A Higher Education TechQual+ Study

2011 Texas A&M Information Technology Faculty Assessment
for Texas A & M University

Higher Education TechQual+

Assessing Service Quality for Technology Organizations in Higher Education

http://www.techqual.org

Contents

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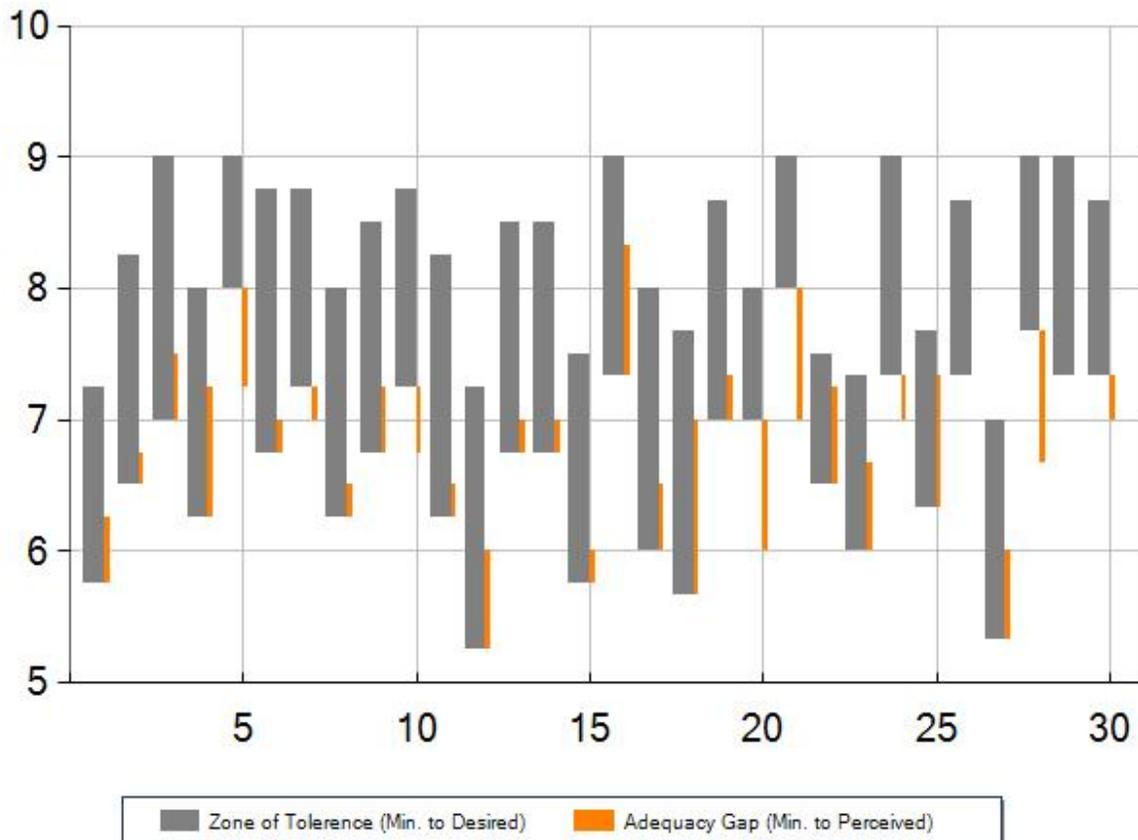
For each type of service, expectations are measured as a range as opposed to a single, scaled point. The range between end users minimum expectations and desired expectations constitutes what is known as the "zone of tolerance". A second range, the service adequacy gap range (minimum to perceived) is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

| Perceived > Desired | Perceived < Desired | Perceived > Mininum | Perceived < Mininum |
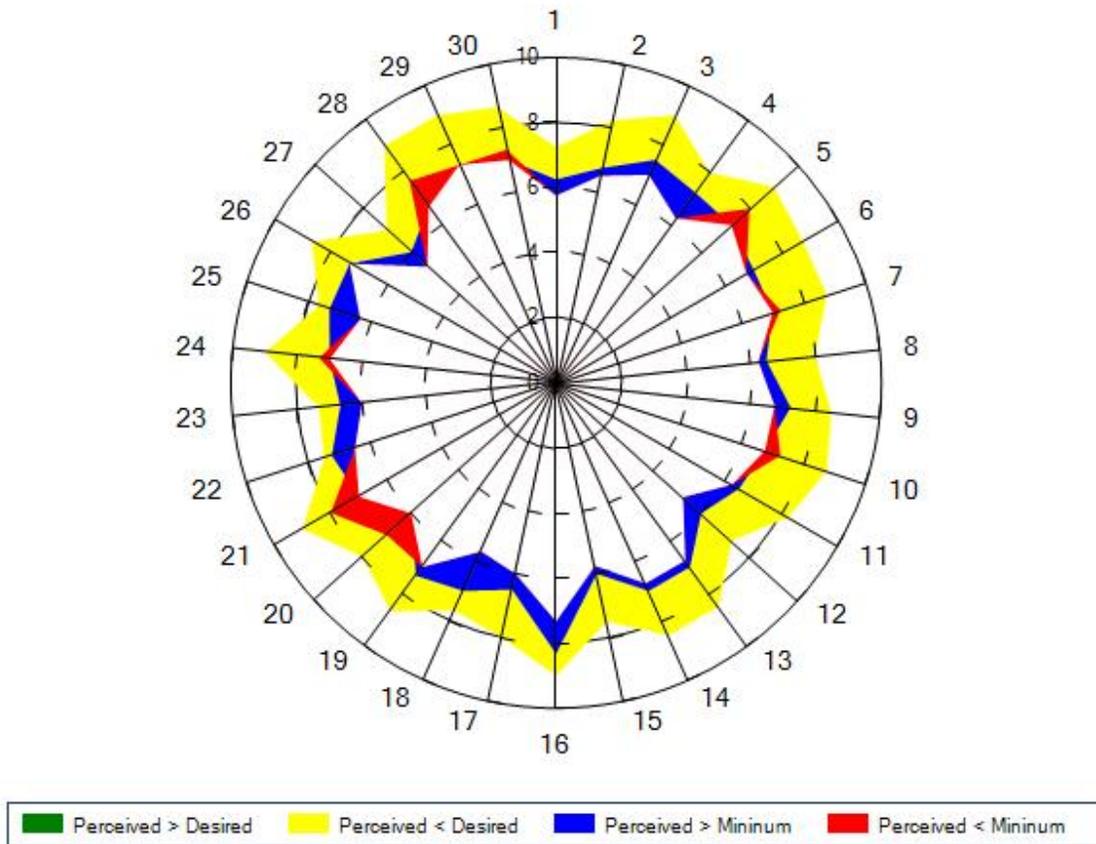
For each dimension of service, the minimum, desired, and perceived quality of service is plotted on a radar chart. This chart is helpful in viewing how each data point is related to the overall service dimension as well as to other service dimensions. The one to nine (1-9) scale is plotted along the 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
2761	1699	62%	208	12%

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.

