

*A Higher Education TechQual+ Study*

**2014 Campus Technology Survey  
for Shoreline Community College**



**Higher Education TechQual+ Project**

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

## **Contents**

From the TechQual+ Principal Investigator	3
About the Higher Education TechQual+ Project	4
Project Coordinators for Shoreline Community College	5
Higher Education TechQual+ Data Analysis Guide	6
About this Higher Education TechQual+ Survey	8
Population Analysis	11
Findings for All Respondents	13
Findings for field1='FACULTY'	52
Findings for field1='STAFF'	82
Findings for field1='STUDENT'	108

## ***From the Higher Education TechQual+ Principal Investigator***

This report is the result of a survey of technology service outcomes conducted at Shoreline Community College. The survey instrument has been 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 survey instrument that assesses IT service outcomes 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 Shoreline Community College.

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 my hope that the the Higher Education TechQual+ Project will have a similar transformative effect for technology organizations in higher education.

Dr. Timothy M. Chester  
Principal Investigator  
Higher Education TechQual+ Project

## ***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 a survey instrument to gather feedback from the TAMUQ community of end users in a way that would provide objective criteria for continuous improvement and strategic 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+ survey instrument. The LibQual+ conceptual approach was also based on SERVQUAL, a tool used in the private sector to assess service quality.

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 assess IT service performance. The TechQual+ survey is delivered through a web portal (<http://www.techqual.org>), thus 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 13 IT service outcomes expected by faculty, students, and staff.

TechQual+ was developed through multiple rounds of qualitative and quantitative data collection from participating institutions. Using this data, the TechQual+ instrument is continually refined with the goal of insuring that the resulting instrument is both valid and reliable. The goal of the project is to understand what end users feel that "technology outcomes" really are and then to develop an instrument that allows for the systematic exploration of these outcomes in a way that allows for continuous improvement and strategic planning.

The TechQual+ principal investigator is grateful for the exceptional work by the staff of the Association of Research Libraries as they developed and implemented the LibQual+ process. The success of the TechQual+ project will be due in large part to the pioneering research that produced the LibQual+ survey.

## ***Project Coordinators for Shoreline Community College***

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 Shoreline Community College. The Higher Education TechQual+ project coordinators for this institution are:

Kalbfleisch, Gary  
Director of Technology Support Services  
Technology Support Services  
garyk@shoreline.edu

## Higher Education TechQual+ Data Analysis Guide

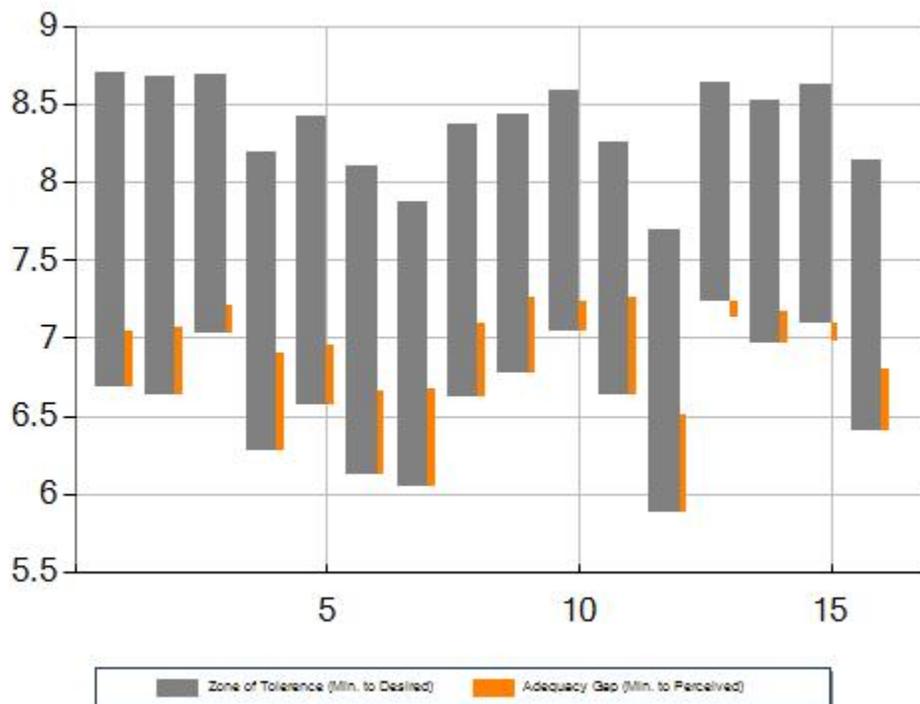
The data from this survey is presented in multiple ways:

**Statistics:** For each item in the survey, both the means and standard deviations are reported, along with the number of observations (N). A p value (P) is calculated for each survey item, reflecting a test of the null hypothesis  $H_0: Adequacy\ Gap\ Score = 0$ . Additionally, two other important measures are included that which indicate whether respondents have a positive or negative perception of IT service quality.

**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.

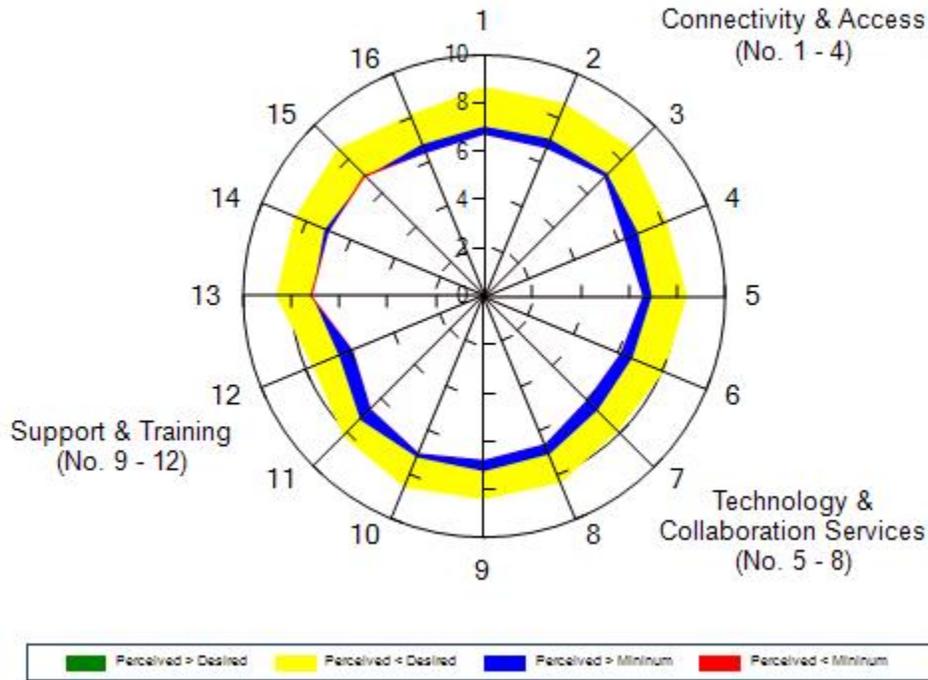
**Service Superiority Gap Score:** This score indicates the degree to which end users desired service levels are being met. This score is computed by subtracting the desired level of service score from the perceived level of service score. A positive number indicates the extent that perceived service 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).

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.

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.

## **About this Higher Education TechQual+ Survey**

This survey consisted of multiple IT service outcomes grouped together into distinct core commitments expected by faculty, students, and staff. These core commitments for this survey were designed to assess these categories of IT service outcomes:

### **Connectivity and Access**

*Tell us about the quality of the Internet service on campus.*

### **Technology and Collaboration Services**

*Tell us about the quality of Web sites, online services, and technologies for collaboration.*

### **Support and Training**

*Tell us about your experiences when obtaining assistance with technology on campus.*

Each of these core commitments includes separate questions that refer specifically to IT service outcomes on the Shoreline Community College campus corresponding to each core commitment. 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 question:

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 IT Service Outcomes for This Survey**

Below is a list of the Higher Education TechQual+ core commitments and IT service outcomes for this survey.

### **Connectivity and Access**

*When it comes to...*

Having a campus Internet service that is reliable and that operates consistently across campus.

Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.

Having wireless Internet coverage in all of the places that are important to me on campus.

Support for accessing the campus Internet service using my tablet or other mobile device.

### **Technology and Collaboration Services**

*When it comes to...*

Having campus Web sites and online services that are easy to use.

Accessing important campus Web sites and online services from my tablet or other mobile device.

Having campus technology services available that improve and enhance my collaboration with others.

Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.

## **Support and Training**

*When it comes to...*

Technology support staff who are consistently courteous and thoughtful.

Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.

Getting timely resolution to problems that I am experiencing with campus technology services.

Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.

Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.

## **Additional Questions**

Additionally, the project coordinators for Shoreline Community College included these additional questions with this survey, for which respondents were asked to provide responses.

What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) *Self-reported faculty, staff only.*

In regards to technology training, which delivery mode would you use the most if all were available? (Multiple Choice Question) *Self-reported faculty, staff only.*

- a) None
- b) Face-to-face open classes
- c) Face-to-face training in a division or department meeting
- d) Online class with an instructor
- e) Online self directed training

What technology training opportunities would you like to have available to you? (Open-ended Question) *Self-reported faculty, staff only.*

Would you prefer a laptop computer over a desktop? (Multiple Choice Question) *Self-reported faculty, staff only.*

- a) Yes
- b) No

How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)

- a)

b)

How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)

a)

b)

## Population Analysis

The total population (N) for this survey included the faculty, staff, and students (or portions thereof) of Shoreline Community College. 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 Shoreline Community College. Deviations from the Higher Education TechQual+ project protocols may negatively impact the statistical significance of the findings 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 Shoreline Community College project coordinators. This analysis is accurate to the extent that: (1) the attributes that were entered for each respondent are correct; and (2) the total population and sub-population (by attribute) information that was entered is correct. For self-reported attributes, values for # attempted, # complete, and completion rate (# complete / # attempted) are available.

### Total Population / Respondents

Population Size (N)	Respondents (n)	Respondents (n) %	# Attempted	# Complete	Response Rate
0	1421	0%	199	171	14%

### Attribute: University Role (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	6	2	33%
Faculty	0	0	0%	46	41	89%
Staff	0	0	0%	34	31	91%
Student	0	0	0%	113	97	85%
<b>Totals:</b>	0	0	0%	199	171	85%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = n/N x 100; # Attempted = # Attempted Surveys; # Complete = # Complete Surveys; Comp. Rate = # Complete / # Attempted

### Attribute: Sex (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	9	5	55%
Female	0	0	0%	122	106	86%
Male	0	0	0%	68	60	88%
<b>Totals:</b>	0	0	0%	199	171	85%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = n/N x 100; # Attempted = # Attempted Surveys; # Complete = # Complete Surveys; Comp. Rate = # Complete / # Attempted

### Attribute: Age Group (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	23	14	60%
0-24	0	0	0%	51	45	88%
25-34	0	0	0%	29	25	86%
35-44	0	0	0%	30	25	83%
45-54	0	0	0%	38	35	92%
55 & ABOVE	0	0	0%	28	27	96%
<b>Totals:</b>	0	0	0%	199	171	85%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = n/N x 100; # Attempted = # Attempted Surveys; # Complete = # Complete Surveys; Comp. Rate = # Complete / # Attempted

**Attribute: field1**

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Resp. Rate
FACULTY	0	139	0%	48	43	35%
STAFF	0	120	0%	37	32	31%
STUDENT	0	1162	0%	114	96	10%
<b>Totals:</b>	0	1421	0%	199	171	14%

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

## Key Findings for All Respondents

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis  $H_0$ : Adequacy Gap Score = 0. A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

### Positive Perceptions (Adequacy Gap Score > 0)

Technology support staff who are consistently courteous and thoughtful.

*Adequacy Gap Score = 0.53; N = 155; P = 0.00*

Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.

*Adequacy Gap Score = 0.41; N = 148; P = 0.01*

Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.

*Adequacy Gap Score = 0.47; N = 148; P = 0.00*

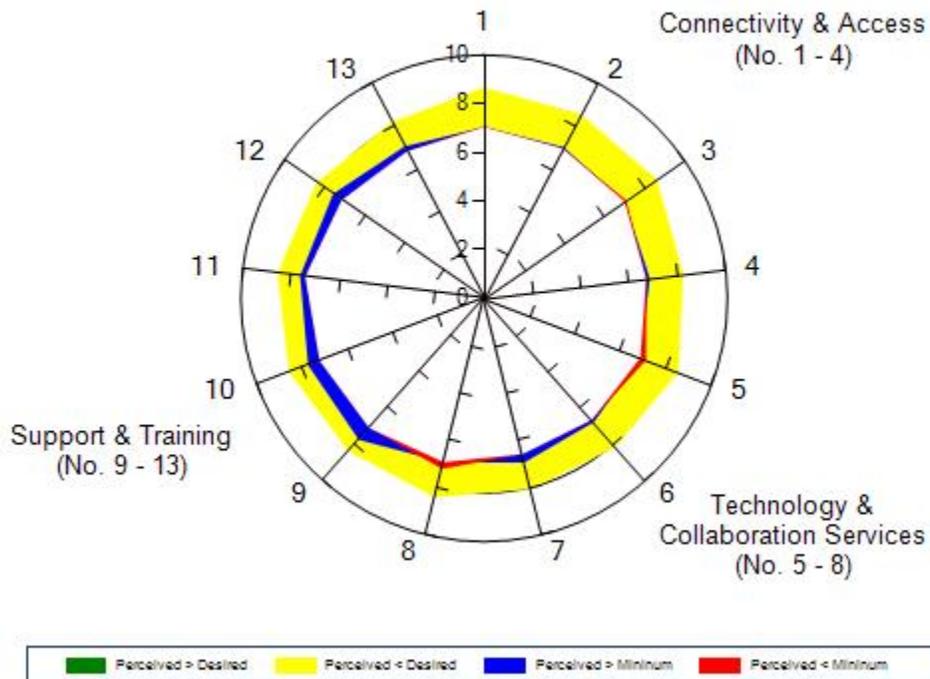
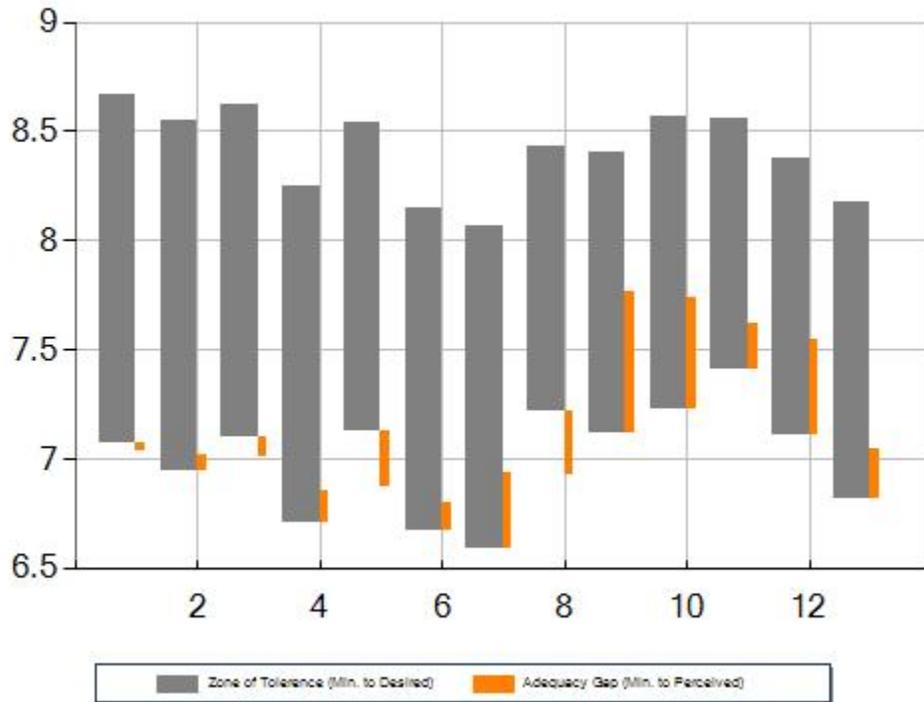
### Negative Perceptions (Adequacy Gap Score < 0)

Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.

*Adequacy Gap Score = -0.35; N = 147; P = 0.03*

## Data Charts for All Respondents

Below are the charts for this view of the survey data.



## Data Tables for All Respondents

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis  $H_0$ : Adequacy Gap Score = 0. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

### Connectivity and Access

Tell us about the quality of the Internet service on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having a campus Internet service that is reliable and that operates consistently across campus.	Mean	6.90	8.61	7.00	0.10	-1.61	160	0.51
		Dev	1.54	0.78	1.59	1.93	1.65		
2	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.	Mean	6.89	8.53	7.03	0.14	-1.50	159	0.35
		Dev	1.51	0.86	1.54	1.85	1.55		
3	Having wireless Internet coverage in all of the places that are important to me on campus.	Mean	7.14	8.64	6.83	-0.30	-1.81	151	0.08
		Dev	1.50	0.67	1.77	2.09	1.82		
4	Support for accessing the campus Internet service using my tablet or other mobile device.	Mean	6.74	8.27	6.54	-0.20	-1.73	142	0.29
		Dev	1.71	1.24	2.09	2.31	2.01		

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 = Number of Observations; P = P value for null hypothesis  $H_0$ : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

### Technology and Collaboration Services

Tell us about the quality of Web sites, online services, and technologies for collaboration.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having campus Web sites and online services that are easy to use.	Mean	7.04	8.54	6.80	-0.25	-1.74	171	0.13
		Dev	1.54	0.82	1.53	2.09	1.67		
6	Accessing important campus Web sites and online services from my tablet or other mobile device.	Mean	6.66	8.14	6.65	-0.01	-1.49	148	0.94
		Dev	1.75	1.30	1.94	2.12	1.87		
7	Having campus technology services available that improve and enhance my collaboration with others.	Mean	6.63	8.09	6.75	0.12	-1.34	155	0.44
		Dev	1.75	1.06	1.65	1.97	1.54		
8	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.	Mean	7.16	8.39	6.81	-0.35	-1.59	147	0.03
		Dev	1.57	1.07	1.79	2.01	1.77		

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 = Number of Observations; P = P value for null hypothesis  $H_0$ : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

## Support and Training

Tell us about your experiences when obtaining assistance with technology on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
9	Technology support staff who are consistently courteous and thoughtful.	Mean	7.08	8.42	7.61	0.53	-0.81	155	0.00
		Dev	1.69	0.96	1.53	1.85	1.54		
10	Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.	Mean	7.17	8.55	7.57	0.41	-0.98	148	0.01
		Dev	1.55	0.89	1.50	1.83	1.57		
11	Getting timely resolution to problems that I am experiencing with campus technology services.	Mean	7.31	8.51	7.49	0.17	-1.02	144	0.20
		Dev	1.38	0.88	1.42	1.61	1.49		
12	Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.	Mean	7.01	8.32	7.47	0.47	-0.85	148	0.00
		Dev	1.71	1.07	1.44	1.92	1.62		
13	Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.	Mean	6.78	8.18	7.01	0.23	-1.17	139	0.10
		Dev	1.67	1.20	1.57	1.65	1.46		

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 = Number of Observations; P = P value for null hypothesis H<sub>0</sub>: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

## **Suggestions from All Respondents**

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 that follow are unedited.

