ITS Student Survey Findings - REVISED
December 2005

The ITS Student Survey was sent to all students on the student list-serv during fall term, 2005 (1828 students). From the emailed invitation, 713 students responded to the survey (39% response rate). There were roughly equal numbers of students from each class year. There were slightly more female respondents, but not substantially so. Their primary housing situation was in the residence halls.

Overall findings
- Students are highly satisfied with technology at Carleton and how it’s met their expectations (86% and 88% satisfied + very satisfied)
- Students feel ambiguous about their current involvement in setting technology priorities (43% somewhat involved, 41% somewhat uninvolved). However, the majority feel student involvement is important (82% somewhat important + important). They feel ITS priorities are poorly communicated to them (72% poorly + very poorly).
- Over 50% of students bring the following items with them to Carleton: desktop, gaming system, laptop, TV, cell phone.
- 80% of students feel high priority items are communicated to them well (well + v. well). Only 43% feel the same way about general info while 76% feel future directions are communicated poorly or very poorly.
- Email is the best way to communicate with students. The majority prefer Carleton webmail.
- The best supported technologies are Webmail and IM. The least supported technologies are cable TV and wireless. Overall, Carleton is supporting all technologies “well”.
- When they need help, students most frequently go to their neighbors, the web, or the SCIC in CMC. They least frequently use retail tech support, RAs, or another source.
- 52% of students used the SCIC for help once a term. Only 6% used it once a month. Of those who used the SCIC, 80% were always or sometimes satisfied with the results.
- The most important types of help include a 24-hour helpdesk and phone-based computing help. The least important were advanced MS Office training and help with course technologies.
- 47% of students feel there are both enough computers and labs. However, 29% feel there are enough labs but not enough computers.
- 90%+ students reported the labs meet their academic and personal needs well or very well, that online access to registration, etc. info. and access to course materials is done well or very well.
- The majority of students reported printers meeting their needs (84% well + very well), special printing needs being met on campus (78% w+vw)

Findings by gender
In this section, I am only commenting on substantial differences between the genders or on substantial differences between one gender and the overall findings.
Women are more satisfied with how Carleton has met their technological expectations (92% well + very well, vs. 83%) – possibly because they bring fewer “gadgets” with them to Carleton (see data below).

Women feel students are somewhat involved in ITS priorities process (46%) while men feel somewhat uninvolved (42%). The majority of both believe that student involvement is somewhat or very important. They both feel that future priorities are communicated poorly to students.

Over 50% of men bring a desktop, gaming system, laptop, PDA, TV, or cell phone to Carleton. Fewer than 50% of women bring a gaming system or PDA. Roughly 50% of women bring a desktop or TV.

The two items brought by most students to Carleton are a laptop (86%) and a cell phone (88%).

Women are more satisfied with ITS support of video and voice chat, gaming systems, and wireless.

Women most often seek help from SCIC in CMC and a neighbor/friend. Men most often seek help from neighbor/friend, the web.

Women least often seek help from retail tech or another source. Men least often seek help from retail tech or their RAs.

Men are more likely to never use the SCIC for help.

Men and women feel help from a 24-hour helpdesk or phone help are most important and both feel that advanced MS Office training is least important. Men also think that help with course technologies is less important while women think reporting and tracking your problem electronically is less important.

Findings by class year

In this section, I am only commenting on substantial differences between the class years or on substantial differences between one class year and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences.

Juniors and Seniors feel students are somewhat uninvolved in setting priorities (52% and 44%) while Frosh and Sophomore feel students are somewhat involved (52% and 45%).

All feel that student involvement in setting priorities is important or very important (79 – 86%).

Over 50% of frosh and juniors brought a desktop, gaming system, laptop, PDA, TV, or cell phone to Carleton. Fewer than 50% of sophs and seniors brought a gaming system or PDA. 85%+ from each class brought a cell phone to campus.

While all students feel future directions are poorly communicated, frosh feel less well communicated with regarding high priority items and general info. than other class years.

All classes said webmail and IM were best supported technologies (file storage for all but sophomores). Cable was universally the worst supported. (juniors and seniors also included gaming; sophomores included mobile computing; frosh included wireless).
▪ Frosh, sophs, and juniors prefer Carleton webmail, though this preference declines over the years. Seniors prefer Mulberry. Preference for Mulberry and Thunderbird increases over the years.
▪ When seeking help, all go most often to a neighbor/friend. Frosh and juniors also use the web frequently. Sophomores and seniors use the SCIC in CMC frequently.
▪ When seeking help, all least often go to retail tech. Frosh and seniors least often use other sources. Sophomores and juniors least often go to their RAs.
▪ The majority of frosh never use the SCIC. Use of the SCIC increases from sophomore to senior years.

Findings by housing type
In this section, I am only commenting on substantial differences between the types of housing or on substantial differences between one class year and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences. (RH = residence halls; OCH = On-campus housing; NFO = Northfield Option)

▪ Respondents from RH were predominantly frosh.
▪ Respondents from NFO were upper classmen (juniors and seniors only)
▪ **There could be an interaction between class year and house that hasn’t been looked at given time constraints. We could look at this more closely in the future.**
▪ RH and OCH feel somewhat involved (43%) while NFO feel uninvolved (49%). Approx. 80% each group feels it’s important or very important for students to be involved in setting priorities.
▪ 50%+ of RH brought all gadgets (desktop, gaming system, laptop, PDA, TV, or cell phone).
▪ 50%+ of OCH and NFO brought all but gaming system and PDA.
▪ All groups feel poorly or very poorly communicated with about future directions, but NFO feel substantially more disappointed with communications (91% v. avg. 77%)
▪ Webmail and IM were best supported technologies.
▪ Cable TV and wireless were least supported technologies for RH and OCH.
▪ Cable TV, gaming system, and voice/video chat were least supported technologies for NFO.
▪ Rh prefer to use webmail; OCH have a split for which email they prefer: webmail (28%), Mulberry (25%), and Thunderbird (22%); NFO prefer Mulberry (36%) with webmail a close second (28%). **It’s unclear if these different preferences are due to living situation or to class standing.**
▪ When seeking help, RH go to neighbor or family; OCH go to SCIC at CMC or neighbor; NFO go to neighbor or SCIC at CMC
▪ When seeking help, all groups least use retail tech. OCH and NFO also least use RA.
▪ RH and OCS need help least with MS Office training and course technologies. NFO need least help with tracking problems and dorm house calls.
▪ OCH more satisfied (95% v. 87%) with support of their digital lifestyle.
▪ NFO less satisfied (65% v. 85%) with lab printers.
▪ NFO less satisfied (82% v. 91%) with electronic access to course materials.
CONCLUSIONS (in no particular order)

1. There is a disconnect between the current level of student involvement in ITS priorities and student felt importance of their involvement in setting these priorities. This was clear throughout all of the breakouts, so it is not due to gender, class year, or housing arrangement.

2. ITS is doing a fine job of communicating with students about high priority issues, but other kinds of communication (gen’l info., future directions) is not great (frosh really feel out of the loop)

3. There is some conflation between housing and class year. Responses to housing breakouts should be interpreted cautiously.

4. Frosh, those in RH, and men are less likely to get help at the SCIC in the CMC. However, SCIC use increases from soph to senior years.

5. Generally, technology is well supported. IM and webmail are the best supported across groups, cable TV the worst.

6. Generally, students prefer to be emailed and use Carleton webmail. However, use of webmail declines as students move from frosh to seniors while preference for Mulberry increases.

7. Frosh and men bring the most gadgets to Carleton (over 50% of each group bring all the items listed in Q9). Men are less satisfied than women with the way Carleton supports their digital lifestyle.

8. There is very high satisfaction (90%+) with the labs for academic and personal needs, online registration, and access to course material (except for NFO who have less satisfaction accessing online course material).

9. It’s possible that, because there are more gadgets in RH, that they have higher tech needs and require more tech support.

10. What are the expectations NFO students have regarding Carleton ITS services? What is, should, Carleton be supporting them in?

11. Why do so many students go to their neighbors? Is it proximity? Easy access?
1. Demographics

1. What is your anticipated graduation year?

<table>
<thead>
<tr>
<th>Year</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>23%</td>
<td>164</td>
</tr>
<tr>
<td>2007</td>
<td>22%</td>
<td>157</td>
</tr>
<tr>
<td>2008</td>
<td>25.1%</td>
<td>179</td>
</tr>
<tr>
<td>2009</td>
<td>29.9%</td>
<td>213</td>
</tr>
</tbody>
</table>

Total Respondents 713

( skipped this question ) 0

2. What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54.8%</td>
<td>391</td>
</tr>
<tr>
<td>Male</td>
<td>45.2%</td>
<td>322</td>
</tr>
</tbody>
</table>

Total Respondents 713

( skipped this question ) 0

3. What type of housing do you live in?

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Hall</td>
<td>70.3%</td>
<td>501</td>
</tr>
</tbody>
</table>

2. General Questions

4. How satisfied are you with computing technology at Carleton this academic year?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>17.8%</td>
<td>117</td>
</tr>
<tr>
<td>Satisfied</td>
<td>68.8%</td>
<td>453</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>11.4%</td>
<td>75</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>2%</td>
<td>13</td>
</tr>
</tbody>
</table>

Total Respondents 658

5. How well has Carleton met the technological expectations you had when you came to college?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>27.6%</td>
<td>182</td>
</tr>
<tr>
<td>Well</td>
<td>60.8%</td>
<td>401</td>
</tr>
<tr>
<td>Poorly</td>
<td>10.6%</td>
<td>70</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0.9%</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Respondents 659

6. How involved do you feel students are in the process that sets the priorities for technology projects on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very involved</td>
<td>5%</td>
<td>32</td>
</tr>
<tr>
<td>Somewhat involved</td>
<td>43.3%</td>
<td>275</td>
</tr>
<tr>
<td>Somewhat uninvolved</td>
<td>40.6%</td>
<td>258</td>
</tr>
<tr>
<td>Very uninvolved</td>
<td>11%</td>
<td>70</td>
</tr>
</tbody>
</table>

Total Respondents 635

7. How important is student involvement in setting priorities for ITS projects on campus?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>29.4%</td>
<td>188</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>52.4%</td>
<td>335</td>
</tr>
<tr>
<td>Somewhat unimportant</td>
<td>16.9%</td>
<td>108</td>
</tr>
<tr>
<td>Very unimportant</td>
<td>1.3%</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Respondents: 639

(skipped this question) 74

8. How well are those priorities communicated to you?

<table>
<thead>
<tr>
<th>Communication</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1.5%</td>
<td>10</td>
</tr>
<tr>
<td>Well</td>
<td>26.3%</td>
<td>171</td>
</tr>
<tr>
<td>Poorly</td>
<td>57.6%</td>
<td>375</td>
</tr>
<tr>
<td>Very poorly</td>
<td>14.6%</td>
<td>95</td>
</tr>
</tbody>
</table>

Total Respondents: 651

(skipped this question) 62

3. More Specific Questions

9. How many of each of the following devices did you bring with you to campus?

<table>
<thead>
<tr>
<th>Device</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop</td>
<td>60.3%</td>
<td>388</td>
</tr>
<tr>
<td>Gaming System</td>
<td>51.6%</td>
<td>332</td>
</tr>
<tr>
<td>Laptop</td>
<td>87.7%</td>
<td>564</td>
</tr>
<tr>
<td>PDA</td>
<td>47.9%</td>
<td>308</td>
</tr>
<tr>
<td>Television</td>
<td>57.5%</td>
<td>370</td>
</tr>
<tr>
<td>Cellphone</td>
<td>87.9%</td>
<td>565</td>
</tr>
</tbody>
</table>

Total Respondents: 643

(skipped this question) 70

10. How well does ITS communicate with you about the following types of information?
11. What is the best way for ITS to notify you about important computing issues, for example an impending email outage?

<table>
<thead>
<tr>
<th>Method</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carltonian</td>
<td>0.9%</td>
<td>6</td>
</tr>
<tr>
<td>Email</td>
<td>85.3%</td>
<td>550</td>
</tr>
<tr>
<td>Flyers</td>
<td>1.2%</td>
<td>8</td>
</tr>
<tr>
<td>NNB</td>
<td>4.3%</td>
<td>28</td>
</tr>
<tr>
<td>Student Computing Information Center (SCIC) web page</td>
<td>0.6%</td>
<td>4</td>
</tr>
<tr>
<td>Postal/campus mail</td>
<td>6.5%</td>
<td>42</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1.1%</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Respondents 645

12. How well does Carleton support your use of the following technologies?

<table>
<thead>
<tr>
<th>Technology</th>
<th>Very well</th>
<th>Well</th>
<th>Poorly</th>
<th>Very poorly</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webmail</td>
<td>50% (318)</td>
<td>46% (292)</td>
<td>4% (27)</td>
<td>1% (4)</td>
<td>1.56</td>
</tr>
<tr>
<td>Instant Messaging</td>
<td>31% (174)</td>
<td>54% (304)</td>
<td>12% (67)</td>
<td>3% (15)</td>
<td>1.86</td>
</tr>
<tr>
<td>Video and Voice chat</td>
<td>12% (49)</td>
<td>49% (200)</td>
<td>30% (122)</td>
<td>10% (41)</td>
<td>2.38</td>
</tr>
<tr>
<td>Gaming</td>
<td>12% (46)</td>
<td>49% (192)</td>
<td>27% (104)</td>
<td>12% (46)</td>
<td>2.39</td>
</tr>
<tr>
<td>File storage</td>
<td>27% (160)</td>
<td>57% (335)</td>
<td>13% (75)</td>
<td>2% (13)</td>
<td>1.90</td>
</tr>
<tr>
<td>Web publishing</td>
<td>15% (58)</td>
<td>65% (259)</td>
<td>17% (67)</td>
<td>4% (14)</td>
<td>2.09</td>
</tr>
<tr>
<td>Wireless</td>
<td>7% (38)</td>
<td>46% (240)</td>
<td>33% (170)</td>
<td>14% (70)</td>
<td>2.53</td>
</tr>
<tr>
<td>Blog publishing</td>
<td>17% (62)</td>
<td>61% (226)</td>
<td>18% (66)</td>
<td>5% (17)</td>
<td>2.10</td>
</tr>
<tr>
<td>Cable TV</td>
<td>8% (34)</td>
<td>38% (167)</td>
<td>29% (130)</td>
<td>26% (114)</td>
<td>2.73</td>
</tr>
<tr>
<td>Mobile Computing</td>
<td>13% (58)</td>
<td>53% (238)</td>
<td>25% (111)</td>
<td>9% (40)</td>
<td>2.30</td>
</tr>
</tbody>
</table>

Total Respondents 642
13. What program do you prefer to use to read and send email?

<table>
<thead>
<tr>
<th>Program</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entourage</td>
<td>0.8%</td>
<td>5</td>
</tr>
<tr>
<td>Mac Mail</td>
<td>12.8%</td>
<td>82</td>
</tr>
<tr>
<td>Mulberry</td>
<td>17.3%</td>
<td>111</td>
</tr>
<tr>
<td>Outlook</td>
<td>4.4%</td>
<td>28</td>
</tr>
<tr>
<td>Thunderbird</td>
<td>14.5%</td>
<td>93</td>
</tr>
<tr>
<td>Webmail (Carleton)</td>
<td>42.6%</td>
<td>273</td>
</tr>
<tr>
<td>Webmail (non-Carleton)</td>
<td>4.5%</td>
<td>29</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>3.1%</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Respondents 641

4. Getting Answers

14. If you have a computing question, where do you go for help? Please rank the following options according to how often you use them. You can only choose each column once (SCIC = Student Computing Information Center):

<table>
<thead>
<tr>
<th>Option</th>
<th>Most often</th>
<th>Least often</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIC website</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>SCIC in CMC</td>
<td>24%</td>
<td>3%</td>
</tr>
<tr>
<td>SCIC in Library</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td>My resident assistant</td>
<td>1%</td>
<td>21%</td>
</tr>
<tr>
<td>My neighbor/friend</td>
<td>34%</td>
<td>2%</td>
</tr>
<tr>
<td>Family member (e.g., parent)</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>The web (e.g., Google)</td>
<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>The manufacturer</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Retail tech support (Geek Squad, etc.)</td>
<td>1%</td>
<td>24%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Total Respondents 559
15. In the last year how frequently have you called or stopped by the SCIC for technical help?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once a month</td>
<td>6.2%</td>
<td>36</td>
</tr>
<tr>
<td>Once a month</td>
<td>14.2%</td>
<td>82</td>
</tr>
<tr>
<td>Once a term</td>
<td>52%</td>
<td>300</td>
</tr>
<tr>
<td>Never</td>
<td>27.6%</td>
<td>159</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>577</strong></td>
<td></td>
</tr>
</tbody>
</table>

16. When using the SCIC for computing help, how often are you satisfied with the results?

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>29.7%</td>
<td>153</td>
</tr>
<tr>
<td>Sometimes</td>
<td>50.3%</td>
<td>259</td>
</tr>
<tr>
<td>Rarely</td>
<td>12.8%</td>
<td>66</td>
</tr>
<tr>
<td>Never</td>
<td>7.2%</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>515</strong></td>
<td></td>
</tr>
</tbody>
</table>

17. When seeking computing help, rank the following in order of importance:

<table>
<thead>
<tr>
<th>Service</th>
<th>Most Important</th>
<th>Least Important</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone-based computing help</td>
<td>36% (146)</td>
<td>5% (21)</td>
<td>3.52</td>
</tr>
<tr>
<td>Drop-off window for software repairs on personally owned equipment</td>
<td>10% (37)</td>
<td>5% (19)</td>
<td>4.99</td>
</tr>
<tr>
<td>Drop-off window for hardware repairs on personally owned equipment</td>
<td>8% (29)</td>
<td>4% (14)</td>
<td>5.18</td>
</tr>
<tr>
<td>24-hour helpdesk</td>
<td>21% (82)</td>
<td>1% (5)</td>
<td>3.92</td>
</tr>
<tr>
<td>Advanced training with MS Office (Word, Excel, PowerPoint)</td>
<td>3% (10)</td>
<td>21% (69)</td>
<td>7.33</td>
</tr>
<tr>
<td>Course-specific application assistance (SPSS, Photoshop, etc)</td>
<td>3% (12)</td>
<td>3% (9)</td>
<td>6.17</td>
</tr>
<tr>
<td>Dorm House Calls</td>
<td>6% (22)</td>
<td>11% (39)</td>
<td>6.27</td>
</tr>
<tr>
<td>Ability to report and track your problem electronically</td>
<td>2% (7)</td>
<td>10% (35)</td>
<td>6.80</td>
</tr>
<tr>
<td>Consistent contact person from problem report to resolution</td>
<td>6% (22)</td>
<td>5% (19)</td>
<td>6.09</td>
</tr>
</tbody>
</table>
5. Labs, Web, etc.