Zone of Tolerence (Min. to Desired)   **Adequacy Gap (Min. to Perceived)**

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	6.95	8.52	7.14	0.19	-1.38	207
		Dev	1.49	0.93	1.47	1.38	1.36	
2	Having adequate capacity (speed, bandwidth) when using the wireless network	Mean	6.43	8.18	6.28	-0.15	-1.89	179
		Dev	1.73	1.29	1.71	1.35	1.62	
3	Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member	Mean	6.69	8.20	6.43	-0.26	-1.78	183
		Dev	1.63	1.27	1.70	1.44	1.58	
4	Having a university network that is reliable, available, and performs in an acceptable manner	Mean	7.65	8.62	7.47	-0.18	-1.15	196
		Dev	1.30	0.87	1.25	1.03	1.04	
5	Having access to important university provided technology services from my mobile device	Mean	5.60	7.22	6.17	0.57	-1.06	143
		Dev	2.10	1.94	1.87	1.28	1.44	

6	Having access to important university provided technology services from off campus when at home or traveling	Mean	6.99	8.36	6.97	-0.02	-1.39	189
		Dev	1.60	1.11	1.56	1.28	1.32	

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	7.95	6.68	0.10	-1.27	187
		Dev	1.56	1.30	1.40	1.29	1.27	
8	Having a sufficient number of online (i.e. web based) services that are helpful to me	Mean	6.55	7.91	6.88	0.33	-1.03	180
		Dev	1.50	1.32	1.37	1.03	0.99	
9	Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me	Mean	7.04	8.37	7.05	0.01	-1.32	190
		Dev	1.36	0.91	1.39	1.27	1.24	
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	6.97	8.29	7.06	0.09	-1.22	192
		Dev	1.35	1.04	1.32	1.15	1.16	
11	Having online (i.e. web based) services that perform (or respond) in an acceptable manner	Mean	7.09	8.39	7.08	-0.01	-1.30	179
		Dev	1.40	0.99	1.22	1.15	1.14	
12	Having technology within classrooms or meeting areas that enhances the presentation of information	Mean	7.08	8.40	6.65	-0.43	-1.75	189
		Dev	1.60	1.19	1.55	1.77	1.60	

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
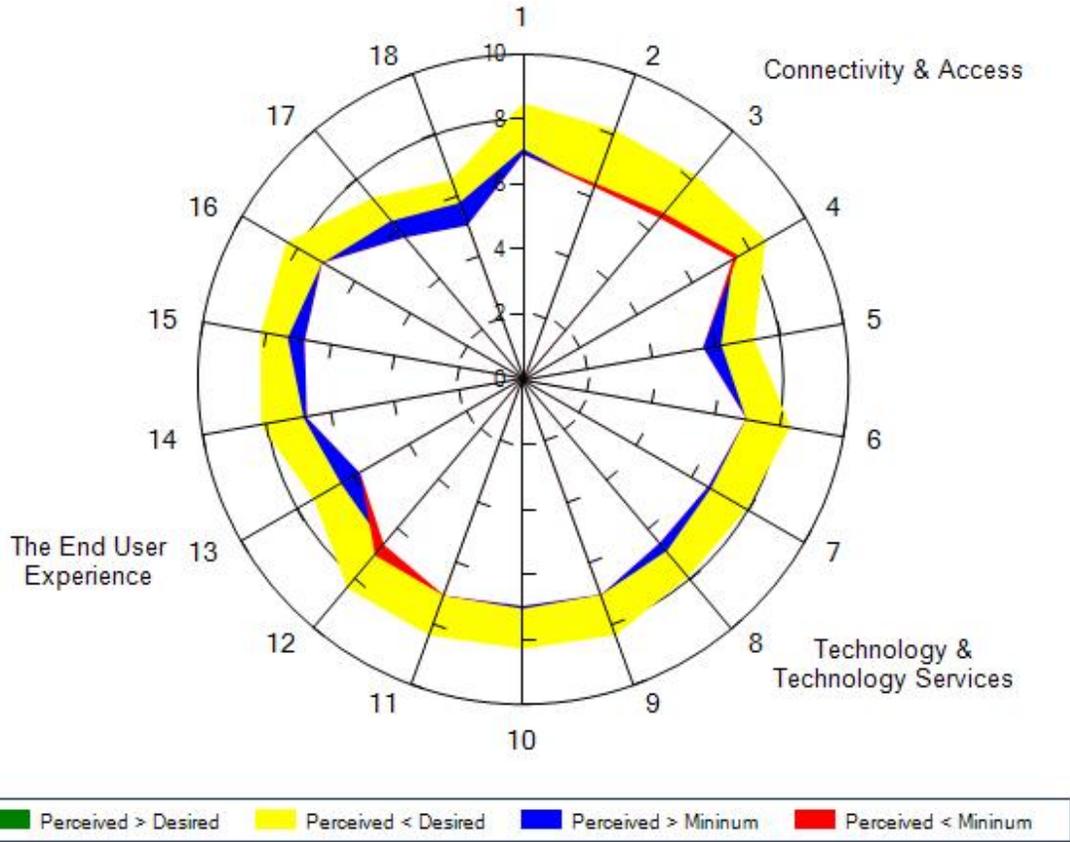
The End User Experience

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	5.78	7.42	6.45	0.67	-0.97	183
		Dev	1.72	1.54	1.42	1.38	1.29	
14	Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university	Mean	6.75	8.18	6.85	0.09	-1.34	190
		Dev	1.62	1.12	1.45	1.64	1.40	
15	Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services	Mean	6.82	8.20	7.35	0.53	-0.85	186
		Dev	1.64	1.16	1.40	1.46	1.27	
16	Getting timely resolution to problems I am experiencing with technology services at my university	Mean	7.16	8.41	7.14	-0.02	-1.27	183
		Dev	1.53	1.03	1.45	1.56	1.38	
17	Opportunities to provide feedback regarding technology services at my university	Mean	5.69	7.27	6.35	0.66	-0.91	175
		Dev	1.88	1.65	1.75	1.52	1.63	
18	Participating in a university wide community of end users seeking to make the best use of technology resources	Mean	5.03	6.52	5.77	0.74	-0.75	158
		Dev	2.20	2.10	1.86	1.50	1.52	

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.

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The End User Experience

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

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		Dev	2.20	2.10	1.86	1.50	1.52	

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

As a mac user, I am not allowed to connect via ethernet to the department network. I have to keep an old PC in my office for networked jobs. I would rather have my mac on the ethernet system.

Improve the capacity and speed

I'm not sure how to fix it, but even with Gigabit Ethernet in Academic Building, we too often have unnecessary lags in streaming media from off campus or on campus that is disruptive to classes.