***Having a campus Internet service that is reliable and that operates consistently across campus.***

I am a full time online student so I do not use the internet on campus. I have attended a college that I did utilize the internet at that college. I find that the internet is very important for all students because it gives them the technology to access the information that they may need for class work. One thing that I have noticed in the past at other colleges is that there is not a time limit for computer use in the library, this is one thing that needs to be addressed. [#1719096]

-----

WiFi locations were unpredictable when first introduced, so I never try to use it. It may be more accessible now. [#1719155]

-----

Wider coverage of wi-fi on campus that can support more users at the same time. Very big issue in connecting to the wi-fi network as a student. the reason is not clear, but mobile devices suffer the most from my experience and experience of my classmates. [#1719219]

-----

no comment [#1719257]

-----

We need more and faster service, especially to classrooms. There is nothing worse than standing in a classroom waiting for a video you have incorporated into your class presentation to load, and waiting, and waiting. Or watching it freeze. If we are truly technologically advanced this needs to work quickly and appropriately almost all of the time. "Streaming" is now mainstream and we need access. [#1719265]

-----

internet service in parking area still not that reliable ...for me i like to study or review in my car but not all the time [#1719302]

-----

Increase wireless access to the internet by increasing the number of nodes. [#1719339]

-----

I do not attend classes on campus, so these questions do not apply to me. Sorry [#1719347]

-----

I have had few problems with access from my office which is where I do my work when on campus. Speed was quite an issue but I have a new computer and have no complaints what so ever with speed. Also have had email connection problems in the past but on campus they are better. [#1719352]

-----

The computers in the dental hygiene clinic sometimes have some trouble getting on the internet, but it is good enough not to complain too loudly about. [#1719386]

-----

Sometimes, we experience slow Internet speed or interruptions. Can we focus on improving these problems? Thank you. [#1719398]

-----

Have a static router that people, students, etc. can connect to in addition to the routers that you can use while switching fr from location to location using the area coverage routers that allow internet while traversing spans of distance across campus [#1719524]

-----

I am satisfied with the Internet access on campus [#1719532]

-----

We often get kicked off the wireless in the automotive depart and have to disconnect and reconnect [#1719600]

-----

The campus needs to invest in updated servers and make keeping them up and running a priority. [#1719647]

-----

Address speed issues. For example, I had a lot of trouble with Canvas today, slow to open on the Internet, then slow to navigate. This happens every so often and I never know if it is me or the system. [#1719733]

-----

I think that consolidating important NEWS is important for employees. Right now, it is the content of the Internet service that is tricky to find....Important messages that go out to employees don't always reach ALL employees. [#1719831]

-----

WIFI is the only technology service that concerns me. As far as I am concerned, the exorbitant technology fees that I pay every quarter would allow me to set up my own personal wifi hotspot if I were to keep that money and invest it myself. Anytime that the wifi is down, or slow during normal operating hours is unacceptable. If I payed these fees to a business for technology support, I would switch to a new company. As it is, I am stuck with you guys so please do better. [#1719917]

-----

My class uses the computers in the Biotech lab. Sometimes we can't get on the internet or when we do, it can be really slow. [#1720049]

-----

I think this is something really important because summer time is right around the corner and I would love to be outside studying and not inside. [#1720052]

-----

Essential. Without a high standard here, our work slows down. [#1720140]

-----

There are still "dead" zones, but overall much improved. [#1720225]

-----

Service seems to be down too frequently. [#1720232]

-----

Well, considering that students are paying a fee for this, and our courses are listed as having internet content (and mine is not hybrid or online) we should fully be delivering what we are setting expectations for. Teaching a class requires constant and sometimes unplanned access to the internet. My textbook and future textbook have lots of online support that I use everyday in teaching, sometimes spur of the moment as I see it would fit in nicely with the questions and comments student have. If there are glitches it is very bad. [#1720271]

-----

I believe Internet Service on a campus now entails allowing options for faculty, staff and student use from either desktop or notebook computers, or smart phones. This means making wifi and cellular service access ubiquitous throughout campus, which has not been the case in my experience. In the last year, wifi service has been improving, but cellular service has not yet (AT&T). [#1720279]

-----

mostly improve wifi [#1720433]

-----

**Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.**

This would be a great asset for any college. The longer it takes to access information means more time that it takes to complete the task at hand. [#1719096]

-----

that easily let me to do hw and it help me to know what o need to do can improve my result [#1719166]

-----

More coverage, better harware [#1719219]

-----

no comment [#1719257]

-----

See the previous comment; it applies here as well. [#1719265]

-----

At peak hours it is most often difficult to use the on line vehicle manufacture resource material. We need to have the ability for more students to be on line at the same time. [#1719402]

-----

The speed is acceptable but the speed should and can always be improved. [#1719524]

-----

Internet speeds are reasonable fast and responsive [#1719532]

-----

The library could be better, I find that sometimes it gets really slow when I'm there doing homework. [#1719576]

-----

Increase bandwidth? Sometimes service is slow, often at high demand time of the quarter. Usually operates just fine for me. [#1719733]

-----

The Internet speed is OK, but the computer processing speed is not quite satisfactory. Some laptops are recently installed in the research lab and I like it so far. Still, it takes 2 minutes on average to log in and it's too long. [#1720016]

-----

All of our class work is internet-based. We depend on this. [#1720049]

-----

Not consistently, so I have never tracked it (sorry) but there seem to be certain times of day when I notice a slow down of download speed. It'd be great to note these if possible so as to keep the speeds up. [#1720279]

-----

Changing pages in Canvas and most actions are very slow to occur. [#1720303]

-----

it is pretty good as it is [#1720433]

-----

I don't know "HOW" to improve the service. It's not my area of expertise. I do know that the grade book in Canvas consistently takes a minimum of 20 seconds to load. Rendering it essentially non-functional in my online work. I get consistent error messages when uploading audio files causing me to back out of Canvas entirely, reload the program and start over again. Yesterday it happened 7 times in a row. It is completely intermittent and therefore almost completely impossible for the Canvas help community to diagnose. Just a little something I have to deal with each and every day. [#1720435]

-----

***Having wireless Internet coverage in all of the places that are important to me on campus.***

Having wireless internet in the classrooms would be an asset for both teachers as well as students for looking up information as it is being presented in the classroom. [#1719096]

-----

Wifi in Jim Hill's office is bad [#1719161]

-----

yes that make me can easily use the ebook in the class. and it save a lot money for the book. [#1719166]

-----

I find the wireless signals particularly weak in some "far-off" corners of the campus (like Automotive) or in departments that are at a lower ground/ basement of buildings. [#1719193]

-----

no comment [#1719257]

-----

We need more repeaters/routers/ whatever will give students better access. It would also be nice for faculty and staff if we could consistently have strong wifi access in meeting rooms across campus. [#1719265]

-----

Sometimes I need to check the bus and listen some music to working but some places around campus such as the art building (drawing, painting room) does not have wireless [#1719280]

-----

Increase the number of wireless nodes. [#1719339]

-----

Not sure what to add to this. I have inconsistent wireless reception in a number of areas on campus including the 2800 bldg and occasionally in the 1000 bldg. As we move toward paperless notes, etc. we need consistent, fast, reliable wireless. [#1719381]

-----

Most people are wireless, aren't they? Sign in doesn't always provide connection. [#1719488]

-----

Add one static wireless location router at each place an area router exits. This would be in addition to the all over coverage provided on campus currently that I cannot connect to, hopefully solving my connectivity issues. [#1719524]

-----

I am able to access the wireless network from areas that are important to me. [#1719532]

-----

I don't have any wireless devices. [#1719542]

-----

It could be better in the auto department I. [#1719600]

-----

it does not catch on the parking lot and sometimes inside the concrete buildings. [#1719612]

-----

There are many blank spots in the campus wi-fi network, such as certain class rooms and walkways. I find it particularly annoying that parts of the library are poorly covered by wi-fi. [#1719661]

-----

Wireless is very limited, needs improvement! [#1719725]

-----

There are weak wifi connection in various spots in campus, especially in between buildings [#1719735]

-----

Coverage seems spotty in certain buildings on the edge of campus. [#1719832]

-----

Stickers or small notices in rooms and locations with wireless. [#1719857]

-----

In term of range and speed, scc-public is superior to scc-student. I cannot connect or receive a very weak signal from scc-student sometimes while scc-puclic works just fine in those times. Sign-in is required prior to connect, is one of the weak points. It's common sense that scc-public is primarily for the public, but it's inconvenient for students have to use scc-public due to the narrow range of scc-student. [#1720016]

-----

Desirable. Need more in the PUB and Student Services floor. [#1720140]

-----

Having more wireless coverage would also lead to disruption in class. Students would be gladly browsing internet sites and not so much paying attention to what is happening in class. [#1720205]

-----

I'm sorry but I don't really to add to the discussion. [#1720235]

-----

It has been clear to me that wireless access has been improving this year on campus. Great! However, sometimes an overload in students accessing at the same time seriously slows down. We still need to beef up wifi bandwidth! Thanks! [#1720279]

-----

Have issues staying connected in the Nursing building and in the Chemistry/Biology learning center/bld. Did not have these issues as often in the math learning center and have used different computers with the same issues. [#1720405]

-----

some areas of campus do not have adequate wifi coverage [#1720433]

-----

I have brought my laptop to TSS multiple times requesting assistance with wireless internet connectivity when not hardwired in inside my office. It has never been satisfactorily resolved. The last time I was hooked up on something that was explained as being the "old" one but the only one that could be made to work at that time. I was told they would get ahold of me when they wanted to switch it to the 'new' one. I have never been 'updated' or brought up to speed on the situation. Sometimes it works, usually it doesn't. [#1720435]

-----

**Support for accessing the campus Internet service using my tablet or other mobile device.**

Since there is more and more students using tablets and other mobile devices now days it would be very beneficial to be able to access the campus internet service. I do feel that this service should only be allowed on campus and not accessible off campus for just anyone to use at anytime. Maybe a fee could be asked for those who want to use the internet. [#1719096]

-----

I would like to send and receive e-mail from my iPad. It was not possible when I first got my iPad and have not tried to do it since. [#1719155]

-----

yes, because i can get the wifi for free and the tablet or other mobile device is cheap. i can use it everywhere in the campus. [#1719166]

-----

As many students and staff use tablets/ mobile devices to access the school website, it would be great if the school webpage has a "make-over" into a mobile site. [#1719193]

-----

All devices are in use on campus, we had better make sure it works for people. [#1719265]

-----

The staff from the TSS have been very helpful, responsive and supportive whenever assistance is needed. We oftentimes work from home and over weekends. We also travel abroad due to work assignments. We recommend that the TSS provide some kind of technical support for our personal laptops and tablets, as we use them for work as well. Thank you. [#1719398]

-----

It is not easy to find a person who can help set the internet on mobile devices. Students teach each other what user names to try and what might be the password. Other settings, like some four letter abbreviations, there is at least ten of them, most people do not know what to choose. [#1719612]

-----

Get AT&T reception [#1719626]

-----

I should be able to use my tablet to wirelessly connect to the Elmo in the lecture hall without the need for cords. [#1719665]

-----

N/A [#1719725]

-----

A lot of this problem has been fixed. I use Verizon for my smart phone and I now seem to have little problem with access. I don't yet have a tablet so cannot comment. [#1719733]

-----

Posters around campus with how to information and QR codes that link to set up process. [#1719857]

-----

VPN connection information needs to be up to date and available for staff and faculty that needs it. A bit more time needs invested in this area. [#1719911]

-----

Never been a problem [#1719999]

-----

I've just used my AT&T data plan. [#1720049]

-----

I cannot access Canvas on my windows phone. This should be corrected. [#1720271]

-----

In a classroom in the basement of the PUB, all students had laptops, and we could NOT all access and use the Internet without seriously slowing things down. Students were waiting a long time if they clicked on a link or refreshed their browser page. [#1720279]

-----

I found some technology staff are not as knowledgeable. There was time that two staff trying to help me for my lap top which did not allow me to get on the school Wi-Fi net work. After taking long time, they finally called someone for help and it took him only 3 minutes to solve the problem. [#1720359]

-----

I don't think this is available to us at all. [#1720433]

-----

The last time we held a virtual job interview in human resources using 'Skype' the connection failed and put us about an hour behind the proposed schedule while we waited for a TSS person to figure out the problem. It was an embarrassment considering we were interviewing for a "tech"position. I have always had difficulty going wireless with my laptop in the classroom and simply learned to do without it. Fortunately I now teach 100% online so my internet use is done almost entirely in my home. I have found it to be both faster and more dependable in my home. [#1720435]

-----

**Having campus Web sites and online services that are easy to use.**

Since I have been using the Shoreline website for a few years now I have learned the hidden secrets of the site. When I first started it was hard to navigate on finding what classes were offered, when and where. [#1719096]

-----

Website is cluttered and confusing. Finding relatively simple searches are 3 and 4 clicks in. Not all links are updated causing conflicting information. [#1719126]

-----

I find it very difficult to find any useful information on our campus Website. I usually ask someone how to find what I need. [#1719155]

-----

na [#1719157]

-----

yes [#1719166]

-----

The school webpage might benefit from a major redesign. Some section headings are ambiguous and information is hard to find. For example: Workforce Education financial assistance information should also go under the Financial Aid section because financial assistance for Workforce Education programs is processed by the Financial Aid office, it is a form of financial aid. It may also make sense to have a section for International Education given that the number of international students we have and the school's commitment to internationalization. [#1719193]

-----

no comment [#1719257]

-----

I think we are improving, but this is happening piecemeal. There is no singular vision, no dedicated staff (or not enough), no assistance to faculty (I am a content provider, NOT a web designer). I still find our website confusing, full of broken links and frequently outdated. I understand that this is not specifically a TSS issue. Specific departments/divisions need to identify and task responsible, qualified individuals with maintaining an accurate web presence, and THEN those people need to calendar their work so that our sites are current. If I find our site confusing, we KNOW the students do. [#1719265]

-----

Improve search performance, perhaps farm it out to google? [#1719339]

-----

I have trouble locating forms on line sometimes. There are form sections for students and then for faculty and staff but sometimes, just can't quite find what I need. [#1719352]

-----

Not all services on campus are represented on the school website. The dental hygiene department has tried to get our information on the website so that more students and faculty were aware of the services provided on campus, but we have not seen much action taken. How are we supposed to be able to get the word out to the students if we can't reliably count on the school to help promote it's own program? It would be nice to have a better system in place to help each other out. [#1719386]

-----

I HATE the Outlook email system used on campus. Is the version of Outlook that is used for campus email the most current? It is not a user friendly email system. When typing names in the address bar the addresses do not always pop up, it is difficult to create email groups, it does not allow addresses to be copied and pasted etc... I have used several different email formats for personal email that are much more user friendly that the Outlook used for SCC email. [#1719490]

-----

Our website is absolutely terrible and our online services are non-existent. It is especially rude to tell students that we have services and then simply refer them back to the face to face services. Lying with

flourish is still lying. When the only way to turn in a form online is to print it out, fill it out with a pen, scan it and fax it back - we do not have online access. [#1719647]

-----

Our website is a challenge to navigate. It is not clean, or user friendly. I think this has affected some of our enrollment status. International and Domestic students, students of the 21st century, use school websites a lot in their decision of whether or not to attend that school. The amount of links on the website needs to be a cleaner transition of one thing to another, but that could be fixed if we had a useful search engine, that does not refer us back to google to go back to some portion of the shoreline website [#1719660]

-----

The website is decent though difficult to navigate at times. I often have to show students how to use things like the Current Students page because they get overwhelmed by the number of links and cannot tell what is relevant. [#1719708]

-----

Not the easiest to navigate [#1719725]

-----

Shoreline website is still not easy to use, although there has been some improvement in the past few months. Trying to find StratPlan/Budget information is sometimes hard. Have students tell you how they look for information in order to better organize SCC website. Ask faculty and staff how they try to find things on the Intranet to better organize it. [#1719733]

-----

Many services and websites require different logins, making things difficult. [#1719755]

-----

Implement color coding options for classes and their assignments in Canvas. Makes it easier to differentiate under the "Upcoming Assignments" category. [#1719906]

-----

Very good. [#1719911]

-----

Never been a problem [#1719999]

-----

Having a separate website for club activities is a huge drawback in getting students to participate in social activities. The front page of website should have a url linked to the canvas and echo (if we're going to use echo for next year). Not a lot of people want to memorize the url despite how short it is. The sliding images on the website are outdated. (Music Technology, Veteran Friendly, STEM) [#1720016]

-----

SCC website functions horribly. Reeks of poor design practice. Sharply behind competitors - North, Edmonds, etc. [#1720041]

-----

Being easily able to access information in a timely and easy manner is helpful and reduces frustration. [#1720130]

-----

This can be tough since we have little control over some of the services most frequently used by students. What we can and should do, however, is listen to feedback from students and the staff who work with them on a daily basis. Those who make changes on the website do not work directly with students and therefore are not likely to know the website issues that frustrate them. It's very important that they listen to those that do work directly with students and make updates based on that feedback, regardless of what their personal feelings about the issue are. [#1720225]

-----

I often visit our campus website. It is okay for some things. I don't like how the dept's. are organized, as it is hard to get contact information! Here are two examples. My son in a running start at ShCC. He

needed to contact his math teacher after the quarter had ended. It was this teacher's first quarter, and apparently she was not teaching the following quarter. He went on to the Math site, her name is there with no contact information, no email! He had to spend some time finding her email again, and it took her a couple of weeks to respond. She was nice about it, but I think this should not have happened. There should be a higher level of service. In my own personal experience I have had to call in and get my contact info as a faculty member added to the website as after 10 + years teaching at Shoreline! New students would come to class informing me that I wasn't anywhere to be found on the website as they searched for my contact info. This was embarrassing for the college in my opinion. How does it make students feel when they are putting their money, heart, and energy into a class and they can't find it or the instructor on the Shoreline CC website. I felt offended by the college that my name and contact information were not listed, as I am the only teacher of my subject on campus (even though I am part-time), and so most questions relating to placement etc need to be asked to me personally. I feel like there are a lot of loose ends in the divisions and the people making decisions don't understand how the pieces fit together and as a consequence discount important issues that later instructors have to handle on their own. At the end no one really cares that we as instructors (especially part-timers) take on responsibilities to make this college function better. Echo site does not work very well for clubs. Complaints from my students, and in part caused my students' efforts in establishing a club to not really take off. Should consider a better, more up to date alternative. The site is clunky, looks outdated, and is too non-intuitive. [#1720271]

-----

I am enrolled in only online classes. Easy to navigate webpages are very helpful. [#1720300]

-----

The Day at a Glance links are much improved. The light blue text against a white background is difficult to read. [#1720303]

