to access [#306947, U2, MEEL]

Howdy registration is HORRIBLE. The system we had back in 2003 was better. That was nearly a decade ago. You could quickly scan through pages of a desired class and open classes were green, filled or conflicting classes were red. Howdy was supposed to be an update. When it first changed, there was a huge outcry at how terrible the new system was. We were told the problems were temporary. That was YEARS ago. You need to set someone down and FIX the registration. Registering for classes is stressful enough. You have to sit there and figure out your life for the next semester around your schedule. The current system is INCREDIBLY INSUFFICIENT. The fix should include: -Seeing courses available, times, openings WITHOUT having to relog in every 5 minutes. The servers always get flooded, and why on earth can't this be better? Remember courses.tamu.edu? Like that. -An interactive search feature that shows all sections for a class. You should be able to browse through classes. The current system does meet this requirement. To put it simply, registration is a pain in the ass. It looks half assed, and I know our IT can do better. I've seen it. Nearly a decade ago. [#307656, G8, ENTO]

this is important and seems to be well thought out. Good [#310264, G7, ANSC]

Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me

Howdy and other neo logins are deplorable. Logging out does not actually log you out. The next person to use the computer may be prompted for their neo login and still end up inside your account, this

happens even if you close the window.. you have to quit the application or restart the computer to ensure security. [#305130, G8, OCNG]

There are too many steps to access what I need. It's improved the last couple of years, but I'd prefer something much simpler. [#306463, U4, USAL]

Howdy portal needs to be organized, and logging in constantly is a pain [#306947, U2, MEEL]

The financial aid portal needs to accept Visa when paying student loans. [#308701, U2, MEEN]

the bill pay area is a little confusing. [#310159, U2, PSYC]

- The library search engine is bizarre, unintuitive and often useless for topic searches. Nor do they provide enough information for how to configure citation managers like endnote to cooperate with the library's electronic holdings. However, Get It For Me is awesome and I love it. - Howdy is a horrible nightmare of terrible, cluttered design, unintuitive controls, and cruft. I never, ever use it except when forced to do so to register for classes or pay my bills. 90% of the crap on there is useless. [#310224, G8, ENTO]

In 8 years of higher education, I have yet to find a portal system that's worthwhile. Searching for the services I need at any given point in my degree progress is universally painful. [#311327, G8, AERO]

Access to timely and relevant information from university information systems (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff

None of the helplines are helpful, you wait on hold for a very long time only to reach someone who has no idea how to help [#305130, G8, OCNG]

It would be great to have my schedule (with links to each syllabus) and current account balance (if there is one) show up as soon as I log in to Howdy. [#306463, U4, USAL]

Need access to Library, etc. on mobile devices, iPad readers, iPhones, etc. [#307615, G6, CNPM]

Student Business/Financial services as well as academic programs could do a lot better by calling or texting students if something is wrong. E-mail's are convenient but are much less definite. They have access to our phone numbers (cell and home), so they should use it. People are much more likely to check their phone more often than they are their e-mail. [#307726, U4, AERO]

its basically the same question as above [#310159, U2, PSYC]

also very helpful and good [#310264, G7, ANSC]

Having online (i.e. web based) services that perform (or respond) in an acceptable manner

sometimes replies to some services take quite some time, but they are usually a high traffic service like financial aid, contacting the office of records, etc [#305136, G8, PLPA]

Having the registration system struggle on the first day of class is unacceptable. That is the ONLY day that its performance matters, it doesn't matter if it can support an average number across the semester. On day-1, day-2 it MUST be able to support the load, otherwise its a wasted system. You might as well

go back to a printed paper schedule that is posted in various locations across campus. Code-maroon emails take 20 mins after I get an SMS to turn up in my NEO account. This is silly. Why can't you have priority for that email delivery/list/mechanism. [#306456, G7, CECN]

The Central Authentication Service to login to everything TAMU is always so slow, and it doesn't remember my password and login, making it take even more of my valuable time. [#307664, G8, ELEN]

It's just the VOAL lagging and program options that I've mentioned previously. [#307726, U4, AERO]