I don't know, but I do know that the computer in my office and the classrooms are sloooow.
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bandwith speed via wired network is sometimes quite low

Increase speed (bandwidth)
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more capacity, faster

Our computers are extremely slow.

I don't have a suggestion. I have no idea how to go about making sure everyone on campus has high speed internet when they need it.

Backbone speed is sometimes insufficient, for instance for file transfer between Blocker and Milner
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The capacity of my email account can easily be over of the limit, and the system is slow (ofter took >10 minutes for emails to reach another computer on campus).
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upgrade proactively- my rating was just below the optimal and maximum, not a significant concern
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more tech support

Speed seems to be dependent on where I am in my bldg.

The system often performs at a very low speed taking ages to connect.

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more bandwidth.

When the students go away - holidays - the speed and quality of the service plunge to unaceptable levels.

My TAMU email account size is too small both for storage and especially for contacts (I seem to have maxed out the number permitted and cannot add new "autocomplete" ones).

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not everywhere on campus provides equal access. The ethernet is not provided in the library or in the carrels, where wireless access is limited sometimes.

System has been occasionally down or unavailable

My computer is just very slow in Scoates, which makes working on it frustrating. I don't have any suggestions for how to improve it since I'm not very astute technologically.

Harrington Teaching Center: When teaching classes in it and having problems with the classroom workstation taking some 3-5 minutes to load the profile a upon login, I was told that it was because all instructors were logging in at the same time. I've never had the same in any other building where I have taught similar large courses at the time of the day (ENPH, MPHY, RICH, ChemE/Brown). So, if it is the wired network indeed, - it has to be improved. Short of this, I am very satisfied with the rest of wired connectivity.

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

Wireless connectivity is not always available.

Wireless is not as strong as I would like in all the areas where I have to work. Improve coverage.

I am in the corner of an office building and receive sporadic wireless.

I am not able to use the same apps with the wireless service as I can with a hard line connection. eg. video conferencing software like skype

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There is no service in bldg 1197 College of Veterinary Medicine has their own network, not university wide wireless The system we have is unreliable The college does not allow us to have our own wireless network, but they do not allow TAMU wireless system take over

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Wireless connection in my office is dropped periodically, rendering it essentially useless for doing work.

The wireless network is too unreliable, and my connection to it is inconsistent. There is not enough support for mac users on campus.

The wireless network service is exceptionally poor in my building (3rd floor of WERC). First, I often have difficulty getting the WPA to authorize and when it does the link quality is <50%.

Wireless not available in my office in Evans Library.

Make it easier to access wireless any place on campus

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more capacity, faster

In some buildings on campus - the wireless internet is spotty. In some buildings there is no wireless internet at all (tamu-link). Wireless should be everywhere.

Add more routers

Make it faster

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not having sufficient wireless access points in classroom buildings

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Frequent problems with connectivity to the internet, even when successfully logged in to the wireless network. Spotty coverage in my building.

We are unable to teach via conferencing software using the wireless network in Blocker Building.

Wireless sometimes seems to slow down when large programs or files are loaded.

The wired network frequently fails to connect. Once connected the connection is slow and fails frequently. Reconnetions are slow and unpredictable. I would suggest hiring someone who understands wireless networking.

Sometimes it works. Sometimes it doesn't.

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varies by place on campus - CEHD has horrible connectivity, very spotty and hard to connect to

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too many dark spots, login cumbersome.

At certain times of day (e.g. 12-1pm) and in some class rooms on West campus, connectivity and bandwidth is very poor.

When the students go away - holidays - the speed and quality of the service plunge to unaceptable levels.

Needs to be available for faculty, staff and students

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

Intermittent coverage is not useful.

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ditto

Places in WERC do not have good coverage.

Faculty should have had a choice about wireless being available in classrooms. It is a distraction. We should be able to turn it off.

Same as previous comment, the service in WERC is bad. ZACH is only slightly better.

It is hard to get a signal in some classrooms

It seems to be getting there.

When we have meetings on campus, there are areas difficult to access connection

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I have taught in the MILS building in a classroom without good internet access (wireless was not reliable), and no computer equipment. I would hope that all classsrooms would be at least equipped with wireless access to the internet
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There are numerous dead spaces across campus that are in need of wireless
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Still some gaps in the system.

I think this should be priority one.
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not having sufficient wireless access points in large classrooms
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In some places on campus, wireless network is not good. We should be able to access it successfully everywhere on campus and even close to campus.

I need wireless service everywhere I go on campus.
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wireless is not uniformly accessible across campus. There are many places where signals are weak and provide unreliable connection to the networks.

I just remember times when wireless service wasn't available at certain spots, "dead spots" on campus.

There are still spots on campus where wireless coverage is weak or nonexistent where it still might be nice to work. Overall pretty good, however.
-----

provide more coverage so I do not have to walk out of my office and go into the hallway to use wireless coverage
-----

Don't always have wireless coverage.

CEHD is inadequate,spotty
-----

more coverage in areas such as parks and open land.

When the students go away - holidays - the speed and quality of the service plunge to unaceptable levels.

-----

problem to connect if you are using linux

Places in Evan's library and sometimes in the Glasscock building have poor coverage. I do not know about other places, but imagine it is similar around campus.

In january, we had difficulty maintaining a consistent connection in Rudder Tower.

-----

more spots covered on agronomy road

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many time wireless is unstable and is not easy to work in conference room without wired connection

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Coverage does not extend reliably throughout O&M

In many instances the current authentication service makes the wifi network unreliable even if you can connect to network

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Ensure that there are no wireless dead spots on campus.

Certain areas (e.g. Mitchell physics building, - classrooms, e.g. 105-107, lobby, ..) doesn't seem to have sufficient capacity for the number of simultaneous connections.

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

Have experienced partial outages, especially when submitting grades.

Better methods to stop spam emails.

-----

the server to the chemistry department went down recently, during the middle of a work day. Although it was quickly fixed, that really should not happen. I do not know or remember the exact cause, as I was teaching while it happened and so wasn't directly affected. I do suspect, though, that some of the recent outages are due to the age and declining infrastructure within the chemistry building (my wing was constructed in 1928 and did not fare well during the cold spell two weeks ago).

See above re access and speed.

I quit. This survey is too long and these constant pop up windows are a pain.

Router on my floor of MPHY is intermittent.

Outages and hangs in complete connectivity and in certain services (e.g., e-mail) have been too frequent to be appropriate for an enterprise of this size. This does seem to have improved in the last year or so, but then again I am relying on university services less and less.

-----

don't make me submit new authentication credentials when I change floors or buildings

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I experienced several times that while I was in the Evans library, the wireless connection is lost more than once each time for several minutes (even half an hour at times). It would help greatly if this situation is ameliorated.