-----

Make content fully accessible for those with disabilities [#1720396]

-----

Reduce the numbers of clicks needed to find resource such as the calendar or advising webpages [#1720433]

-----

I am taking online classes, so most of the questions are not really applicable to me. Thank you. [#1720459]

-----

**Accessing important campus Web sites and online services from my tablet or other mobile device.**

I have only had a few problems with the web site on my tablet, things such as test taking. [#1719096]

-----

Poorly supported portable devices, canvas mobile lacks many important features the full version of canvas has. [#1719219]

-----

People use a multitude of devices and do so interchangeably - our site(s) need to be accessible on multiple platforms (Explorer, Firefox, android, Apple and Windows phones). Each time our site does not work for someone there is the chance they will go elsewhere. [#1719265]

-----

VERY weak connection for my smartphone, and I know most other people that I work with and my students have the same complaint. Some students cannot even make a phone call from inside our building and never have internet access. [#1719490]

-----

Doing a great job. Search could be better. More user friendly [#1719524]

-----

The Shoreline App could be a huge draw for students, and it is underdeveloped, and not utilized. [#1719660]

-----

The mobile app on the iPhone is not useful. [#1719665]

-----

Can not access, do not have a tablet. Phone is old. Provide admin exempt with tablets. [#1719725]

-----

Usually know exactly what I am looking for with a smart phone. IF just searching, would have some concerns about organization. [#1719733]

-----

Posters around campus with how to information and QR codes that link to set up process. [#1719857]

-----

I just received an update on my app so some of the things that I found annoying may be fixed. It just seemed hard to move around in before. [#1719978]

-----

Never been a problem [#1719999]

-----

I cannot access Canvas on my windows phone. This should be corrected. [#1720271]

-----

Sometimes the SCC website slows down considerably, during certain times of day, and especially when grades are due. Is Gary aware of when these bottlenecks tend to occur and of ways of mitigating them? [#1720279]

-----

The online SCC website app is not very good. It doesn't give you the full internet site, just bits and pieces [#1720396]

-----

The apps for the shoreline website are not user friendly and do not take me where I need to go. It also refuses to use my correct log in information. I have been forced to go the web and use the full shoreline site from my phone. [#1720405]

-----

Make it easier to navigate the SCC website from mobile devices [#1720433]

-----

Sometimes, if I use the internet on campus, it will be disconnect and i have to re-login, I don't like that system, just want to keep connect while people don't use it. And make not re- login all the time.  
[#1720437]

-----

**Having campus technology services available that improve and enhance my collaboration with others.**

I have had no problems with using the Shoreline email or even the e-mail on the Canvas website. [#1719096]

-----

nab [#1719157]

-----

We use a cloud to share stuff because it easier. In the three years I have been with Shoreline I have not got the VPN to work well. [#1719161]

-----

that will be great [#1719166]

-----

Might be nice to have SharePoint but I also see that some staff on campus are not fully utilizing the technology we have now/ are not as open to utilizing new technology so there's also a human dimension to this problem. [#1719193]

-----

no comment [#1719257]

-----

I was unable to give feedback on wireless Internet service on campus. All of my courses are taught online, and I have not been on campus for at least a year and did not use those services when I was there. So my "N/" is not because I don't think that it is highly important, but just that I am unable to judge. The tech support for online courses is amazing and the training is excellent. If I ever experience problems or have questions, they are quick to help and extremely knowledgeable. [#1719260]

-----

I hate Collaborate/Illuminate or whatever it is currently called. I hate wearing a headset. I want to use Skype or some other easily accessible/utilitarian/simple to use option. I don't have the time or bandwidth to do complicated - we already have too much of that on this campus that I don't use. I am your worst nightmare; a relatively savvy user with high expectations and little patience for things that do not work. :-) [#1719265]

-----

Canvas falls short on collaboration with students. I teach 100% online and there are too many places for students and instructors to initiate conversations, questions etc. I never know where to look for things. I would prefer that all Canvas email have better cc lines, subject lines and sent to my Outlook box. I do like to use Skype with my students but more than a few are afraid it will cause viruses with their systems and refuse to use it. Education? [#1719352]

-----

I don't see this as critical, but it is frustrating that we rely on one or two vendors and don't encourage or support the use of new innovative products. [#1719647]

-----

I am unaware of any such services on campus, but I also feel that non-campus resources (ie Google Docs) provide this functionality already. [#1719661]

-----

Not sure what you mean in this question. probably should answer N/A. [#1719733]

-----

There are not enough room for students to use computers between classes. For some specific side ware/program, students even have nowhere to access, such as java programs Netbeans. Better allow 1-2 computers at the library or computer lab to access it [#1719735]

-----

Social networking is taking over the task of connecting students. However, the majority is individualized, scattered, and chaotic. I prefer to have a forum with specific categories to fit the needs of students. [#1720016]

-----

Collaborative room in library is excellent & a good start. [#1720041]

-----

Not sure if this is due to technology or lack of opportunity? Would like to collaborate, but few opportunities. Possible discussion boards relating to teaching, disciplines, etc through Canvas. [#1720271]

-----

Along with the tech and improvement of access and services, what is also really needed is departmental support (tenured faculty encouragement of each other and of part-timers), and admin support (i.e. funding) for part-time faculty to get the training needed to learn how better to work with available technologies and Internet options. I feel reluctance by both supportive legs mentioned here. [#1720279]

-----

Would like to see SharePoint available [#1720396]

-----

faculty list serve is a very old and basic forum for discussion. How about something free forums <http://www.freeforums.org/> [#1720433]

-----

***Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.***

This would be a strong asset so there is the automatic ability to look up needed information that is being taught. [#1719096]

-----

I would like to show videos frequently to my class in 1402. Yet the sound is unpredictable. One third of the time I get no sound at all when showing a video until I futz around a while. This is my biggest frustration with technology at Shoreline. Edmonds CC has intuitive and easy-to-use technology in each classroom. Shoreline's gives me a headache thinking about it. [#1719155]

-----

na [#1719157]

-----

This is definitely an area where I see other schools have invested more in. I don't know what those are called but they are like mobile technology station/ technology cart where there's a projector/ connection for internet/ places where the laptop can be plugged in... it would be nice to have those in classrooms. [#1719193]

-----

Tech is not uniform across campus. Directions are not always provided. People forget to put remotes back. Things do not always work, or we run into the streaming issues mentioned above. Podiums are not located so that one can speak, see the screen and students at the same time. I doubt we have the money to do more than bandaid fixes. I now carry my own clicker that I can plug in, but I do not trust our classroom tech to work well, so I often do not use it because it fails me often. [#1719265]

-----

Having wi-fi accessibility in each and every classroom would be a large help in my work and studies. [#1719358]

-----

I teach history of cinema so it's critical that I can consistently show clips in class. Sometimes I am able but it's been a slow process and even today I was unable to get the screen working. [#1719433]

-----

I work primarily in classroom #2346 and #2518. The media in 2518 is located in the back of the classroom which is a TERRIBLE set up for practical use AND the wireless keyboard does not work. The media in 2346 is very slow and often has difficulty opening files. The computer in my office is VERY slow and updates during working hours. [#1719490]

-----

The technology in smart classrooms such as 2800 can be tedious and isn't always reliable. One specific is that entering the 4 digit code on the touch screen to log into the system is sometimes difficult - the screen doesn't always know which number I'm pressing. Other faculty have reported problems bad enough that they do not plan classroom activities that require projecting something from the internet, though I don't know the specific problems. I think the whole system could use updating. [#1719511]

-----

Last quarter in my speech class, we tried multiple times to get the sound to work in the classroom. After a couple weeks of failed class activities (where we were supposed to just watch a MLK speech etc. we then just had to read the transcripts, I really felt like it could have been much more impact if we could have watch the actual speeches. We had a tech come to the class to try and fix the problem and after 30 minutes he figured it out, the next day we had the same problem. We had no sound the entire quarter. This was frustrating for the students as well as the teacher. Maybe giving the teachers a lesson in the technology could help, however this seemed to be a problem for the classroom system, it was really frustrating. [#1719529]

-----

In some rooms, if you turn on the projector, the screen covers the whiteboard, and you can't use any other media. [#1719542]

-----

SCC is doing well in this area [#1719647]

-----

I often times see teachers, who maybe for lack of training or knowledge, do not use technology in there teachings, and I mean this specifically when certain disciplines could be using them. Such as MCS105, Engineering classes, Chemistry, etc. [#1719660]

-----

There is not, to my knowledge, a good place on campus to gather a group around a computer and discuss projects outside of class. All the places that I know of that have computers are quiet areas, and all the places where students can discuss and be loud are without computers. [#1719661]

-----

There should be tablets available - Surface Pro 2, newest iPads, etc - that can be used by faculty. Currently there is too few items with the latest technology and one can only check things out in 4 hour blocks. We need to be able check things out for at least a week and all support cords/connectors should be found in the smart classrooms. [#1719665]

-----

At times the computers in the smart classrooms are slow or have tiny keyboards that are so hard to use. Sometimes the batteries are out in the remote or in the keyboard. It is unreliable, though usually okay. It would be very helpful if each room had an ELMO. [#1719708]

-----

Computer consoles have computers at the bottom - not good if you want to use thumb drive. Bending over is hard, seeing USB port is hard. In focus projectors often not well-located, but merely centered. That is not always good Screens often too large and cover whiteboards. Off-center might be better. Location of document cameras/readers awkward and sometimes in the way. Oversized consoles in some smaller classrooms. Talk to faculty about how rooms are used BEFORE equipment is purchased and installed. [#1719733]

-----

Would like to know from the end user what they would like to see in classroom and conference rooms. [#1719776]

-----

Technology must be simple to use with clear concise instructions including screen shots on how to set up. [#1719857]

-----

I have some troubles with getting classrooms ready for presentations. they are rooms that I'm not as familiar with. I wish working with the same set of instructions, the outcomes would be the same. That is not always the case. Maybe a step by step instruction list in each room. [#1719905]

-----

The Physics Center and Chem Lab should have computers for students to use. [#1719917]

-----

My current classroom is great. Others are not so good. [#1719933]

-----

The technology for presenting information in the nursing building seems like it needs some upgrading. There is always issues with getting the audio on when doing presentation. Teachers and students have consistently had problems with it. [#1719999]

-----

A+. Good job. [#1720041]

-----

Use the latest technology to allow the presentation of material in a flexible yet untegrated manner. Web enabled white boards would be a great start. Perhaps include web/voice conferencing ability. [#1720060]

-----

Being up to date with programs is critical for instruction. Compatibility with student technology is also very important. [#1720130]

-----

Should we ever build new classroom buildings, this would be my ideal way of having them set up to enhance teaching and sharing of information: <http://jjorstad.blogspot.com/> (go about 3/4 way down into the page, on the section about flipped classrooms). [#1720178]

-----

This item is pretty good, but there are still "dead" zones where internet is difficult to connect. [#1720225]

-----

Make sure to have the smart projectors (elmos?) at the same level as the computer, NOT in a pull out drawer! Those are very helpful for my classes, but not all classrooms have them at desk level. [#1720271]

-----

Although most classrooms now have a computer and projector, not all classrooms have doc-cams (digital overhead projectors). These inexpensive doc-cams are such a help for faculty, and do not even require an Internet hook-up, that they really need to be put higher on the priority list so that every classroom would have one. Without one, it completely changes my teaching options and limits what I can do with students. [#1720279]

-----

Our "smart" classrooms aren't very. First, there are a variety of set-up configurations across the campus that makes it difficult (or an adventure) to move from one set-up to another. And instructors look like idiots as they fumble through the set-ups. All hardware and software problems are perceived to be the instructor's lack of tech savvy rather than inconsistency and real problems. Also, the inability to work across the dual screens (which is simply the standard in the corporate world and other educational institutions) is a significant drawback. Without presenter mode in PowerPoint, we might as well be using 35mm slides. This really should be fixed. In the larger lecture halls, there should also be the ability to work two presentation screens?like a PowerPoint here and using the doc camera there. [#1720419]

-----

this is not as good as it needs to be in all classrooms [#1720433]

-----

**Technology support staff who are consistently courteous and thoughtful.**

na [#1719157]

-----

no comment [#1719257]

-----

Our tech people are one of our greatest assets. I find everyone in this office to be helpful, encouraging and responsive. [#1719265]

-----

I have had to bring my laptop to TSS for service a few times. The "fix" is completed usually by the next day which I think is good turn over, but the laptop is not always returned in working order. Example: I took my computer to TSS for a new battery. Diagnostics were run and confirmed it needed a new battery. While my laptop was at TSS it was discovered Word and other software was outdated so updates were started. These updates were done without my knowledge. I was notified I could pick up my laptop. When I tried to use it the next day, which was the Saturday before finals week (a VERY critical time to have fully operating equipment) my laptop could not open ANY files or email attachments! I had to wait until Monday to get response from TSS and had to return my laptop for additional repair which took a couple days. Come to find out, someone at TSS started updating Word and other software but was unable to finish by the promised pick up date. I was told at pick up that I needed to return the laptop when it was convenient for me to leave it for a couple days but did not expect for it to not work. If updates etc... are going to be started PLEASE make sure they can be completed timely and NEVER return a non-working computer. It was VERY frustrating! [#1719490]

-----

The staff seems to be very nice, but that previous issue really stuck with me. [#1719529]

-----

"How are we doing?" service cards available all over campus for all departments, include link to service card for online services. Technology includes all departments that use technology to interface with students, faculty, and staff; registration, financial aid, library, TSS, eLearning, website. [#1719857]

-----

There is no benefit from a polite tech, who doesn't know what to do. On being 'thoughtful' - thoughtful about what? Should they be able to foresee the incompetence of the user or their life troubles? Is this part of their job description? Being polite is a nice human virtue, but by any means the tech guys should be able to defend themselves against rude faculty and staff who yell at them in their frustration and lack of patience. The tech support people should be TRAINED to deal with people who have visual or hearing or other physical disability which will make distance support (on the phone) more complicated. And they should be just fine ignoring people with handicapped manners. [#1720205]

-----

Usually very courteous and helpful, but not always. [#1720225]

-----

They are generally helpful and have come on a moment's notice. Can't complain. However regarding Canvas support I have heard many complaints from fellow instructors on how there is not an on call person to troubleshoot like with Blackboard, and that they have had to wait through the weekend to have their issue solved. As you know this is valuable time to waste. [#1720271]

-----

Sometimes its hard to get ahold of the people downstairs in the library to help with computer issues, Canvas problems, internet connection and mobile device problems. I had to wait over a week to hear back from someone when I couldn't connect my phone to the school internet. Overall, they do a really good job at helping when they are available. [#1720363]

-----

they are already! [#1720433]

-----

**Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.**

na [#1719157]

-----

I feel like when I call sometimes they are just looking up on the internet. I think there could be knowledge on tablets. [#1719161]

-----

Overall, I am very pleased with campus staff. They are knowledgeable, courteous and listen to my issue completely before start a solution. [#1719352]

-----

There seems to be some staff who are more able in certain areas of our needs than others. Knowing who can best address and resolve our concerns would be helpful. I have a printer that isn't working in my classroom and it has been an issue. I learned from another faculty member that one staff member is really good at this issue. Knowing who to ask for would be better and speed up the resolution. [#1719402]

-----

It's tough to get most things fixed first round around. Which is often how it goes with troubleshooting, so I understand that. There's often an accompanied feeling that there is something wrong with ME when I'm explaining what my technical problem is at the moment. I could do without that. TSS is strapped for help, budget and services like everybody else on campus so patience can be in short supply. I try to be very courteous and patient with my dealings with everybody on campus (I don't always succeed). But I usually know what I'm talking about, and I don't appreciate being treated like I, myself, am the problem, [#1719404]

-----

The TSS staff perform above and beyond my expectations every time. Pay raises they solve problems my computer tech persons at my local computer store cannot. [#1719524]

-----

eLearning staff are usually very prompt and helpful. [#1719542]

-----

I have had many times where tech support is simply no where to be found when I need them, and had to ask other students how to work certain tech issues I've been having. And a number of times I found that the support staff seemed to have no idea how to fix the problem that I was experiencing or not understand what I was asking about. For this I would maybe recommend better training/higher requirements for tech staff, and maybe more than one tech staff available if the other is busy. [#1719669]

-----

Most of the techs know what they are doing but some do not. [#1719739]

-----

The tech have always been helpful. [#1720049]

-----

Some TSS staff are very knowledgeable and quick to respond, others don't appear to know as much and struggle along, which increases the wait time to resolution. [#1720225]

-----

Many times when I ask a question especially in relation to Canvas, the staff don't know and it takes a while to get answers. Sometimes these are basic questions, but not addressed in the Instructor Guides. [#1720303]

-----

**Getting timely resolution to problems that I am experiencing with campus technology services.**

when problems are encountered it is difficult to know where the request is in the queue. Level of service appears to be related to one's position in the College. [#1719126]

-----

na [#1719157]

-----

no comment [#1719257]

-----

Provide assistance after normal working hours. The program I work in runs in the evenings and weekends. During those times there does not seem to be assistance available. [#1719339]

-----

It seems like this is a staff shortage though-I experience a lot of effort and followup in TSS trying to get stuff done. [#1719404]

-----

Frequently Asked Questions on the website related to simple tech questions Tip of the Week distributed through DAAG Online chats with eLearning [#1719488]

-----

Students need weekend support for college computers and networks on the weekends [#1719626]

-----

More often than not I don't get responses to issues I'm having say with Canvas until a couple of days after I ask the question and at that point I've asked other students and they've been able to answer my questions for me. Though I can understand that the support staff is bogged down with questions, it would be nice to have responses sent a little quicker? Or have an automatic email sent answering many basic questions that are often asked. [#1719669]

-----

Never been a problem [#1719999]

-----

The service is essentially good. Many staff are reluctant to contact TSS if there is a problem with the HP. Service in that area is unpredictable (but seems to be improving somewhat). [#1720225]

-----

simplify/streamline the help desk protocol [#1720433]

-----

**Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.**

nA [#1719157]

-----

no comment [#1719257]

-----

When services are down I would like to see notifications go out. For instance, I have been unable to log into Canvas for since yesterday. I cannot bring up this week's course. An email alert would be nice so I would know that I am not the only one with the problem. I work from home for the most part and the computer is my lifeline to my students. There must be a way to send out alerts even if only one server is down. Email being down at home is the most common problems I have. [#1719352]

-----

Not sure . . . [#1719725]

-----

Direct communication via a push list. I never have time to look at anything posted on the TSS website - too busy with students during the day. [#1719733]

-----

How is the campus going to be told about the windows 8.1 roll out for fall quarter? [#1719776]

-----

Never been a problem [#1719999]

-----

Everything is good for me ,i dont have any complain yet [#1720038]

-----

Timely communication is key for anyone depending on the internet system (on-line classes especially) to adjust properly. As long as teachers and students know about down times and expected service time, everybody should be fine. This should go along with a comprehensive exam and other dead-line policies to which faculty and students can fall back to. [#1720205]

-----

Even though the HP is going away, we will continue to use it for some time. It's important that TSS staff are able to provide polite and knowledgeable service until we convert to PeopleSoft. [#1720225]

-----

When new technology services become available, explain what they are for and for whom they are relevant. For example, recently: Lynda.com neogov Omni Update [#1720433]

-----

**Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.**

na [#1719157]

-----

I am a content provider, not a tech person. Tech needs to work easily and well, because I do not have time to do long tutorials or attend long training - I already work too many hours. If you want me to learn something new and complicated I firmly believe you should compensate me for my time - Canvas is a good case in point - I had to take MY vacation time to learn it - not cool. And I will not do it again - ever. Someone needs to learn the value of OUR time. Thank goodness for Patricia. [#1719265]

-----

It may be available but a trouble shooting guide would be helpful. When do I call TSS, when do I reboot, Control, ALT Delete? [#1719352]

-----

Very limited, recently added some [#1719725]

-----

Not sure there is a one-size-fits all answer to this. If eLearning is part of the question, Canvas training sessions didn't really work for me as they were directed at faculty teaching online. Those of us using web-enhanced courses were kind of left out. New operating systems and software seem to come with increasing frequency and require much more training than seems to be available. I usually ask another faculty member if they know how to do something. Training never seems to cover what I need to know when I need to know it. It would be nice to be able to keep things constant and really learn how to use them, but I know that is just my personal dream. [#1719733]

-----

How to page on web that contains short videos and tutorials on campus technology [#1719857]

-----

It would be great if there was this self-help info online [#1719905]

-----

Classes on Outlook would be helpful for those who may have used another system and are not familiar. [#1719911]

-----

More frequent Advisor Portal training [#1719941]

-----

Some of us need to start with very basic training. For instance, a retreat to learn Canvas didn't address the "just getting started" needs of those of us new to online teaching. I am finding the one on one work both in person and by telephone to be extremely helpful. [#1720232]

-----

Yes, there is QM training and Sloan-C workshops, as well as e-learning classes to take at times. Often, however, these times are fixed and not flexible. Especially part-timers need such flexibility. Perhaps some way to make available Lynda.com? I'd love to see a goal/requirement for tenured faculty to pursue/participate in at least 1 or 2 such tech trainings annually lest their salary level go down a notch. It was frustrating to hear tenured faculty whine and complain about the adjustment to Canvas. Such things never go smoothly. Relax! [#1720279]

-----

provide information about what self-help information sources are available and how they work [#1720433]

-----

## **Additional Questions for All Respondents**

The project coordinators for Shoreline Community College included these additional questions with this survey. At the end of the survey each respondent was provided the opportunity to respond to these questions. Below are their responses grouped together by question.