18. Are public computing labs conveniently located, and are there enough computers available in those labs?

- There are enough locations and computers. [46.6% (258)]
- There are enough locations but not enough computers. [28.7% (159)]
- More locations are needed, but there are enough computers in the current labs [15.3% (85)]
- We need more locations and more computers in them. [9.4% (52)]

19. How well do the lab computers and software support your coursework?

- Very well [45.6% (252)]
- Well [51.7% (286)]
- Poorly [2.4% (13)]
- Very poorly [0.4% (2)]

20. How well do the lab computers and software support your digital lifestyle?

- Very well [31% (167)]
- Well [58.8% (317)]
- Poorly [9.1% (49)]
- Very poorly [1.1% (6)]
21. How well do Carleton lab printers support the features you need (e.g. color, duplexing)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>29.9%</td>
<td>165</td>
</tr>
<tr>
<td>Well</td>
<td>54.1%</td>
<td>298</td>
</tr>
<tr>
<td>Poorly</td>
<td>14.5%</td>
<td>80</td>
</tr>
<tr>
<td>Very poorly</td>
<td>1.5%</td>
<td>8</td>
</tr>
</tbody>
</table>

22. How well are your specialized printing needs (photos, banners, etc.) met on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>19.5%</td>
<td>97</td>
</tr>
<tr>
<td>Well</td>
<td>58.6%</td>
<td>291</td>
</tr>
<tr>
<td>Poorly</td>
<td>20.1%</td>
<td>100</td>
</tr>
<tr>
<td>Very poorly</td>
<td>1.8%</td>
<td>9</td>
</tr>
</tbody>
</table>

23. How easy is it to find the information or resources you're looking for on the Carleton website?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>10.2%</td>
<td>56</td>
</tr>
<tr>
<td>Easy</td>
<td>60.4%</td>
<td>332</td>
</tr>
<tr>
<td>Hard</td>
<td>25.1%</td>
<td>138</td>
</tr>
<tr>
<td>Very hard</td>
<td>4.4%</td>
<td>24</td>
</tr>
</tbody>
</table>

24. How well does Carleton provide online access to course registration, grades, student employment, transcripts, financial aid information, etc.?
25. How well does Carleton support electronic access to course materials (e.g. course folders, E-Reserves, course mailing lists)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>48.4%</td>
<td>267</td>
</tr>
<tr>
<td>Well</td>
<td>45.1%</td>
<td>249</td>
</tr>
<tr>
<td>Poorly</td>
<td>4.9%</td>
<td>27</td>
</tr>
<tr>
<td>Very poorly</td>
<td>1.6%</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>552</strong></td>
<td></td>
</tr>
</tbody>
</table>

(skipped this question) | 161

6. Open-Ended Questions

26. What do you think ITS does best to support students?

(skipped this question) | 459

27. What area does ITS need to work on most to better meet student computing needs?

(skipped this question) | 407

28. What else should we have asked? How would you have answered it?

(skipped this question) | 581
What do you think ITS does best to support students?

<table>
<thead>
<tr>
<th>Comment</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amazing help line/desk (SCIC)</td>
<td>79</td>
</tr>
<tr>
<td>Availability to support student needs-quick response to questions and issues</td>
<td>45</td>
</tr>
<tr>
<td>Computer lab availability and maintenance /useful programs</td>
<td>30</td>
</tr>
<tr>
<td>Hardware and software support</td>
<td>18</td>
</tr>
<tr>
<td>Knowledgeable students and faculty to help students with problems</td>
<td>14</td>
</tr>
<tr>
<td>I don't know/no comment</td>
<td>13</td>
</tr>
<tr>
<td>Promptly informs students of upcoming problems with the network, good communication with the students</td>
<td>10</td>
</tr>
<tr>
<td>Internet speed/email system</td>
<td>8</td>
</tr>
<tr>
<td>Maintenance of College website</td>
<td>5</td>
</tr>
<tr>
<td>Wireless access</td>
<td>5</td>
</tr>
<tr>
<td>Online folders/storage</td>
<td>5</td>
</tr>
<tr>
<td>Keep the students and their needs in mind/very in touch with student needs</td>
<td>4</td>
</tr>
<tr>
<td>Online management of information (transcripts, grades, registration, etc.)</td>
<td>4</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>14</td>
</tr>
</tbody>
</table>

• **Amazing help line/desk (SCIC)**-The top response to the question of what ITS does best to support the students was the SCIC help line/desk (i.e. “I like being able to call and talk to someone anytime, and if I keep calling someone has always managed to solve the problem”). These students appreciate the availability of having this service to them and have taken advantage of this service (i.e. “The 24-hour help desk can save nearly anyone’s life in times of despair”).

• **Availability to support student needs/quick response to questions and issues**-Students were also pleased with the rate of response that they received when assisted with their computer problems (i.e. Personal help, immediate assistance. Problems are solved quickly” and “A great resource in individual computer problem solving”).

• **Computer lab availability and maintenance/useful programs**-45 students responded that they felt that there are a good number of computers on hand for them to use and the software supplied is practical (i.e. “ITS tries to have lots of equipment available for students to use” and “Good public labs, some useful software”).

The two major trends that emerged from this question are support and hardware availability. The students are pleased with the amount of support that is available to them in addition to the speed in which it is received. They also stated that the hardware that is sufficient hardware available for their use.
Student ITS Survey – Summary of Open-Ended Questions
December 2005
Dana Buddenbaum

What area does ITS need to work on most to better meet student computing needs?

<table>
<thead>
<tr>
<th>Area/Issue</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus wide wireless/wireless in the dorms</td>
<td>72</td>
</tr>
<tr>
<td>Increased number of computers/computer reliability/server reliability</td>
<td>63</td>
</tr>
<tr>
<td>Higher speed internet connection/better internet connection</td>
<td>48</td>
</tr>
<tr>
<td>ITS communication with students/accessibility/information dissemination</td>
<td>32</td>
</tr>
<tr>
<td>More experienced/better trained workers in SCIC, more friendly and polite</td>
<td>29</td>
</tr>
<tr>
<td>Make college website easier to navigate and make it more up to date</td>
<td>12</td>
</tr>
<tr>
<td>Faster computer repair</td>
<td>8</td>
</tr>
<tr>
<td>education/training on how to use the computer and various programs</td>
<td>8</td>
</tr>
<tr>
<td>Nothing</td>
<td>4</td>
</tr>
<tr>
<td>Registration part of the website is slow and difficult to use</td>
<td>4</td>
</tr>
<tr>
<td>I don't know</td>
<td>3</td>
</tr>
<tr>
<td>Need additional website storage space/Collab space</td>
<td>3</td>
</tr>
<tr>
<td>Playing games over internet is very slow during most times of the day</td>
<td>3</td>
</tr>
<tr>
<td>Send one person to see a problem through</td>
<td>2</td>
</tr>
<tr>
<td>Confusion/frustration over having to change password</td>
<td>2</td>
</tr>
<tr>
<td>Better formatted web surveys</td>
<td>2</td>
</tr>
<tr>
<td>Make the Macs go away</td>
<td>2</td>
</tr>
<tr>
<td>More Mac-related training, labs, etc</td>
<td>2</td>
</tr>
<tr>
<td>File sharing</td>
<td>2</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>22</td>
</tr>
</tbody>
</table>

- **Campus wide wireless/wireless in the dorms**- The greatest number of students who responded to this question stated that they would like improved campus wide wireless, especially in the dorms (i.e. “Wireless in every building (dorms, classes, etc). Wireless in outdoor public places often used by students (bald spot, etc)” and “Get wireless on campus dorms, academic buildings, and houses as well”).

- **Increased number of computers/computer reliability/server reliability**- The second largest area where students would like to see an improvement is to increase the number of computers in the labs, set up computer labs in the dorms, and add to the existing computers in the library. A few students mentioned the lack of available computers during finals (i.e. “There are just not enough computers and printers in the library. At peak hours they are all taken” and “…need more computers in the library, especially during finals…”). Students would also like to see consistent reliability in the computers and printers in the labs, in addition to the labs being stocked with appropriate supplies (paper, staples, etc.) and offer duplex printing on all printers on campus (i.e. “Making sure lab computers are always perfectly functioning and are able to support emerging technologies-it is UNACCEPTABLE for lab machines to be consistently malfunctioning though the term and to not support some widespread technologies-e.g. usb mass storage devices not being supported by the PC’s …”). Also mentioned was increasing the
number of scanners and color copiers/printers available to the students (i.e. “Scanners in computer labs other than the library would be really nice”).

- **Higher speed internet connection/better internet connection** - 48 students requested higher speed internet connection or a better internet connection along with increased bandwidth (i.e. “The internet in our room is atrocious. I can never consistently check my email or use my instant messenger because I get logged off constantly. And it is soooo slow. My internet at home is much faster” and “The internet is still somewhat slow in hall residences and in the library. Maybe this could be improved”).

- **ITS communication with students/accessibility/information dissemination** - 32 students responded that to better meet their computing needs, ITS should improve their communication with students (i.e. “I think that ITS needs to communicate some about its overall goal, and exactly what services it provides to students. I feel as though I wouldn’t know what to do if something went wrong with my computer, or how motivated I would be to bring it to the SCIC as opposed to a friend”). Informing students when there is a problem with the network and other important information distribution so all students know what is going on in ITS. These students also felt that ITS should be more accessible and available during a greater number of hours during the evening (i.e. “ITS needs to respond faster and better to student needs” and “Maybe having someone there 24 hours???”).

- **More experienced/better trained workers in SCIC, more friendly and polite** - Another important area that the students felt ITS needs to work on is the training of the SCIC staff, both in their technical skills and interpersonal skills (i.e. “Hire people who better know what they’re doing at the SCIC. I brought my laptop in there once and it came back worse than when I brought it in. If they don’t know what they’re doing they should not be working with others’ computers and misleading us into thinking that we are handing out computers over to someone who is fairly skilled with them”).

The major trends that emerged are access, hardware reliability, improved communication with students, and increased support. Students are not pleased with the amount and quality of access to the internet. They feel that wireless availability should be more wide spread and that connecting to the internet should be faster and more consistent. Amount, availability, and reliability of hardware is the second largest issue the students felt that ITS could improve to better meet their computing needs. In addition to computers and peripherals functioning well, the students that responded about hardware would like to see an increased number of computers in various locations during key times of the academic year. There were a number of students that felt like they were not being informed about upcoming computing issues and thought that ITS could more clear about services that they provide. Contrary to how 79 students responded to the first question, 29 students felt that the staff in SCIC needs to be better trained/equipped to answer questions and fix student computer problems in a friendly manner.
What else should we have asked? How would you have answered it?

<table>
<thead>
<tr>
<th>Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>37</td>
</tr>
<tr>
<td>Should have included an N/A choice in the ranking sections</td>
<td>29</td>
</tr>
<tr>
<td>The survey was good/nothing/n/a</td>
<td>27</td>
</tr>
<tr>
<td>Do we need wireless internet/how is your wireless/availability of wireless</td>
<td>13</td>
</tr>
<tr>
<td>How is the network connectivity in your dorm/house? Internet connection speed?</td>
<td>12</td>
</tr>
<tr>
<td>Why are PCs always taken-would like to see more PCs in every lab</td>
<td>6</td>
</tr>
<tr>
<td>Number of printers</td>
<td>3</td>
</tr>
<tr>
<td>How well does SCIC solve our computer problems?</td>
<td>3</td>
</tr>
<tr>
<td>Registration problems-difficulty in trying to register</td>
<td>2</td>
</tr>
<tr>
<td>When will there be more bandwidth? /Do you have enough?</td>
<td>2</td>
</tr>
<tr>
<td>What measures do you support so that we can reduce paper consumption on campus?</td>
<td>2</td>
</tr>
</tbody>
</table>

- The students responded with a wide variety of questions. A great number of them not relating to others asked.

- 29 students responded about wanting there to have been a non-applicable option in the rating sections of the survey.

- 27 students responded that the survey was good and they didn’t have anything to add.

- Do we need wireless internet/how is your wireless/availability of wireless?-13 students responded to this question thinking that there should have been a question included about the wireless service on campus (i.e. “Wireless should be campus wide..indoors and outdoors like CMU” and “Wireless. Do we want it? YES!!! More wireless! Where is it? Why isn’t our campus fully wireless”).

- How is the network connectivity in your dorm/house? Internet connection speed?- 12 students would have liked to share their opinions on how they feel about internet service on campus (i.e. “Is the internet connection fast enough? NO” and “…you should have asked if the internet connection here is fast enough. It is not. During the day when everyone is online, the speed of the internet frequently slows down to a crawl, and it’s hard to get anything done. I dunno if this is something you can do anything about, but I’ve wanted to complain about this for awhile”).
Conclusions

Overall, students responded that they are pleased with the support available from ITS, but feel that it could be more efficient and improved with better training of the SCIC staff. Hardware availability is relatively good, with exception to certain locations and times of the year, while hardware reliability needs improvement. Students feel that their access to the internet, including wireless, needs to be upgraded and more widely available. They would also like to be more informed about ITS and upcoming network problems.
26. What do you think ITS does best to support students?

1. Upgrading computers promptly. I also think this is a weakness of ITS -- do people really need dual-processor G5s to type papers and surf the Internet? It's a complete waste of money. Lab computers in the library should be iMacs, except for scanner computers which should be G5s as they are now. The CMC should be all G5s except the first floor, which is used in the same way the library is. 2. Upgrading software promptly. Adobe Photoshop, InDesign, and so on at CS 2 is awesome! The exception to this is Mulberry (see 27).

2. boo

3. I think ITS does show a genuine concern and desire to support students in their computing needs. I think expression of that effort and dedication is very well done by you guys. esp all the small things like filing the Lab computers with all the latest versions of software, and having really good hardware too phone help for computing problems, and the help desk in the computer labs

4. answer questions about tech

5. ITS knows its stuff and is generally very accessible to students. That's probably its greatest virtue.

6. The SCIC is an awesome resource -- I'm a former SCICie myself (who left to work as an RA).

7. free services pretty much whenever you need it.

8. The 24 hour help desk is nice.


10. Offer free computer fixing.

11. Having an open phone line is a good thing

12. I like that it is available so much of the day to help.

13. Printers usually in shape, with paper Computers usually working in all the labs. But in the LDC sometimes they seem to be in a perpetual state of shutdown or something

14. scic service: sending people out to help, and talk to them over the phone.

15. I appreciate that there is always someone at the SCIC who can answer my questions by phone.

16. Does a good job at fixing things like virus', etc.

17. I am generally satisfied with the support, but nothing stands out in particular.

18. gets back to them quickly

19. We have excellent online resources.

20. I love that I can call or bring in my computer to get help

21. ITS does very well at providing a stable network and a great webmail application.

22. The SCIC is a great resource.

23. Having a desk that is available to take computers and ask questions.

24. you keeep us updated, and you are available 24 hrs..if im correct, I cant remember the last time we had a problem with the system
Having students (SCICers) to support students using the lab machines in person is the most important thing. Students only feel a connection to ITS via the SCIC.

24 hr line
answer questions and fix things
There are a lot of really effective resources in place, and many of the improvements I can think of I wouldn't have thought of before taking this survey; so far, as a first-year, I have had no problems, really.

The SCIC phone people are very helpful.
Computers are really well equipped for all needs.
The availability of computers around campus is excellent.
trained SCICies who know stuff. good communication.
student computing help, help by phone calls EXTREMELY helpful
The labs are great. The phone or desk help is generally good.
ITS is very available and students know that when they need help, they can go there.
The email system works really well
I think that ITS provides wonderful file server support--it's incredibly helpful to be able to access my folders from anywhere on campus. I've also found the help desk in the SCIC to be a good resource for computing.
good public labs, some useful software
Most things are conducted well, file storage on the network, frequently updated machines and operating systems, and access to a wide variety of softwear stand out.
The SCIC is pretty good at what they do (support labs and the software in those labs, and the occasional student computer as far as getting that computer to work on the network).
help available from students and faculty experts
Support. Internet access.
Very available it seems.
usually respond to calls pretty quickly
ITS is a terrible organization as of right now. People from X to X to X to X et al should all be re-evaluated.
Pretty much all my computing needs are usually met.
They try.
they are available
The people who work at SCIC in the CMC are almost always incredibly helpful.
Lab computers are very good.
I guess so, though I haven’t had many issues so far.

Being available at all times to help and genuinely interested in trying to save a computer that got ruined at a party for some reason or another
great hours.
help desk pertinent software (photoshop, indesign, etc) that is top of the line
Behind the scenes work, making things relatively seamless to students
SCIC phone support
help desk is good, people are nice and fairly knowledgeable.
I think the staff are well-trained, or at least quite knowledgeable, and find it most helpful when they can go through the problem with me so I can learn how to deal with it rather than just fixing it.
SCIC
I like how anytime I have a problem I can take it to SCIC and be fairly certain I’ll get help there, even if the 'problem' is relatively simple. People at SCIC have always been incredibly helpful and nice and quick even when I make some absolutely ridiculous request, and I really appreciate that.
They do a good job of letting us now when maintenance is going to be done on the system, etc.
helping with viruses
It offers a good service for the cost, but overall, the quality of the SCIC help is not very high, because the workers don’t seem to be very helpful. I know it would cost a fortune to train all of them properly, so I’m happy with the service.
Phone support and email/internet blackout info
The numerous labs with all their computers and printers are almost always working.
Puts lots of information on the website and has very informed people working for it.
I haven’t had much communication with ITS, I don't really know what it does
what
This year I felt that ITS had significantly gone down in quality from last year. Last year, there were occasional problems with the system and the loss of internet access, but this year, I have consistently had problems such as losing papers off the network, inabilities to get onto causus, slow internet, etc. which is extremely disappointing not to mention difficult, especially when some of our classes are technology based, and faulty technology makes them even more difficult then they actually are.
Wireless access is good.
It is trying to help and make newer and better things available.
The SCIC has helpful people.
i guess i haven't really had any major issues to deal with so that's good. access to stuff is pretty easy.
76. scic phone line
77. Being able to call the SCIC often.
78. helps people with problems
79. there are lots of computers, but I wish there were more labs. sometimes one or both printers in a lab will not be working for the whole day, which makes taking care of quick things like printing out a reading before class very difficult.
80. I’ve had some very helpful phone conversations with SCIC members
81. PEPS is an awesome department, and me and my friends love them.
82. The computers in the labs are fabulously maintained, plentiful, and pretty well-dispersed.
83. ITS provides students with a lot of top end hardware, and a fair amount of accessible software.
84. SCIC - students to help with questions/problems
85. Providing student-to-student help and being accessible.
86. I think, being 'on-call' per se 24 hours, by phone or in person is the best service available on-campus. One time, just prior to a final deadline, I had my computer crash (unable to hold more data due to a memory loss) and one of your students did everything he could to help me out. It was all solved in about a half an hour and he basically saved my entire computer that day--so I think your service is great!
87. are there a lot.
88. The fact that we know that they are there at all times just in case is very reassuring.
89. Drop-offs at the SCIC
90. The SCIC workers are amazing. They always help solve my problems, which is so great because working with computers is so frustrating. I want to hug them all!
91. Hmmm, I actually have been very satisfied with ITS as a whole while on campus, so this is rather difficult to answer. I guess my instinctive answer would be simply always being there. It's a nice feeling to know that is something goes wrong we can always come by to get it fixed, no matter what it is.
92. E-mail, course folders, home folder.
93. ITS tries to have lots of equipment available for students to use.
94. Being available in the SCIC and on the phone.
95. makes themselves well-known and visible on campus
96. n/a
97. having the CMC scic available
98. I love the improved internet connection speed.
99. The labs are quite satisfactory (except for the recent problem with logging off.) esp. the fact that most are open all day.

100. I feel like there are a lot more places to compute in public labs since my freshman year (or maybe I've just found more places!) - Internet speed in high priority areas is great. - Printing services are great...I appreciate duplexing and free prin

101. Good wireless network at the libe and sayles.

102. being available, although understandably not always having solutions for the problem at hand

103. Notifying when things go wrong

104. Lab computers are kept very speedy and up-to-date, network folders can be accessed reliably

105. SCIC helpdesk.

106. The Carleton Student website is very nice.

107. The SCIC

108. 24 hr availability of labs

109. The labs are in really convienent locations.

110. Always there when I call in to ask for help with a comptuer problem.

111. Overall, the computing here is really good. ITS should Be at the phones, ready when I need help. Why not send one of the three people always playing computer games there to help people in their dorsms when difficulties are encountered?

112. SCIC is great...very helpful.

113. It does a pretty good job making sure that you can figure out just about anything Carleton-related through the Carleton website.

114. No comments

115. I don't feel supported by ITS. Almost all of the student workers would not be able to help me if I had a problem. When I do have a problem - I go to someone with more expertise than I have myself. I don't find those people at ITS unless they happen to be working there at the time - meaning I'll call 4040 if I know one of my friends is working at the desk, in which case I am calling my friend - not ITS.