Still have some issues with VPN blips.

I have no idea. Technology is not my gift.

Shouldn't need a password for guests to use wireless. There should be some open wireless level of service.

-----

the university network currently also depends on local networks controlled by colleges or other units that may not be as stable or as high quality as the university. This disconnect affects the quality of what I work with and receive. Distributed responsibility does not produce the highest quality and mostly degrades quality.

Work on getting things running smoothly. For this University, seems like there are a lot of different interacting systems. Maybe centralization?

-----

seems to fail frequently due to weather

I have no idea what would take to improve the network performance. I just know that the network currently seems unreliable at times and there are problems. Email in particular has been problematic. Messages from folks within the university who have been emailing me for years (and are in my address book) randomly get sent to junk mail folders. The system stalls and won't download new messages quickly. I am considering joining many of my colleagues who now simply use gmail and yahoo... and provide those direct email addresses to others whenever possible to avoid having messages route through tamu where they are often lost, stalled, or sent to junk mail.

Not only things slow down in the holidays but the Liberal Arts network seems to be especially clumsy.

If by this the question asks about such access as off campus connections, this is very iffy. When I try to access the university website to get my email (neo) or use the library (my two major off-campus needs), I have trouble maintaining a reliable connection even though I can get strong internet service--neo or library become the problem.

Have more back up systems

Extremly important

Code Maroon e-mail messages taking 40 minutes to be delivered to a campus mailbox is the 20th century.

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

I expect the university to have a high level, but for me personally, it isn't necessary. I don't use a mobile device.

Howdy for I-phone. EPIK for I-phone Mail is good but expected
-----

It is annoying that we cannot open pdfs or deal with other things efficiently. The way this university handles pdfs on all its technology is weak
-----

Our campus map on the net is useless! I never find the building names and find where they is, by one click. Why does this have to be more complicated???

It would be very helpful if more websites like howdy and sso were mobile browser friendly, but basic functionality is still there.

There are compatibility issues with smart phone technology...iphone/ipad. For example, cannot open folders in email. This needs to be fixed.

I am not sure this is all that important. No important to me.

The service in the Mathematics Department is terrible. When we are traveling, we cannot access our department email without having our own laptop that we can download software to remotely access the office computer. We do not have webmail, and the university webmail has such a low ceiling on space that we cannot use it adequately to file emails that we may need to reference at a later date.

Very poorly implemented mobile device strategy. Hire someone who understands untegrating mobile devices with industry-accepted and published standards for connectivity. I suspect that person will implement certificates to install on each device.

Would like to have apps for mobile phones to manage classes through Howdy

-----

A must have service

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

VPN connections do not synchronize easily.

Don't have a better solution, unless the University can provide DSL service at home.

We have an email system that does not permit me to put an OUT OF THE OFFICE note up -- that makes us pretty unique these days but not in a good way. please fix that

-----

I cannot log into my computer from off-campus. I was provided with a handout that detailed how to do this, but after I worked through it, my attempts were still unsuccessful. Rather than take the time to tackle the problem, I have resorted to transferring needed files using my flash drive. This usually works, but occasionally, I forget one or two and then it becomes a source of frustration.

It can be complicated to access university provided technology from off campus - the routes one takes are different for every service, and it is confusing. Especially confusing to access library services.

File transfer and access to servers still requires awkward vpn methods. Slow bandwidth. Other places have methods for authentication that provide full bandwidth from off-campus.

It is often complicated to connect to the TAMU network from home

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Maybe I do not know if this is due to a problem on my end but I cannot access the websites of journals that I know the university library is subscribed to from my home even when I login using VPN.

Since I work 7 a days a week to keep up with email and other online instructional responsibilities, I often need tech support beyond M-F, 8-5. Someone on call to help with instructional tech support is a must.

I don't have the skills required to make specific suggestions, but do whatever it takes to make working from home efficient. Right now accessing a workstation from home is not consistent.

-----

unreliable access when off campus especially during peak times or start/ end of semester

-----

I connect through Groupwise and find this is down (weekends) or very slow. Overcoming these would help.

Howdy is laborious to sent an email to a class from home. I would prefer a different method.

-----

sometimes on weekends the server is disconnected and this causes connection problems when off campus

-----

Make authentication easier. I should be able to login from a personal computer and have that login stick - not need to reauthenticate over and over again.

Some services are not accessible from off campus.

Cisco VPN is no where near the state of the art for secure remote connections. Web-based VPN is the norm.

I travel alot as both a consultant and a Texas A&M employee. I see peers around the country inside and outside academia using all kinds of different technology to link directly to their office, labs, servers and employees. When I ask our dept IT person about those possibilities I am almost always told "A&M doesn't allow us to do that because of polcies and protocols in place". I have pushed to the next level on occasion and been told the same thing. My perception based on experiences here and elsewhere is that "our big brother IT infrastructure really isn't very responsive" at addressing issues outside very narrowly defined norms of service.

If I have to access multiple websites protected by my NEO username and password (i.e., Howdy, SSO, library, etc.), I would like to have to authenticate only once per browser session.

I do not perceive this as a university problem but a national backbone problem, so I do not think the university is at fault.

I do not know how to improve this but it is frustrating to try to work when away from campus and my home.

College of Architecture IT people do not seem to be able to provide adequate remote access to my office mac computer.

When using TAMU's VPN, certain websites do not recognize me as from TAMU. A specific example is ISI Web of Knowledge, and several journal websites.

The email access for the College of Veterinary Medicine is abysmal.

When the students go away - holidays - the speed and quality of the service plunge to unaceptable levels.

Even though I can get wireless access in many parts of the world (and I can get it at home), getting reliable access into the A&M system (especially neo, but also the library) is very hard to achieve. I am frequently told that the service is "too slow to respond" or "can't connect to server" even though I have reliable access to other sites. What is going wrong here?

-----

critical need

Some features of my email are not available on my TAMU service from home.

I think more training in the use of VPN would be useful

Very important

Having a university web site that provides timely and relevant information

Why does howdy require credential to see the course schedules? That is not necessary.

-----

we need a better and more user-friendly university events calendar

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many of the websites are cluttered and not very user friendly

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I get faster responses to what is going on from other non A&M websites than A&M's own website (Code Maroon, etc). I can go to Texags.com and get information faster and more reliable.

The issue here is relevant. Too much PR and not enough content. Also, the last time there was a Code Maroon (the fire in Zachry), the website did not get updated fast enough.

The website is pretty good, but it keeps getting changed, and things we want to find may be filed in places that seem logical to programmers but completely illogical to anyone else. Searches are not always productive, either.

Response/Information time is often slow and uninformative to non-jargon users. In a few cases, there's never been an explanation of why some break in service occurred.

Implement content management.

Do better with code maroon

The constant tension between a website for an external audience and an internal audience continually causes difficulties in accessing information effectively as a faculty or staff member. I think different websites are needed for the two.