**What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) Self-reported faculty, staff only.**

Being able to access and use our system with ease, speed, and minimum of interruption in service.  
Being able to assist students with efficiency and thoroughness. [#1719125]

-----

1. Mobile and WiFi connectivity 2. Consistent and clear information updating on the website [#1719126]

-----

Unpredictable video quality in 1402. Having my computer updated. [#1719155]

-----

Better smart classes [#1719157]

-----

VPN and tablets [#1719161]

-----

My top concern is that the technology works on a consistent basis, and that it is available when I need it. [#1719252]

-----

Getting support for myself or students when problems are encountered in the Canvas environment.  
Learning technology for delivery of online courses, and keeping up with the technology that students use to access their online courses. [#1719260]

-----

The lack of bandwidth that prevents streaming in classrooms and offices. The expectation that I will simply carry my personal cellphone to class so that I can call for help when I need it. If I am expected to carry my phone, I should be compensated for carrying it at my expense. [#1719265]

-----

Speed (in internet, Word, Excel, etc. processing) [#1719331]

-----

The inability to connect to network resources remotely. [#1719339]

-----

My biggest concern is not being notified when there are issues with servers. As I stated previously I am down right now as far as Canvas and have no estimate when it may be coming up. I work from home most days so am frozen except for email. I will go ahead on contact TSS this morning but I have bothering them since it is usually a system problem but who knows, today it may just be me. [#1719352]

-----

My major concern about the the technology on campus is the amount of time that the servers seem to be "down". I seem to have to call TSS at least once every other week to report an issue with outlook performance or connectivity to the campus drives. [#1719358]

-----

Sometimes self directed learning doesn't always answer all my questions. I am afraid of asking too many questions. [#1719360]

-----

Smart classroom arrangement and function (CPUs located on the bottom racks of closets are difficult to access -- I have to crouch or kneel to plug in USBs, to power equipment up, to make adjustments, etc.)  
Regularly scheduled equipment updates for offices and classrooms [#1719381]

-----

1.WiFi speed and coverage on campus 2.Technical Support [#1719398]

-----

Having our manufactures web sites working correctly and at all times of the day. Chrysler is using some outdated (I am told) delivery methods. They are using IE 8,9, or 10 and we have netscape 5 (I believe). I am unable to use the pictures or text on my computers. [#1719402]

-----

1. I wish that printing was something we could accomplish through an online payment system. 2. I wish that I wasn't directly experiencing morale in TSS. I hesitate to call it "customer service" because we're colleagues. But I catch a lot of weird vibes from TSS people (more than other departments) when they're fixing stuff. [#1719404]

-----

Equipment that allows me to show clips in class and internet access [#1719433]

-----

More technical help for students regarding issues with the installation of course programs. [#1719477]

-----

Mobile support for online learning Student Services and better support for this [#1719488]

-----

1. terrible media set up in classroom 2518 - needs remodeled 2. weak internet connections for smartphones [#1719490]

-----

Just one: implementing high quality technology in classrooms [#1719511]

-----

Technology needs to be adequately funded without putting excessive burden on students. [#1719532]

-----

Having up to date monitors and computers that don't operate at snail speed. [#1719565]

-----

Basic software that is fairly up-to-date (Office). Support for public computers (including servers and wifi) and printers on the weekends [#1719626]

-----

My main concern is trusting in technology too much. :) [#1719708]

-----

Need better and easy access to Wi-Fi all over campus. Need tablet. [#1719725]

-----

1. Rapid turnover of software, requiring constant learning and never able to feel comfortable with it 2. Classroom technology not set up to work well for my students. [#1719733]

-----

1. Timely response for emergency situations 2. speed and access to technology [#1719738]

-----

Communication to faculty is better but still an issue. [#1719739]

-----

How to get the end users the training that they need and the information on how to operate the equipment in classrooms and conference rooms. [#1719776]

-----

Uploading information to internal websites via Omni Update is cumbersome. I know a new version of Omni Update is coming. Maybe this will help! [#1719831]

-----

That it works and that it has been made in the last 2 years. I don't want to use a computer from 2005... [#1719832]

-----

Guest during workshops can log online [#1719905]

-----

I think our technology staff is excellent, committed, and efficient. [#1719911]

-----

No current concerns. The technology staff is very responsive and very professional. [#1719933]

-----

Not being a "tech person" I always appreciate being able to call our tech support. They (Alex) has been great! VERY patient and always finds the problem and fixes it. Also, it would be really nice if all the computers were updated. Some of us have very OLD computers and the service and connections are VERY slow and delayed sometimes. [#1719938]

-----

My own ability (or lack of ability) to keep up with it. Lack of physical space to add devices in classroom/clinics [#1719941]

-----

WIFI access is not consistently reliable across campus, particularly in the Music Building. [#1719959]

-----

My department uses technology often and it is vital to the training of my students, my only concern would be to have enough money in the budget to make sure that Shoreline can continually update our departments technology. Technology is constantly evolving/improving this is difficult for any college to achieve. [#1719979]

-----

no concerns. [#1720049]

-----

Making sure the newest programs are available on classroom and office computers. Using technology that is properly functioning to increase learning is essential. [#1720130]

-----

Speed of the computer. Training is desirable for a new operating system. Even a basic handout that explains where things are for quick reference. [#1720140]

-----

1) All the classrooms I use are SMART classrooms. But, if there are any classrooms that still haven't been converted to a SMART class, I think it would be a good idea to convert those. 2) This isn't a concern, but it would be nice to have each SMART classroom equipped with a PC and a mac. [#1720178]

-----

Accessible and basic training for those less adept with technology. Fewer outages of services would be helpful. [#1720232]

-----

My biggest concern is with AT+T and not Shoreline. My cell phone does not work when I'm teaching and that does bother me. [#1720235]

-----

Trying to keep the best technology available for students and teachers alike. Making all the online services much more streamlined. Currently there is Canvas and email and briefcase etc. Each with it's own log in and password (Okay, Canvas is now the same as email, tho I still access them separately.) I have a feeling it is the same for students. Registration one place, email another, grades another etc. [#1720262]

-----

1. Not streamlined, too many logins at every computer station. 2. Services changing, sense of insecurity that I may not know the latest information, and that it can be really hard to get if you are not in the loop (esp. for part-timers). [#1720271]

-----

With Canvas now, webcams are needed of all faculty office computers. When to get training in? It's difficult to find a training that matches my time availability. [#1720279]

-----

Using Canvas- esp. ongoing issues with conversations not being addressed. Slow loading of pages/actions in CAnvas. [#1720303]

-----

1. Being able to receive updated equipment when necessary. Example, printer. 2. Working with second hand computer equipment because high costs create limitations. [#1720319]

-----

TSS technical support and maintenance of assistive technology on campus Accessible webpages [#1720396]

-----

Consistency of tech set-ups across the campus. The ability to work across screens in all rooms across campus. [#1720419]

-----

1. Classroom technology that is state of the art in all classrooms on campus 2. More online self-directed training. Something with either videos and/or screenshot with step-by-step instructions as well as a well-oiled search tool for a database of possible questions/issues [#1720433]

-----

I use 4 different browsers to try and function effectively in the Canvas LMS. You cannot upload audio files using Chrome. Firefox has a nice drop down menu that I like when not uploading or downloading larger files. Safari is the most dependable audio file upload environment in that it works about 70 percent of the time. I purchase my own space on Vimeo for the 100's of videos I create for my online courses. It seems like the school should provide this service. [#1720435]

-----

training and it would be helpful to have some ability to troubleshoot & "fix" some simple problems for myself and faculty computers so that TSS doesn't need to be called for every little issue. [#1720485]

-----

No Training [#1720487]

-----

***In regards to technology training, which delivery mode would you use the most if all were available? (Multiple Choice Question) Self-reported faculty, staff only.***

<b><i>a) None</i></b>	<b><i>5</i></b>	<b><i>6 %</i></b>
<b><i>b) Face-to-face open classes</i></b>	<b><i>21</i></b>	<b><i>28 %</i></b>
<b><i>c) Face-to-face training in a division or department meeting</i></b>	<b><i>11</i></b>	<b><i>14 %</i></b>
<b><i>d) Online class with an instructor</i></b>	<b><i>5</i></b>	<b><i>6 %</i></b>
<b><i>e) Online self directed training</i></b>	<b><i>31</i></b>	<b><i>41 %</i></b>

**What technology training opportunities would you like to have available to you? (Open-ended Question) Self-reported faculty, staff only.**

Timely training on updates to standing programs, Outlook, Word, Excel, etc. [#1719126]

-----

I would like to be able to call someone when I need the help. I don't sign up for classes before I know that I need help, and when I need the help, I need it now. [#1719155]

-----

in depth training on basic computer programs [#1719157]

-----

Advanced Microsoft Office training/ classes on MS Access/ Publisher Mac training would also be nice; basic Photoshop training as many staff also make event flyers to promote campus activities [#1719193]

-----

On-line training. [#1719252]

-----

Online course about what types of technology students use to access their online courses, and how courses can be presented so that the apps they use, or other technology works together. [#1719260]

-----

Face-to-face classes that are an hour in duration and focus on a specific skill or program. Such sessions should be taped and made available by links. No more online - excuse me, I spend too much time looking at screens already. [#1719265]

-----

Lynda.com has recently become available on campus, so training is being offered. [#1719324]

-----

Training in the use of flash. [#1719339]

-----

Outlook. Organizing Mailboxes, reminders, tasks, etc. [#1719352]

-----

In depth training on excel, word and web-page designs [#1719358]

-----

I'd like to see a looping course for Canvas. You could jump in at the beginning and keep getting support at different levels. A mentor program would be super. [#1719360]

-----

I don't really feel a need for much training. On-demand video might suit me best. [#1719381]

-----

I can learn online, but I detest doing so. I'm way more likely to take a face-to-face class. [#1719404]

-----

New system training when upgrading to new technology before the upgrade. [#1719477]

-----

Something that can be assigned to others that tracks compliance, progress, and proficiency. [#1719532]

-----

More about video editing and production. [#1719542]

-----

N/A [#1719565]

-----

Online self directed works best for me. I hate videos that show me how to do things because it often takes way more time to find the little piece of information I need if I have to watch an entire video. I prefer written instructions. [#1719708]

-----

Not sure . . . [#1719725]

-----

Office 2013, particularly Word and Excel Windows 7 - I am having to learn it on my own. [#1719733]

-----

Any new discoveries in the field which would enhance my tech skills and service delivery is appreciated. [#1719738]

-----

Whatever I can get. [#1719776]

-----

Someone "on call" for general access questions....how to make a quick change in Excel, how to upload a document, how to use Outlook for a specific purpose... [#1719831]

-----

Learning to code [#1719832]

-----

Microsoft Office suite, Smart room technologies, [#1719857]

-----

backing up documents better [#1719905]

-----

How to connect MAC and PC through VPN access. Ways to navigate Outlook and understand the various optional settings. [#1719911]

-----

For my classes, there is no need for training. [#1719933]

-----

ONE on One would be the BEST! BUT I am sure VERY difficult to accommodate! [#1719938]

-----

Apple products training, please. [#1719979]

-----

Program updates and tips & tricks to operating systems. [#1720130]

-----

Email organization and tips. Operating system training when we get an upgrade or change. [#1720140]

-----

I feel like I've been able to learn about all the technology-related things that I've wanted to learn about. The College already seems to provide all the appropriate training opportunities. [#1720178]

-----

For some of us with particular learning styles a paper copy of a help resource would be useful.

[#1720232]

-----

More with Canvas. Do appreciate the many sessions that were offered. Any new technologies required learning with some stipend offered in recompense (even a \$25 amazon gift card for example).

[#1720271]

-----

Retreats funded by SCC, (rather than pulling from my professional development funds). Lynda.com

[#1720279]

-----

Having text accompany any videos is very important. Often questions are one small item and text is far easier to scan for the answer. [#1720303]

-----

None at this time. [#1720319]

-----

This might not fit here, but it is important: Given the incredibly high number of part timers on campus, there should be special efforts to provide them with training?and pay them for that training?so they understand what is available to them and how to use it (like network space or the classroom media set ups). [#1720419]

-----

more online self-directed training [#1720433]

-----

I would like advanced level courses in the Canvas LMS system. How to reduce multiple clicks using the URL line for instance. How to create a grade book environment with a thousand entries that didn't take most of the day to load would be good too. [#1720435]

-----

Omni Update would be helpful [#1720485]

-----

**Would you prefer a laptop computer over a desktop? (Multiple Choice Question) Self-reported faculty, staff only.**

a) Yes	27	36 %
b) No	45	60 %

**How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)**

7.4244 (n=172)

-----

***How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)***

6.6250 (n=168)

-----

## **Key Findings for field1='FACULTY'**

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis  $H_0$ : Adequacy Gap Score = 0. A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

### **Positive Perceptions (Adequacy Gap Score > 0)**

Technology support staff who are consistently courteous and thoughtful.

*Adequacy Gap Score = 0.70; N = 43; P = 0.00*

### **Negative Perceptions (Adequacy Gap Score < 0)**

Having campus Web sites and online services that are easy to use.

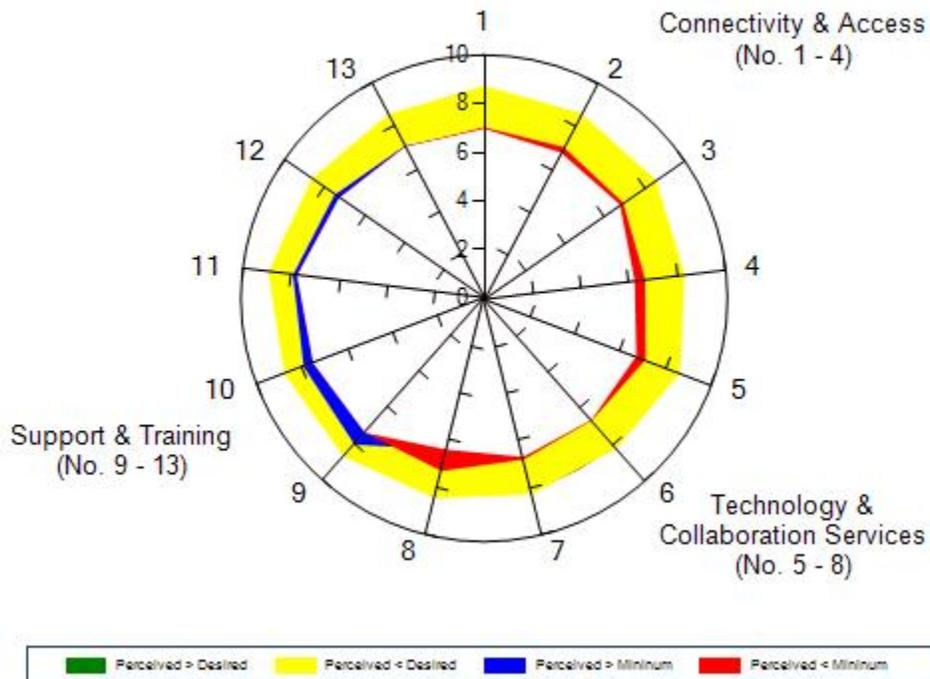
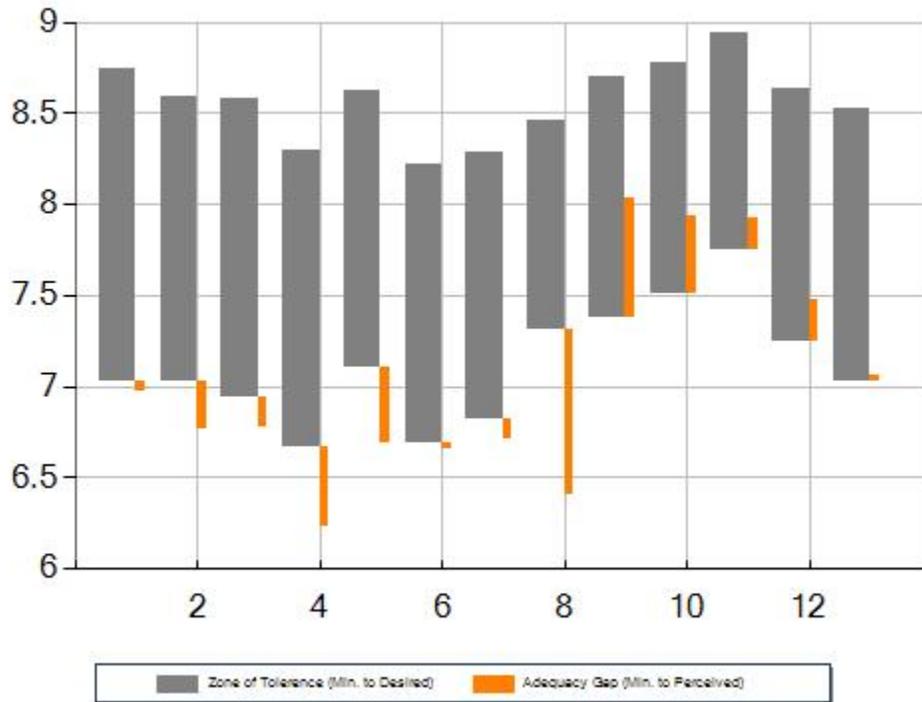
*Adequacy Gap Score = -0.61; N = 44; P = 0.02*

Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.