116. provides an easily accessible and friendly place to look to for computing help

117. Send emails saying the internet will not be working temporarily.

118. Very in touch with student needs and digital lifestyle

119. course folders and labs are both very useful

120. Consistent help when needed. Also, help is very reliable.

121. Keeps the network running, provides web hosting, keeps things working.

122. People are always willing to try to help on a computer problem, even if they're not quite sure how to fix it. There is usually a computer with a related printer around for me to use when I need it about campus.
123. Being readily available, and having someone in the dorms to help if a dorm-call needs to be done
124. the 24-hours helpdesk can save nearly anyone's life in times of despair
125. Whenever I call SCIC they are very helpful
126. The people who work at the SCIC are always very helpful on the phone and in-person.
127. e-mail systems are good, and so are collab and online storage. I use these a lot.
128. SCIC staff.
129. cables
130. The SCIC people are sweet. I call them all the time.
131. Sometimes can be really insightful when solving software problems.
132. My only help desk experience was great.
133. Providing reliable tech support for both college-owned computers and students' own computers.
134. Gives them jobs
135. A great resource in individual computer problem solving.
136. Students available at the SCIC desks and on the phone.
137. emails students who are having problems.
138. Provides file storage.
139. I like that there are a lot of hours at the student help desk. There are lots of good signs up in all of the labs referring us to SCIC should we need them.
140. The support window
141. up to date
142. The help desk at the CMC was extremely helpful.
143. Personal help, immediate assistance. Problems are solved quickly.
144. 24-hour on call desk
145. Keep the students and their needs in mind.
146. Answering phone calls to ITS.
147. I like that labs the best, and although I haven't had any reason to go to them, I've heard the SCIC is rather helpful too.
148. Helpful phone help service
149. Having so many services online and easily accessible.
150. The whole school web site i have found to be the best thing ITS does. So much information.
151. There is a lack of apathy. I'm not saying that they really care, just that they aren't annoyingly apathetic.
152. Has an extensive team, very hard working.
153. The SCIC is an excellent resource.
154. being available in many different ways
155. once I've gotten past the poorly trained student desk workers, the people who know what they are talking about at the SCIC are SO, SO helpful. I don't know what I would do without them. But please, ditch the workers who know less than I do. It's a waste of their time and mine, and the college's resources
156. Maintains a website.
157. SCIC workers know simple questions' answers
158. The 24 Hour support is very important.
159. The SCIC
160. The SCIC is great.
161. Being able to call the SCIC and getting help right away.
162. I don't really interact with them directly. They seem to have lots of stuff available, though.
163. Wide range of hardware and software.
164. Directs the download and installation of the software at the beginning of the year
165. fixes computers
166. alot of ways to interact
167. computer problems
168. Have SCIC
169. Provides infrastructure.
170. I have been impressed with the speed and efficiency to which ITS membeers respond to professors who need help with various technology during class.
171. The online management of information (registration, transcripts, courses, etc.) is very useful and great that it's online and easily accesible. Web storage is also good.
172. The help desk is great. All of the students are really well meaning
173. We need more computers in the libe because there are many times that they are all taken also there should be more conveniently located labs that are open 24 hours a day, because right now the CMC is the only one and that is not in a location that is all that close to any of the dorms
174. Tech support
175. Availability of printing. 24-hour lab in Sayles is fantastic. Caucus is nice too.
176. gives information
177. They try to keep the network secure and make it easy for students to interact.
178. Communicates well about problems.
179. They help us out alot
seeing as we still don't have campus INTERNET, I refuse to answer that question.

If problems are not resolved you can always get personal service from the SCIC bosses - X and X, as necessary.

Answer questions at the SCIC desk in the CMC.

Is able to answer questions by phone and walk students through a step by step.

provides many services

things run so smoothly most of the time, students don't realize what ITS is doing for them.

Provides adequate computers in many areas of campus for basic computing needs. Very helpful with troubleshooting computing problems.

Quick responses to questions/issues.

Helpdesk

Good locations, tech support and number of computers. Each computer I've used seems to work well.

Good computer support.

Can you think of any? 'coz i cannot at the moment. You guys have been doing good jobs. But none of them can be shown off.

better internet connection

the 24-hour help center

The SCIC is great.

The SCIC desk is the right idea.

online folders

phone support when it comes to connecting to the campus network

use of student resource to serve other students (SCIC) is a very good technique. Dropping the Netware interface was a good move. Off-campus library/database access is very nice service.

support students with software and hardware related problems.

Not sure

Provides cool places for students to get their type on.

SCIC

The fast, double-sided printing in the Libe is great. Also, wireless access on campus is for the most part pretty well-supported.

I work for ITS, so I'm not going to say. Whatever I say will either look bad for me, or increase my workload. :-P (Just joking, but I think I should stay out of this one for impartiality matters)

Promptly informs us of upcoming problems with the network, etc. basically, pretty good communication with teh students.
207. Helping with technical difficulties (SCIC helpline is a godsend!) and keeping the network secure.

208. SCIC can help you if you don't know anything about computers.

209. Providing a multitude of ways to get help.

210. The people try, and they are not perfect. I just think technology is quite efficient because we move so fast, but when there is a breakdown...YIKES!! Its tries hard to keep up, but they are only human and a few.

211. i don't know

212. Have lots of Macs--keeps things running. I'm studying abroad this term, and while the uni I'm at has lots of computers, most are windows and have frequent problems. Also, it's fantastic how active ITS is--keeping printers, computer labs, etc. running all the time.

213. I am really impressed with the huge number of computers and labs on this campus and how well they are all connected via the network folders. I brought a laptop with me to campus but I have hardly used it because it is just so easy to find a good computer and printer anywhere on campus. The new Courses server is a great idea. No more 'Collab is full' during the exam period! Connection to HOME is incredibly sluggish from some locations on the campus periphery but otherwise great connection speeds. I really like the specialized labs. PEPS labs and Media Studies labs for sound and video editing and also the Magic Lab for scanning, etc. But please get the OCR software working on the new lab image. I liked having access to that!

214. I really haven't used ITS at all, I'm not sure I can answer that question.

215. Provide ample computers, printers and supplies for student computing needs.

216. The wireless networks on campus are awesome. The Collab folders are nice...

217. Access to printing is very good. The computers we do have are good and the programs on them are useful.

218. the help desk, but it can be frustrating when nobody is available to fix things (like during the weekends)

219. Making help really available.

220. Server storage folders are adequate, though storage space is lacking. Course folders are useful. Impressive presence of Mac hardware and software, which generally seems to provide a less frustrating user experience.

221. When students make the effort, I think for the most part they can find help for the technology needs they have. The resources are there, and the software is there. The SCIC is the ubiquitous answer to computer problems and students are very aware of that, which I think is excellent and is a considerably better situation than on some campuses I've heard about (St. Olaf even).

222. Provides storage that you can access on any computer and you can download on your own computer

223. Has a lot of computers and keeps the network running smoothly

224. More bandwidth
225. Lets us know about major stuff
226. I'm not sure, I've never used ITS.
227. there are enough labs
228. Lab computers are generally well-equipped for most common purposes.
229. Thanks for all the internet cables, those are the best.
230. fixes computers
231. They are available to support students needs.
232. Publicity. I know where to go if I need help, but this is only very general. I could call with a question and have no idea if I'm bothering the right person, or if I'll be able to get help at all. You also do a great job of filtering email and virus protection so that it's seamless on my end.
233. scic with helpful people ready to assist
234. They are well-trained and are willing and able to help with almost anything.
235. Consistently has the network working properly
236. I like how we have access to our transcript, grades, online registration... these are good!!
237. the 'you can come in to the office so we can take a look at it' part
238. The help desk.
239. I like being able to call and talk to someone any time, and if I keep calling someone has always managed to solve the problem.
240. Personal direction when I have a problem.
241. ITS provides a lot of services and a broad area of help.
242. lots of computers, fasr internet
243. Everything is fast and everyone is nice. I have no idea. Sorry
244. The help line is amazing 4040 is my friend.
245. People at the library are amazingly helpful, when they know about computers.
246. SCIC provides much help for students who need help fixing computers. A stable server system for Carleton is well maintained.
247. Providing computer help w/SCIC, etc. and providing excellent resources for students.
248. They are consistently available.
249. Computer labs probably
250. Person to person contact
251. Good phone service
252. Being able to call whenever.
253. constant access to computers and help
254. They have very knowledgeable students and faculty there to help students
1. Don't worry so much about upgrading to the latest and greatest hardware (Mac G5s, etc), focus on making the stuff we have stay reliable. When a system goes down Friday afternoon, we're screwed until Monday. Not acceptable at a college that is as web/e-mail-dependent as ours.

2. 1. Datatel interfaces for registration, transcripts, etc. are dismally clunky and difficult to use. A hierarchical menu-driven approach is reminiscent of the late 1980s. This needs to be replaced with a standard navigation bar approach and an approach to course registration and data retrieval that is streamlined for the user. This means no popup menus with one choice, no colossal tables that are hard to navigate, no idiosyncratic and uninnuitive 'preferred sections' mechanism, etc. I'm a CS major and very interested in user interface design; please write to me at kazezb@carleton.edu if you would like further input.

2. The lab computers are frustrating to use because they revert to their default setting upon logout. This makes it impossible to customize anything or even to permanently click OK to annoying dialog boxes such as 'Are you sure you wish to leave this secure page?'. It also means waiting a few minutes for it to 'clean' the system after logout, which reduces computer capacity during high-volume times. In addition, any user can destroy any Mac computer by throwing away the Applications folder and emptying the Trash. Being a security-conscious CS major, I tried this and ended up breaking a computer with hardly any effort at all. I realize that having real user accounts would require more disk space, but disk space is cheap.

3. In terms of user interface, Mulberry is the worst program I could possibly conceive of. When free alternative email programs like Thunderbird or especially Apple Mail exist, it's embarrassing to waste college money on such an awful program. I realize that users will have to learn a new program, but it's quite worth it.

3. mooop

4. SCIC i know carleton is obliged to create jobs for all students on campus, but it would be nice if some of the pple at SCIC actually knew what they where doing/talking about. Maybe have some sort of computer knowledge prerequisite for hiring personal for the SCIC. additionally it would be nice pple at the SCIC actually did some work from time to time instead of playing computer games. maybe a more accountable sort of hirechical chain needs to be established. freshman year, i once sent my laptop in cos my hard drive crashed on me, and i just wanted to find out if my data was recoverable and if my hard drive was really dead or something else was the problem. SCIC kept my laptop for over 5 weeks (desipite me calling every week) and in the end returned it to me saying 'we dunno wats wrong with it, looks like a hardware problem and SCIC doesnt deal with such things. here's the number of a computer shop in town'

5. I cannot consistantly map network drives on my computer, I have tried all reasonable suggestions that I have read and heard, including turning off the windows firewall, which seemed to be the greatest problem, and I still get the same message: 'access is denied', either followed by or following the name of the just-mapped network drive. other than the dang network drives, everything else is going peachy. now work on those drives!

6. classroom technology needs improvment, today, for example, the projector did not work in a class of mine. This happens FREQUENTLY, its almost like a gamble if the machine works or not

8. We need better wireless or ethernet service in the off-campus houses!

9. ITS needs to stop blocking ports on resnet computers plugged into acadnet ports. It's not only annoying, it's kept me from successfully completing coursework. Also, the decision to lock down ports was NOT made with student input, which makes ITS seem like a hostile, dictatorial body. Now, I know that ITS tries to be benevolent. Nevertheless, this was actually quite offensive. Also, it constantly boggles my mind how much money ITS wastes buying computers for faculty that don't need new machines. English professors, in my opinion, don't need a dual processor G5 box when they use the monitor to store sticky-notes. We also need more wireless hotspots on campus, and more information available for freshman on how to use them. The information available has been very piecemeal, and my frosh friends have been confused by it. Also, if the bandwidth limit on filesharing programs could be raised, that'd be nice. I use Bittorrent to download linux ISOs, and it's painfully slow on acadnet computers.

10. I would say bandwidth, but that's improved significantly -- bravo! I'd be nice if students webspaces supported PHP, Ruby, Perl, etc., but you're not in that business. The main issue with the SCIC is a lack of experienced individuals. Most SCIC workers can handle malware removal, account unlocking, etc., which is what 99% of the student body needs. However, when asking more technical or specific questions, or reporting issues (ie: 'Hi, the DHCP server seems to be down.') there's usually an uncomfortable pause on the other end of the line while other scic workers are consulted.

11. I keep losing papers and no one can ever help. I don't know what it is, but it's frustrating.

12. A lot of the computers this year are not restarting the way they should. All over the place computers don't log off correctly...im not sure what the difference is from last year, but it's frustrating.

13. The search function on the Carleton website is awful.

14. Wireless, faster, more consistent connection.

15. I wish the school had a subscription to MatLab. Mathematica is great, but MatLab is somewhat of a standard for grad schools (minor complaint). It would also be nice if there were some linux computers in the 24-hour lab so that I wouldn't get kicked out at 5:00 when I'm working on a CS assignment. Wireless in the dorms would also be nice.

16. More wireless internet access!!

17. Where the hell is the damn wireless internet. It basically doesn't exist. What the hell.

18. A faster and more stable network should be the top priority. Computer technical help is more incidental, and often sketchy due to lack of experience among the ITS staff. Most of the information I've heard about improvements comes through the rumor mill, not a legitimate source like email. The website could also use a redesign...having to log in 18 different places if you switch to different areas of the site is immensely annoying, and poor design.
19. Better problem resolution at the time you need it (especially in getting certain PDF files to print properly in the computing labs).

20. Maybe people who know what they're doing at SCIC, who know a thing or two about solving problems, like when course folders are inaccessible, etc. Basic problems don't get solved!!

21. The internet is criminally slow. If TimeWarner can afford to charge customers only $45 a month for 500kb/s cable download speed, we should be able to do better than 20 kb/s when we're lucky, 4-5kb/s when its busy.

22. High speed internet: get a faster connection. T3's, anything because that is what is really lacking. Wireless should be a second priority to a faster connection.

23. Consider expanding the wireless network and provide printers in more locations. One way to control the amount of pages printed is to allot each student x free pages that he or she can print each year. After this amount, a nominal fee will be charged to the student's account for each additional page printed.

24. More wireless access, especially in the dorms. The printers should be more accessible to personal laptops. Finally, the network drives often do not connect to PCs, forcing one to use the course folder over the internet.

25. This may not be fully within the control of ITS, but I think the Carleton website needs a great deal of improvement. I have no problem with WebMail or the For Students parts, but the general content of the website seems difficult to use and disjunctive. It is very difficult to find a specific piece of information from among the various sub-sections of the website (like the Dean of Students pages, the Academic Handbook, etc.). If I want to find out about, say, the academic work load at Carleton, I don't know where exactly to look, when I find some information about it, I don't know if there is other information in a different set of pages, and all the information I need is not necessarily online at all.

26. let the campus know about technological advances

27. Please help students reduce energy use and paper use. I wish the printers were more reliable.

28. ITS needs better technical and troubleshooting training for SCIC workers, along with hard-wired ethernet to campus houses.

29. In elaboration on a previous question: the online registration/student-specific information site is pretty poorly designed. We're not supposed to hit back, but if we don't, we have to go all the way back to the menu each time we finish something.

30. Making sure computers are rebooted correctly and get back to login screen after being used.

31. fix the collab folder, I was not able to get someone to help me with that.

32. Taking student advice to improve the images on the lab machines could improve them significantly. For example, the keyboard shortcuts in Mac OS 10.4 have probably upset many who enjoyed the ability to switch to Japanese by hitting Cmd + Space (now used by Spotlight), and it would be nice to have Quicksilver installed for easy application access. For that matter, the
applications under Applications are not arranged alphabetically. And browsers constantly prompt that this is the first time you've left a secure site, are you sure you want to? That sort of nuisance adds up to a lot of wasted student time, and makes students think less of Carleton's computing services.

33. communication with students: there may be efforts but not every article published will be read by everyone (e-mail more likely)

34. getting things done faster--they had my computer for three weeks at the beginning of the term, and it took about as long to get Internet sorted out in our room

35. Continuity in the SCIC would be helpful, as well as better communication overall: what's being worked on, what is working, what resources are in fact available and how to best utilize them, how to get what kind of help where, etc.

36. Phone help

37. Faster internet! And please, wireless in the dorms!

38. We need more public computers/printers in the library! Also, I would REALLY appreciate late-night help.

39. having people who know what they are doing able to assist students providing cable tv to all houses doing house calls when there are problems really, just being able to do any sort of computer help which almost no one working for the SCIC is able to do

40. The quality of the network (speed, reliability) and the help that students receive with their computing problems is severely lacking (that help that SCIC is able to offer in particular is lacking).

41. Better support for pornography.

42. Mulberry...um...working on all the computers. good communication on things that are not urgent. I like the webmail updates section.

43. no one knows who the ITS members are, or what they do; their positions are listed, but that really doesn't tell who is in charge of what and how they can help you

44. Living in a Carleton-owned off-campus house, our internet connectivity is bad. It's spotty, the connection rates even to resources oncampus (COLLAB, HOME, SCIC download webpage) are very very slow, and it has a tendency to stop working for periods of time with no explanation and then start up again. Also, we don't get cable TV, when every dorm lounge and townhouse and other institutional houses get cable. Why?

45. Better communication when there is a problem: what the problem is, how long it will take to fix, etc.

46. The SCIC desk usually has no idea how to answer my questions.

47. I think ITS needs to improve email services. The 2MB attachment limit makes it more difficult to share materials amongst students (even a moderately-size .ppt file can exceed this limit), and I've also had some trouble with the Carleton spam filter bouncing email that I've wanted to receive. I wish that the spam filter would be relaxed...I'd rather be able to personally screen some of the lower-scoring spam with Mac Mail. I also
dearly wish that ITS would deliver wireless to The Cave for coffee night. I know it's been planned, but I'm too excited to wait.

48. stop capping AIM transfers and bittorrent clients. provide wireless option in residence halls.

49. SCIC is useless, wireless could be a lot better

50. I would encourage more recycled paper in the computer labs, and set ALL the labs to duplex (Including Hulings, 3rd floor CMC etc)

51. Communicate with the students about what their actual needs are, and what ITS is doing to meet those needs.

52. changing the collab system without really notifying students

53. The biggest problem that I run into is going to the Sayles computer lab and there not being any printer paper or ink.

54. Wireless internet. Reducing paper consumption

55. I am not sure but perhaps getting information out so it is less hard to find how to get help.

56. registration page....

57. ??

58. The entire organization needs an overhaul. From DDS to Sys/net to the Academic support group to the Administrative support group. The SCIC also happens to have the most worthless group of student workers I've ever been around.

59. It should perhaps make its services more obvious. Then again, I don't ever look at the ITS website; maybe that's where to find that information. I think service outages should be mentioned in an email to all affected students. It seemed that last year at least (when I was living in Myers), a lot of outages occurred on Sunday evenings--a time when lots of students are doing work and need access to course folders and online syllabi, and that was very frustrating.

60. Keeping the network running and getting it up quickly when it goes down. Some dorms get outages while others don't.

61. communicating with the entire student body

62. The printers are always out of paper or toner or just broken and no one seems to be in a hurry to fix it. I realize people steal paper, but especially the lab in Willis, perhaps the office across the hall could store some paper so that the SCIC people wouldn't have to haul it all the way across campus. It's ridiculous how it works now.

63. More Internet bandwidth! There are times I can not do my class work because the internet connection in my room was so slow. For one class, we were required to listen to a few radio shows on npr and the dorm room connection was too slow to even stream the radio show- forcing me to listen to a 2 hour show in the computer lab. -- Unacceptable for a college. It would be helpful if there were a map showing what computers have what software and where specialty software is located on campus. E-mail limitation of 5mb is way to restrictive, it prevents e-mailing long pdfs, power points and the like.
64. I don't know about a lot of the things I can do, so telling me might be good. The questions I didn't answer were usually unanswered because I had never really heard of what they were asking about. Also, is there a way I can use my lap top and access my home folder on the carleton network?

65. teach people how to do wireless with an older computer that doesn't have that feature built in.

66. please hire students who are more knowledgeable about computers.