The website is rarely up to date, provides little news and is basically just used as a showcase

-----

This survey is unclear regarding which university website you're referencing. If it's the overall university, then there are significant problems. The most serious problem is that the 'courses.tamu.edu' site is no longer available. The HOWDY website, as currently configured, is completely unacceptable for discerning course availability. Students/faculty cannot readily access the list of courses and their times for upcoming semesters in time to meet early registration dates. The most disastrous piece of technology to hit this campus is COMPASS. Students, faculty, and staff are all suffering the consequences. However, I'm quite certain that the powers that be are well aware of this. Its inadequacies could and should have been identified long before it was adopted. If your survey item was probing a specific website, I wasn't sure which one.

We need to have better access to the people or better yet independent access to our faculty / departmental web pages. This is our number one method of recruiting new students so it needs to be cutting edge.

Our web presence is horrible. A true embarassment.

Information within the university is difficult to find. Examples: - teaching calendar available from central web page is incomplete. Should include info from registrar's office. - information about such events as reason for half staff flags should be readily available.

It seems to me that there is often a lag here.

Maps are imperfect. for example, when we receive information about a building as building code, we cannot find that code in map search.

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

University does a great job, but when it comes to College of Education, we are left in dark. They don't respond the same day to our emails or help request (that's their policy!!) and they are not there after 5:00 pm, at the weekends, or until the next day. And the cause of the problem is our internet and email connections are managed by them and when those two don't work, we are totally helpless!

Need to be able to do more online rather than in person/by phone.

Better wiki technology and tools facilitating collaboration across departments is needed.

Priortize web services and redevelop using modern, active, techniques.

Other than library you offer no services. It is even difficult to get to HR because the University has little help qualified and everyone wants a different password. This is ridiculous.

Not aware of any provided by the university.

Changing website access (such as the College of Liberal Arts did just recently) makes access very difficult for long periods of time. For example while I was being asked to prepare a Tenure and Promotion report for a faculty member in our department the entire T&P information had been removed from the Liberal Arts website. Is it REALLY necessary to update and beta test everything all the time? Not clear what is broken that needs repairing.

Web basis library services are excellent, but continued attention to these services are critical to the growth of the University

-----

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

Consolidate the different databases. Pull information from the databases to fill the basic requirements for annual reports: proposal, grants, number of students in courses, etc.

Howdy is improving, but Compass is still awful. The access rules set up for data from Compass and Howdy appear to be based on some arbitrary decisions made by the administrators rather than based on discussions with the end users who need access to data.

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many sites are hard to use because you can't find important links

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The OURS system is just spectacularly bad. I am signing off on proposals, and I have no idea what I am signing, or even doing for that matter. I have a very hard time to get to information about projects that I am doing through OURS. In fact, I am burning significant administrative-assistant time trying to get to that information. HOWDY is a disgrace. For the first time in over 15 I had a mishap with submitting final grades to students because of some confusion or other about which students still needed grades submitted. I thought this was my mistake, until I heard that this was happening to other faculty as well.

Howdy is the most cumbersome, non-intuitive portal that one can imagine. I regularly hear people wistful for the less flashy but more helpful older systems like TAMU direct. Please work on improving Howdy.

Need systems to be more streamlined and to interact together better.

Overall, it is very good. The library is a bit of a weak link. It has improved, but sometimes it will say something is unavailable except for using Get It For Me. But when I fill out a request for it, I will get an email back saying it is available otherwise. So that makes me look like an idiot, when it is really a problem in the library system.

There should be more integration, for instance ALL entities should use NetID login, which is not true for SSO and the new international travel forms or TEES and RF portals. More forms should be provided online and NetID should be extended to serve as an electronic signature
-----

Howdy is ferquently unavailable. Can't service request to /cp/home/next Click here to go back to previous page. There is no subject associated with the current thread of execution Please report the information on this page to your system administrator. System administrators should contact SCT technical support.

Same comment regarding sufficient number of online services.

Unless one uses HR often, much of it remains difficult to navigate or remember.
-----

difficult to understand sometimes. getting sick of having too many accounts with different passwords.

TAMU is making progress. For example, HRConnect and Epik Maestro are significant improvements but it is still impossible to do things like using AggieBuy to purchase computers on TAMRF accounts.
-----

websites are often clumsy; especially financial information. I don't use HR very often, but it has improved with sso Library is great, so I don't have any complaints, except it does change frequently, so just when I know where theings are, it changes.

Multiple passwords for different services and six monthly requirement to change passwords makes password management needlessly difficult.
-----

sso is not really sso since you have to constantly resign on for various sites - library requires multiple sign ins
-----

The get it for me service should be able to recall library items. Also checking all my research accounts is very complicated; moreover, I don't have direct query access to some of my accounts! Specific examples of accounts that are accesible are my TEES accounts (accessible via EPIK), on the other hand I have no direct access to my balance/transactions of my "TAMU accounts".

I don't even have access to my advisee's information, a big room for improvement.

Not all of these websites are intuitive to use and help documentation doesn't always help.
-----

off-campus library access to online scientific journals is not easy to use and there are many journals that do not "work" from home but do on campus.

The HR website would be more useful if it were designed more intuitively.
-----

travel requests, should also be on-line

Finance is a nightmare. Library is OK. Hard to use services when away.

I find anything to do with finance and human services to be dreadful to navigate, starting with the use of different user names and passwords, to navigating forms for foreign travel.

I would like to use the same credentials throughout campus. It appears to need something like 6-7 different credentials such as user ID and password. Some systems we do not use as often leading to wasting a lot of time trying to retrieve the credentials.

Library site is not intuitive.
-----

they have different login name and/or keywords, like SSO, howdy and engineering portal with different compulsory refreshing times. It would be nice to have just one.

Needed for continual information

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

resources are pretty good, imo. i would like to see a more efficient way to suggest and and software (and hardware) resources as needed.

See above.

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webmail storage space is really small at tamu, forcing me to use other free webmail

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I usually receive code maroon texts 20 minutes or so before an email comes through. In a real emergency, those 20 minutes could be crucial.

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see above

Same reason as #9

Howdy is unavailable.

The way information is passed on is not particularly good for most systems. Emails get lost, discarded, added to junk mail (as I find periodically). "New" banners on the sites would help.

Same answer as for item 10.

See previous answer

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some things are cumbersome to access. makes no sense that one has to use UIN or UID to log in.

Need a centralized interface with a list of all the services for faculty and students. I would suggest the creation of a Welcome New Student / Faculty web page that give a brief tour of all the services available and links to learn how to use them.

Some good and some bad and no consistency in any form.

-----

library site needs improvement. Not inuitive.