*Adequacy Gap Score = -1.27; N = 37; P = 0.00*

**Results for field1='FACULTY'**

Below are the charts for this view of the survey data.



## Data Tables for field1='FACULTY'

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis  $H_0$ : Adequacy Gap Score = 0. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

### Connectivity and Access

Tell us about the quality of the Internet service on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having a campus Internet service that is reliable and that operates consistently across campus.	Mean	6.98	8.71	6.93	-0.05	-1.78	41	0.88
		Dev	1.58	0.86	1.52	2.04	1.73		
2	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.	Mean	7.02	8.54	6.73	-0.29	-1.80	41	0.32
		Dev	1.30	0.94	1.61	1.88	1.85		
3	Having wireless Internet coverage in all of the places that are important to me on campus.	Mean	7.05	8.61	6.58	-0.47	-2.03	38	0.15
		Dev	1.36	0.71	1.52	2.01	1.71		
4	Support for accessing the campus Internet service using my tablet or other mobile device.	Mean	6.78	8.34	5.94	-0.84	-2.41	32	0.08
		Dev	1.27	0.89	1.97	2.60	2.23		

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 = Number of Observations; P = P value for null hypothesis  $H_0$ : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

### Technology and Collaboration Services

Tell us about the quality of Web sites, online services, and technologies for collaboration.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having campus Web sites and online services that are easy to use.	Mean	7.14	8.64	6.52	-0.61	-2.11	44	0.02
		Dev	1.38	0.74	1.37	1.75	1.53		
6	Accessing important campus Web sites and online services from my tablet or other mobile device.	Mean	6.73	8.24	6.55	-0.18	-1.70	33	0.52
		Dev	1.64	1.39	1.72	1.60	1.53		
7	Having campus technology services available that improve and enhance my collaboration with others.	Mean	6.88	8.30	6.58	-0.30	-1.73	40	0.27
		Dev	1.65	0.98	1.41	1.71	1.36		
8	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.	Mean	7.41	8.49	6.14	-1.27	-2.35	37	0.00
		Dev	1.75	1.27	1.91	2.16	1.77		

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 = Number of Observations; P = P value for null hypothesis  $H_0$ : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

## Support and Training

Tell us about your experiences when obtaining assistance with technology on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
9	Technology support staff who are consistently courteous and thoughtful.	Mean	7.26	8.53	7.95	0.70	-0.58	43	0.00
		Dev	1.43	1.02	1.33	1.47	1.56		
10	Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.	Mean	7.53	8.79	7.74	0.21	-1.05	43	0.37
		Dev	1.15	0.59	1.35	1.50	1.49		
11	Getting timely resolution to problems that I am experiencing with campus technology services.	Mean	7.69	8.92	7.79	0.10	-1.13	39	0.65
		Dev	1.04	0.27	1.11	1.39	1.07		
12	Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.	Mean	7.00	8.47	7.44	0.44	-1.02	43	0.22
		Dev	1.90	1.04	1.42	2.35	1.85		
13	Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.	Mean	7.08	8.56	7.00	-0.08	-1.56	39	0.79
		Dev	1.37	0.84	1.34	1.76	1.48		

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 = Number of Observations; P = P value for null hypothesis H<sub>0</sub>: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

### **Suggestions from field1='FACULTY'**

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 that follow are unedited.

***Having a campus Internet service that is reliable and that operates consistently across campus.***

WiFi locations were unpredictable when first introduced, so I never try to use it. It may be more accessible now. [#1719155]

-----

We need more and faster service, especially to classrooms. There is nothing worse than standing in a classroom waiting for a video you have incorporated into your class presentation to load, and waiting, and waiting. Or watching it freeze. If we are truly technologically advanced this needs to work quickly and appropriately almost all of the time. "Streaming" is now mainstream and we need access. [#1719265]

-----

Increase wireless access to the internet by increasing the number of nodes. [#1719339]

-----

I have had few problems with access from my office which is where I do my work when on campus. Speed was quite an issue but I have a new computer and have no complaints what so ever with speed. Also have had email connection problems in the past but on campus they are better. [#1719352]

-----

Address speed issues. For example, I had a lot of trouble with Canvas today, slow to open on the Internet, then slow to navigate. This happens every so often and I never know if it is me or the system. [#1719733]

-----

My class uses the computers in the Biotech lab. Sometimes we can't get on the internet or when we do, it can be really slow. [#1720049]

-----

Service seems to be down too frequently. [#1720232]

-----

Well, considering that students are paying a fee for this, and our courses are listed as having internet content (and mine is not hybrid or online) we should fully be delivering what we are setting expectations for. Teaching a class requires constant and sometimes unplanned access to the internet. My textbook and future textbook have lots of online support that I use everyday in teaching, sometimes spur of the moment as I see it would fit in nicely with the questions and comments student have. If there are glitches it is very bad. [#1720271]

-----

I believe Internet Service on a campus now entails allowing options for faculty, staff and student use from either desktop or notebook computers, or smart phones. This means making wifi and cellular service access ubiquitous throughout campus, which has not been the case in my experience. In the last year, wifi service has been improving, but cellular service has not yet (AT&T). [#1720279]

-----

mostly improve wifi [#1720433]

-----

**Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.**

See the previous comment; it applies here as well. [#1719265]

-----

At peak hours it is most often difficult to use the on line vehicle manufacture resource material. We need to have the ability for more students to be on line at the same time. [#1719402]

-----

Increase bandwidth? Sometimes service is slow, often at high demand time of the quarter. Usually operates just fine for me. [#1719733]

-----

All of our class work is internet-based. We depend on this. [#1720049]

-----

Not consistently, so I have never tracked it (sorry) but there seem to be certain times of day when I notice a slow down of download speed. It'd be great to note these if possible so as to keep the speeds up. [#1720279]

-----

Changing pages in Canvas and most actions are very slow to occur. [#1720303]

-----

it is pretty good as it is [#1720433]

-----

I don't know "HOW" to improve the service. It's not my area of expertise. I do know that the grade book in Canvas consistently takes a minimum of 20 seconds to load. Rendering it essentially non-functional in my online work. I get consistent error messages when uploading audio files causing me to back out of Canvas entirely, reload the program and start over again. Yesterday it happened 7 times in a row. It is completely intermittent and therefore almost completely impossible for the Canvas help community to diagnose. Just a little something I have to deal with each and every day. [#1720435]

-----

***Having wireless Internet coverage in all of the places that are important to me on campus.***

We need more repeaters/routers/ whatever will give students better access. It would also be nice for faculty and staff if we could consistently have strong wifi access in meeting rooms across campus. [#1719265]

-----

Increase the number of wireless nodes. [#1719339]

-----

Not sure what to add to this. I have inconsistent wireless reception in a number of areas on campus including the 2800 bldg and occasionally in the 1000 bldg. As we move toward paperless notes, etc. we need consistent, fast, reliable wireless. [#1719381]

-----

Most people are wireless, aren't they? Sign in doesn't always provide connection. [#1719488]

-----

I don't have any wireless devices. [#1719542]

-----

Having more wireless coverage would also lead to disruption in class. Students would be gladly browsing internet sites and not so much paying attention to what is happening in class. [#1720205]

-----

I'm sorry but I don't really to add to the discussion. [#1720235]

-----

It has been clear to me that wireless access has been improving this year on campus. Great! However, sometimes an overload in students accessing at the same time seriously slows down. We still need to beef up wifi bandwidth! Thanks! [#1720279]

-----

some areas of campus do not have adequate wifi coverage [#1720433]

-----

I have brought my laptop to TSS multiple times requesting assistance with wireless internet connectivity when not hardwired in inside my office. It has never been satisfactorily resolved. The last time I was hooked up on something that was explained as being the "old" one but the only one that could be made to work at that time. I was told they would get ahold of me when they wanted to switch it to the 'new' one. I have never been 'updated' or brought up to speed on the situation. Sometimes it works, usually it doesn't. [#1720435]

-----

**Support for accessing the campus Internet service using my tablet or other mobile device.**

I would like to send and receive e-mail from my iPad. It was not possible when I first got my iPad and have not tried to do it since. [#1719155]

-----

All devices are in use on campus, we had better make sure it works for people. [#1719265]

-----

I should be able to use my tablet to wirelessly connect to the Elmo in the lecture hall without the need for cords. [#1719665]

-----

A lot of this problem has been fixed. I use Verizon for my smart phone and I now seem to have little problem with access. I don't yet have a tablet so cannot comment. [#1719733]

-----

I've just used my AT&T data plan. [#1720049]

-----

I cannot access Canvas on my windows phone. This should be corrected. [#1720271]

-----

In a classroom in the basement of the PUB, all students had laptops, and we could NOT all access and use the Internet without seriously slowing things down. Students were waiting a long time if they clicked on a link or refreshed their browser page. [#1720279]

-----

I don't think this is available to us at all. [#1720433]

-----

The last time we held a virtual job interview in human resources using 'Skype' the connection failed and put us about an hour behind the proposed schedule while we waited for a TSS person to figure out the problem. It was an embarrassment considering we were interviewing for a "tech" position. I have always had difficulty going wireless with my laptop in the classroom and simply learned to do without it. Fortunately I now teach 100% online so my internet use is done almost entirely in my home. I have found it to be both faster and more dependable in my home. [#1720435]

-----

**Having campus Web sites and online services that are easy to use.**

I find it very difficult to find any useful information on our campus Website. I usually ask someone how to find what I need. [#1719155]

-----

na [#1719157]

-----

I think we are improving, but this is happening piecemeal. There is no singular vision, no dedicated staff (or not enough), no assistance to faculty (I am a content provider, NOT a web designer). I still find our website confusing, full of broken links and frequently outdated. I understand that this is not specifically a TSS issue. Specific departments/divisions need to identify and task responsible, qualified individuals with maintaining an accurate web presence, and THEN those people need to calendar their work so that our sites are current. If I find our site confusing, we KNOW the students do. [#1719265]

-----

Improve search performance, perhaps farm it out to google? [#1719339]

-----

I have trouble locating forms on line sometimes. There are form sections for students and then for faculty and staff but sometimes, just can't quite find what I need. [#1719352]

-----

I HATE the Outlook email system used on campus. Is the version of Outlook that is used for campus email the most current? It is not a user friendly email system. When typing names in the address bar the addresses do not always pop up, it is difficult to create email groups, it does not allow addresses to be copied and pasted etc... I have used several different email formats for personal email that are much more user friendly that the Outlook used for SCC email. [#1719490]

-----

The website is decent though difficult to navigate at times. I often have to show students how to use things like the Current Students page because they get overwhelmed by the number of links and cannot tell what is relevant. [#1719708]

-----

Shoreline website is still not easy to use, although there has been some improvement in the past few months. Trying to find StratPlan/Budget information is sometimes hard. Have students tell you how they look for information in order to better organize SCC website. Ask faculty and staff how they try to find things ont he Intranet to better organize it. [#1719733]

-----

Being easily able to access information in a timely and easy manner is helpful and reduces frustration. [#1720130]

-----

I often visit our campus website. It is okay for somethings. I don't like how the dept's. are organized, as it is hard to get contact information! Here are two examples. My son in a running start at ShCC. He needed to contact his math teacher after the quarter had ended. It was this teacher's first quarter, and apparently she was not teaching the following quarter. He went on to the Math site, her name is there with no contact information, no email! He had to spend some time finding her email again, and it took her a couple of weeks to respond. She was nice about it, but I think this should not have happened. There should be a higher level of service. In my own personal experience I have had to call in and get my contact info as a faculty member added to the website as after 10 + years teaching at Shoreline! New students would come to class informing me that I wasn't anywhere to be found on the website as they searched for my contact info. This was embarassing for the college in my opinion. How does it make students feel when they are putting their money, heart, and energy into a class and they can't find it or the instructor on the Shoreline CC website. I felt offended by the college that my name and contact information were not listed, as I am the only teacher of my subject on campus (even though I am part-time), and so most questions relating to placement etc need to be asked to me personally. I feel like

there are a lot of loose ends in the divisions and the people making decisions don't understand how the pieces fit together and as a consequence discount important issues that later instructors have to handle on their own. At the end no one really cares that we as instructors (especially part-timers) take on responsibilities to make this college function better. Echo site does not work very well for clubs. Complaints from my students, and in part caused my students' efforts in establishing a club to not really take off. Should consider a better, more up to date alternative. The site is clunky, looks outdated, and is too non-intuitive. [#1720271]

-----

The Day at a Glance links are much improved. The light blue text against a white background is difficult to read. [#1720303]

-----

Reduce the numbers of clicks needed to find resource such as the calendar or advising webpages [#1720433]

-----

**Accessing important campus Web sites and online services from my tablet or other mobile device.**

People use a multitude of devices and do so interchangeably - our site(s) need to be accessible on multiple platforms (Explorer, Firefox, android, Apple and Windows phones). Each time our site does not work for someone there is the chance they will go elsewhere. [#1719265]

-----

VERY weak connection for my smartphone, and I know most other people that I work with and my students have the same complaint. Some students cannot even make a phone call from inside our building and never have internet access. [#1719490]

-----

The mobile app on the iPhone is not useful. [#1719665]

-----

Usually know exactly what I am looking for with a smart phone. IF just searching, would have some concerns about organization. [#1719733]

-----

I cannot access Canvas on my windows phone. This should be corrected. [#1720271]

-----

Sometimes the SCC website slows down considerably, during certain times of day, and especially when grades are due. Is Gary aware of when these bottlenecks tend to occur and of ways of mitigating them? [#1720279]

-----

Make it easier to navoagte the SCC website from mobile devices [#1720433]

-----

***Having campus technology services available that improve and enhance my collaboration with others.***

nab [#1719157]

-----

I was unable to give feedback on wireless Internet service on campus. All of my courses are taught online, and I have not been on campus for at least a year and did not use those services when I was there. So my "N/" is not because I don't think that it is highly important, but just that I am unable to judge. The tech support for online courses is amazing and the training is excellent. If I ever experience problems or have questions, they are quick to help and extremely knowledgeable. [#1719260]

-----

I hate Collaborate/Illuminate or whatever it is currently called. I hate wearing a headset. I want to use Skype or some other easily accessible/utilitarian/simple to use option. I don't have the time or bandwidth to do complicated - we already have too much of that on this campus that I don't use. I am your worst nightmare; a relatively savvy user with high expectations and little patience for things that do not work. :-) [#1719265]

-----

Canvas falls short on collaboration with students. I teach 100% online and there are too many places for students and instructors to initiate conversations, questions etc. I never know where to look for things. I would prefer that all Canvas email have better cc lines, subject lines and sent to my Outlook box. I do like to use Skype with my students but more than a few are afraid it will cause viruses with their systems and refuse to use it. Education? [#1719352]

-----

Not sure what you mean in this question. probably should answer N/A. [#1719733]

-----

Not sure if this is due to technology or lack of opportunity? Would like to collaborate, but few opportunities. Possible discussion boards relating to teaching, disciplines, etc through Canvas. [#1720271]

-----

Along with the tech and improvement of access and services, what is also really needed is departmental support (tenured faculty encouragement of each other and of part-timers), and admin support (i.e. funding) for part-time faculty to get the training needed to learn how better to work with available technologies and Internet options. I feel reluctance by both supportive legs mentioned here. [#1720279]

-----

faculty list serve is a very old and basic forum for discussion. How about something free forums <http://www.freeforums.org/> [#1720433]

-----

***Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.***

I would like to show videos frequently to my class in 1402. Yet the sound is unpredictable. One third of the time I get no sound at all when showing a video until I futz around a while. This is my biggest frustration with technology at Shoreline. Edmonds CC has intuitive and easy-to-use technology in each classroom. Shoreline's gives me a headache thinking about it. [#1719155]

-----

na [#1719157]

-----

Tech is not uniform across campus. Directions are not always provided. People forget to put remotes back. Things do not always work, or we run into the streaming issues mentioned above. Podiums are not located so that one can speak, see the screen and students at the same time. I doubt we have the money to do more than bandaid fixes. I now carry my own clicker that I can plug in, but I do not trust our classroom tech to work well, so I often do not use it because it fails me often. [#1719265]

-----

I teach history of cinema so it's critical that I can consistently show clips in class. Sometimes I am able but it's been a slow process and even today I was unable to get the screen working. [#1719433]

-----

I work primarily in classroom #2346 and #2518. The media in 2518 is located in the back of the classroom which is a TERRIBLE set up for practical use AND the wireless keyboard does not work. The media in 2346 is very slow and often has difficulty opening files. The computer in my office is VERY slow and updates during working hours. [#1719490]

-----

The technology in smart classrooms such as 2800 can be tedious and isn't always reliable. One specific is that entering the 4 digit code on the touch screen to log into the system is sometimes difficult - the screen doesn't always know which number I'm pressing. Other faculty have reported problems bad enough that they do not plan classroom activities that require projecting something from the internet, though I don't know the specific problems. I think the whole system could use updating. [#1719511]

-----

In some rooms, if you turn on the projector, the screen covers the whiteboard, and you can't use any other media. [#1719542]

-----

There should be tablets available - Surface Pro 2, newest iPads, etc - that can be used by faculty. Currently there is too few items with the latest technology and one can only check things out in 4 hour blocks. We need to be able check things out for at least a week and all support cords/connectors should be found in the smart classrooms. [#1719665]

-----

At times the computers in the smart classrooms are slow or have tiny keyboards that are so hard to use. Sometimes the batteries are out in the remote or in the keyboard. It is unreliable, though usually okay. It would be very helpful if each room had an ELMO. [#1719708]

-----

Computer consoles have computers at the bottom - not good if you want to use thumb drive. Bending over is hard, seeing USB port is hard. In focus projectors often not well-located, but merely centered. That is not always good Screens often too large and cover whiteboards. Off-center might be better. Location of document cameras/readers awkward and sometimes in the way. Oversized consoles in some smaller classrooms. Talk to faculty about how rooms are used BEFORE equipment is purchased and installed. [#1719733]

-----

My current classroom is great. Others are not so good. [#1719933]

-----

Being up to date with programs is critical for instruction. Compatibility with student technology is also very important. [#1720130]