67. have labs in the dorms? have later closing hours more color printers (high quality)

68. COMMUNICATION! No students know about I2 unless they read caucus, then they know very little about it. How about a monthly newsletter distributed by email to THE ENTIRE CARLETON COMMUNITY about what's happening in ITS? If people don't want to read it, they can just delete it - but it will foster communication amongst the students and ITS staff.

69. the search function on the Carleton website is terrible and NEVER finds what I'm looking for.

70. -make better surveys, for heavens' sake! enormous lists of rankings are frustrating and will probably generate poor information merely because the respondent finds it difficult to rank everything; further, the respondent probably doesn't know about or us

71. Continuing to introduce students to new programs, perhaps offering one or two session lessons on programs students might already have a general idea how to use but could learn more tricks, like excel, illustrator, or photoshop.

72. Wireless all around...or better streaming capabilities.

73. A lot of the computers have been really slow. It would be really helpful if the language software was available on computers other than in the language labs (not perhaps Can8 but at least the languages could be enabled). Having more computers with Can8 on them in more locations would be fantastic, especially since the language labs have such fixed hours on weekends. In my ideal world there would be more focus on making sure everyone had adequate antivirus software, also, but this is probably a bit too much to ask.

74. ResNet! My internet in my room hasn't worked since the end of third week, and the network guys were supposed to get back to me (after several emails and a couple of visits to Kevin at the SCIC and haven't yet.

75. macs are too confusing, and they're all that's ever available in the labs!

76. Wireless access should be expanded. Even the places on campus with wireless access now don't cover the space very well.

77. Faster internet service

78. I lag horribly and demand a better internet connection from my dorm room! Really, can't we have like $30 a month from my $40,000+ per year bill go towards me being able to to never have to see download speeds of 6kbps? Seriously, 6kbps. I've seen it that slow on multiple occasions for hours at a time. Why is it that a guy has to wait until 3:30 AM in the morning before pings to various servers change from 500ms to 50 ms? Do you physically limit our bandwidth? This is my #1 annoyance of living here at Carleton, because things that should take me 2 minutes to do take hours. Also, when
I first came here in fall '04, I had some hardware problems. My RA told me to take my desktop down to the SCIC and that they would help me out. I did, and when I got there I was told they couldn't touch a single thing and absolutely refused to even look inside my case to give their opinions on anything. Granted, I was able to fix everything on my own but I know other people here at Carleton don't have that kind of time/inclination/knowledge. Of course there are liability issues, but I'm sure there is a way to make it so you can help people out with hardware problems and still keep your pockets safe from potential lawsuits.

79. Longer hours.
80. Internet speed!
81. See above
82. Getting this to work properly and consistently, and possibly discouraging professors from making classes technology-based until all the bugs are out of the system because it does not help to be the student that the technology fails and having a professor say that he's sorry you fell threw the cracks of the system but he doesn't care.
83. More computers in the library if that's possible.
84. Communication to those students who have no idea what is going on with their computer and staffing at the SCIC who actually know how to work on computers. Not the current people who know less than I do.
85. The internet in the houses is poor.
86. stopping spam...i still get tons of it. and i also think that they don't handle 'emergency situations' very well...for example, having a presentation for a class that doesn't have any active ethernet ports...no one was very willing to help me out with that one and i don't think i'm the only one that's had on the spot need for something and not been able to be helped.
87. more Mac-related training, labs, etc.
88. make sure printers always have paper
89. Faster turnover on problems and dropoffs
90. wireless in the dorms.
91. being more communicative
92. beyond more labs, i find the wireless access very uneven around campus, especially weak in the library. i know its underground, but that's a really important place to have wireless and if you don't want to be in all the hubbub on the fourth floor, you're pretty much not able to connect wirelessly or the connection is so slow you can't really work optimally.
93. Cut back on the scare tactics. Also, make the Macs go away.
94. The network really can't handle peak usage times. It might also be cool to mirror software/security patches locally.
95. Faster Internet  Printers in Dorms  Wireless Access to Printers from Laptops  More Wireless Access Points (BaldSpot, all academic buildings)
96. My biggest complaint is the campus printers, their malfunctioning, and their overuse. I think it would be very helpful to distribute Adobe Acrobat to the
student body, so that reading and research could be done in this manner (allowing for mark-ups and highlighting)

97. The speed of the internet seems incredibly slow. It seems to me that ITS spends massive amounts of money on new hardware, new resources, without necessarily making the best of the hardware that we already have. I feel that the amount of money spent on computers and various other electronics is not matched by spending in different areas. I somewhat doubt that the students really need so many powerful computers for common wordprocessing type activities. All the more existing computers can be upgraded than completely scratched. And the waste of perfectly functional computers irritates me: at least they could give the hardware away to students, or give it to those in need rather than just recycle the parts. An aside: considering carleton is interested in conserving energy, they should program some software that turns off all computers during the night, when not in use. Also I feel that some of the buildings need to be renovated, and better insulation be installed...

98. Better explanations for people who do not know a lot about computers and how they work.

99. I have trouble using my USB port in the same computer more than once. Is there anyway to fix that? I know I'm not the only who has had a problem with this.

100. More familiarity with Macs. E-mail services are more slow now (esp. from off-campus hosts).

101. I just don't feel that I've ever really been helped.

102. There are just not enough computers and printers in the library. At peak hours they are all taken.

103. Renovate Mudd lab. The images are out of date and there are just too few computers. The chem/physics/bio/geology majors all have to fight for a few spots. This is unacceptable.

104. I often have trouble finding what it is I am looking for on the Carleton website. I do not know why. A better search tool would be helpful.

105. more wireless access on campus, better anti-virus software for campus

106. I would say wireless internet. I think the school really needs to get more and better wireless internet, if only in the dorms and other key places. The ability to go to a friends room and still get internet on your computer would be amazingly nice . . . Also, I believe that ITS really needs to work on the internet situation for interest houses at least. The interest I live in now has a connection to the campus through DSL, but not enough equipment to actually hook everyone up to it.

107. Let us know when things are/will be 'down.' It's frustrating when you lose the Internet and are in the middle of a project. Also, labs need to be open longer. Especially during reading days - I shouldn't be kicked out of a lab on a Friday night so early during a reading day.

108. I would love the availability of either (1) wireless access in my dorm or the ability to activate two ports in my room. I have two computers that both need a connection to the internet and I hate unplugging and re-pluggin the cables in and out.
109. Increase the bandwidth of the internet for the school.

110. The Carleton search engine is terrible! It never comes up with any useful results.

111. The internet in our room is atrocious. I can never consistently check my email or use my instant messenger because I get logged off constantly. And it is so slow. My internet at home is much faster.

112. n/a

113. More computers in Sayles would be good, a better job keeping the printers full of paper, and another color printing site would be great, and it seems like a lot of the computers often have error messages up.

114. I would love a larger wireless network.

115. Better information, for students as well as student workers and other employees - so everyone knows what is going on and thus can deal with problems more effectively. (p.s. the Wiki is a great idea, we should use it more!)

116. Internet for on-campus houses is shaky at best, it goes out all the time! Add another color printing capable lab on the west side of campus. Many of the lab computers have seemed to have problems this year, like you can't even log into them.

117. Wider range and better wireless service, more flexible registration program, printers able to print on professional printing paper, more stable network, better communication to students about fixing computers, easier access to finding information on Carleton webpages.

118. Very many of the computers in the public labs aren't working well this year - sometimes internet connection doesn't work, sometimes it takes 20 minutes plus to log in, but most often, the programs will quit responding or there is a problem saving work. This is inconvenient and I haven't heard ITS acknowledging any kind of problem or that ITS is trying to fix it. I use public computers for all my work, and this is really frustrating!

119. Printing, registering

120. Some of the PC's (not sure about macs) in the libe and mudd seem to be pretty screwed up; rebooting is not enough to fix problems, and doing important work on them makes me nervous. Issues include having other's files appear on the desktop after I log in, taking forever to log in, errors that complicate logging in after someone else has logged out, etc.

121. More wireless hotspots in academic buildings would be helpful, replace Mulberry with Thunderbird in labs.

122. More wireless internet locations - the ability to print from a laptop.

123. Repairing computers on in the labs. They are consistently not working or have some error. Also notify students on the safest way to save files on the network. The home drive is not reliable and it's sucks to figure this out after the paper you have written has been lost.

124. It would be nice to have wireless in the dorms.

125. Improve library facilities.
126. This survey for example didn`t allow me to rank certain things at the same level, all my responses had to be different on the most to least scale. Carleton needs its own survey website where things like this, CSA, club, administrative and student surveys can be posted!!! The CSA passed a resolution to do this three terms ago and it has been very difficult to get the ball rolling to make such a site where people could upload survey questions for the campus. The campus should be covered with wireless and Carleton and St. Olaf should work with the Northfield community to make the entire town a wireless zone!!

127. The computer lab in the LDC are not open on Friday evenings or Saturday, and that would really help me with my homework. Also, the printers run out of paper a lot.

128. The internet speed in the dorms, or Goodhue at least, is not fast enough to support video chat on iChat, and it is just kind of slow in general.

129. always having adequate staff at SCIC... especially on weekends when things get spilled on computers etc. or on nights when finishing homework is pressing.

130. The internet can be a little slow. Firefox takes forever to open. I would also really like to be able to use my wireless throughout the library (the signal is always too weak).

131. More computers.

132. The website is crap. People were aware the wrong version of mulberry was there to download, but when I went back a year later, the poor version was still there. Also, the 'contact name' on the website never responded to either of 2 emails I sent him.

133. More computers in Upper Sayles.

134. MORE/FASTER BANDWIDTH and DO SOMETHING ABOUT FILE SHARING

135. The internet here is far too slow. The shortage of bandwidth here adversely affects the school more than any other single factor I can think of. The media content available to us is much more limited than most public schools in the country. Also, GNucleus was a great thing for our school my sophomore year. It's not working so well anymore; in particular only small groups of the campus can see each other. ITunes seems capable of overstepping these boundaries to some extent, I imagine there's a file-sharing program that could do the same. It should be promoted to create a spirit of sharing in Carleton students and to stop reliance on bandwidth-hogging applications like bittorrent and kazaa. Also, the swap folder was a pretty handy thing. I see no reasons why it should not be reinstated. Finally wireless internet is nice, and should be expanded to cover as much of the campus as possible.

136. It needs to increase internet broadwith. We cannot even video chat with our families and friends back home.

137. Update your webpage! The patch students downloaded at the beginning of the year to direct their windows updates to the carleton based server is not available on the webpage. After reformatting, I had to mask as an unregistered computer to be directed to the page that has a link for that little executable patch. I think the software page still has a link for mozzila as opposed to firefox. Umm... It'd be nice if there was a linux lab running. I'd
like to learn more about that OS. It'd be cool if we used and supported more free and open source software.

138. The internet was going extremely slow for several weeks. I paid for a subscription to mlb.tv and could not watch any games for 3 weeks. I was not able to watch my teams and I was cheated out of my money because of this. Also, there is always a delay in the drop off servicing of computers. The person who fixes them says it is a 2 week wait. It does not make sense for there to be a constant waiting period. If it is too much work for him to keep up with, the backup would get continuously longer. If it is consistently 2 weeks, that means he can do the work as it comes in but is just behind.

139. one or a few 24 hour computer stations with printers on the east side of campus (like in Myers?) would be great having foreign language spelling and grammar check on all computers (not just in LDC) would also be great

140. TCF bank's online banking does not work from campus. This is inconvenient. please fix this.

141. Internet in labs is significantly faster than internet in dorms. Sometimes there is a lot of lag when trying to load up a webpage. In addition, is it possible to make online games run any faster on campus? There is also so much lag when trying to play these games. Even at midnight on the weekends when there's hardly anyone doing homework, the internet games still run so slowly. Can't this be fixed?

142. Speed up the internet connection, create universal wireless access, raise the network storage limit, list the network storage limit somewhere on the website (I couldn't find it anywhere, had to rely on word of mouth), place the daily schedule online (that's not directly your responsibility, but someone needs to do it--couldn't find it anywhere).

143. The Goodhue Superlounge does not have wireless access. It allows you to join the network, but you cannot browse the internet. It would be good to fix that.

144. The internet seems to go down to the Carleton site pretty frequently.

145. 24-hour-labs on east side: language centre could be open easily!

146. More wireless areas, being able to print wirelessly would also be key.

147. I think Carleton really needs a *quiet* computer lab... the library has different levels of noise, but computer labs are always noisy (people on cellphones, group projects etc...). Unfortunately, that is usually where I go to write papers. It would be great if there could be just one on campus where people wouldn't be allowed to talk so I could hear myself think.

148. I know ITS gets swamped at the beginning of every term, but promising to do more than it is realistically able to give doesn't do anyone any good. Realistic estimates of when, and how much help can be expected would be, although initially frustrating, better in the long run. Otherwise, the problem gets drawn out forever, like this last year when we had to call every day for about 4 weeks only to hear that internet would be activated in our room tomorrow, then the next day...

149. It would be helpful if the people in the SCIC were a little more familiar with some of the programs on the computers. Especially Adobe programs. Also, when the people working in the SCIC don't know things, for example,
how to open up the little door on a laptop to put the network cable in, they should ask so as to prevent damage that can't be repaired.

150. Computer turn around. When there is a problem, get it back within three days. The SCIC had my computer for two weeks this term, and even in the end, it wasn't running perfectly. Students need to be better trained. Often time when I call, they are unable to help and tell me to call back when the paid expert is in. Internet connection is very slow. Especially in the dorms, but also in the library. More computers are needed in the library. It is nearly impossible to get a computer there, even if it is to only check e-mail. More wireless. I think this campus needs to work towards a completely wireless campus. I lead tours, and every single time this is a question. How wireless is the campus? And to tell you the truth, how wired a campus is, is very important to upcoming students. So, more wireless would be good. Finally, it would be very nice if one could print on the library printers from there own laptop in the library. That would seriously solve the computer shortage problem. maybe if you could create a wireless network where everyone has access to the printers who is on the network. That would be great!!

151. make the computer lab computers work better, they kinda suck this year
152. Wireless in campus own houses needs to be better, as does access to easy places to print. Goodhue super lounge needs computer and printers.
153. Faster internet
154. A lot of the SCIC workers don't seem to know any more about computers than I do, and I'm somewhat clueless.
155. Helping solve actual computer related problems quickly
156. More Wireless
157. I wish that we had more wireless on campus!!! And it's really annoying when the network goes down.
158. Campus wide wireless internet! Cable Television in student rooms (fee based if needed)
159. I live in a house where we had wireless boxes and those were an absolute disaster. I didn't have internet for 6 weeks. That's absolutely unacceptable.
160. Information dissemination/publicity: I don't quite know what goes on at ITS and who/what is involved at what level.
161. Communication
162. More computers in the library... maybe another lab on another floor.
163. ITS needs to actually be helpful. When I call with a problem about Collab (it STILL doesn't work on my computer), I'd like to be helped instead of told 'sorry, we don't know.' And last year, it took 2 or 3 weeks to get my computer and internet up and running. It really shouldn't have been that big of a deal once we called for assistance. The computers are always so slow in restarting and often encounter errors when logging out. The printer in Sayles rarely works.
164. Making sure printers are always working.
165. It would be very useful to have more wireless locations on campus.
166. I haven't had a lot of experience with ITS so I really don't know.

167. Make the SCIC workers more helpful. They generally aren't helpful and don't seem to care if you are having a problem.

168. When I do call for help, frequently I need to be bounced around from person to person to get an answer. It took me 3 weeks to get internet in my Burton room for my roommate and I. That was unacceptably long. Web mail is not a very streamlined program whatsoever. It is clunky, frustratingly slow, ugly and difficult to use. The only reason I use it is because it shines in the comparative ridiculousness of Mulberry on the lab computers. There are tons of php errors in webmail. I frequently have to reload pages. More importantly though switch Mulberry off of lab computers. It is a terrible program, and could be replaced with any number of other software options. Thunderbird for example if you want to do it on the cheap. I would very much like to have my personal account follow me from lab computer to lab computer. This way I could keep settings and such that would make it much easier to work in labs. Why do we need 8 letter passwords? It seems as though this is an obvious security flaw. Everyone knows that the password length is 8 characters thus is someone wanted to brute force their way into my machine the would have significantly less permutations necessary to crack the code, no matter how secure.

169. I think a wider range of wireless capabilities, especially in the dorms, would be a great step forward. Also, anyway to increase server speed, especially when dealing with downloads or other transactions from outside the Carleton network, is greatly needed.

170. Getting out information on what updates are needed to deal with Carleton-based technologies or services

171. more computers, especially at library. They are almost alway full.

172. There have been some problems with accessing the collab, home, and courses folders. It would also be nice if there were an easily accessible color printer available.

173. Color printers in more locations, sometimes the libe labs are really crowded when all I need to do is print something, some people print like 50 pages at a time and it takes FOREVER.

174. The ability to give good and reliable advice to students consistently when they call. Calling the SCIC is usually seen as somewhat futile. Things tend not to get fixed until the computer is brought in or a friend looks at it.

175. FIX THE PCs PLEASE with regard to log on/log off issues.

176. better scic service more computers in crowded areas like Library/Sayles.

177. Better wireless! Currently it is inconsistent and not campus-wide. Please improve this!

178. Upgrading the servers because course registration slows the entire network down significantly and the registration process needs to be simplified. I have heard too many times how students thought they had registered but actually did not because it is required to go through multiple pages just to register.

179. Getting the correct information out there when something happens to combat rumors and eliminate confusion.
180. The Internet is extremely slow in the dorms compared to what I'm used to at home (DSL/wireless connection) and I can't watch streaming video because the bandwidth is too small. It is very annoying. The wireless internet is slow and on occasion I have been on a wired connection that seems slower than dial-up, around 30k. We need a lot more bandwidth for student use. Additionally, the network in Nourse has been broken for some time now and has not been set up on my computer but it does not seem to be getting fixed. Also, the cable TV is somewhat fuzzy in reception and hard to see.

181. wireless

182. Personally, I would appreciate a consistency of applications on lab computers. (for grad school applications, for example). Otherwise I don't see a need for many improvements.

183. The connection speeds for the dorms needs to be increased, at times of high usage it crawls. This is pretty annoying.

184. There needs to be some type of router that limits the amount of bandwidth people take for an extended period of time. Either that, or my conclusion as to why sometimes the internet dies for 15 minutes, and then pops up again is wrong. This may not have to do with ITS, I don't know.

185. Single contact person for specific problems.

186. The Carleton Website is not most navigatable.

187. see above. Also, I don't really care about wireless internet as I have a desktop, but I think it's important for us to have it if for no other reason than to remain competitive with other colleges and universities. Keep the cable to the lounges, though!

188. Faster internet in dorms, more computers in labs.

189. The printers should work more often. It's frustrating when I go to print something only to find out the printer doesn't work.

190. Making all of campus wireless.

191. more color printers - better manners in the SCIC student workers

192. I think that there needs to be more staff on hand that have more techinal support experience. I have called too many times for help but the students that are at the desk are unable to help. There should be someone on hand at all times that can help--perhaps a staff member and one student.

193. Make the dorms wireless

194. More labs would be exceptionally helpful.

195. The network has had more problems this year than in the past. I live in a house that has wireless, and it has been very slow and problematic all year. Additionally, a lot of the lab computers get stuck when logging out. The new log out process is very slow and doesn't always complete successfully.

196. Someone should really make the Carleton website easier to navigate, though that doesn't come up often.

197. Better training and student staff at the SCIC, and better (more) open hours.

198. Duplex printing in Sayles
199. Often internet connection speed is very slow. Also, more wireless would be helpful and more convenient printers. Plus more library computers. Often all the computers in the library are full (meaning almost every night).

200. troubleshooting by phone

201. no big problems

202. I wish there was more wireless accessibility around campus.

203. The internet is still somewhat slow in hall residences and in the library. Maybe this could be improved.

204. get computers back to students when in shop faster

205. n/a

206. Better staffed SCIC with faster computer repair turn-around time.

207. Education/training.

208. Wireless dorms.

209. The general upkeep of the computers and labs. The Sayles computers have been sort of out of whack all term and there is never paper in the Willis lab printers, for example.