While some of the university webpages are quite well organized (e.g. howdy, hr, etc), there are two services that stand out negatively: - The grant administration sites, EPIK and its Research Foundation equivalent, which are cumbersome to use (or not usable at all, in the case of the RF) and above all have different user interfaces for essentially the same kind of service. - Some of the teaching related sites that require too many mouse clicks. For example, when entering grades into eLearning, for every student I have to click on a cell in a spreadsheet but instead of a text box that opens up in place, a window opens

that has no default focus (i.e. I need to click with the mouse into the field I want to edit), and that isn't readily navigable by keyboard. In effect, I need 3 or 4 mouseclicks for each student grade -- a lot of clicks of you 100 or more students.

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

Journal retrievals using Find Text @ TAMU still has glitches that can't find the right article despite the fact that we have the online journals.
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the iPhone app directory doesn't link to locations; the maps are inadequate; the code maroon text messaging works very well
-----

Library databases are intermittent and all too often deny access to full text articles. There is a handshake between the database, which typically works fine, and the contract servers that have the actual text of journals. The latter frequently do not honor the TAMU access that has been contracted, so you can see there is an article you want but the server won't give it to you. ~2/week I have to ask library personnel to intervene; generally they succeed but only after an hour or several days, and that is costly in my productivity.
-----

get a better elearning system. I can create a better class site without what we use now.

My department IT is sometimes very slow to respond to my requests.

If one is teaching a unit dependent on online material, it just has to work. Network problems can kill a class.
-----

sometimes the response time is slow.
-----

see above

WebCT has improved -- now that it's about to be replaced. Centra fails too often.

As an administrator (as well as faculty member) I am asked to access many online sites and functions, some of which I access only a few times a year. There is a constant learning curve for these because of unfamiliarity and a need to relearn the process for them that is frustrating and time-wasting. I do not have a good solution, but there is clearly a need to improve the guide-me process for many of these.

The storage limit of the current email system is far too small.

Compass is unacceptable. It does NOT perform as well as SIMS did for MANY/MOST of the things that academic advisors use it for. Administrators will not acknowledge the problem--and apparently are not

doing anything to fix the problems. Most suggestions for improvements are summarily dismissed/swept under the rug. Front line users of the system are belittled, ostracized, and labeled as whiners and complainers by administrators. I could give you examples of a dozen or more suggestions for improvements that have been summarily dismissed with NO response from adminstration. But no one wants to address those. I suspect that whoever is conducting this survey will do the same. PLEASE REMEMBER THAT JUST BECAUSE YOU WON'T GET A HUGE NUMBER OF COMPLAINTS ABOUT COMPASS DOES NOT MEAN THAT IT'S OKAY. Front line users have been beaten down so often for offering suggestions that they now refuse to do so for fear of negative reactions to them by administrators.

See my answers to questions 8 and 9

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

better videoconferencing - audio, visual, sense of the other site's "presence" . I realize this is expensive, but if it can be done on TV, it should be a goal for major university.

Classroom presentation systems are not reliable enough. Inadequate time to get familiar with new equipment or software versions before start of each semester, because updates are always done at last moment.

Coverage in more classrooms

I frequently get assigned to classrooms without technology (other than a projector) and have to bring my document camera and laptop. The classrooms I do teach in with technology are not robust, and I have at least one lecture a semester where I cannot use the document camera and have to use a white board.

Access to internet and projectors is often complicated and unreliable specially at the beginning of classes

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Classroom technology must absolutely always function during class periods with no acceptable downtimes. Upgrades cannot take place without allowing sufficient time for testing before classroom implementation to ensure full fuctionality and the absence of conflicts with other technology. I had the experience where my classroom was upgraded over spring break, and not functioning properly at 9 am on the MOnday following. This is not OK. I have also had issues with classroom responders (clickers) not working for the first two weeks of class. This is also not OK.

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why do I have to register for every course in every room each semester to use IT resources? Why not register as an IT user once and have the system make the resources available to me?

The projection systems in some of the classrooms are very poor in quality of visibility. If the students can't see the material projected, then the online material is worthless in the classroom. We need better, more reliable projectors in the classrooms.

Allocate dedicated, enough funding for the identification, purchase, and upgrade and update of needed hardware and software that provide positive classroom experience.

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quicker repairs

Centralize access to classroom technology so that anyone assigned to teach in a particular classroom can access the technology. It's my understanding that some classroom technology is controlled by specific departments and some departments are reluctant to grant non-department members access. Actually, what we need is a new fully equipped classroom building, especially in the CLLA. Most peer universities (and non-peer such as Sam Houston State) have such facilities, having invested over the last 10 years when budgets were in better shape. Our classroom situation is an embarrassment.

Many of the large classrooms do not have smartboards that would provide an interactive aspect to the lecturing experience.

-----

not all classrooms alloted to our department are technology equipped

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equipment failures are common

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see above

Inconsistencies with systems within our college; unreliable performance;

It is improving. There is one big problem I have found in my teaching. Although we have Camtasia recording software and we have document cameras, they are not set up to work together. So I cannot video a lesson for which I am using the document camera. Also, the amount of storage we are given may not hold even one video presentation long enough to save it to a flash drive.

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while smart boards are available in every class room, these are still cumbersome to use. The smart boards in the class rooms should have higher resolution and should facilitate using them as tablets i.e., to write on them like in a note book. This feature is currently not available

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Classroom computers are slow (takes several minutes) to pull up web based information. Poor integration with CPS.

Have training sessions for faculty well before teaching begins so we know what is available, how to use it and how we might integrate it into our courses. Right now the technology is there, but training sessions were not available at useful times, so I can't use it.

-----

replace outdated technology (software and hardware) in classrooms

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Systems seem to have glitches occasionally, but overall not too bad

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there is no maintenance. it is silly to expect me to download software to make my presentations work...

It seems if I teach in a building other than my dept, there is no one to help. I find the centralized "service" inadequate as if there is a problem, it takes a long time for someone to arrive to fix the computer, and by then my class period is over. I have had to bring my own computer to class rooms and then not have access to the "smart" technology to use the screens. The frequent changes in software (while great for IT people) is a pain to those of us who teach and want to focus on subject matter not the latest gee whiz software. Most of the bells and whistles i NEVER use.

Quite often the technology is not operational and the time taken to get it up and running can erode class time.

-----

equipment broken, inaccessible, difficult for student to get on line, no tech support when Sat courses are taught.

The classroom I typically teach in lacks adequate technology. It currently is lined with old green chalk boards! It needs a smart board and the computer should be able to reliably show video footage embedded in Powerpoint presentations.

-----

the lecterns run on windows. need i say more?

Need more options for seamlessly plugging our own laptops / mobile device into the teaching interface.

Current software support for classes (Vista or Sharepoint) is difficult to use and not very capable.