-----

Should we ever build new classroom buildings, this would be my ideal way of having them set up to enhance teaching and sharing of information: <http://jjorstad.blogspot.com/> (go about 3/4 way down into the page, on the section about flipped classrooms). [#1720178]

-----

Make sure to have the smart projectors (elmos?) at the same level as the computer, NOT in a pull out drawer! Those are very helpful for my classes, but not all classrooms have them at desk level. [#1720271]

-----

Although most classrooms now have a computer and projector, not all classrooms have doc-cams (digital overhead projectors). These inexpensive doc-cams are such a help for faculty, and do not even require an Internet hook-up, that they really need to be put higher on the priority list so that every classroom would have one. Without one, it completely changes my teaching options and limits what I can do with students. [#1720279]

-----

Our "smart" classrooms aren't very. First, there are a variety of set-up configurations across the campus that makes it difficult (or an adventure) to move from one set-up to another. And instructors look like idiots as they fumble through the set-ups. All hardware and software problems are perceived to be the instructor's lack of tech savvy rather than inconsistency and real problems. Also, the inability to work across the dual screens (which is simply the standard in the corporate world and other educational institutions) is a significant drawback. Without presenter mode in PowerPoint, we might as well be using 35mm slides. This really should be fixed. In the larger lecture halls, there should also be the ability to work two presentation screens?like a PowerPoint here and using the doc camera there. [#1720419]

-----

this is not as good as it needs to be in all classrooms [#1720433]

-----

**Technology support staff who are consistently courteous and thoughtful.**

na [#1719157]

-----

Our tech people are one of our greatest assets. I find everyone in this office to be helpful, encouraging and responsive. [#1719265]

-----

I have had to bring my laptop to TSS for service a few times. The "fix" is completed usually by the next day which I think is good turn over, but the laptop is not always returned in working order. Example: I took my computer to TSS for a new battery. Diagnostics were run and confirmed it needed a new battery. While my laptop was at TSS it was discovered Word and other software was outdated so updates were started. These updates were done without my knowledge. I was notified I could pick up my laptop. When I tried to use it the next day, which was the Saturday before finals week (a VERY critical time to have fully operating equipment) my laptop could not open ANY files or email attachments! I had to wait until Monday to get response from TSS and had to return my laptop for additional repair which took a couple days. Come to find out, someone at TSS started updating Word and other software but was unable to finish by the promised pick up date. I was told at pick up that I needed to return the laptop when it was convenient for me to leave it for a couple days but did not expect for it to not work. If updates etc... are going to be started PLEASE make sure they can be completed timely and NEVER return a non-working computer. It was VERY frustrating! [#1719490]

-----

There is no benefit from a polite tech, who doesn't know what to do. On being 'thoughtful' - thoughtful about what? Should they be able to foresee the incompetence of the user or their life troubles? Is this part of their job description? Being polite is a nice human virtue, but by any means the tech guys should be able to defend themselves against rude faculty and staff who yell at them in their frustration and lack of patience. The tech support people should be TRAINED to deal with people who have visual or hearing or other physical disability which will make distance support (on the phone) more complicated. And they should be just fine ignoring people with handicapped manners. [#1720205]

-----

They are generally helpful and have come on a moment's notice. Can't complain. However regarding Canvas support I have heard many complaints from fellow instructors on how there is not an on call person to troubleshoot like with Blackboard, and that they have had to wait through the weekend to have their issue solved. As you know this is valuable time to waste. [#1720271]

-----

they are already! [#1720433]

-----

**Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.**

na [#1719157]

-----

Overall, I am very pleased with campus staff. They are knowledgeable, courteous and listen to my issue completely before starting a solution. [#1719352]

-----

There seems to be some staff who are more able in certain areas of our needs than others. Knowing who can best address and resolve our concerns would be helpful. I have a printer that isn't working in my classroom and it has been an issue. I learned from another faculty member that one staff member is really good at this issue. Knowing who to ask for would be better and speed up the resolution.

[#1719402]

-----

It's tough to get most things fixed first round around. Which is often how it goes with troubleshooting, so I understand that. There's often an accompanied feeling that there is something wrong with ME when I'm explaining what my technical problem is at the moment. I could do without that. TSS is strapped for help, budget and services like everybody else on campus so patience can be in short supply. I try to be very courteous and patient with my dealings with everybody on campus (I don't always succeed). But I usually know what I'm talking about, and I don't appreciate being treated like I, myself, am the problem, [#1719404]

-----

eLearning staff are usually very prompt and helpful. [#1719542]

-----

Most of the techs know what they are doing but some do not. [#1719739]

-----

The techs have always been helpful. [#1720049]

-----

Many times when I ask a question especially in relation to Canvas, the staff don't know and it takes a while to get answers. Sometimes these are basic questions, but not addressed in the Instructor Guides.

[#1720303]

-----

**Getting timely resolution to problems that I am experiencing with campus technology services.**

na [#1719157]

-----

Provide assistance after normal working hours. The program I work in runs in the evenings and weekends. During those times there does not seem to be assistance available. [#1719339]

-----

It seems like this is a staff shortage though-I experience a lot of effort and followup in TSS trying to get stuff done. [#1719404]

-----

Frequently Asked Questions on the website related to simple tech questions Tip of the Week distributed through DAAG Online chats with eLearning [#1719488]

-----

simplify/streamline the help desk protocol [#1720433]

-----

**Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.**

nA [#1719157]

-----

When services are down I would like to see notifications go out. For instance, I have been unable to log into Canvas for since yesterday. I cannot bring up this week's course. An email alert would be nice so I would know that I am not the only one with the problem. I work from home for the most part and the computer is my lifeline to my students. There must be a way to send out alerts even if only one server is down. Email being down at home is the most common problems I have. [#1719352]

-----

Direct communication via a push list. I never have time to look at anything posted on the TSS website - too busy with students during the day. [#1719733]

-----

Timely communication is key for anyone depending on the internet system (on-line classes especially) to adjust properly. As long as teachers and students know about down times and expected service time, everybody should be fine. This should go along with a comprehensive exam and other dead-line policies to which faculty and students can fall back to. [#1720205]

-----

When new technology services become available, explain what they are for and for whom they are relevant. For example, recently: Lynda.com neogov Omni Update [#1720433]

-----

**Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.**

na [#1719157]

-----

I am a content provider, not a tech person. Tech needs to work easily and well, because I do not have time to do long tutorials or attend long training - I already work too many hours. If you want me to learn something new and complicated I firmly believe you should compensate me for my time - Canvas is a good case in point - I had to take MY vacation time to learn it - not cool. And I will not do it again - ever. Someone needs to learn the value of OUR time. Thank goodness for Patricia. [#1719265]

-----

It may be available but a trouble shooting guide would be helpful. When do I call TSS, when do I reboot, Control, ALT Delete? [#1719352]

-----

Not sure there is a one-size-fits all answer to this. If eLearning is part of the question, Canvas training sessions didn't really work for me as they were directed at faculty teaching online. Those of us using web-enhanced courses were kind of left out. New operating systems and software seem to come with increasing frequency and require much more training than seems to be available. I usually ask another faculty member if they know how to do something. Training never seems to cover what I need to know when I need to know it. It would be nice to be able to keep things constant and really learn how to use them, but I know that is just my personal dream. [#1719733]

-----

More frequent Advisor Portal training [#1719941]

-----

Some of us need to start with very basic training. For instance, a retreat to learn Canvas didn't address the "just getting started" needs of those of us new to online teaching. I am finding the one on one work both in person and by telephone to be extremely helpful. [#1720232]

-----

Yes, there is QM training and Sloan-C workshops, as well as e-learning classes to take at times. Often, however, these times are fixed and not flexible. Especially part-timers need such flexibility. Perhaps some way to make available Lynda.com? I'd love to see a goal/requirement for tenured faculty to pursue/participate in at least 1 or 2 such tech trainings annually lest their salary level go down a notch. It was frustrating to hear tenured faculty whine and complain about the adjustment to Canvas. Such things never go smoothly. Relax! [#1720279]

-----

provide information about what self-help information sources are available and how they work [#1720433]

-----

### **Additional Questions for field1='FACULTY'**

The project coordinators for Shoreline Community College included these additional questions with this survey. At the end of the survey each respondent was provided the opportunity to respond to these questions. Below are their responses grouped together by question.

**What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) Self-reported faculty, staff only.**

Unpredictable video quality in 1402. Having my computer updated. [#1719155]

-----

Better smart classes [#1719157]

-----

Getting support for myself or students when problems are encountered in the Canvas environment. Learning technology for delivery of online courses, and keeping up with the technology that students use to access their online courses. [#1719260]

-----

The lack of bandwidth that prevents streaming in classrooms and offices. The expectation that I will simply carry my personal cellphone to class so that I can call for help when I need it. If I am expected to carry my phone, I should be compensated for carrying it at my expense. [#1719265]

-----

The inability to connect to network resources remotely. [#1719339]

-----

My biggest concern is not being notified when there are issues with servers. As I stated previously I am down right now as far as Canvas and have no estimate when it may be coming up. I work from home most days so am frozen except for email. I will go ahead on contact TSS this morning but I have bothering them since it is usually a system problem but who knows, today it may just be me. [#1719352]

-----

Sometimes self directed learning doesn't always answer all my questions. I am afraid of asking too many questions. [#1719360]

-----

Smart classroom arrangement and function (CPUs located on the bottom racks of closets are difficult to access -- I have to crouch or kneel to plug in USBs, to power equipment up, to make adjustments, etc.) Regularly scheduled equipment updates for offices and classrooms [#1719381]

-----

Having our manufactures web sites working correctly and at all times of the day. Chrysler is using some outdated (I am told) delivery methods. They are using IE 8,9, or 10 and we have netscape 5 (I believe). I am unable to use the pictures or text on my computers. [#1719402]

-----

1. I wish that printing was something we could accomplish through an online payment system. 2. I wish that I wasn't directly experiencing morale in TSS. I hesitate to call it "customer service" because we're colleagues. But I catch a lot of weird vibes from TSS people (more than other departments) when they're fixing stuff. [#1719404]

-----

Equipment that allows me to show clips in class and internet access [#1719433]

-----

Mobile support for online learning Student Services and better support for this [#1719488]

-----

1. terrible media set up in classroom 2518 - needs remodeled 2. weak internet connections for smartphones [#1719490]

-----

Just one: implementing high quality technology in classrooms [#1719511]

-----

My main concern is trusting in technology too much. :) [#1719708]

-----

1. Rapid turnover of software, requiring constant learning and never able to feel comfortable with it 2. Classroom technology not set up to work well for my students. [#1719733]

-----

Communication to faculty is better but still an issue. [#1719739]

-----

No current concerns. The technology staff is very responsive and very professional. [#1719933]

-----

Not being a "tech person" I always appreciate being able to call our tech support. They (Alex) has been great! VERY patient and always finds the problem and fixes it. Also, it would be really nice if all the computers were updated. Some of us have very OLD computers and the service and connections are VERY slow and delayed sometimes. [#1719938]

-----

My own ability (or lack of ability) to keep up with it. Lack of physical space to add devices in classroom/clinics [#1719941]

-----

WIFI access is not consistently reliable across campus, particularly in the Music Building. [#1719959]

-----

no concerns. [#1720049]

-----

Making sure the newest programs are available on classroom and office computers. Using technology that is properly functioning to increase learning is essential. [#1720130]

-----

1) All the classrooms I use are SMART classrooms. But, if there are any classrooms that still haven't been converted to a SMART class, I think it would be a good idea to convert those. 2) This isn't a concern, but it would be nice to have each SMART classroom equipped with a PC and a mac. [#1720178]

-----

Accessible and basic training for those less adept with technology. Fewer outages of services would be helpful. [#1720232]

-----

My biggest concern is with AT+T and not Shoreline. My cell phone does not work when I'm teaching and that does bother me. [#1720235]

-----

Trying to keep the best technology available for students and teachers alike. Making all the online services much more streamlined. Currently there is Canvas and email and briefcase etc. Each with it's own log in and password (Okay, Canvas is now the same as email, tho I still access them separately.) I have a feeling it is the same for students. Registration one place, email another, grades another etc. [#1720262]

-----

1. Not streamlined, too many logins at every computer station. 2. Services changing, sense of insecurity that I may not know the latest information, and that it can be really hard to get if you are not in the loop (esp. for part-timers). [#1720271]

-----

With Canvas now, webcams are needed of all faculty office computers. When to get training in? It's difficult to find a training that matches my time availability. [#1720279]

-----

Using Canvas- esp. ongoing issues with conversations not being addressed. Slow loading of pages/actions in CANvas. [#1720303]

-----

Consistency of tech set-ups across the campus. The ability to work across screens in all rooms across campus. [#1720419]

-----

1. Classroom technology that is state of the art in all classrooms on campus 2. More online self-directed training. Something with either videos and/or screenshot with step-by-step instructions as well as a well-oiled search tool for a database of possible questions/issues [#1720433]

-----

I use 4 different browsers to try and function effectively in the Canvas LMS. You cannot upload audio files using Chrome. Firefox has a nice drop down menu that I like when not uploading or downloading larger files. Safari is the most dependable audio file upload environment in that it works about 70 percent of the time. I purchase my own space on Vimeo for the 100's of videos I create for my online courses. It seems like the school should provide this service. [#1720435]

-----

***In regards to technology training, which delivery mode would you use the most if all were available? (Multiple Choice Question) Self-reported faculty, staff only.***

<b><i>a) None</i></b>	<b>3</b>	<b>6 %</b>
<b><i>b) Face-to-face open classes</i></b>	<b>9</b>	<b>20 %</b>
<b><i>c) Face-to-face training in a division or department meeting</i></b>	<b>7</b>	<b>16 %</b>
<b><i>d) Online class with an instructor</i></b>	<b>3</b>	<b>6 %</b>
<b><i>e) Online self directed training</i></b>	<b>20</b>	<b>46 %</b>

**What technology training opportunities would you like to have available to you? (Open-ended Question) Self-reported faculty, staff only.**

I would like to be able to call someone when I need the help. I don't sign up for classes before I know that I need help, and when I need the help, I need it now. [#1719155]

-----

in depth training on basic computer programs [#1719157]

-----

Online course about what types of technology students use to access their online courses, and how courses can be presented so that the apps they use, or other technology works together. [#1719260]

-----

Face-to-face classes that are an hour in duration and focus on a specific skill or program. Such sessions should be taped and made available by links. No more online - excuse me, I spend too much time looking at screens already. [#1719265]

-----

Training in the use of flash. [#1719339]

-----

Outlook. Organizing Mailboxes, reminders, tasks, etc. [#1719352]

-----

I'd like to see a looping course for Canvas. You could jump in at the beginning and keep getting support at different levels. A mentor program would be super. [#1719360]

-----

I don't really feel a need for much training. On-demand video might suit me best. [#1719381]

-----

I can learn online, but I detest doing so. I'm way more likely to take a face-to-face class. [#1719404]

-----

More about video editing and production. [#1719542]

-----

Online self directed works best for me. I hate videos that show me how to do things because it often takes way more time to find the little piece of information I need if I have to watch an entire video. I prefer written instructions. [#1719708]

-----

Office 2013, particularly Word and Excel Windows 7 - I am having to learn it on my own. [#1719733]

-----

For my classes, there is no need for training. [#1719933]

-----

ONE on One would be the BEST! BUT I am sure VERY difficult to accommodate! [#1719938]

-----

Program updates and tips & tricks to operating systems. [#1720130]

-----

I feel like I've been able to learn about all the technology-related things that I've wanted to learn about. The College already seems to provide all the appropriate training opportunities. [#1720178]

-----

For some of us with particular learning styles a paper copy of a help resource would be useful. [#1720232]

-----

More with Canvas. Do appreciate the many sessions that were offered. Any new technologies required learning with some stipend offered in recompense (even a \$25 amazon gift card for example). [#1720271]

-----

-----

Retreats funded by SCC, (rather than pulling from my professional development funds). Lynda.com  
[#1720279]

-----

Having text accompany any videos is very important. Often questions are one small item and text is far easier to scan for the answer. [#1720303]

-----

This might not fit here, but it is important: Given the incredibly high number of part timers on campus, there should be special efforts to provide them with training?and pay them for that training?so they understand what is available to them and how to use it (like network space or the classroom media set ups). [#1720419]

-----

more online self-directed training [#1720433]

-----

I would like advanced level courses in the Canvas LMS system. How to reduce multiple clicks using the URL line for instance. How to create a grade book environment with a thousand entries that didn't take most of the day to load would be good too. [#1720435]

-----

**Would you prefer a laptop computer over a desktop? (Multiple Choice Question) Self-reported faculty, staff only.**

a) Yes	17	39 %
b) No	24	55 %

**How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)**

7.4667 (n=45)

-----

**How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)**

6.7955 (n=44)

-----

### **Key Findings for field1='STAFF'**

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis  $H_0$ : Adequacy Gap Score = 0. A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

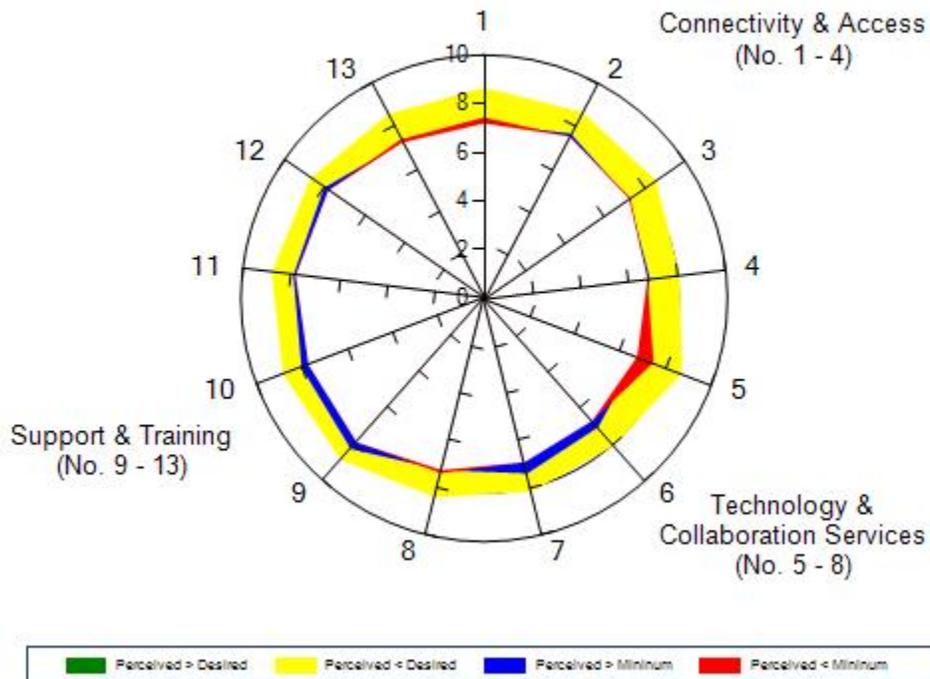
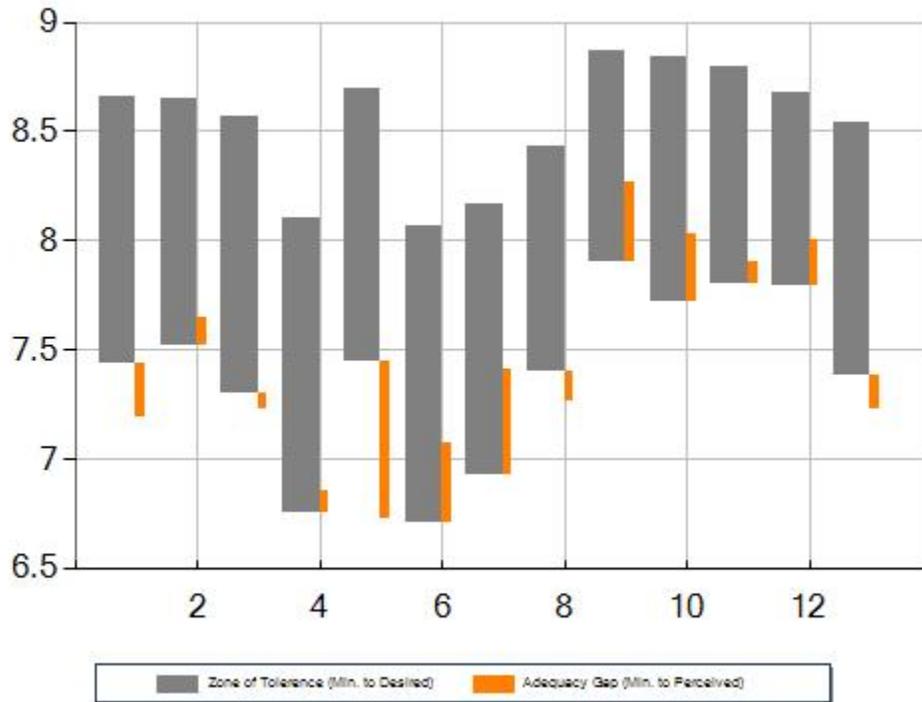
Positive Perceptions (Adequacy Gap Score > 0)

Negative Perceptions (Adequacy Gap Score < 0)

---

**Results for field1='STAFF'**

Below are the charts for this view of the survey data.