210. I don't like going to the SCIC or calling with a problem because I've had experiences where the workers make me feel stupid for asking questions. Also it would be great if more buildings had wireless internet (for example, the Music Hall could greatly benefit from wireless since there aren't many available computers).

211. Really, I think that faster and more available wireless would be the best thing. Specifically, students are often bringing computers into the write place in order to get help with papers, but we don't have wireless internet!! Also, the dorms are horrible for computers. They get viruses, they run slowly ... it's just a bad thing.

212. More workers in the library. The computers in the library are rarely working and the printers are always slow, or broken. THIS IS A HUGE PROBLEM.

213. * Collab space: Sometimes I want to share academically-related files with someone I'm not currently in a class with (e.g., show comps data to a professor who isn't my comps advisor, or collaborate with someone else on a club project or just an informal campus-related project), or I want to share files with some people in my class but not others (e.g., for a group project where I don't want other groups to steal my data). * Lab computers, particularly the ones in the LDC, will often freeze during the log-off process, so you'll get a whole lab full of crashed computers. When I need to print something off NOW, that's a real hassle. * The campus needs A LOT more wireless access. * Let us know what's going on. The Carletonian's a good place to talk about longer-term projects.

214. free stuff

215. the gaming experience here stinks! Its so slow!!!!!!!!!!!!!!!

216. Some of the security features (having to change the password every month or so) are very annoying and I think you should be given the choice of whether you want to change your password or not.
217. Only one of our two internet ports works! We have to use a hub, but it makes internet 10 times slower! Help! I'm in Myers 209, extension x4889, please contact stewartm@carleton.edu or landkams@carleton.edu or both

218. More wireless, more computers that support video editing (with clamshells), and more personal storage space.

219. We need more wireless please. Dorms i am talking, wireless is the future lets join it.

220. ok, twice in the past 3 months i have been working on something very important and all of a sudden the stupid computer has randomly tried (this is in the library) to encode it or something, and then it freaks out, freezes and closes, and then it says that whatever i was working on is locked for editing - and i lose all the information i had entered since my last save. i hate this. please fix the computers in the library, will you?

221. Internet connectivity for Houses

222. more color printers

223. Making sure Lab computers are always perfectly functioning and are able to support emerging technologies - it is UNACCEPTABLE for lab machines to be consistently malfunctioning through the term and to not support some widespread technologies - e.g. usb mass storage devices not being supported by the PC's (this problem might be resolved as of this term....not sure). Also, to be competitive with other colleges, we need to offer at least as much technology services as other competing colleges (e.g. MUCH more widespread wireless coverage).

224. Need more computers in the library and need to get the pcs working better in the LDC.

225. More wireless areas, and stronger/more reliable wireless (it's still shaky in the ldc)

226. The SCIC people I've talked to in the past rarely seem to know how to help me over the phone. It would be nice if they knew a bit more what they were talking about. The wireless in the lower floors of the Libe get slow, weak wireless. I work on layouts, and sometimes the saving to Collab is faulty and I lose work, which is frustrating.

227. I know you have priorities and do your best, but playing games over the internet is still very slow during most times of the day.

228. more 24 hr labs more computers more scic employees with knowledge of how to fix broken computers

229. communication about what resources are available through ITS to students

230. Give staff people like the folks in Printing and Mailing the same computers as the ones around campus so that large-format posters come out looking like they did on a public computer. Maybe this has already been done; I am off-campus this term.

231. Get wireless on campus dorms, academic buildings, and houses as well.

232. --

233. Please improve the speed of the internet if at all possible... perhaps a bandwidth upgrade is needed
234. faster internet, a more stable network.
235. ITS needs to provide faster internet connections in dorm rooms, especially for people who play online games a lot. I am not kidding as playing games is an important way to relax for a lot of students. The internet speed here is very low.
236. better internet connection
237. more wireless network. It would be great to have it in salyles
238. faster internet
239. The lab computers are usable, but have issues sometimes.
240. However, the students who work at the SCIC are often not very helpful or polite, in my experience.
241. More PCs/PC support
242. put a computer lab in goodhue (every dorm halls...)
243. SCIC student workers need to be trained better! The internet speed needs to be faster.
244. wireless computing, and a network that is not consistently backed up in times of increased traffic
245. better formatted web surveys
246. More statistical packages, not just SPSS. Could provide better support for Outlook (it was a real pain to make it work). More wireless would also be very nice. Off-campus access to network folders is unreliable and slow.
247. Get internet working faster when it goes down (which happens frequently)
248. Maybe sell some games for goodness sake. How about F.E.A.R.?
249. I don't think students have any idea about ITS' projects for the future. Also, wireless access on the East Bald Spot, while definitely not essential, would be nice for those of us in Watson/etc.
250. I work for ITS, so I'm not going to say. Whatever I say will either look bad for me, or increase my workload. :-P (Just joking, but I think I should stay out of this one for impartiality matters)
251. You have already done a great job with wireless. I am particularly pleased that my house, Farm House, has it as well as many public spaces. It would be nice to have wireless everywhere, but that will obviously cost, I assume, a significant amount of money.
252. I think it would be a great idea for ITS to offer evening courses on excel, spss, and other programs that students use for schoolwork. Also, I know a friend who accesses his Carleton email through his Outlook account. I would like to do this, but I don't know how. If ITS would publish how to do that on their website, I would appreciate it!
253. Updated version of MSN Messenger definitely needs to be installed. More computers needed in the library. Also, since not too many people know of the existence of labs in the 2nd and 3rd floors of CMC, this could be more widely advertised.
254. Hire people who better know what they're doing at the SCIC. I brought my laptop in there once and it came back worse than when I brought it in. If they don't know what they're doing they should not be working with others' computers and misleading us into thinking that we are handing our computers over to someone who is fairly skilled with them.

255. I guess - and I don't know if this is ITS - the printers and copiers in the library rarely function properly. Also, email seems to be down a lot.

256. I would like to know what kind of upgrades are in the works and when they are going to be implemented. For example, I have heard rumors of Internet 2 for three years from other people that work in ITS, but I would guess most students don't know why their connection suddenly improved. ITS is completely out of contact with students in this regard.

257. Scanners in computer labs other than the library would be really nice.

258. I could very much use more website storage space. Gaming isn't possible without more bandwidth, but maybe that doesn't fall under 'needs.'

259. Printers suck. They are either out of paper, out of ink, out of service, not being read, etc. etc. Better online off-campus access to the network for students and faculty. Its hard uploading a document from netstorage website (messes up a lot.) Also, the computer technician works extremely hard with all the broken computers, help him out a bit?

260. I don't know

261. ITS really needs to expand its wireless network. Being able to connect to the network anywhere on campus would really be nice! I know ITS has new Xerox printers, but they need to be deployed to all the labs because a lot of the printers on campus get jammed annoyingly often and I'm always left to fix them because I have a personal grudge with printers and nobody else has the patience to bother. I'm frustrated with the SCIC because they have rarely been able to answer my questions. I realize its hard to answer specific questions about such a wide variety of problems over the phone, but I have had the SCIC folks tell me that the problem lies in an area which even I know isn't the problem. But I've definitely had better service when I have actually come to the SCIC window than when calling over the phone. Please have your labs open at better times over the summer! People who work from 8 to 5 can't use labs that are only open from 8 to 5.

262. ITS needs to respond faster and better to student needs.

263. the servers... they are often unaccessible and unreliable... ie i loose stuff

264. I was really confused when that e-mail was sent out that we had to change our password. I did what the email asked and changed it but still use my old password and barely remember the new one.

265. WIRELESS!!!! Let's get a campus wide wireless!!

266. although I wish it were easier to access them off-campus.

267. wireless in every building (doorms, classes, etc). Wireless in outdoor public places often used by students (bald spot, etc).

268. Often too many of the computers don't work correctly--for example, it takes too long to log on or I can't. But I think this is just students abusing computers. People these days seem to lack patience with technology and
click in all different directions at once, making the computer work too hard. I think it's a student body problem

269. Biggest thing - the network. It's slow, and it bottlenecks the most random things (voice chat, streaming media and the Dashboard translator are just a few examples). Sometimes it's only practical to use it after 2 AM. It's behind nearly every school I've visited with standards of quality similar to Carleton's. Also - moving around server locations (COURSES, for instance), with extra shares available for mounting at each course address, different mounting addresses for courses, personal space, etc... it's very confusing and many people simply do not use them from their own computers. You ought to be able to type in 'home.its.carleton.edu' and see in front of you five folders labelled: Courses, Documents, Web Space, Student Orgs, Departments. Carleton is behind the times with potential community-building technologies such as blogging, wikis, easy photo gallery building and having a flexible, fully-featured directory service, which is why many students have switched to third-party solutions for these (LiveJournal, Facebook) and are not using their webspace. Most people don't even know their webspace exists, or how they might use it, or where it can be accessed. Sure, it may not your intention to host a social network, but these technologies are very flexible and could be used for all sorts of classes, presentations, etc. Carleton also lags behind in wireless access. Campuswide wireless should really just be just a question of $5000 worth of access points with a few new routers and some summer work. Where do you plug in if you're in the basement of the concert hall? Or Boliou? C'mon, everybody has wireless these days... Regarding webmail: the Carleton webmail interface takes four steps just to get to the Inbox. Even SquirrelMail was less work. The universal Reason scheme of web-building has the unfortunate side effect of making nearly every department look pretty homogenous. Whatever the search algorithms are for the web page, Google site-specific search seems to do a much better job of finding stuff on the webpage. You could upgrade that technology; or you could just start using the Google engine. The Student Gateway should have the capability of being personalized -- NNB RSS feed, weather, latest blog entry from so-and-so's Carl weblog... but mostly, the ability to take off stuff they don't use and links they'll never visit. A different student org webpage could be featured weekly, something to make those more visible -- nobody knows about the org pages except the org members. Ok, that's it. Hey, you asked... heh. Good luck with whatever you guys are up to.

270. Laptops are expected to reach 50% of the computer market in the next few years. Students will be carrying their lives around with them, it would be ideal if Carleton could deploy an effective web-based calendar/task manager to accommodate these mobile students. Most computer users are 'content' and don't realize how much more effective their computers can become. Amazing apps, simple tricks, and HOT KEYS (Ctrl-S anyone???) are a few things that can make a users ridiculously more efficient and productive. ITS provides no moderated public site for users to educate themselves about how to enjoy the benefits of overcoming their fear of computers (Knowledge Base and Caucus are not good sources at all).

271. Advertise the services you offer better.

272. Keep the Linux labs open more hours, especially weekends in the morning.

273. More bandwidth
274. Making themselves more accessible to students.

275. more wireless

276. More comprehensive wireless access, student blog creation server, better connectivity to next-generation multimedia services (ex. faster access to Napster and other legal download services), student accessible computer knowledgebase.

277. More wireless internet access. Better system for email than CarlMail and Mulberry. It would be great to have more public computers and locations. Sayles and teh library are often all filled up. It would be great to have a computer lab near Goodhue or the Rec Center for those who live far away.

278. Carleton doesn't have wireless. why not? I don't get it, the majority of other campuses do. We are so advanced in all other technological aspects. I get tired of tripping over the cables in the lounge, which is often a necessary late night place to work.

279. jjjj

280. When repairing something it takes to long for them to return your computer back. So may be a faster service would help a lot.

281. Accessibility of media equipment, it's a huge hassle.

282. have more paper in printers and especially staples!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

283. BETTER WIRELESS SERVICE!!!

284. Better searching options on the Carleton website would be nice, but it's nothing too pressing.

285. The SCIC should be able to fix hardware problems (like replacing hard drive), but more importantly, the turn around time is VERY long. It shouldn't take a week for almost any computer problems. 2 days maximum. Last year when I dropped off my computer, they hadn't even looked at it until the 3rd day.

286. It would be helpful if the computer labs in places other than CMC were functioning well. Often the comptures in the other labs don't read flash drives and often the printers don't work

287. The registration part of the website is slow and difficult to use.

288. Maybe having somone there 24 hours???

289. Can we have a small new student computer orientation? Please? I'm STILL a bit lost.

290. More communication with students.

291. I wish I had wireless in my house. Also, shorter surveys.

292. Send one person to see a problem all the way through.

293. I think that ITS needs to communicate more about its overall goal, and exactly what services it provides to students. I feel as though I wouldn't know what to do if something went wrong with my computer, or how motivated I would be to bring it to the SCIC as opposed to a friend.

294. Internet speed
295. more computer options in Sayles. - Home folder crashes a lot
296. I had to re-register my computer to the system three times. I would like also for wireless everywhere but I know that that is completely unreasonable. I also couldn't use my webcam at all. My dad could see and hear me fine and it worked fine at home, but he looked really gross and blurry to me.
297. Updating the search function on the carleton website would be great. I would love to be able to search the libe catalogue/ereserve titles & authors, & general carleton info (events, etc) all from the same search window.
298. I don't know why the PCs freeze so much more than they did last year. They have problems in all the labs throughout campus. Also, it really sucks when the people who work in the computer labs don't know anything about computers and make a point of letting you know that they know nothing.
299. Perhaps have more experienced workers in the SCIC office so that answers may be better answered. Connecting LAN ports on the walls of more buildings for those who do not have wireless or for areas where wireless reaches very low connections.
300. Maybe more locations of computer labs
301. computing in dorms/houses
302. Higher speed internet connection
304. GET WIRELESS WORKING THROUGHOUT THIS CAMPUS. WE NEED IT. WE SHOULD HAVE IT. GET PRINTERS IN THE DORMS- but limit per/student use. USE 100% RECYCLED PAPER. CUT PAPER USE.
305. more universal internet access
306. nothing really
1. What else should we have asked? How would you have answered it?
2. Open-Ended Response
   1. Places we need wireless: Scoville (esp. Ground) and the classrooms in upper Sayles.
   3. fhqwhgads
4. wireless. Do we want it? YES!!! more wireless! where is it? why isn't our campus fully wireless?
5. You should have asked, 'What else should we have asked? How would you have answered it?' I would have given a recursive answer, probably like this one.
6. Not too much -- though the whole '3 desktop computers, 1 laptop, and two cell phones' thing is literally correct, I only use one laptop (paper writing), one desktop (Debian mailserver / desktop), and one cell phone.
7. How is non-web access to email? I think Mulberry is an acceptable program, but not necessarily a good one. It has a clunky interface and isn't particularly well integrated with the rest of the computer. I use a mac, and rarely use PCs, just for the record.
8. This seemed to about cover everything.
9. I think SCIC employees should be trained better. Their job is to solve student computing problems and they don't seem to do this well at all. I think an actual log should be kept about every call and how it was responded to. Maybe the results will be quite interesting - resolved on the spot, or not resolved. ALSO maybe these solutions should be published on the ITS website so students can troubleshoot on their own. I find myself using Google to search for something on Carleton's website. It's faster and more precise.
10. Is the internet connection fast enough? No
11. How do you like the amount of programs offered for free by the college? I wish that more programs were offered free through the college. The only programs that I can obtain for free are Mathematica, EndNote, and ChemDraw. The only reason that I know that I can obtain these programs is because I searched and asked which programs were free. Please consider offering Adobe Photoshop, Adobe Acrobat, SPSS and many of the programs that classes require.
12. I did not like the questions that asked me to rank the importance or amount that I use items on a long list. My rankings were fairly arbitrary because I do not use many of the service/types of things listed at all.
13. how is our staff? GREAT!!!
14. Much of the survey didn't apply to me (gaming questions, etc) I wish you had n/a columns.
15. I would have liked to see NA options on several of the questions. I don't go to the SCIC for help. As a computer person who works for Admin ITS, if I can't figure out the problem myself on the web (with the nice new bandwidth), or with my family (tech people), I probably have a bigger problem that SCIC can handle. I would also have liked to see NA answers on some of the 'How does Carleton meet your needs for these things',
particularly mobile computing, wireless, gaming, and Cable TV. I don't have wireless, don't really game, and don't have time for TV, so I suppose Carleton addresses my needs perfectly.

16. Some of the questions you asked are a bit silly; you ask for comparison between services that are offered (phone support) and services that are not offered and probably never will be (hardware drop-off, 24/7 help desk). On the question of how best to inform students of an outage: For a specific web-based service (e.g. WebMail), a notice on that service's page a little in advance (say, 24 hours) would be ideal. No matter what else you do, people will be shocked when they try to access WebMail and can't get in.

17. How have you been impressed by ITS? The first day when I couldn't get my internet wireless to work (and it still isn't really working) after having someone say they were coming to make a dorm call (and they didn't show up) I called back and someone came after hours to look at my computer/network set up. I really appreciated that.

18. What I am taking this survey to say is that I think that most people would be okay with turning computers on if they needed them on, at least on nights and weekends. This isn't exactly 'meeting student needs' but it does save energy and I don't think it would really bother people.

19. Eh, no thoughts

20. Nothing

21. I think that a problem that ITS could tackle is how to reduce paper waste - somehow telling people which printer their document will print to, that the can't print eight million copies of it, that if their stats report only has colored graphs on one page, the rest can be printed at a black and white duplexing lazer printer, etc. my suggestions: a printer or two on campus designated to use one sided paper, a collection point in the CMC were used onesided posters (that are printed on standard paper and are still in good condition) can be collected and reused. etc.

22. n/a

23. It would be really nice to have mini-computer labs in dorms for printing... nobody likes to walk from goodhue to the ldc or cmc just to print something.

24. The printers in the labs- especially the library- are often broken or out of toner. Is there some way to keep them in better shape?

25. What do you think of the school wireless? What measures do you support so that we can reduce paper consumption on campus?

26. you should have included a doesn't apply option to some questions.

27. Wireless should be campus wide.. indoors and outdoors like CMU

28. notsure, sorry

29. Why is ITS' problem. How can it be resolved. The infrastructure of ITS needs to be re-modelled.

30. All of the printers should be set to duplex by default but they aren't.

31. Do you have enough bandwidth, Do you run into e-mail size limatations.
32. This is more of a comment: Some of these questions didn't apply to me and there was not a N/A option. Also, I don't know a lot about computers, so some of your wording and the questions were a bit confusing, so I made up an answer or to because I didn't understand what I was being asked.

33. The availability of wireless (which is problematic in rice house) and internet outputs for doubles (e.g. in davis)

34. Nothing

35. Maybe you could have just added a N/A column, because not all of the questions apply to everyone (like gaming, for example).

36. I think the ranking of SCIC services on the questionnaire is very hard and complex to answer, and it's an important question that you should get good data for. That question format should be reworked. Other than that, thanks for doing a great job! I know it's hard to get enough money to meet everyone's expectations of you, but you do a good job with what you're given. If you could squeeze some more cash out of the administration and work with it, that would be fabulous.

37. I can't think of anything

38. I think you should have asked more about individual programs and are they working properly/affectively on campus. I would have answered very negatively this year because, after all the problems I've been having this year with the school computer system, I have very little faith in ITS anymore.

39. I don't use a lot of this or don't really know about it at all...you should have an option to answer this way.

40. The registration interface is archaic! I ended up missing out on a class I should have gotten into because I believed I was fully registered and closed the window without taking the final step of registering and clicking the confirm button.

41. two things. there should have been a n/a answer on a lot of the questions on this survey, because since there wasn't i was just kinda guessing on things i know nothing about. also, you should have asked if the internet connection here is fast enough. it is not. during the day when everyone is online, the speed of the internet frequently slows down to a crawl, and it's hard to get anything done. i dunno if this is something you can do anything about, but i've wanted to complain about this for awhile.

42. Okay, SP2 totally breaks my laptop.

43. I don't know who's to blame for eReserves, but it is a huge waste of paper, the .pdf files only work with one kind of reader, the pages are badly formatted, and the scanning is extremely poor quality.

44. I mean, me and my roommate still share an ethernet thing jack because y'all never switched the one next to it on (and we called a bunch of times)...