The Howdy Portal is horrible, slow, inefficient, and expensive. Stop wasting our money on things that do not work. The old system was much better. [#307959, U4, ANSC]

The online services hardly ever work correctly. For example, the Howdy system. It should have been designed to handle a large capacity of viewers, but it frequently goes out of service on the days that it is needed most: the first day of the semester. [#308579, U4, CPSC]

Elearning is too slow. Speed it up or replace it. [#308616, U4, NUEN]

Respond in a more quickly manner. I have emailed the services before and gotten a response four days later. Needs to be a day and max of two (depending on the problem). Also calling, someone needs to pick up. I know it gets busy, but at least pick up and ask to hold. [#310264, G7, ANSC]

elearning is very quirky and seems outdated Also, this website is glitching like crazy on Chrome [#310517, U4, ELEN]

needs to be more user-friendly [#312259, U2, BUAD]

Having technology within classrooms or meeting areas that enhances the presentation of information

While many rooms have technology built in, several do not. There is usually a service that can help provide this, but it's very aggravating when as a student the teacher does not feel comfortable with what she is having to make do with... or as a professor when I am unsure how the technology will work. My hope is that technology will continue to be built into classrooms, especially as new building are being built. [#305058, G8, ENGL]

Some of the presentation tools (experience in HPCT labs) are difficult to use and seem unnecessary. In particular, the keyboards that serve as a mouse as well are especially awkward, as is the fact that the main computer is often inaccessible if any problems arise. [#306378, G7, ENTO]

Many classrooms and meeting rooms (like Rudder Tower) do not even have simple projectors installed. Please stop wasting money on elaborate, expensive setups that do not even get utilized. Instead of all the fluff, install projectors, speakers, and a VGA port to plug in a laptop (which most people use anyways). Every room on campus could have projectors, etc, if this strategy was used. Your department must stop wasting money on unnecessary equipment. [#307959, U4, ANSC]

In most classrooms it is great but sometimes it seems like someone just threw money at a problem and the most impractical solution was chosen. For example, in Zachry, one of the rooms is so deep that people in the back can't see. So, the administration listened and purchases TV's to be placed mid-room so people in the back can't see. One problem though, since the image on the TV's is so much smaller

than the actual image, it doesn't appear any large to the students in the back despite being much closer. [#308616, U4, NUEN]

Most people are visual learners. Having impactful technology for students can help spur attentiveness in class and increase participation. Students will learn more in a more exciting manner than from the simple talking and drawing on overheads and whiteboard. [#308984, U4, MEEN]

Some teachers have trouble utilizing the technology. Some times the whole system malfunctions during a presentation. Reducing the instances of occurrence for these would be good, but I understand that they are not entirely avoidable. [#309795, U3, PSYC]

We need to be recording, on video, all lectures. And then we should be making them available to students. If we were really on the ball, then we'd make them available to the world, for free. See ocw.mit.edu for a model. [#310221, G7, PETE]

There are classrooms without projectors, without computers, even without overhead projectors. [#311327, G8, AERO]

Classrooms need projectors that project much larger than many currently do so that students in the back can see the notes, audio needs to be upgraded, every classroom needs some way for the professor to project their voice not just microphones especially in smaller lecture halls [#311768, U2, AGSC]

As a student in the Mays Business School, I think there are two improvements that can be made: 1. the team rooms on the second floor (by the masters and computer lounges) have mostly non-functional monitors attached to the computers - these should be fixed/replaced; and 2. it would be nice if there was a secondary screen at the back of each classroom, facing the instructor/presenter. This would greatly facilitate presentations that need to be made, by mirroring what is being projected onto the screen behind the instructor/presenter at the back of the room (meaning the instructor/presenter does not have to look backward at the screen while presenting - he/she can look forward) [#312193, G7, MISY]

Getting training or self-help resources that help me become more effective with technology services at my university

Hard to navigate (especially the libcat) [#305385, U3, BHNR]

COMPASS resources should be more easily available. [#306463, U4, USAL]

It is usually difficult to find online help from the university for technology problems. It has gotten so I do not bother to look anymore it faster to call helpdesk or ask the IT group in my department. More support of Linux by the university would also be nice. [#308778, G7, CVEN]

online tutors would be nice [#308891, U2, BIOL]