## Data Tables for field1='STAFF'

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis  $H_0$ : Adequacy Gap Score = 0. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

### Connectivity and Access

Tell us about the quality of the Internet service on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having a campus Internet service that is reliable and that operates consistently across campus.	Mean	7.29	8.59	7.29	0.00	-1.29	34	1.00
		Dev	1.36	0.69	1.51	1.57	1.54		
2	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.	Mean	7.32	8.59	7.59	0.26	-1.00	34	0.33
		Dev	1.55	0.81	1.46	1.56	1.28		
3	Having wireless Internet coverage in all of the places that are important to me on campus.	Mean	7.24	8.58	7.00	-0.24	-1.58	33	0.48
		Dev	1.37	0.74	1.86	1.95	1.92		
4	Support for accessing the campus Internet service using my tablet or other mobile device.	Mean	6.84	8.19	6.44	-0.41	-1.75	32	0.32
		Dev	1.48	1.10	2.21	2.29	2.38		

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 = Number of Observations; P = P value for null hypothesis  $H_0$ : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

### Technology and Collaboration Services

Tell us about the quality of Web sites, online services, and technologies for collaboration.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having campus Web sites and online services that are easy to use.	Mean	7.35	8.71	6.76	-0.59	-1.94	34	0.09
		Dev	1.30	0.57	1.59	1.94	1.76		
6	Accessing important campus Web sites and online services from my tablet or other mobile device.	Mean	6.80	8.13	6.77	-0.03	-1.37	30	0.94
		Dev	1.70	1.15	1.99	2.26	2.06		
7	Having campus technology services available that improve and enhance my collaboration with others.	Mean	6.94	8.22	7.28	0.34	-0.94	32	0.23
		Dev	1.39	0.89	1.46	1.59	1.34		
8	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.	Mean	7.34	8.44	7.19	-0.16	-1.25	32	0.64
		Dev	1.53	1.03	1.74	1.87	1.79		

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 = Number of Observations; P = P value for null hypothesis  $H_0$ : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

## Support and Training

Tell us about your experiences when obtaining assistance with technology on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
9	Technology support staff who are consistently courteous and thoughtful.	Mean	7.73	8.73	8.21	0.48	-0.52	33	0.10
		Dev	1.21	0.66	1.07	1.64	1.35		
10	Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.	Mean	7.64	8.82	8.06	0.42	-0.76	33	0.11
		Dev	1.15	0.39	0.98	1.48	1.07		
11	Getting timely resolution to problems that I am experiencing with campus technology services.	Mean	7.70	8.70	7.91	0.21	-0.79	33	0.38
		Dev	1.11	0.67	0.90	1.37	1.22		
12	Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.	Mean	7.69	8.62	8.03	0.34	-0.59	29	0.19
		Dev	1.37	0.81	0.85	1.37	0.93		
13	Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.	Mean	7.30	8.52	7.30	0.00	-1.22	27	1.00
		Dev	1.30	0.74	1.44	1.83	1.55		

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 = Number of Observations; P = P value for null hypothesis H<sub>0</sub>: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

### **Suggestions from field1='STAFF'**

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 that follow are unedited.

***Having a campus Internet service that is reliable and that operates consistently across campus.***

Sometimes, we experience slow Internet speed or interruptions. Can we focus on improving these problems? Thank you. [#1719398]

-----

I am satisfied with the Internet access on campus [#1719532]

-----

The campus needs to invest in updated servers and make keeping them up and running a priority. [#1719647]

-----

I think that consolidating important NEWS is important for employees. Right now, it is the content of the Internet service that is tricky to find....Important messages that go out to employees don't always reach ALL employees. [#1719831]

-----

Essential. Without a high standard here, our work slows down. [#1720140]

-----

There are still "dead" zones, but overall much improved. [#1720225]

-----

***Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.***

Internet speeds are reasonable fast and responsive [#1719532]

-----

***Having wireless Internet coverage in all of the places that are important to me on campus.***

Wifi in Jim Hill's office is bad [#1719161]

-----

I find the wireless signals particularly weak in some "far-off" corners of the campus (like Automotive) or in departments that are at a lower ground/ basement of buildings. [#1719193]

-----

I am able to access the wireless network from areas that are important to me. [#1719532]

-----

Wireless is very limited, needs improvement! [#1719725]

-----

Coverage seems spotty in certain buildings on the edge of campus. [#1719832]

-----

Stickers or small notices in rooms and locations with wireless. [#1719857]

-----

Desirable. Need more in the PUB and Student Services floor. [#1720140]

-----

**Support for accessing the campus Internet service using my tablet or other mobile device.**

As many students and staff use tablets/ mobile devices to access the school website, it would be great if the school webpage has a "make-over" into a mobile site. [#1719193]

-----

The staff from the TSS have been very helpful, responsive and supportive whenever assistance is needed. We oftentimes work from home and over weekends. We also travel abroad due to work assignments. We recommend that the TSS provide some kind of technical support for our personal laptops and tablets, as we use them for work as well. Thank you. [#1719398]

-----

Get AT&T reception [#1719626]

-----

N/A [#1719725]

-----

Posters around campus with how to information and QR codes that link to set up process. [#1719857]

-----

VPN connection information needs to be up to date and available for staff and faculty that needs it. A bit more time needs invested in this area. [#1719911]

-----

***Having campus Web sites and online services that are easy to use.***

Website is cluttered and confusing. Finding relatively simple searches are 3 and 4 clicks in. Not all links are updated causing conflicting information. [#1719126]

-----

The school webpage might benefit from a major redesign. Some section headings are ambiguous and information is hard to find. For example: Workforce Education financial assistance information should also go under the Financial Aid section because financial assistance for Workforce Education programs is processed by the Financial Aid office, it is a form of financial aid. It may also make sense to have a section for International Education given that the number of international students we have and the school's commitment to internationalization. [#1719193]

-----

Our website is absolutely terrible and our online services are non-existent. It is especially rude to tell students that we have services and then simply refer them back to the face to face services. Lying with flourish is still lying. When the only way to turn in a form online is to print it out, fill it out with a pen, scan it and fax it back - we do not have online access. [#1719647]

-----

Not the easiest to navigate [#1719725]

-----

Very good. [#1719911]

-----

This can be tough since we have little control over some of the services most frequently used by students. What we can and should do, however, is listen to feedback from students and the staff who work with them on a daily basis. Those who make changes on the website do not work directly with students and therefore are not likely to know the website issues that frustrate them. It's very important that they listen to those that do work directly with students and make updates based on that feedback, regardless of what their personal feelings about the issue are. [#1720225]

-----

Make content fully accessible for those with disabilities [#1720396]

-----

***Accessing important campus Web sites and online services from my tablet or other mobile device.***

Can not access, do not have a tablet. Phone is old. Provide admin exempt with tablets. [#1719725]

-----

Posters around campus with how to information and QR codes that link to set up process. [#1719857]

-----

The online SCC website app is not very good. It doesn't give you the full internet site, just bits and pieces [#1720396]

-----

***Having campus technology services available that improve and enhance my collaboration with others.***

We use a cloud to share stuff because it easier. In the three years I have been with Shoreline I have not got the VPN to work well. [#1719161]

-----

Might be nice to have SharePoint but I also see that some staff on campus are not fully utilizing the technology we have now/ are not as open to utilizing new technology so there's also a human dimension to this problem. [#1719193]

-----

I don't see this as critical, but it is frustrating that we rely on one or two vendors and don't encourage or support the use of new innovative products. [#1719647]

-----

Would like to see SharePoint available [#1720396]

-----

***Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.***

This is definitely an area where I see other schools have invested more in. I don't know what those are called but they are like mobile technology station/ technology cart where there's a projector/ connection for internet/ places where the laptop can be plugged in... it would be nice to have those in classrooms. [#1719193]

-----

Having wi-fi accessibility in each and every classroom would be a large help in my work and studies. [#1719358]

-----

SCC is doing well in this area [#1719647]

-----

Would like to know from the end user what they would like to see in classroom and conference rooms. [#1719776]

-----

Technology must be simple to use with clear concise instructions including screen shots on how to set up. [#1719857]

-----

I have some troubles with getting classrooms ready for presentations. they are rooms that I'm not as familiar with. I wish working with the same set of instructions, the outcomes would be the same. That is not always the case. Maybe a step by step instruction list in each room. [#1719905]

-----

This item is pretty good, but there are still "dead" zones where internet is difficult to connect. [#1720225]

-----

**Technology support staff who are consistently courteous and thoughtful.**

"How are we doing?" service cards available all over campus for all departments, include link to service card for online services. Technology includes all departments that use technology to interface with students, faculty, and staff; registration, financial aid, library, TSS, eLearning, website. [#1719857]

-----

Usually very courteous and helpful, but not always. [#1720225]

-----

Sometimes its hard to get ahold of the people downstairs in the library to help with computer issues, Canvas problems, internet connection and mobile device problems. I had to wait over a week to hear back from someone when I couldn't connect my phone to the school internet. Overall, they do a really good job at helping when they are available. [#1720363]

-----

***Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.***

I feel like when I call sometimes they are just looking up on the internet. I think there could be knowledge on tablets. [#1719161]

-----

Some TSS staff are very knowledgeable and quick to respond, others don't appear to know as much and struggle along, which increases the wait time to resolution. [#1720225]

-----

***Getting timely resolution to problems that I am experiencing with campus technology services.***

when problems are encountered it is difficult to know where the request is in the queue. Level of service appears to be related to one's position in the College. [#1719126]

-----

Students need weekend support for college computers and networks on the weekends [#1719626]

-----

The service is essentially good. Many staff are reluctant to contact TSS if there is a problem with the HP. Service in that area is unpredictable (but seems to be improving somewhat). [#1720225]

-----

***Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.***

Not sure . . . [#1719725]

-----

How is the campus going to be told about the windows 8.1 roll out for fall quarter? [#1719776]

-----

Even though the HP is going away, we will continue to use it for some time. It's important that TSS staff are able to provide polite and knowledgeable service until we convert to PeopleSoft. [#1720225]

-----

***Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.***

Very limited, recently added some [#1719725]

-----

How to page on web that contains short videos and tutorials on campus technology [#1719857]

-----

It would be great if there was this self-help info online [#1719905]

-----

Classes on Outlook would be helpful for those who may have used another system and are not familiar. [#1719911]

-----

### **Additional Questions for field1='STAFF'**

The project coordinators for Shoreline Community College included these additional questions with this survey. At the end of the survey each respondent was provided the opportunity to respond to these questions. Below are their responses grouped together by question.

**What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) Self-reported faculty, staff only.**

Being able to access and use our system with ease, speed, and minimum of interruption in service.  
Being able to assist students with efficiency and thoroughness. [#1719125]

-----

1. Mobile and WiFi connectivity 2. Consistent and clear information updating on the website [#1719126]

-----

VPN and tablets [#1719161]

-----

My top concern is that the technology works on a consistent basis, and that it is available when I need it. [#1719252]

-----

Speed (in internet, Word, Excel, etc. processing) [#1719331]

-----

My major concern about the the technology on campus is the amount of time that the servers seem to be "down". I seem to have to call TSS at least once every other week to report an issue with outlook performance or connectivity to the campus drives. [#1719358]

-----

1.WiFi speed and coverage on campus 2.Technical Support [#1719398]

-----

More technical help for students regarding issues with the installation of course programs. [#1719477]

-----

Technology needs to be adequately funded without putting excessive burden on students. [#1719532]

-----

Having up to date monitors and computers that don't operate at snail speed. [#1719565]

-----

Basic software that is fairly up-to-date (Office). Support for public computers (including servers and wifi) and printers on the weekends [#1719626]

-----

Need better and easy access to Wi-Fi all over campus. Need tablet. [#1719725]

-----

1.Timely response for emergency situations 2. speed and access to technology [#1719738]

-----

How to get the end users the training that they need and the information on how to operate the equipment in classrooms and conference rooms. [#1719776]

-----

Uploading information to internal websites via Omni Update is cumbersome. I know a new version of Omni Update is coming. Maybe this will help! [#1719831]

-----

That it works and that it has been made in the last 2 years. I don't want to use a computer from 2005... [#1719832]

-----

Guest during workshops can log online [#1719905]

-----

I think our technology staff is excellent, committed, and efficient. [#1719911]

-----

My department uses technology often and it is vital to the training of my students, my only concern would be to have enough money in the budget to make sure that Shoreline can continually update our

departments technology. Technology is constantly evolving/improving this is difficult for any college to achieve. [#1719979]

-----

Speed of the computer. Training is desirable for a new operating system. Even a basic handout that explains where things are for quick reference. [#1720140]

-----

1. Being able to receive updated equipment when necessary. Example, printer. 2. Working with second hand computer equipment because high costs create limitations. [#1720319]

-----

TSS technical support and maintenance of assistive technology on campus Accessible webpages [#1720396]

-----

training and it would be helpful to have some ability to troubleshoot & "fix" some simple problems for myself and faculty computers so that TSS doesn't need to be called for every little issue. [#1720485]

-----

No Training [#1720487]

-----

***In regards to technology training, which delivery mode would you use the most if all were available? (Multiple Choice Question) Self-reported faculty, staff only.***

<b><i>a) None</i></b>	<b><i>2</i></b>	<b><i>6 %</i></b>
<b><i>b) Face-to-face open classes</i></b>	<b><i>12</i></b>	<b><i>38 %</i></b>
<b><i>c) Face-to-face training in a division or department meeting</i></b>	<b><i>4</i></b>	<b><i>12 %</i></b>
<b><i>d) Online class with an instructor</i></b>	<b><i>2</i></b>	<b><i>6 %</i></b>
<b><i>e) Online self directed training</i></b>	<b><i>11</i></b>	<b><i>35 %</i></b>

**What technology training opportunities would you like to have available to you? (Open-ended Question) Self-reported faculty, staff only.**

Timely training on updates to standing programs, Outlook, Word, Excel, etc. [#1719126]

-----

Advanced Microsoft Office training/ classes on MS Access/ Publisher Mac training would also be nice; basic Photoshop training as many staff also make event flyers to promote campus activities [#1719193]

-----

On-line training. [#1719252]

-----

Lynda.com has recently become available on campus, so training is being offered. [#1719324]

-----

In depth training on excel, word and web-page designs [#1719358]

-----

New system training when upgrading to new technology before the upgrade. [#1719477]

-----

Something that can be assigned to others that tracks compliance, progress, and proficiency. [#1719532]

-----

N/A [#1719565]

-----

Not sure . . . [#1719725]

-----

Any new discoveries in the field which would enhance my tech skills and service delivery is appreciated. [#1719738]

-----

Whatever I can get. [#1719776]

-----

Someone "on call" for general access questions....how to make a quick change in Excel, how to upload a document, how to use Outlook for a specific purpose... [#1719831]

-----

Learning to code [#1719832]

-----

Microsoft Office suite, Smart room technologies, [#1719857]

-----

backing up documents better [#1719905]

-----

How to connect MAC and PC through VPN access. Ways to navigate Outlook and understand the various optional settings. [#1719911]

-----

Apple products training, please. [#1719979]

-----

Email organization and tips. Operating system training when we get an upgrade or change. [#1720140]

-----

None at this time. [#1720319]

-----

Omni Update would be helpful [#1720485]

-----

**Would you prefer a laptop computer over a desktop? (Multiple Choice Question) Self-reported faculty, staff only.**

a) Yes	10	32 %
b) No	21	67 %

**How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)**

7.6563 (n=32)

-----

***How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)***

6.6000 (n=30)

-----

## **Key Findings for field1='STUDENT'**

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis  $H_0$ : Adequacy Gap Score = 0. A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

### **Positive Perceptions (Adequacy Gap Score > 0)**

### **Negative Perceptions (Adequacy Gap Score < 0)**

---

Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.

*Adequacy Gap Score = 0.51; N = 72; P = 0.04*

Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.