45. Which labs need improvement? Mudd Lab.

46. Do you think Charlie Priorie is amazing? I would have said yes. He is an EndNote master. I do not know if the librarians who help with technology are including in the ITS genre, but they are pretty helpful too.
47. Q: 'How satisfied are you with the web interface for collab et al.?' A: Not very. It seems to work on and off, and has had great difficulty giving me access to my comps folder. (which is rather frustrating). I live in an interest house, and for some reason can't map the drives onto my computer, and thus am forced to use the web interface, which drives me crazy.

48. N/A

49. n/a

50. Are the scic workers trained well enough? No, a lot of times they really don't seem to have very much knowledge about how to solve specific problems, or where to direct me if they can't help.

51. This is just a random comment: webmail has been behaving rather strangely lately - many buttons need to clicked multiple times, the formatting of the inbox is not consistent, etc. It's not a major problem, just a bit annoying.

52. I would like to say... that this was a really annoying survey to take.

53. Do you ever have trouble getting a computer in a lab. Yes

54. How the compters in the lab were operating. Answer: not so good. Wireless on campus, and future plans?

55. Nothing!

56. Good job

57. Maybe you could put more troubleshooting stuff online (like a triage or something...who should I call if...) Also it would be neat if there was a little tech education site which had information on how to buy an external hardrive and install it or how to load pictures onto your web page etc.

58. There are some questions I answered that I had no opinion on. Then I started leaving them blank. I am a fan of the frequent computer purchases, but I am concerned about what happens to old computers. I don't see replacing computers every three years as a waste, but I hope we aren't just throwing away the old ones... overall, it does a good job!

59. ?

60. Q: Should we put an end to filesharing? A: FOR GOD'S SAKE YES!!

61. The priority questions are poorly designed.

62. The ranking system for questions is rather frustrating and not very appropriate. The first set of questions, several should have had answers of not at all, never ever have I or will I. Instead, some of those are ranked mid field. BAD The second set was so frustrating I gave them all bogus answers. I just clicked them as quickly as conveniently possible. You should disregard those answers. You need a -i don't have any experience with this-option as well.

63. You asked how many of each device we brought to campus (or something like that)...but the choices where laptop, desktop, television, cellphone, game system, etc. Anyways, what I'm saying is that what's the point of bring both a laptop AND a desktop when you are only allowed one internet port per person in the rooms? I mean, sometimes it would be convenient to be using the internet on both your laptop AND desktop...or maybe it's just me.
64. Also, those 'rank the following' questions will give very deceptive results. On a scale of one to ten (one being lowest) I would have rated many items between one and three. There should have at least been a N/A option.

65. policies on the computer lab: no food - - how much noise - -... etc! food: good! noise: maybe have a comp lab in libe, 2nd floor

66. You should have asked about wireless. I think the wireless capabilities are inadequate, and there were no questions related to this. You should have asked how well the SCIC is able to solve our computer problems.

67. How is your wireless? Not very good.

68. I can't think of anything missed.

69. I've had a specific problem with an internet port in my room that hasn't been fixed, and that's really the only actual contact I've had with ITS, but I get an overall impression that ITS is doing a good job.

70. This survey was not terribly well laid out. Why did I have to rate those different items? There were several that I wanted to put under not at all, but because I had filled that slot once, I had to shift my preference to something that appears more positive. This just doesn't make much sense.

71. Nothing else really. More printers would be nice.

72. There should have been an N/A option because some of the options in the rank questions I have never made use of.

73. How much experience do you have with computers? I have a lot of experience with them and as such don't really use the SCIC that often since I normally fix my own problems, so I can't comment on the effectiveness of them.

74. about the connection speed

75. Um, I would have said somewhere that it would be helpful if there were an accessible place to get information on what kind of hardware to order for specific needs (e.g. wireless cards for macs) and how to get it.

76. The ITS does not need to provide Students with resources for non-academic work. Printing color pictures is a huge waste.

77. one thing about the printers- sometimes they get sort of overwhelmed, and print very very slowly, which results in people getting impatient, and then trying to reprint their document, which compounds the problem.

78. The ranking questions were really hard because you could only put one answer in the lowest or highest categories. For some things, I ranked five things in some numerical order that I use equally little or not at all, or that are not at all important to me.

79. Is the internet fast enough for you in your dorm? labs?

80. should there be wireless networking in dorms? I would like to have wireless networking in dorms, if the lounge is all that may possible that is good enough.

81. None
83. I might not be the best choice of respondent. For example, those 'most to least' things seemed odd; maybe there should be a 'never' option? Some of those methods I would never use. (e.g., calling my parents for tech help)

84. thing i would most like to see change? more wireless access. wireless campus would be great.

85. n/a

86. Nothing more: this has taken me more time than I have, already.

87. Your survey should have had N/A options.

88. Do you like the set-up of CarlMail? No. I think it is slow and cumbersome to use.

89. Those questions about ranking things from high priority to least priority were really poorly put together. It's not going to tell you a whole lot.

90. 'Carletonian' is spelled with an 'e'. And the method of putting things in priority order is really klunky and hard to work with.

91. nothing

92. 'Non-applicable' should be a choice on some of these questions. I have not had to use specific software for courses thus far.

93. Do all the internet ports in your rooms work? No.

94. nothing

95. The guy currently in charge of the SCIC is wonderful. why aren't you letting him do his job?

96. Possibly substitute fewer questions for more personalized responses - in WHAT WAY does carleton support / not support your digital lifestyle and/or course technology needs; more specific answers to the state of the labs (like, I would have said that maybe certain labs need more computers and certain labs don't need as many as they have, but there was no space to put this).

97. Need more computers in the library pc labs and less computers in the cmc labs.

98. for some of the questions, such as how well do Carleton's tech services support my gaming, were irrelevant, but there was no option to say that.

99. Your survey really, really needs to have the 'i wouldn't know, this question doesn't apply to me' option. A lot of my answers were made up because I don't have experience with what they were asking.

100. What single technology update would you most like to see added at Carleton? A more extensive wireless network.

101. Do we need wireless internet? Yes definately! We need this to be available throughout the campus, it makes carrying laptops useful and less hectic when finding computers to use around campus.

102. --

103. I can't really think of anything else you should have asked... probably something about the number of printers, because there could be a few more.

104. about the internet speed.
105. Let's just say the survey was poorly designed in terms of its interface. It does not have a progress bar to show how many questions are ahead. Also, The ranking questions (most often to least often) are confusing and hard to answer. Imagine a question that you cannot even finish browsing in one page.

106. More PCs are needed on the fourth floor of the libe. That is a fantastic space, and the computers are ALWAYS taken. If you look at the computer labs, far more PCs are used than Macs, so maybe you could cut down on Macs in favor of more PCs.

107. how can we improve the carlmail program? allow users to import hyperlinks, allow students to store some saved emails in a separate folders, and improve the address book feature so that students can easily access stored addresses.

108. n/a

109. 'How well are technological resources (i.e. prof webpages, erserves, course folders, caucus) integrated into courses?' 'Well'

110. nothing

111. That's your job.

112. Maybe something about accessing Network Folders - because sometimes I have problems with them.

113. There was no option for solving all of your computer problems yourself in the 'most often - least often' section. I've gone to the scic twice in 4 years, and that was to pick up ethernet cables. I've called scic once because my password was not uniform across different servers. Usually it's faster for me to just solve computer problems myself.

114. Ohh good question, how about, 'People Service?' I would have answered that the service is great, the try really hard, but its not enough. 'service time span' ITS is slow, at repairing computers, or problems that are not immediately threatening. But I think this has to do with the first problem, not enough people for the whole campus and faculty.

115. nothing

116. Something about the type of computing system, whereupon I'd raise a loud cheer for Macs and consistent support for Macs--I don't have difficulties printing stuff created on my Mac, since many of the labs are solely Mac.

117. You should fix the wireless in the superlounge for the 250 residents there! It would be a great accomplishment hailed!

118. I actually thought it was a pretty good survey.

119. File-sharing, DMCA, and all that good stuff. It is probably the single largest consumer of bandwidth on campus, and not a single question? Why else was the bandwidth increased by so much? Where should Carleton go with its digital rights management? Blocking ourTunes? iTunes? Napster? The issue is already starting at the major universities and will work it's way down to our size colleges very soon. ITS needs to be prepared in a way that will address students' desires (if it wants to avoid a riot) as well as the lawyers'.

120. When will there be more bandwidth?

121. no clue
122. How is the network connectivity in your dorm/house? Very poor. My email to Sysnet has gone unanswered, and it makes working on projects in multiple locations extremely difficult. Services are only useful when they're accessible.

123. Getting hooked up to internet was my big problem, because I was new to my Mac. also, I haven't been here long enough to know about all the computing help. I would have liked a question that asked if I even knew what those things were, because really, the only place I go to is folks on my floor and the CMC, but I haven't had any problems yet. And I don't really know how to go about finding who can help out with what problems. there is a dropoff desk?

124. First, anyone communicating with Carleton students should know that it is wrong to use a binary gender system. Plus you made gender a requirement--what's that about? Please provide an 'other' or 'trans' box, or omit it all together. Question 7 was misleading. How important do I think they are? Or what is my perception of ITS's ranking? The ranking questions were difficult because they assume I'll behave the same for any situation. I would rather rank the effectiveness of each applicable choice. Some of them I don't use at all, so it makes no sense to say I use it '4' times when really I use it '0'. I think the survey could be used to show the many things that ITS works with, not just 'the place for everything with computers except maybe media and except maybe something about courses.' I've had great interactions with the people who work on student webpages and student org email lists, but I feel sort of intrusive to ask almost anyone else for help. I do feel that people are friendlier than when I came 3 years ago, though.

125. 'why are the PCs always taken and the macs not?' 'Because macs are bloody annoying for excel and email. It would be nice if there were PCs in every computer lab (I'm thinking of Hulings at the moment).'

126. I think that you should've asked about the network and bandwidth. Sometimes I feel that the internet connection here is slower than those at other schools. Also, I'm not to certain what I think about the split network concept. It probably helps with portioning bandwidth better, but I also enjoy being connected with everyone else on campus.

127. You should always provide an odd number of choices on a survey that asks you to rate your satisfaction so that there's a middle option. Also, a not applicable option would be nice.

128. Are you satisfied with the drop-off service? Given how long it's been since I dropped my computer off & given the fact that it is now EXAM WEEK, I am appalled by SCIC's turnaround time. EVERYONE I talk to is wary of dropping their computers off, as SCIC has no sense of urgency (or so it seems).

129. Seemed good to me.

130. What things would you like to see in the future? --repairs for computer accessories (hardware and software)

131. Registration problems. There is difficulty in trying to register or waitlist for classes that are reserved for certain class year.

132. There should have been more than four choices on many of the multiple choice questions. My answers on several would have been between, say, easy and hard, or well and poor.
133. Are the hours of operation for computing needs convenient and meeting demand? No, during finals the CMC and Sayles are completely filled with students trying to use computers and there are not enough. They should keep other compus computer labs open later during the reading days... like in Willis and possibly the library.
Vision Document for ITS: The Administrative Perspective

Carleton’s decision to merge its administrative and academic computing/networking departments into a single Department of Information Technology Services (ITS) represents a major step toward improving our technology services. Carleton recognizes that an integrated Information Technology Services shop will help us achieve greater efficiencies and more comprehensive strategies as we continue our tradition of utilizing information technologies intelligently. How do we proceed from here? The administrative technology users’ response to this question follows.

Given the rate of technology change we have experienced in the last five years, we recognize that any projections we make regarding the future of ITS at Carleton will be necessarily tentative; at present, change seems one of the few constants in information technology. For that reason, this vision document will not be parading the shortsightedness of its drafters via a detailed wish list of services, hardware and software that we need yesterday. Rather, it will discuss ways to capitalize on our new combined-shop approach. The benefits we hope to gain will also be discussed: efficiencies gained through integration of ITS functions; an emphasis on seamless customer service; an ITS-wide commitment to the training of ITS staff and campus technology users; increased and more effective collaboration both within ITS and between ITS and campus technology users; and global definition and prioritization of our technology needs in the face of multiple software systems and competing departmental agendas. It perhaps goes without saying that these benefits will be won only with diligence and intelligent direction; they will not automatically fall to our lot simply because we now have one ITS department instead of two. Finally, this document will also recommend the establishment of a forum in which the administrative offices might better collaborate with ITS to manage ongoing change in information technology services at Carleton.

We in the administration agree that it is time to remove the temporary fence that was installed a number of years ago to separate academic computing/networking services from administrative computing. The main goal behind this separation has been achieved: academic computing is flourishing, faculty are very happy with technology support at this time and Carleton’s academic computing services is recognized as a national role model. But information technology is moving into a new paradigm—that of networking and data sharing—and the artificial barrier constructed to allow academic computing its own growing space is beginning to seem antiquated and counterproductive. We would benefit from a more seamless technology support model to respond to the increasingly overlapping needs of our academic and administrative constituencies. And ITS will benefit from an environment more conducive to an informed weighing of redundancies, cross-trainings, and efficiencies against the overall mission of the unit, capitalizing even more than before on the qualities of excellence and teamwork exhibited by its hardworking staff. Our goal should be to give our customers the information and services they require in a comfortable one-stop shopping format with technology support that is seamless and service-oriented. The integration of ITS functions will help us reach that goal.
It is crucial that ITS adopt a department-wide commitment to customer service, communication, and training. The very title “Information Technology Services” calculatedly implies a commitment to “service.” We believe that ITS must place the highest possible value on interactive communication with its clients and on the training of both its own staff and users if it is to continue to provide the best possible service to the College. In part, this means ITS must place increased emphasis on professional development opportunities for its administrative technology staff and additional emphasis on the training of administrative users, changes which might well necessitate additional staff. It also means that ITS decisions that affect the way in which administrative staff do their business should not be made in a vacuum; these decisions should be reached collaboratively, with both ITS and administrative offices at the table. It is as important for ITS to understand its administrative clients’ needs, including the academic and administrative policies within which these clients operate, as it is for technology users to understand the advantages and limitations of the technology that they use. Together we can ensure that technology continues to improve the way we do the work of the College and can avoid a scenario in which technology (or the lack of it) dictates, to our disadvantage, how we do our work.

To continue to provide a quality educational experience, all of Carleton’s constituencies need to share with one another. We are successful at our mission only to the extent that we are interconnected, only to the extent that we are benefiting from one another’s experience—thus the increasingly important role of information sharing that is being played out via networked systems in the world of ITS. The administration at Carleton serves a number of clienteles: prospective students, students, prospective faculty, faculty, prospective staff, staff, alumni, prospective donors, donors—the list goes on. What do these groups need or want that can best be provided through information technology services? How do these groups need to be interconnected? How can we provide convenient and secure access to data? These are some of the crucial questions we must continue to answer as we chart the course for ITS at Carleton.

One portion of our administrative client base is our student body. EDUCAUSE has a series of questions that students or prospective students can ask to help them evaluate the state of information technology on a college campus. These questions can also help administrators gauge their institutions’ compliance with student expectations:

- What information about admission and financial aid is available online, and can necessary forms be submitted electronically?
- Is the college catalogue, including important campus policies, available on the Web?
- Can a student access her personal student information/data online?
- Can a student find out his grades online or by phone at the end of a semester?
- Is registration, including dropping and adding courses, processed electronically (either online or via phone)?
- Can students pay bills, receive loans, make campus bookstore purchases using online procedures?
• What campus and community services are covered by “smart cards” or “debit cards”?
• What student information does the campus provide routinely to parents?

Not an exhaustive list by any means—one might add “How does the college connect students with career search services?” and any number of other questions—but it provides a national perspective on student expectations. One imagines that there are additional sets of questions students and prospective students might ask to gauge the state of information technology relating to the campus library and to the classroom, but we won’t attempt to enumerate further. The EDUCAUSE list is obviously an “administrative” function list and to that extent exemplifies the compartmentalization of thought which still surrounds ITS issues at Carleton and nationally.

Faculty constitute another portion of our administrative client base. Although EDUCAUSE does not publish a guide to help faculty evaluate information technology on their campuses, one might imagine a similar set of questions for them. An administrative functionality list for faculty might look something like this:

• Is the current or upcoming year’s class schedule/catalog available online and can the necessary forms to make curricular changes be submitted electronically?
• Can a faculty member access her class roster via the Web?
• Can a faculty member submit final grades electronically?
• Can a faculty member access his personal employee information/data online?
• Can a department chair access her departmental budget via the Web?
• Can a faculty member schedule a visiting lecturer presentation electronically, viewing an online calendar for potential conflicts?
• Can a faculty member pay bills, place textbook orders, and make campus bookstore purchases using online procedures?
• What campus and community services are covered by “smart cards” or “debit cards”?
• What college reports are viewable via the Web?

Neither of these lists is exhaustive, but both suggest the desirability of moving toward a collaborative approach to information technology services. Although students and faculty have traditionally been supported by academic computing at Carleton, the data highlighted in the above lists comes from data bases maintained by administrative staff with support from administrative computing. Administrative offices and their technology support teams will therefore need to be heavily involved in any institutional response to these questions. Likewise, hardware and software choices made by academic technology support cannot help but affect the ability of administrative technology support to implement responses to these question sets. In order to successfully roll out any new services Carleton might require in these areas, administrative and academic computing staff must collaborate with staff, faculty, students and one another as planning, training and implementation progresses. It is our hope that Carleton’s ability to continue to provide the administrative IT services that meet the needs of our students and faculty will only be enhanced by the increased opportunity for collaboration that a merged ITS unit implies.
Although this document is not a wish list, a specific example of the kind of collaborative challenge facing Carleton’s ITS Department in the near future might be illustrative at this point. Our student information system is Colleague, a software package manufactured by Datatel. Datatel has recently produced a Web response to many of the questions on the student and faculty lists above and Carleton’s administration has every intention of installing and implementing this new WebAdvisor package within the next year or two. We need to decide how many of the provided functions we wish to utilize at Carleton and whether or not we wish to limit access to this functionality along the lines standardized by the package. We also need to decide how we are going to get input and buy-in from faculty and students so that the time spent on this project will be well invested. And we need to decide how we are going to handle training and support for WebAdvisor, keeping our goal of seamless, one-stop shopping foremost in mind. At a minimum, this project will require the cooperation of the Dean of the College, the Dean of Students, Office of Student Financial Services, Human Resources, the Business Office, the Registrar, ITS, academic departmental secretaries, faculty and students. College Relations will also play a crucial role in this implementation, as we attempt to fit this new functionality into our overall Web design.

The WebAdvisor project is an example of the kind of project that cries out for collaboration between academic and administrative computing support—the kind of collaboration which we hope and expect will be more easily achieved under a combined ITS department than it was with a split shop. However, it is a Colleague-based package and, as such, represents only a portion of the administrative software packages and initiatives that Carleton’s ITS Department must support. Other systems include: Admissions’ Sequitur system, External Relation’s BSR Advance and BSR SmartCall systems, Residential Life’s Casi-Rusco Picture and Portrait Perfect, Facilities’ TMA, the GroupWise email system, Student Financial Service’s WhizzKid and FEEDS, Campus Activities’ EMS LITE, etc.

This proliferation of useful systems underscores the importance of data sharing and networking mentioned very early in this document and raises questions that the College would benefit from addressing on an ongoing basis. Do these packages—Colleague included—exhibit redundancies when taken as a whole? What do they do well and what not so well? How are we capitalizing on their strengths and addressing their inadequacies? Are other software packages being used on the academic side of the College to achieve similar effects (like the Lotus Organizer package that PEAR uses to schedule rooms)? Are we doing enough to ensure that we are using our information technology systems efficiently and intelligently? (And its rider questions, How easily can data be shared among these systems and Is it being shared?) How are we planning for, and managing, changes to our technology and to our use of technology? What is ITS’s role in software user training? How are we ensuring that technology facilitates rather than dictates policy at Carleton? And perhaps most importantly—at least for the purpose of this document—who is asking these questions at Carleton and what is their forum?
As a partial response to that last question, we recommend that an administrative technology advisory board be established. Currently administrative oversight of information technology is fragmented into various user groups—Colleague, BSR Advance, Sequitur, etc.—and the College would benefit from having a board that can help ITS with big-picture analysis, direction and prioritization in the administrative computing arena. We recommend that representatives from the major administrative divisions constitute the membership of this advisory group. Serious consideration should also be given to having faculty and student representation, either on the board itself or in the ad hoc working groups which it will undoubtedly convene. In addition to—or on the way toward—addressing the questions detailed in the preceding paragraph, the advisory board could help monitor and evaluate Carleton’s responses to an evolving set of student and faculty technology diagnostic questions similar to the EDUCAUSE and EDUCAUSE-inspired ones listed elsewhere. The board might also help draft a similar series of diagnostic questions for administrative users and assist in monitoring and evaluating Carleton’s responses to these, as well.