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sometimes it is so slow that it delays class (Harrington classroom). Also, sometimes others have turned the sound off and I have to figure out how to turn it back up (there are several places to adjust volume). Maybe if there were a sheet with tips on settings like sound on the podium where I could quickly adjust them if someone had changed them.

Most of the time the technology impedes my ability to teach. I can use the technology, but it often has the following problems: 1) it is in the center of the classroom--boards, wires, huge panels--that marginalize the PERSONAL relationship with the student and make the technology the CENTER of the teaching experience. This is poor pedagogy; 2) the technology malfunctions (and it takes interminable periods of time to repair it, wasting class time); 3) the technology is not up to the claims for it, but it

replaces the lower tech solutions (for example the "smartboards" replacing the blackboards or marginalizing the blackboards/whiteboards so that they cannot be used when the other technology malfunctions). Don't make the technology the center of the teaching experience.

The smart boards in BLOC (at least) do not remember the settings and must be readjusted every single time I use it.

I'd like to see hard copy projectors in all lecture class rooms with more than 50 students.

In a classroom lecture yesterday, in J.E.Brown 106, I used my laptop. When I disconnected the laptop, I could never switch back to the classroom computer to log off.

Access to classroom facilities has at times been cumbersome; response to emergency situations is sometimes slow

-----

Basic computer setup for university maintained labs is adequate, but would be nice to make sure all classrooms support online video conferencing (Centra, Skype Google Chat etc) to enable the classrooms access to outside speakers etc. Inexpensive cameras to see student response would be big bonus now and probably expected in the not so distance future. It would be nice to interact with your classes remotely in case your research takes you off campus.

Many classrooms are not adequate from an IT perspective. On web site one of the first photographs you see is a prof at a "black" board. Way out of date! Ought to be smart boards at least.

We teach our courses in a variety of buildings, and the classroom computers are administered by different units. It is therefore not trivial to find out who to ask for a password, to ask in case of problems, etc. A central login to classroom computers would be very useful indeed.

Making sure that all the technology inthe classrooms is working. Having the university provide these services in all classrooms. At present our department supplies and maintains all technology in the classrooms in our building causing us to use resources that our department could put to other uses.

Very high priority

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

We can benefit from training beyond the very basics, with advance courses.

Don't know where to find the self-help materials. Can publicize and conduct short courses.

I have been very happy with the training I've gotten from ITS. My only complaint is that one class I wanted to attend was cancelled due to the fact that I was the only person enrolled. I was not made aware of this fact until I arrived at ITS on time for class. On the bright side, I was able to speak with a staff member and get my questions answered. On the down side, I made changes to my work schedule to allow time for the class that could not be rescinded.

I have found the whole "Blackboard CT" etc., ridiculously complicated to use--so much so that I avoid it as much as possible. The online instructions are useless. I should add that I'm not a Luddite, have used computers for years for word processing, email, spreadsheet, etc.

By getting the help of a tutor for a short period of time

Perhaps it would be advisable to give faculty and staffs who receive the training proper credits.

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individual tutorials are time efficient for faculty and not widely available

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Need more/better training

There are some good resources, but sometimes it takes quite a while to get to or find someone who is knowledgeable in the area needed.

Training and self help is not the issue. Reducing the claim on individual faculty's time made by the introduction of new computer systems/services which shift administrative tasks back onto the faculty is the problem.

There is not enough information about this type of services.

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need better orientation with online services and how to use them. Create a welcome new student / faculty web page with all services listed and links explaining their use.

If the university is going to change the technology very semester then there ought to be someone who visits EVERY class at the beginning of each semester to personally train each faculty member who has to adapt from the beginning to the changes. This is debilitating to the teaching experience. The student/faculty relationship is what differentiates teaching in a classroom from online courses. Let's not replicate the online experience in the classrooms of A&M or you'll render what the university does obsolete (and hurt it). There are things that personal relationship can achieve that online cannot.

I've asked for touch typing lessons for a long time, to no avail.

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

my sense is that things vary according to who you end up getting to talk to

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While the student workers at the media center seem to be more experienced than I am, their level of expertise is not much greater. Too often, they have to rely on walkie-talkies to try and diagnose the problem with someone who is more knowledgeable, but not there to see the problem first hand. Either reduce the size of the area served by the media center or increase the level of training. In chemistry, we have our student workers go through a teaching lab to make sure that all the equipment is present and works prior to the first day of class. Is that done by the media centers?

I find that the Help Desk is "hit and miss." I usually resolve an issue by phone, or through a ticket to the appropriate team, but occasionally I get "fluffed off" by phone: "we don't provide those services" or "we can't help with that...." I understand limitations, but there are more positive ways to communicate that fact, especially to someone calling for help who is likely in the middle of a frustrating problem, and surely a more helpful suggestion to offer than "take it somewhere else." In the end, I am talking about communication skills with the Help Desk staff. Does someone screen for communication skills when hiring Help Desk staff? I should add that I have had very positive results from tech staff through Help Desk. It remains my go to for university related solutions. Most recently, a Sr. IT staffer/admin went the extra mile to communicated several solutions to me to a class-related problem, which resolved a sticky web issue. I was very impressed and pleased. --As I say, front-line communication skills are hit and miss.

Dept IT folks try but are sometimes not adequately knowledgeable. TAMU-level personnel are generally effective and responsive.

The support staff to whom we deirect our questions often do not know about the support software. Support for educationional material outside Department resources generally do not respond quickly enough and generally assume that the faculty member has done something wrong and have a poor attitude when dealing with faculty.

Make supporting people easy to access and with fast response

Need two kinds of assistance. (1) Those that are proficient with IT mechanics. (2) Those that are proficient in helping with statistical analysis and who are familiar with software programs that are used in analysis. The IT folks keep the machines running but they cannot help with research/software/statistical analysis issues.

Still having the problem of support staff who generally are not good at explaining tech issues to non-tech people. More training on communication would be helpful.

Need tech staff who do not assume that I am an idiot and listen to what I tell them about what I've already checked.

The ITS support staff are students who are substantially incompetent with anything but simple issues.

Help desks are often useless. The students at these desks can often answer only mudane questions. Anything a little bit involved or complicated gets beyond their expertise

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In my college no one is around to help. If the dept IT person is sick the secretaries tell you to talk to the college but watch out they don't know what they are doing.

Constant IT staff turnover and the lack of mac support are problems in the College of Architecture

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CEHd help is slow, patches things rather than fixing things, knowledgeable - questionable

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department IT service is useless. centralized services slow sometimes.

Maybe hiring more student technicians will help with this.

Support staff are knowledgeable about assisting me with resolving problems with Compass. However, support staff are not the problem. They do not have the AUTHORITY to resolve my problems.

Minimum wage trainees at the beginning of each semester are NOT the answer. See answers above about needs.

Knowledge of mac systems has at times been dismal; better training might help.