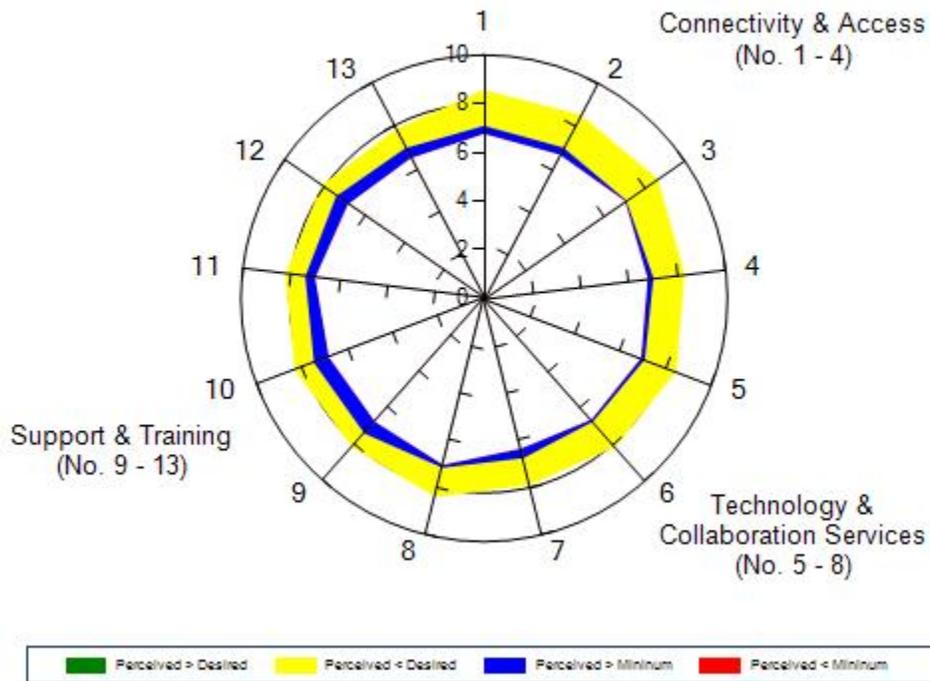
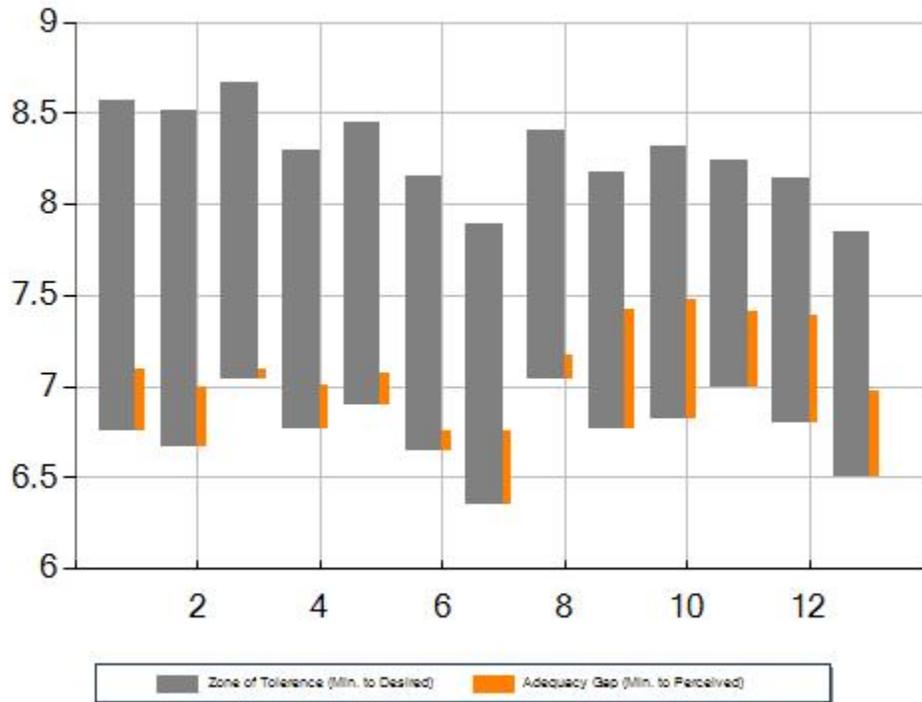
*Adequacy Gap Score = 0.53; N = 76; P = 0.01*

Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.

*Adequacy Gap Score = 0.48; N = 73; P = 0.01*

**Results for field1='STUDENT'**

Below are the charts for this view of the survey data.



## Data Tables for field1='STUDENT'

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis  $H_0$ : Adequacy Gap Score = 0. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

### Connectivity and Access

Tell us about the quality of the Internet service on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having a campus Internet service that is reliable and that operates consistently across campus.	Mean	6.71	8.56	6.92	0.21	-1.65	85	0.33
		Dev	1.55	0.76	1.65	1.99	1.64		
2	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.	Mean	6.65	8.51	6.95	0.30	-1.56	84	0.16
		Dev	1.54	0.84	1.47	1.91	1.44		
3	Having wireless Internet coverage in all of the places that are important to me on campus.	Mean	7.14	8.69	6.89	-0.25	-1.80	80	0.31
		Dev	1.61	0.62	1.84	2.18	1.82		
4	Support for accessing the campus Internet service using my tablet or other mobile device.	Mean	6.68	8.27	6.82	0.14	-1.45	78	0.56
		Dev	1.94	1.41	2.03	2.11	1.65		

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 = Number of Observations; P = P value for null hypothesis  $H_0$ : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

### Technology and Collaboration Services

Tell us about the quality of Web sites, online services, and technologies for collaboration.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having campus Web sites and online services that are easy to use.	Mean	6.88	8.43	6.94	0.05	-1.49	93	0.82
		Dev	1.67	0.91	1.56	2.23	1.66		
6	Accessing important campus Web sites and online services from my tablet or other mobile device.	Mean	6.59	8.11	6.65	0.06	-1.46	85	0.81
		Dev	1.80	1.31	2.00	2.24	1.91		
7	Having campus technology services available that improve and enhance my collaboration with others.	Mean	6.39	7.94	6.63	0.24	-1.31	83	0.32
		Dev	1.87	1.13	1.78	2.18	1.64		
8	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.	Mean	6.97	8.33	6.97	0.00	-1.36	78	1.00
		Dev	1.48	0.97	1.66	1.85	1.65		

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 = Number of Observations; P = P value for null hypothesis  $H_0$ : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

## Support and Training

Tell us about your experiences when obtaining assistance with technology on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
9	Technology support staff who are consistently courteous and thoughtful.	Mean	6.71	8.23	7.16	0.46	-1.06	79	0.06
		Dev	1.88	0.98	1.66	2.09	1.55		
10	Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.	Mean	6.74	8.29	7.25	0.51	-1.04	72	0.04
		Dev	1.78	1.10	1.69	2.11	1.78		
11	Getting timely resolution to problems that I am experiencing with campus technology services.	Mean	6.93	8.19	7.13	0.19	-1.07	72	0.37
		Dev	1.54	1.05	1.66	1.82	1.76		
12	Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.	Mean	6.75	8.13	7.28	0.53	-0.86	76	0.01
		Dev	1.65	1.13	1.57	1.82	1.67		
13	Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.	Mean	6.42	7.85	6.90	0.48	-0.95	73	0.01
		Dev	1.85	1.39	1.71	1.48	1.37		

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 = Number of Observations; P = P value for null hypothesis H<sub>0</sub>: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

## **Suggestions from field1='STUDENT'**

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 that follow are unedited.

***Having a campus Internet service that is reliable and that operates consistently across campus.***

I am a full time online student so I do not use the internet on campus. I have attended a college that I did utilize the internet at that college. I find that the internet is very important for all students because it gives them the technology to access the information that they may need for class work. One thing that I have noticed in the past at other colleges is that there is not a time limit for computer use in the library, this is one thing that needs to be addressed. [#1719096]

-----

Wider coverage of wi-fi on campus that can support more users at the same time. Very big issue in connecting to the wi-fi network as a student. the reason is not clear, but mobile devices suffer the most from my experience and experience of my classmates. [#1719219]

-----

no comment [#1719257]

-----

internet service in parking area still not that reliable ...for me i like to study or review in my car but not all the time [#1719302]

-----

I do not attend classes on campus, so these questions do not apply to me. Sorry [#1719347]

-----

The computers in the dental hygiene clinic sometimes have some trouble getting on the internet, but it is good enough not to complain too loudly about. [#1719386]

-----

Have a static router that people, students, etc. can connect to in addition to the routers that you can use while switching fr from location to location using the area coverage routers that allow internet while traversing spans of distance across campus [#1719524]

-----

We often get kicked off the wireless in the automotive depart and have to disconnect and reconnect [#1719600]

-----

WIFI is the only technology service that concerns me. As far as I am concerned, the exorbitant technology fees that I pay every quarter would allow me to set up my own personal wifi hotspot if I were to keep that money and invest it myself. Anytime that the wifi is down, or slow during normal operating hours is unacceptable. If I payed these fees to a business for technology support, I would switch to a new company. As it is, I am stuck with you guys so please do better. [#1719917]

-----

I think this is something really important because summer time is right around the corner and I would love to be outside studying and not inside. [#1720052]

-----

***Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.***

This would be a great asset for any college. The longer it takes to access information means more time that it takes to complete the task at hand. [#1719096]

-----

that easily let me to do hw and it help me to know what o need to do can improve my result [#1719166]

-----

More coverage, better harware [#1719219]

-----

no comment [#1719257]

-----

The speed is acceptable but the speed should and can always be improved. [#1719524]

-----

The library could be better, I find that sometimes it gets really slow when I'm there doing homework. [#1719576]

-----

The Internet speed is OK, but the computer processing speed is not quite satisfactory. Some laptops are recently installed in the research lab and I like it so far. Still, it takes 2 minutes on average to log in and it's too long. [#1720016]

-----

***Having wireless Internet coverage in all of the places that are important to me on campus.***

Having wireless internet in the classrooms would be an asset for both teachers as well as students for looking up information as it is being presented in the classroom. [#1719096]

-----

yes that make me can easily use the ebook in the class. and it save a lot money for the book.

[#1719166]

-----

no comment [#1719257]

-----

Sometimes I need to check the bus and listen some music to working but some places around campus such as the art building (drawing, painting room) does not have wireless [#1719280]

-----

Add one static wireless location router at each place an area router exits. This would be in addition to the all over coverage provided on campus currently that I cannot connect to, hopefully solving my connectivity issues. [#1719524]

-----

It could be better in the auto department I. [#1719600]

-----

it does not catch on the parking lot and sometimes inside the concrete buildings. [#1719612]

-----

There are many blank spots in the campus wi-fi network, such as certain class rooms and walkways. I find it particularly annoying that parts of the library are poorly covered by wi-fi. [#1719661]

-----

There are weak wifi connection in various spots in campus, especially in between buildings [#1719735]

-----

In term of range and speed, scc-public is superior to scc-student. I cannot connect or receive a very weak signal from scc-student sometimes while scc-puclic works just fine in those times. Sign-in is required prior to connect, is one of the weak points. It's common sense that scc-public is primarily for the public, but it's inconvenient for students have to use scc-public due to the narrow range of scc-student.

[#1720016]

-----

Have issues staying connected in the Nursing building and in the Chemistry/Biology learning center/bld. Did not have these issues as often in the math learning center and have used different computers with the same issues. [#1720405]

-----

**Support for accessing the campus Internet service using my tablet or other mobile device.**

Since there is more and more students using tablets and other mobile devices now days it would be very beneficial to be able to access the campus internet service. I do feel that this service should only be allowed on campus and not accessible off campus for just anyone to use at anytime. Maybe a fee could be asked for those who want to use the internet. [#1719096]

-----

yes, because i can get the wifi for free and the tablet or other mobile device is cheap. i can use it everywhere in the campus. [#1719166]

-----

It is not easy to find a person who can help set the internet on mobile devises. Students teach each other what user names to try and what might be the password. Other settings, like some four letter abbreviations, there is at least ten of them, most people do not know what to choose. [#1719612]

-----

Never been a problem [#1719999]

-----

I found some technology staff are not as knowledgeable. There was time that two staff trying to help me for my lap top which did not allow me to get on the school Wi-Fi net work. After taking long time, they finally called someone for help and it took him only 3 minutes to solve the problem. [#1720359]

-----

**Having campus Web sites and online services that are easy to use.**

Since I have been using the Shoreline website for a few years now I have learned the hidden secrets of the site. When I first started it was hard to navigate on finding what classes were offered, when and where. [#1719096]

-----

yes [#1719166]

-----

no comment [#1719257]

-----

Not all services on campus are represented on the school website. The dental hygiene department has tried to get our information on the website so that more students and faculty were aware of the services provided on campus, but we have not seen much action taken. How are we supposed to be able to get the word out to the students if we can't reliably count on the school to help promote it's own program? It would be nice to have a better system in place to help each other out. [#1719386]

-----

Our website is a challenge to navigate. It is not clean, or user friendly. I think this has affected some of our enrollment status. International and Domestic students, students of the 21st century, use school websites a lot in their decision of whether or not to attend that school. The amount of links on the website needs to be a cleaner transition of one thing to another, but that could be fixed if we had a useful search engine, that does not refer us back to google to go back to some portion of the shoreline website [#1719660]

-----

Many services and websites require different logins, making things difficult. [#1719755]

-----

Implement color coding options for classes and their assignments in Canvas. Makes it easier to differentiate under the "Upcoming Assignments" category. [#1719906]

-----

Never been a problem [#1719999]

-----

Having a separate website for club activities is a huge drawback in getting students to participate in social activities. The front page of website should have a url linked to the canvas and echo (if we're going to use echo for next year). Not a lot of people want to memorize the url despite how short it is. The sliding images on the website are outdated. (Music Technology, Veteran Friendly, STEM) [#1720016]

-----

SCC website functions horribly. Reeks of poor design practice. Sharply behind competitors - North, Edmonds, etc. [#1720041]

-----

I am enrolled in only online classes. Easy to navigate webpages are very helpful. [#1720300]

-----

I am taking online classes, so most of the questions are not really applicable to me. Thank you. [#1720459]

-----

**Accessing important campus Web sites and online services from my tablet or other mobile device.**

I have only had a few problems with the web site on my tablet, things such as test taking. [#1719096]

-----

Poorly supported portable devices, canvas mobile lacks many important features the full version of canvas has. [#1719219]

-----

Doing a great job. Search could be better. More user friendly [#1719524]

-----

The Shoreline App could be a huge draw for students, and it is underdeveloped, and not utilized. [#1719660]

-----

I just received an update on my app so some of the things that I found annoying may be fixed. It just seemed hard to move around in before. [#1719978]

-----

Never been a problem [#1719999]

-----

The apps for the shoreline website are not user friendly and do not take me where I need to go. It also refuses to use my correct log in information. I have been forced to go the web and use the full shoreline site from my phone. [#1720405]

-----

Sometimes, if I use the internet on campus, it will be disconnect and i have to re-login, I don't like that system, just want to keep connect while people don't use it. And make not re- login all the time. [#1720437]

-----

***Having campus technology services available that improve and enhance my collaboration with others.***

I have had no problems with using the Shoreline email or even the e-mail on the Canvas website. [#1719096]

-----

that will be great [#1719166]

-----

no comment [#1719257]

-----

I am unaware of any such services on campus, but I also feel that non-campus resources (ie Google Docs) provide this functionality already. [#1719661]

-----

There are not enough room for students to use computers between classes. For some specific side ware/program, students even have nowhere to access, such as java programs Netbeans. Better allow 1-2 computers at the library or computer lab to access it [#1719735]

-----

Social networking is taking over the task of connecting students. However, the majority is individualized, scattered, and chaotic. I prefer to have a forum with specific categories to fit the needs of students. [#1720016]

-----

Collaborative room in library is excellent & a good start. [#1720041]

-----

***Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.***

This would be a strong asset so there is the automatic ability to look up needed information that is being taught. [#1719096]

-----

Last quarter in my speech class, we tried multiple times to get the sound to work in the classroom. After a couple weeks of failed class activities (where we were supposed to just watch a MLK speech etc. we then just had to read the transcripts, I really felt like it could have been much more impact if we could have watch the actual speeches. We had a tech come to the class to try and fix the problem and after 30 minutes he figured it out, the next day we had the same problem. We had no sound the entire quarter. This was frustrating for the students as well as the teacher. Maybe giving the teachers a lesson in the technology could help, however this seemed to be a problem for the classroom system, it was really frustrating. [#1719529]

-----

I often times see teachers, who maybe for lack of training or knowledge, do not use technology in there teachings, and I mean this specifically when certain disciplines could be using them. Such as MCS105, Engineering classes, Chemistry, etc. [#1719660]

-----

There is not, to my knowledge, a good place on campus to gather a group around a computer and discuss projects outside of class. All the places that I know of that have computers are quiet areas, and all the places where students can discuss and be loud are without computers. [#1719661]

-----

The Physics Center and Chem Lab should have computers for students to use. [#1719917]

-----

The technology for presenting information in the nursing building seems like it needs some upgrading. There is always issues with getting the audio on when doing presentation. Teachers and students have consistently had problems with it. [#1719999]

-----

A+. Good job. [#1720041]

-----

Use the latest technology to allow the presentation of material in a flexible yet untegrated manner. Web enabled white boards would be a great start. Perhaps include web/voice conferencing ability. [#1720060]

-----

***Technology support staff who are consistently courteous and thoughtful.***

no comment [#1719257]

-----

The staff seems to be very nice, but that previous issue really stuck with me. [#1719529]

-----

***Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.***

The TSS staff perform above and beyond my expectations every time. Pay raises they solve problems my computer tech persons at my local computer store cannot. [#1719524]

-----

I have had many times where tech support is simply no where to be found when I need them, and had to ask other students how to work certain tech issues I've been having. And a number of times I found that the support staff seemed to have no idea how to fix the problem that I was experiencing or not understand what I was asking about. For this I would maybe recommend better training/higher requirements for tech staff, and maybe more than one tech staff available if the other is busy.

[#1719669]

-----

**Getting timely resolution to problems that I am experiencing with campus technology services.**

no comment [#1719257]

-----

More often than not I don't get responses to issues I'm having say with Canvas until a couple of days after I ask the question and at that point I've asked other students and they've been able to answer my questions for me. Though I can understand that the support staff is bogged down with questions, it would be nice to have responses sent a little quicker? Or have an automatic email sent answering many basic questions that are often asked. [#1719669]

-----

Never been a problem [#1719999]

-----

***Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.***

no comment [#1719257]

-----

Never been a problem [#1719999]

-----

Everything is good for me ,i dont have any complain yet [#1720038]

-----

### **Additional Questions for field1='STUDENT'**

The project coordinators for Shoreline Community College included these additional questions with this survey. At the end of the survey each respondent was provided the opportunity to respond to these questions. Below are their responses grouped together by question.

***What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) Self-reported faculty, staff only.***

***In regards to technology training, which delivery mode would you use the most if all were available? (Multiple Choice Question) Self-reported faculty, staff only.***

<b><i>a) None</i></b>	<b><i>0</i></b>	<b><i>0 %</i></b>
<b><i>b) Face-to-face open classes</i></b>	<b><i>0</i></b>	<b><i>0 %</i></b>
<b><i>c) Face-to-face training in a division or department meeting</i></b>	<b><i>0</i></b>	<b><i>0 %</i></b>
<b><i>d) Online class with an instructor</i></b>	<b><i>0</i></b>	<b><i>0 %</i></b>
<b><i>e) Online self directed training</i></b>	<b><i>0</i></b>	<b><i>0 %</i></b>

***What technology training opportunities would you like to have available to you? (Open-ended Question) Self-reported faculty, staff only.***

**Would you prefer a laptop computer over a desktop? (Multiple Choice Question) Self-reported faculty, staff only.**

a) Yes	0	0 %
b) No	0	0 %

**How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)**

7.3263 (n=95)

-----

***How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)***

6.5532 (n=94)

-----