In summary, we are convinced that a merged ITS Department will benefit the College and we are willing to participate wholeheartedly in ongoing efforts to improve information technology and information technology support at Carleton. It is our hope that, with due diligence and oversight, Carleton will reap the benefits of integrated ITS functionality, seamless customer service, quality technology training, and a unified, collaborative approach to technology needs definition and technology change management.

8/25/00
2004 ITS Survey Results:

Thank you for taking the time to complete the ITS Support Survey. Your feedback was very helpful. We can ascertain from the survey that the model is a good model, although we see areas we need to work on. I’ve included some statistics and results from the survey. If you have questions, please feel free to contact me.

The ITS Support Model survey was sent to 337 staff on March 3, 2004 for a 2 week period. The survey was stopped on Thursday, March 18th. We received 193 responses which is a 57% response rate. Here are additional results from the survey.

Most users call their ITS Coordinator 1-3 times per week.

Overall response rates indicate that 70% of staff feel their level of satisfaction with ITS is very good or excellent. 89% of staff feel their level of satisfaction with ITS is good, very good or excellent.

The top 5 reasons why people call their coordinators are:
1. An often performed task has stopped working
2. Printing problem
3. Can’t connect to the network
4. Account maintenance/access problems
5. A piece of hardware has stopped working

The primary weaknesses with our current support model are response time and communication. Several things that we are pursuing to improve include:
1. Implement auto email responses when a support call is logged or closed in our call tracking database. Users can then let ITS know if the description of the problem, or the resolution is not what they communicated. This also helps you know that your call is being recorded.
2. Improve student training – feedback from many staff indicates that although our student workers are really nice and friendly, they need to work on their technical skills and follow through. We will be improving our student training and requiring students to update the database each time they visit a department. We will also be working more closely with student workers to verify that they know how to contact a coordinator if there is an emergency.
3. Look within ITS at resource allocation and how we appropriate the staff resources and technology.
4. Increase department visits. 37% of staff are interested in having an ITS person visit their department once every two weeks and 36% are interested in a visit once a month. We will strive to visit departments at least once a month.
5. Improve response time on email and voicemail.
6. We are continuing to explore opportunities for improving communication with you. Ideas include web pages with updated info on maintenance work, quarterly web based newsletters, more regular department visits, and more email updates.

Strengths of the current support model include:
1. One point of contact/consistent person to call
2. Ownership for my problem
3. Understanding my environment
4. Knowing why I called last time and how it relates to this call
Help us Help you

When calling with a problem, if you can’t get your coordinator, please call the helpline or leave a detailed message regarding your call. If you are sending email or leaving voicemail, the more detailed a message you can send, the better. Please leave the coordinator as much info as possible. The less phone tag that you and the coordinator have to do, the more quickly we can help you with the problem.

If you get a student when calling the helpline, please indicate to the student how critical your problem is. If it’s critical and cannot wait until the coordinator returns, the student can then come find a coordinator.

Conclusion:
It is clear that the central importance of departmental relationships with coordinators is communication. Departments who reported good, frequent, and timely communication with their coordinator also reported high satisfaction with their coordinator and with ITS overall.

Again, thank you for taking the time to complete the survey and give us feedback. We will continue to take this data and use it to improve our support to you.

Thanks,
Sue
ITS Administrative Staff Survey Findings
December 2005

The ITS Administrative Staff Survey was sent to all staff on the staff list-serv during fall term, 2005 (470 staff). From the emailed invitation, 189 staff responded to the survey (40% response rate). The responses were predominantly from women (73%) and the majority of respondents (41%) have been at the college 1 – 5 years.

Unless otherwise noted, satisfaction % include the top 2 scales (well + very well; very satisfied + satisfied, etc.)

Overall findings

- 92%+ were satisfied with the way ITS met their technological expectations and with their hardware and software.
- 50% of respondents think the Administrative Advisory Group is effective or very effective; 34% are not familiar with AAG
- Best communication is about important info. and general info (96%, 90%); worst communication about budget and development, and future directions (50%, 66%)
- Email the best way to notify staff
- 94% are satisfied with ITS request cycle
- Staff learn about new technologies primarily from others in their dept./building (59%), and secondly from their ACC (40%)
- Fewer than 50% of staff use wireless or web publishing
- Of the technologies used by 50%+ staff, Groupwise web mail was best supported (1.53), working from home worst supported (2.09) [1 = very well, 2 = somewhat well].
- 90% staff are satisfied that Groupwise meets their email needs; 71% satisfied with it as a personal schedule; 62% satisfied with it as a group schedule
- 84% staff feel it’s very or somewhat important for all employees to use a single calendar system
- There is no consensus on server maintenance time (though Sun. is slightly preferred)
- Staff would prefer:
  - Immediate help (75%)
  - Someone who knows their office processes (75%)
  - Getting help from the same person (56%)
  - Help from a person (97%)
  - Regularly scheduled software courses (53%)
- Staff go most often to their ACC for help, least often to retail tech. or family for help
- 72% can always or often find what they’re looking for on the Carleton website
- The majority of staff ask their ACCs for help once a month
- 78% are satisfied with their help results; 89% are satisfied with their interactions with their ACCS
- 70% are satisfied with response time
- 81% are satisfied with visits from their ITS staff member while 56% are satisfied with training.
89% are satisfied with the technology to do their jobs
96% are satisfied with access to departmental resources
55% are satisfied with that student workers have the technology they need to do their work
61% feel involved in setting ITS priorities; 99% feel it’s important for academic staff to be involved in setting priorities
Staff interest in doing the following themselves:
  o Setting passwords (81%)
  o Adding or configuring printers (62%)
  o Giving access to information systems (57%)
  o Installing programs (56%)
42% state faculty and staff having different computer systems causes a somewhat negative impact; 35% state it has no impact
90%+ are satisfied with access to employee info., with specialized printing needs
Colleague users most satisfied with being informed when maintenance work is being done (1.54); least satisfied with training resources (2.45) [1 = very satisfied, 2 = satisfied, 3 = somewhat satisfied]
Advance users most satisfied with being informed when maintenance work is being done (1.53) and with confidential data protected (1.53); least satisfied with training resources (2.19)
Recruitment Plus users most satisfied with knowing who to call to get help (1.63) and with confidential data protected (1.64); least satisfied with training resources (2.23)
OnBase users most satisfied with knowing who to call to get help (1.67); least satisfied with training resources (2.20)
No item on the survey received a composite score of (not well) or 4 (poorly)

Findings by gender
In this section, I am only commenting on substantial differences between the genders or on substantial differences between one gender and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences.

  Of those who know of the Administrative Advisory Group, most think it’s effective. However, over 1/3 of respondents are unfamiliar with it.
  Men find out about new technologies primarily through mass media (51%) while women find out through others in their dept./building (63%). The top three places to find information for both groups is ACC, mass media, others in dept/building
  For men, the best supported technology is file storage; for women it’s Groupwise.
  The least supported technology for both is working from home (2.03 – 2.29; 2 = somewhat well, 3 = not well)
  Women strongly feel that everyone at the college needs a common scheduling software (90% v. 64% men)
  Both men and women prefer immediate help, someone who knows there office procedures, working with the same person, and getting help from a live person.
  Both are split on training classes: 47% men want regularly scheduled courses vs. 53% of women.
Both go to their ACC most often for help; women go to retail tech least; men go to a family member least

Men less often find what they’re looking for on the Carleton website (63% v. 75% women)

Women generally are more satisfied than men with all interactions with ITS

Both groups are least satisfied with training from ITS (52% men, 57% women)

87%+ of both groups are satisfied with their technical support and with access to departmental resources

49% men and 58% women state their student workers always or often have the technology to do their jobs

Men are less interested in doing IT tasks by themselves than women are

Men and women are both most interested in changing passwords; least interested in granting access

56% of men say different computer set ups has no impact on them; 49% of women say it has a negative impact

Colleague: no differences between the genders

Advance: no differences between the genders

Recruitment Plus: Men most satisfied with knowing who to call for help; women most satisfied with confidentiality of data. Men least satisfied with training (2.00); women least satisfied with response time (2.43)

OnBase: Men most satisfied with confidentiality of data and knowing when maintenance work is being done; women most satisfied with confidentiality of data and knowing who to call for help. Both are least satisfied with training (2.19 – 2.21)

Half of the men who responded were new employees (1 – 5 years, 50%)

Findings by Academic Computing Coordinator

In this section, I am only commenting on substantial differences between clients of each Academic Computing Coordinator or on substantial differences between clients of one coordinator and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences.

Austin’s departments were less satisfied with how their technology expectations were met (79% vs. 95% for David and 100% for Tammy) and less satisfied with hardware and software (86% vs. 95% for David and 100% for Tammy)

Austin’s departments have the largest proportion of staff unfamiliar with AAG (45% vs. 31% for David and 27% for Tammy)

In terms of ITS communication, Austin’s groups had the lowest satisfaction on all items, Tammy’s groups were 80%+ satisfied with all items except the budget

For Austin’s and David’s group, the best support technology was Groupwise; for Tammy it was file storage.

The least supported technology for Austin’s and Tammy’s group was working from home (1.90 – 2.25), for David’s groups it was web publishing (2.24) [1 = very well, 2 = somewhat well, 3 = not well]

Austin’s group is least satisfied, of the 3 groups, with Groupwise as an email program (79% vs. 93% for David and 96% for Tammy)
80%+ of all three groups wanted a common scheduling software
- David’s and Tammy’s groups were split between wanting help from the same person or based on the problem (Tammy’s slightly preferred same person, David’s slightly preferred problem). Austin’s groups preferred the same person.
- Preferences for training were split by ACC: Tammy’s groups preferred personal training sessions, David’s preferred regularly scheduled training sessions, and Austin’s groups were split almost 50/50 between the two choices
- 33% of Austin’s respondents call him once a week vs. 24% for David and 20% for Tammy
- 85% of Tammy’s respondents said they were satisfied with help results compared to 69% of Austin’s respondents
- 85%+ of all respondents were satisfied with interactions with their ACC
- 89% of Tammy’s respondents were satisfied with response time compared to 53% of Austin’s
- David’s respondents were most satisfied with hardware repair (80% vs. 68% Tammy and 69% Austin)
- Tammy’s respondents were most satisfied with phone support (82% vs 72% Austin and 62% David).
- Training by ITS staff is the are with the least satisfaction for all three ACCs (65% Tammy, 50% David and Austin)
- 100% of Tammy’s respondents were satisfied with the tech support they get for their jobs compared to 79% of Austin’s respondents
- Only half of David’s and Austin’s respondents felt that their student workers had the technology they needed to do their jobs
- Austin’s respondents were more interested in doing ITS tasks themselves generally
- Austin’s and Tammy’s respondents were least interested in installing programs, David’s were least interested in granting access
- Colleague: most satisfied: Austin’s group – confidentiality of data; David/Tammy – knowing when there would be maintenance. Least satisfied: Austin/Tammy – training (2.35 – 2.64); David – functionality to do job (2.5) [2 = satisfied, 3 = somewhat satisfied]
- Advance: most satisfied: Austin/Tammy – knowing when there would be maintenance, confidentiality of data; David – maintenance of data. Least satisfied: training (1.86 – 2.41)
- Recruitment Plus: Austin had no users in this group. Of Tammy’s users, all were “very satisfied” with all aspects. Of David’s users, most satisfied with confidentiality of data and knowing who to call for help; least satisfied with training (2.33)
- OnBase: most satisfied: Austin’s users – knowing who to call for help, confidentiality of data; David – confidentiality of data; Tammy – knowing who to call for help, issues dealt with in a timely manner. Least satisfied: Austin/David – training (2.0 – 2.39); Tammy – functionality to do job (1.83)
Findings by length of time at Carleton
In this section, I am only commenting on substantial differences between the three length of employment groups or on substantial differences between one group and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences.

- Staff with 1 – 5 years are less satisfied that their technological expectations have been met, less satisfied with hardware and software, and less familiar with AAG than other employees
- There are close splits in all three employment groups between getting help from the same person or getting help based on the problem. There’s a slight preference for the same person.
- All three groups have close splits between regularly scheduled training courses or personalized training courses. There is no clear preference.
- Employees with 11+ years are most satisfied with help results (85% vs. 70% for 6 – 10 years vs. 75% for 1 – 5 years)
- All three groups are most dissatisfied with training
- 59 – 65% feel staff are involved in setting ITS priorities; all groups strongly feel staff should be involved in setting priorities
- Employees with 1 – 5 years are more interested in doing ITS tasks for themselves. All groups are most interested in changing passwords and least interested in granting access
- Employees with 6 – 10 and 11+ years say having different computer systems causes a somewhat negative impact.
- Colleague: no differences between the groups
- Advance: no differences between the groups
- Recruitment Plus: most satisfied: 1- 5 with who to call, 6 – 10 with who to call and confidentiality of data, 11+ with confidentiality of data and functionality to do their job. Least satisfied for all groups: training (2.0 – 2.5; 2 = satisfied, 3 = somewhat satisfied)
- OnBase: most satisfied: 1 – 5 with confidentiality of data, 6 – 10 with confidentiality of data and who to call, 11+ with who to call. Least satisfied for all groups: training (2.12 – 2.39)

CONCLUSIONS  (in no particular order)

1. Least supported/satisfied does not mean *BAD*. I’ve provided scales for comparison purposes. All items were looked at according to their rank not according to a set cut-off point. In other words, ITS will need to decide what a low level of satisfaction or support is. All responses in the survey were in the “satisfied” range. There is nothing people are decidedly “dissatisfied” with.

2. Austin’s groups are clearly unhappy; they have consistently lower satisfaction scores on most survey items. However, there is small if any difference between the three ACC groups on college-wide questions (i.e. access to employee info., need for a common schedule). The differences seem to center around satisfaction with how ITS supports them in doing their jobs. It is unclear from the survey why Austin’s groups are less satisfied.
3. While a slim majority of staff (55%) feel their student workers have what they need to do their jobs, there are still a substantial amount of staff who feel their student workers do not (primarily in Austin’s groups).

4. The administrative staff feel involved in helping set ITS priorities, but there is room for improvement between their perceived current involvement and the importance they place on being involved.

5. The Administrative Advisory Group is effective for those who know about it, but there is a large segment of staff who doesn’t (particularly new staff, 1 – 5 years).

6. There is interest in doing some of the tasks listed themselves. ITS could start with what people are interested in now and see if more become interested in the future.

7. For staff, training is the resounding weakness relative to other ITS services, particularly with administrative information systems.

8. New staff (1 – 5 years) are substantially different from other employee groups – they are more technologically savvy, more able, more demanding, and more willing to do things themselves.
Results Summary

Filter Results
To analyze a subset of your data, you can create one or more filters.

Total: 189
Visible: 189

2. General Questions (Page 1 of 9)

1. How well has Carleton met your technological expectations in the past five years?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>34.9%</td>
<td>65</td>
</tr>
<tr>
<td>Well</td>
<td>57%</td>
<td>106</td>
</tr>
<tr>
<td>Poorly</td>
<td>7.5%</td>
<td>14</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0.5%</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Respondents 186
(skipped this question) 3

2. How satisfied are you with the software and hardware provided by ITS?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>56.5%</td>
<td>105</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>37.6%</td>
<td>70</td>
</tr>
<tr>
<td>Somewhat unsatisfied</td>
<td>4.8%</td>
<td>9</td>
</tr>
<tr>
<td>Very unsatisfied</td>
<td>1.1%</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Respondents 186
(skipped this question) 3

3. How effective do you feel the ITS Administrative Advisory Group is at communicating the technology needs of administrative staff to ITS?
3. More Specific Questions (Page 2 of 9)

4. How well does ITS communicate with you about the following types of information?

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>Very well</th>
<th>Well</th>
<th>Poorly</th>
<th>Very poorly</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Information (e.g. service outages)</td>
<td>68% (121)</td>
<td>28%</td>
<td>2%</td>
<td>2%</td>
<td>1.37</td>
</tr>
<tr>
<td>General Info (e.g. software upgrades)</td>
<td>42% (74)</td>
<td>48%</td>
<td>9%</td>
<td>1%</td>
<td>1.69</td>
</tr>
<tr>
<td>Future Directions of Technology on campus</td>
<td>20% (34)</td>
<td>46%</td>
<td>31%</td>
<td>4%</td>
<td>2.18</td>
</tr>
<tr>
<td>Budget and Development Priorities</td>
<td>12% (21)</td>
<td>38%</td>
<td>42%</td>
<td>8%</td>
<td>2.45</td>
</tr>
<tr>
<td>Current status of projects</td>
<td>18% (31)</td>
<td>53%</td>
<td>24%</td>
<td>5%</td>
<td>2.15</td>
</tr>
<tr>
<td>Progress reports on problem resolution</td>
<td>24% (42)</td>
<td>47%</td>
<td>19%</td>
<td>10%</td>
<td>2.15</td>
</tr>
</tbody>
</table>

Total Respondents 177

(skipped this question) 12

5. What is the best way for ITS to notify you about important computing issues, for example an impending email outage?

<table>
<thead>
<tr>
<th>Method</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carletonian</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Email</td>
<td>94.9%</td>
<td>167</td>
</tr>
<tr>
<td>Flyers</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>NNB</td>
<td>0.6%</td>
<td>1</td>
</tr>
<tr>
<td>ITS web page</td>
<td>0.6%</td>
<td>1</td>
</tr>
<tr>
<td>Postal/campus mail</td>
<td>1.7%</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>2.3%</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Respondents 176

(skipped this question) 13

6. How well does ITS's annual hardware request cycle meet your needs for hardware or software changes?
7. How do you find out about new technologies? (check all that apply)

- Administrative Computing Coordinator: 40.4% (69)
- Another person in ITS: 16.4% (28)
- Others in my department or building: 58.5% (100)
- Family member: 22.8% (39)
- ITS website: 4.1% (7)
- Mass media: 36.3% (62)
- Other websites: 14.6% (25)
- Other (please specify): 15.2% (26)

Total Respondents: 171
(skipped this question) 18

8. How well does Carleton support your use of the following technologies?

- Groupwise Web Access: 51% (90), 41% (72), 2% (3), 2% (4), 3% (6), 1.53
- Storage / transfer of large data sets: 23% (39), 31% (54), 3% (6), 1% (2), 42% (72), 1.71
- File storage: 38% (66), 39% (68), 5% (9), 1% (2), 17% (30), 1.63
- Working from home: 19% (33), 33% (57), 14% (24), 6% (10), 27% (47), 2.09
- Wireless: 10% (16), 14% (24), 10% (17), 4% (6), 62% (105), 2.21
- Web publishing: 16% (26), 23% (38), 7% (11), 5% (9), 50% (83), 2.04

Total Respondents: 176
(skipped this question) 13

9. How well does GroupWise meet your needs in the following areas?

- Email: 64% (113), 26% (45), 3% (5), 5% (8), 3% (5), 1.46
10. How important do you feel it is for all employees of Carleton (staff and faculty) to be using a single shared calendaring system?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>50%</td>
<td>88</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>34.1%</td>
<td>60</td>
</tr>
<tr>
<td>Somewhat unimportant</td>
<td>9.7%</td>
<td>17</td>
</tr>
<tr>
<td>Very unimportant</td>
<td>6.3%</td>
<td>11</td>
</tr>
</tbody>
</table>

Total Respondents 176
(skipped this question) 13

11. Servers require regular maintenance to maintain stability. While you will always receive notification of maintenance ahead of time, which of the following maintenance schedules would inconvenience you the least?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every other Sunday, 7-11 a.m.</td>
<td>37.5%</td>
<td>66</td>
</tr>
<tr>
<td>Every other Friday, 6-10 p.m.</td>
<td>10.2%</td>
<td>18</td>
</tr>
<tr>
<td>Every other Monday, 4-8 a.m.</td>
<td>9.1%</td>
<td>16</td>
</tr>
<tr>
<td>Don’t care</td>
<td>43.2%</td>
<td>76</td>
</tr>
</tbody>
</table>

Total Respondents 176
(skipped this question) 13

4. Administrative Service Model (Page 3 of 9)

12. Which would you prefer?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial support from a helpdesk staff person--will be immediate</td>
<td>75.3%</td>
<td>131</td>
</tr>
<tr>
<td>Initial support from a computing coordinator--may not be immediate</td>
<td>24.7%</td>
<td>43</td>
</tr>
</tbody>
</table>

Total Respondents 174
(skipped this question) 15

13. Which would you prefer?
### Technical Help From a Software or Hardware Specialist
- **Technical help from a software or hardware specialist**: 25.4% (44)
- **Technical help from a coordinator with more knowledge of your office's business processes**: 74.6% (129)

### 14. Which would you prefer?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical help from the same person every time</td>
<td>55.6%</td>
<td>95</td>
</tr>
<tr>
<td>Technical help from different people based on your problem at the time</td>
<td>44.4%</td>
<td>76</td>
</tr>
</tbody>
</table>

### 15. Which would you prefer?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical help from a person during regular business hours</td>
<td>96.5%</td>
<td>167</td>
</tr>
<tr>
<td>Technical help from a well-designed self-help website 24 hours</td>
<td>3.5%</td>
<td>6</td>
</tr>
</tbody>
</table>

### 16. Which would you prefer?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly scheduled software training classes</td>
<td>52.6%</td>
<td>91</td>
</tr>
<tr>
<td>Somewhat infrequent but personalized software training</td>
<td>47.4%</td>
<td>82</td>
</tr>
</tbody>
</table>

### 5. Getting Answers (Page 4 of 9)

17. If you have a computing question, where do you go for help? Please rank the following options according to how often you use them. You can only choose each column once.