We are at the mercy of the computer (which, being a machine, is incapable of such a human trait). Training is ineffective, it is never offered at convenient times, or by competent trainers, systems are too complex for the average person. [#308923, G8, HIST]

There should be more widely advertised, and available, courses on software and technology related to computers. Lynda.com is a good model to start with. I also suggest a market place, online, where students can browse what information and education/training is available to them. [#310221, G7, PETE]

Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university

People in WCL never seem to be able to help with projects. They should know about the projects (in and out) because we are told to go to them for aid and they never know what we are talking about.

[#305385, U3, BHNR]

I'm most familiar with the IT desk in the College of Architecture. It may have gotten a bit better recently, but before (2005-2008), I rarely had a positive experience there. Most were apathetic; some were downright hostile and definitely not the type who should be interacting with other people. [#309586, G8, ARCH]

Slow to help students, even when an appointment has been made. [#310347, U4, AGRO]

Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services

There were times last year when I needed special equipment in my classroom, and no one within my building service could help me (despite admitting they actually had the equipment). Even when sending me to someone above them, I received rude responses that they were not the right department--but they did not bother to send me anywhere else. I would like to see more ordering of equipment and such online so that we know what is available to us. I would also like to see a more complicated system that recognized graduate students who teach as part of the teaching staff/faculty since our student IDs often make people we talk to dismiss us. [#305058, G8, ENGL]

Many departments are hugely understaffed. Deans offices tend to demand the most attention from the staff and are particularly resentful toward students looking for help. [#305130, G8, OCNG]

I was told by CIS helpdesk, that it was impossible to connect a Nokia smartphone to the WLAN network. The helpdesk guy told me that I'd wasted my money and should have got an iPhone instead. No thank you. 1 hour later, I managed to figure out how to do it on my own after searching around various support sites on the internet. Reporting to CIS helpdesk that a certain plain text (<1kb) email took 25 minutes to go from one neo account to another neo account, got a response, of "too bad, it happen, try again later". That was the most unprofessional response I've had. It should NOT take that long to deliver plain text inside the same system. (neo to neo) [#306456, G7, CECN]

They're courteous, but I've had major unresolved issues with my Compass account that make it impossible to do my job correctly. [#306463, U4, USAL]

Tech support staff need to be more sympathetic to our needs. We are dependent on these machines, when something goes wrong, we need someone who will actually make the effort to fix the problem, not blow us off and act like our problems are not worth their time and effort. [#308923, G8, HIST]

Getting timely resolution to problems I am experiencing with technology services at my university

I need to be able to get help via email. I travel to places where phone access is less feasible than email. Trying to find help or contact information on the university websites is difficult. [#305130, G8, OCNG]

I have run into problems that took weeks to get a resolution for. Still helpful, just inconvenient. [#308183, U3, BUAD]

When systems go down that are necessary for turning in homework on time or finding your way to class on time, this should be resolved immediately, but often it is not. [#308579, U4, CPSC]

Opportunities to provide feedback regarding technology services at my university

I never get asked to give back feedback!! [#305385, U3, BHNR]

There's no central way to report problems. Reporting to CIS helpdesk that the Howdy portal was acting funny for me, gets me a response that Howdy is managed by EIS and I should contact them? Why can't the CIS talk to EIS about this? Why bounce it back to the person reporting? You do this twice and people will stop attempting to report issues. [#306456, G7, CECN]

Apart from the random survey, I'm not particularly aware of any easy to use feedback system for functions. Then again, I've never really had much of a problem. Except Howdy registration. Fix. Howdy. Please. [#307656, G8, ENTO]

The technology department does what it wants to do. [#307959, U4, ANSC]

no one ever asks what we think of the online programs [#308891, U2, BIOL]

This survey is a good start; but what about follow-up? [#308923, G8, HIST]

Again following my last comment. If I encountered someone who was particularly unhelpful, there was really nothing I could do about it. Just wait and come back later and hope that person's shift was over. [#309586, G8, ARCH]