I have tried for two months, working through departmental computer personnel, to get CIS not to stop mail from my Yahoo account to my A&M account. CIS filtering often flags my mail as spam without even notifying me at my A&M account. Basically I just want CIS not to make my life more difficult. I have sufficient computer support through my department, but unfortunately my department is connected to the outside world through CIS.

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

We are understaffed from an IT perspective. There is also duplication of services from various places, e.g., email servers across department on top of neo.

The student runners for the media center are polite, but they make promises they either cannot or will not keep. After summoning them to my classroom in the 20 minutes before lecture to resolve a technology problem, I had to finally call an end to the intervention due to the loss of too much lecture time. I requested that they return at the end of my lecture to complete their assessment. No one bothered to show up. I could offer a bunch of excuses, but the simple fact is that they offer a very limited service with no accountability.

See previous comment, which better applies this question: Front-line communication skills are hit and miss with Help Desk.

See noter for question 14.
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support staff treat everyone as if they are novices. Once you've demonstrated that you know something, they should respect your ability.

Tech staff generally treat those needing help with disdain. The Blocker Media Center student technicians are extremely lacking in courtesy and helpfulness to faculty and staff. It is a real hardship to them to have to leave their computer or conversation and actually walk over to the help window. I have only had one apology in the last decade from the Blocker Media Center about technology that I had requested regularly not being available for class. One typically has to call them for basic set-up that should have been done at least three times during the semester. I have had a student worker say to me that they watch the faculty on the surveillance cameras in order to make sure that faculty don't steal or damage the equipment--a real difference from the supposed argument that the cameras are to see if people need help. This attitude of the faculty as the enemy really needs to be addressed (it's a long-standing culture).
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time lags without explanation. This is getting better

Most university staff are very good. Sometimes student workers have apparently not been trained to be courteous and quick to respond. Sometimes I have gone to the Blocker Media Center and stood at the window a while for help while 5 or 6 students are there just visiting or playing on their computers, no one in any hurry to help. If I have problems in a classroom, I need every minute I can get for instruction, not waiting for someone to leisurely stroll around.

I've dealt with tech people who, frankly, don't know as much as they should about digital projector systems and the like.

Big problem here.
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very irresponsive.

I care that they know what they are doing more than that they are "nice." Courteous is preferable however.

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

As I mentioned, the student-run media centers have no accountability. A call is no guarantee that the problem will be fixed, or followed up on. The problem I am experiencing was due to a recent software update. When such updates occur, the media centers should really consider offering an "Open House" in the large lecture halls so that faculty can drop by, try out the technology, and make sure it meets their needs in advance of the first day of class.
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see above

See response to 14.

Most have people helping fast and easy to access

Sometimes my department IT requests are never met. I have to email or call several times to get anyone to respond.

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many of my negative ratings concern my dept and college-level support. i use them mostly but don't use university level support. i am not sure whether i should only be reporting for university-level support. anyway, it seems these units should be more connected.

More staff needed

Assistance with hardware (keeping the PC running) is great. Assistance with statistical analysis and related software is exceptionally poor. We need assistance with both in both areas. Suggest that the university give some thought to establishing and or beefing up statistical analysis assistance. It is not comparable to that available in peer institutions.

See previous comment. Responses are often slow and jargon-filled, and therefore not informative to someone who is not computer-technology adept.

Often when I need help the expert on that topic "will be back shortly". I like to talk directly to the expert so that I can answer their questions right away

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Desktop level support for my office computer is disorganized. There are no clear service level agreements (i.e., expectations for how long I should expect to wait for a ticket to receive initial attention; how long I should expect it to take to close different types of problems; who to call when mission critical applications fail, etc). Generally, it is most often easiest to fix problems myself, if possible, rather than have to wait for support to arrive. There have been times that I must go home to work because, for example, response to service request takes too long.

Our Departmental IT person is great. But sometimes he has difficulty getting the support he needs outside of the Department, when a problem is beyond his ability to solve. Not a huge problem, but something that could improve.

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see previous comment; centralized help arrives too late to be helpful

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Very important but doesn't always happen.

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university does well, CEHD does not, looses your request, failure to follow-up on requests

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sometimes slow. make sure to have more mac people.

Suggestions ACKNOWLEDGED as valuable and valid to improve Compass have not been address in 2 years. Certainly does not meet my minimum level of expectation. Improve this service by addressing the problem and actually fixing it.

I have had wonderful experiences, but often inclass help is a problem at the time that the class is going on. This is why fall-back low tech solutions should not be eliminated.

Opportunities to provide feedback regarding technology services at my university

Whenever I take classes through ITS, they do provide feedback forms. However, whenever I request service from within my department or from one of the media centers, there is no feedback whatsoever. The technician shows up and does what he can to resolve the problem. Within my department, I have never been left dissatisfied. There are channels, although not official, through which I could register my displeasure if needed. The media centers, however, have no mechanism for accountability. I bring this up because this semester I have a problem that the technicians have not been able to fix. And I have called them out to my classroom repeatedly. And no one higher in the chain of command has noticed or bothered to follow-up with me to see if my problem was successfully resolved. Even an automated e-mail that I could choose to respond to would be a vast improvement.

It is my understanding that the is typically very little input from PIs when it comes to pre- and post-award management software or from faculty when it comes to student management or course management software. If there had been any, we would certainly not have the software used by OURS or even HOWDY.

There is little point in providing feedback to the folks doing the work. These people are overworked. This message needs to go to administrators higher up in the chain so that they can allocate resources for services that would make it unnecessary to have such opportunities.

I'm really just griping about the top-down way in which COMPASS/HOWDY was imposed on us.

I have feedback options, I just don't think they get listened to.

Feedback? When? Where? How?

Feedback mechanism is not the problem. It's the failure to implement solutions.

I don't even know who to talk to.

Plenty of opportunities to provide feedback. JUST NO RESPONSE to my feedback--other than "shut up and do your work."

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

There has been very positive changes from the university. The services to students are well-integrated. Email runs smoothly, the website infrastructure appears robust. Blackboard is somewhat cumbersome, but very useful nonetheless.

I have not thought about this much but could imagine more webinars related to services; CIS is responsive but I think they could work on being more proactive.
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see above.

There is a widespread belief that Compass is failing. All processes using Compass are less effecient, require more human effort, more time. There are no known benefits of Compass implementation. My suggestion? IF there are benefits, communicate them to Academic Advisors, Student Financial Aid, the rest of the "end users."
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none

There are plenty of end users seeking to make the best use of technology resources. Depends on how you define "end users." If they are defined as frequent users, then there is amply opportunity. If you include ADMINISTRATORS in the "end users," then absolutely not. I find NO EVIDENCE that they are seeking to mkae the best use of technology resources. Rather, they try to keep the voices of end users unheard.

Honestly, I just want to teach. Having to spend time on technology rather than content or teaching is a waste of time.