<table>
<thead>
<tr>
<th></th>
<th>Most often</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Least often</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Computing Coordinator</td>
<td>60% (97)</td>
<td>21% (34)</td>
<td>14% (22)</td>
<td>4% (6)</td>
<td>1% (1)</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>1% (1)</td>
<td>1.70</td>
</tr>
<tr>
<td>Another person in ITS</td>
<td>3% (5)</td>
<td>20% (29)</td>
<td>25% (37)</td>
<td>30% (44)</td>
<td>7% (11)</td>
<td>7% (10)</td>
<td>5% (7)</td>
<td>3% (5)</td>
<td>3.74</td>
</tr>
<tr>
<td>Helpline (x4547)</td>
<td>16% (26)</td>
<td>36% (58)</td>
<td>29% (47)</td>
<td>13% (22)</td>
<td>1% (1)</td>
<td>2% (3)</td>
<td>1% (2)</td>
<td>2% (4)</td>
<td>2.70</td>
</tr>
</tbody>
</table>
## Survey Summary

**Survey Summary**


### Others in my department or building

<table>
<thead>
<tr>
<th></th>
<th>24% (38)</th>
<th>17% (27)</th>
<th>18% (28)</th>
<th><strong>27% (43)</strong></th>
<th>8% (13)</th>
<th>3% (5)</th>
<th>1% (2)</th>
<th>2% (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family member</td>
<td>1% (1)</td>
<td>1% (2)</td>
<td>2% (3)</td>
<td>6% (9)</td>
<td>19% (26)</td>
<td>11% (16)</td>
<td>20% (28)</td>
<td><strong>39% (55)</strong></td>
</tr>
<tr>
<td>The ITS website</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>2% (3)</td>
<td>4% (6)</td>
<td>24% (35)</td>
<td><strong>34% (49)</strong></td>
<td>25% (36)</td>
<td>11% (16)</td>
</tr>
<tr>
<td>The web (e.g., Google)</td>
<td>1% (1)</td>
<td>3% (4)</td>
<td>8% (12)</td>
<td>9% (13)</td>
<td>23% (33)</td>
<td><strong>29% (42)</strong></td>
<td>23% (34)</td>
<td>4% (6)</td>
</tr>
<tr>
<td>Retail or manufacturer tech support</td>
<td>0% (0)</td>
<td>3% (4)</td>
<td>3% (5)</td>
<td>5% (8)</td>
<td>12% (19)</td>
<td>13% (20)</td>
<td>21% (32)</td>
<td><strong>42% (65)</strong></td>
</tr>
</tbody>
</table>

### Total Respondents 173

*(skipped this question)* 16

18. How often are you able to find what you are looking for on the Carleton home website?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6.5%</td>
<td>11</td>
</tr>
<tr>
<td>Often</td>
<td><strong>65.3%</strong></td>
<td><strong>111</strong></td>
</tr>
<tr>
<td>Sometimes</td>
<td>27.1%</td>
<td>46</td>
</tr>
<tr>
<td>Never</td>
<td>1.2%</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Respondents 170

*(skipped this question)* 19

19. In the last year how frequently have you asked your computing coordinator for computing help?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once a week</td>
<td>4.7%</td>
<td>8</td>
</tr>
<tr>
<td>Once a week</td>
<td>25%</td>
<td>43</td>
</tr>
<tr>
<td><strong>Once a month</strong></td>
<td><strong>69.2%</strong></td>
<td><strong>119</strong></td>
</tr>
<tr>
<td>Never</td>
<td>1.2%</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Respondents 172

*(skipped this question)* 17

20. When asking your computing coordinator for computing help, how often are you satisfied with the results?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>34.7%</td>
<td>60</td>
</tr>
<tr>
<td><strong>Often</strong></td>
<td><strong>43.4%</strong></td>
<td><strong>75</strong></td>
</tr>
<tr>
<td>Sometimes</td>
<td>21.4%</td>
<td>37</td>
</tr>
<tr>
<td>Never</td>
<td>0.6%</td>
<td>1</td>
</tr>
</tbody>
</table>

### Total Respondents 173

*(skipped this question)* 16
21. How satisfied are you with the personal interaction with your computing coordinator?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>60.1%</td>
<td>104</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>28.9%</td>
<td>50</td>
</tr>
<tr>
<td>Somewhat unsatisfied</td>
<td>9.2%</td>
<td>16</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>1.7%</td>
<td>3</td>
</tr>
</tbody>
</table>

TotalRespondents 173
(skipped this question) 16

22. When you contact ITS about a problem, how satisfied are you with the response time?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>23.1%</td>
<td>40</td>
</tr>
<tr>
<td>Satisfied</td>
<td>46.8%</td>
<td>81</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>23.7%</td>
<td>41</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>6.4%</td>
<td>11</td>
</tr>
</tbody>
</table>

TotalRespondents 173
(skipped this question) 16

23. For each of the following types of interaction with ITS, please rate your level of satisfaction, based on your most recent interaction of that type.

<table>
<thead>
<tr>
<th>Type of Interaction</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Dissatisfied</th>
<th>N/A</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware repair</td>
<td>27% (47)</td>
<td>45% (77)</td>
<td>7% (12)</td>
<td>1% (2)</td>
<td>20% (35)</td>
<td>1.78</td>
</tr>
<tr>
<td>Visit from an ITS staff member</td>
<td>46% (77)</td>
<td>35% (59)</td>
<td>12% (20)</td>
<td>4% (7)</td>
<td>3% (5)</td>
<td>1.74</td>
</tr>
<tr>
<td>Training from an ITS staff member</td>
<td>21% (35)</td>
<td>35% (59)</td>
<td>15% (26)</td>
<td>5% (9)</td>
<td>24% (40)</td>
<td>2.07</td>
</tr>
<tr>
<td>Phone support from an ITS staff member</td>
<td>32% (55)</td>
<td>41% (70)</td>
<td>20% (35)</td>
<td>4% (7)</td>
<td>3% (5)</td>
<td>1.96</td>
</tr>
</tbody>
</table>

TotalRespondents 173
(skipped this question) 16

6. Administrative Support (Page 5 of 9)

24. How satisfied are you with the technology support you receive for your administrative duties?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>27.1%</td>
<td>46</td>
</tr>
<tr>
<td>Satisfied</td>
<td>62.4%</td>
<td>106</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>10%</td>
<td>17</td>
</tr>
</tbody>
</table>
25. How well does Carleton provide electronic access to departmental resources (e.g. departmental Collab folders)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>30.4%</td>
<td>49</td>
</tr>
<tr>
<td>Well</td>
<td>65.2%</td>
<td>105</td>
</tr>
<tr>
<td>Poorly</td>
<td>3.7%</td>
<td>6</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0.6%</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Respondents 161

26. Do you think your student workers have adequate access to technology necessary for their jobs?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>20%</td>
<td>34</td>
</tr>
<tr>
<td>Often</td>
<td>35.3%</td>
<td>60</td>
</tr>
<tr>
<td>Sometimes</td>
<td>25.9%</td>
<td>44</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>I don't work closely with student workers</td>
<td>18.8%</td>
<td>32</td>
</tr>
</tbody>
</table>

Total Respondents 170

27. How involved do you feel administrative staff are in the process that sets the priorities for technology projects on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very involved</td>
<td>10.4%</td>
<td>17</td>
</tr>
<tr>
<td>Somewhat involved</td>
<td>50.9%</td>
<td>83</td>
</tr>
<tr>
<td>Somewhat uninvolved</td>
<td>27.6%</td>
<td>45</td>
</tr>
<tr>
<td>Uninvolved</td>
<td>11%</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Respondents 163

28. How involved do you feel administrative staff should be in the process that sets the priorities for technology projects on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat uninvolved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uninvolved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
29. Please rate how interested would you be in being able to do each of the following tasks for yourself, without having to call ITS for assistance (ITS would provide clear documentation on a website to assist you):

<table>
<thead>
<tr>
<th>Task</th>
<th>Very interested</th>
<th>Interested</th>
<th>Somewhat interested</th>
<th>Not interested</th>
<th>N/A</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Installing programs</td>
<td>29% (50)</td>
<td>27% (46)</td>
<td>14% (24)</td>
<td>26% (44)</td>
<td>4%  (6)</td>
<td>2.38</td>
</tr>
<tr>
<td>Resetting passwords when they've been forgotten or your account has been locked</td>
<td>52% (88)</td>
<td>29% (50)</td>
<td>11% (19)</td>
<td>7% (12)</td>
<td>1%  (1)</td>
<td>1.73</td>
</tr>
<tr>
<td>Granting access to additional administrative information systems</td>
<td>25% (41)</td>
<td>32% (54)</td>
<td>15% (25)</td>
<td>19% (32)</td>
<td>9%  (15)</td>
<td>2.32</td>
</tr>
<tr>
<td>Adding and configuring printers</td>
<td>36% (60)</td>
<td>26% (44)</td>
<td>17% (28)</td>
<td>19% (32)</td>
<td>3%  (5)</td>
<td>2.20</td>
</tr>
</tbody>
</table>

Total Respondents 170
(skipped this question) 19

30. Administrative and academic users have slightly different computer setups. Please rate the impact this has had on your collaboration with faculty and academic staff.

<table>
<thead>
<tr>
<th>Impact</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly negative impact</td>
<td>4.8%</td>
<td>8</td>
</tr>
<tr>
<td>Somewhat negative impact</td>
<td>41.7%</td>
<td>70</td>
</tr>
<tr>
<td>No impact</td>
<td>34.5%</td>
<td>58</td>
</tr>
<tr>
<td>Somewhat positive impact</td>
<td>2.4%</td>
<td>4</td>
</tr>
<tr>
<td>Highly positive impact</td>
<td>0.6%</td>
<td>1</td>
</tr>
<tr>
<td>I don't collaborate with faculty or academic staff</td>
<td>16.1%</td>
<td>27</td>
</tr>
</tbody>
</table>

Total Respondents 168
(skipped this question) 21

7. Web, Priorities, etc. (Page 6 of 9)

31. How well does Carleton provide access to employment information, benefits, payroll and budget information?

<table>
<thead>
<tr>
<th>Accessibility</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>40%</td>
<td>68</td>
</tr>
<tr>
<td>Well</td>
<td>55.3%</td>
<td>94</td>
</tr>
</tbody>
</table>
32. How well are your specialized printing needs (photos, banners, etc.) met on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>31.3%</td>
<td>52</td>
</tr>
<tr>
<td>Well</td>
<td>60.2%</td>
<td>100</td>
</tr>
<tr>
<td>Poorly</td>
<td>7.2%</td>
<td>12</td>
</tr>
<tr>
<td>Very poorly</td>
<td>1.2%</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Respondents: 166

(skipped this question) 23

8. Administrative Information Systems (Page 7 of 9)

33. The following questions are about Datatel's Colleague (student information financials, financial aid, etc). Please rate your satisfaction level for each of the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Dissatisfied</th>
<th>N/A</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing who to call get help</td>
<td>20% (23)</td>
<td>23% (27)</td>
<td>10% (11)</td>
<td>4% (5)</td>
<td>43% (49)</td>
<td>1.97</td>
</tr>
<tr>
<td>Having your issues dealt with in an</td>
<td>18% (20)</td>
<td>22% (25)</td>
<td>12% (14)</td>
<td>3% (3)</td>
<td>46% (52)</td>
<td>2.00</td>
</tr>
<tr>
<td>appropriate time frame</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having access to adequate training</td>
<td>12% (13)</td>
<td>18% (20)</td>
<td>12% (14)</td>
<td>12% (13)</td>
<td>47% (53)</td>
<td>2.45</td>
</tr>
<tr>
<td>resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing the functionality you need to</td>
<td>12% (13)</td>
<td>25% (28)</td>
<td>10% (11)</td>
<td>11% (12)</td>
<td>43% (49)</td>
<td>2.34</td>
</tr>
<tr>
<td>do your job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being adequately informed when maintenance</td>
<td>29% (33)</td>
<td>20% (23)</td>
<td>4% (5)</td>
<td>0% (0)</td>
<td>46% (52)</td>
<td>1.54</td>
</tr>
<tr>
<td>work is done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having confidential data you are</td>
<td>21% (24)</td>
<td>24% (27)</td>
<td>3% (3)</td>
<td>0% (0)</td>
<td>52% (58)</td>
<td>1.61</td>
</tr>
<tr>
<td>responsible for adequately protected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Respondents: 114

(skipped this question) 75

34. The following questions are about Advance C/S (the alumni information system). Please rate your satisfaction level for each of the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Dissatisfied</th>
<th>N/A</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing who to call get help</td>
<td>24% (29)</td>
<td>21% (25)</td>
<td>6% (7)</td>
<td>2% (3)</td>
<td>47% (56)</td>
<td>1.75</td>
</tr>
<tr>
<td>Having your issues dealt with in an</td>
<td>22% (25)</td>
<td>22% (26)</td>
<td>7% (8)</td>
<td>2% (2)</td>
<td>47% (55)</td>
<td>1.79</td>
</tr>
<tr>
<td>appropriate time frame</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having access to adequate training</td>
<td>13% (15)</td>
<td>21% (24)</td>
<td>12% (14)</td>
<td>5% (6)</td>
<td>50% (58)</td>
<td>2.19</td>
</tr>
<tr>
<td>resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing the functionality you need to</td>
<td>18% (21)</td>
<td>25% (30)</td>
<td>7% (8)</td>
<td>4% (5)</td>
<td>46% (54)</td>
<td>1.95</td>
</tr>
<tr>
<td>do your job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being adequately informed when maintenance</td>
<td>30% (35)</td>
<td>21% (25)</td>
<td>3% (3)</td>
<td>1% (1)</td>
<td>46% (54)</td>
<td>1.53</td>
</tr>
<tr>
<td>work is done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Respondents: 75
35. The following questions are about Recruitment Plus (recruitment and admission). Please rate your satisfaction level for each of the following areas:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Dissatisfied</th>
<th>N/A</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing who to call to get help</td>
<td>9% (9)</td>
<td>5% (5)</td>
<td>1% (1)</td>
<td>1% (1)</td>
<td>83% (80)</td>
<td>1.63</td>
</tr>
<tr>
<td>Having your issues dealt with in an appropriate time frame</td>
<td>4% (4)</td>
<td>6% (6)</td>
<td>1% (1)</td>
<td>2% (2)</td>
<td>86% (80)</td>
<td>2.08</td>
</tr>
<tr>
<td>Having access to adequate training resources</td>
<td>2% (2)</td>
<td>7% (7)</td>
<td>3% (3)</td>
<td>1% (1)</td>
<td>86% (81)</td>
<td>2.23</td>
</tr>
<tr>
<td>Providing the functionality you need to do your job</td>
<td>4% (4)</td>
<td>9% (8)</td>
<td>1% (1)</td>
<td>0% (0)</td>
<td>86% (81)</td>
<td>1.77</td>
</tr>
<tr>
<td>Being adequately informed when maintenance work is done</td>
<td>5% (5)</td>
<td>7% (7)</td>
<td>2% (2)</td>
<td>0% (0)</td>
<td>85% (81)</td>
<td>1.79</td>
</tr>
<tr>
<td>Having confidential data you are responsible for adequately protected</td>
<td>6% (6)</td>
<td>7% (7)</td>
<td>1% (1)</td>
<td>0% (0)</td>
<td>85% (81)</td>
<td>1.64</td>
</tr>
</tbody>
</table>

Total Respondents 96

36. The following questions are about OnBase (electronic document storage). Please rate your satisfaction level for each of the following areas:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Dissatisfied</th>
<th>N/A</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing who to call to get help</td>
<td>23% (27)</td>
<td>19% (22)</td>
<td>7% (8)</td>
<td>0% (0)</td>
<td>52% (61)</td>
<td>1.67</td>
</tr>
<tr>
<td>Having your issues dealt with in an appropriate time frame</td>
<td>16% (18)</td>
<td>17% (20)</td>
<td>9% (10)</td>
<td>5% (6)</td>
<td>53% (61)</td>
<td>2.07</td>
</tr>
<tr>
<td>Having access to adequate training resources</td>
<td>15% (17)</td>
<td>15% (17)</td>
<td>14% (16)</td>
<td>5% (6)</td>
<td>51% (59)</td>
<td>2.20</td>
</tr>
<tr>
<td>Providing the functionality you need to do your job</td>
<td>14% (16)</td>
<td>22% (26)</td>
<td>9% (10)</td>
<td>5% (6)</td>
<td>50% (58)</td>
<td>2.10</td>
</tr>
<tr>
<td>Being adequately informed when maintenance work is done</td>
<td>18% (21)</td>
<td>22% (26)</td>
<td>6% (7)</td>
<td>3% (3)</td>
<td>51% (59)</td>
<td>1.86</td>
</tr>
<tr>
<td>Having confidential data you are responsible for adequately protected</td>
<td>18% (21)</td>
<td>26% (30)</td>
<td>3% (3)</td>
<td>0% (0)</td>
<td>53% (61)</td>
<td>1.67</td>
</tr>
</tbody>
</table>

Total Respondents 119

9. Demographics (Page 8 of 9)

37. What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>72.9%</td>
<td>124</td>
</tr>
<tr>
<td>Male</td>
<td>27.1%</td>
<td>46</td>
</tr>
</tbody>
</table>

Total Respondents 170
38. How long have you worked at Carleton?

- 1-5 years: 41.2% (70)
- 6-10 years: 23.5% (40)
- More than 11 years: 35.3% (60)

Total Respondents: 170
(skipped this question): 19

39. Who is your primary coordinator?

- David Aman: 32.9% (56)
- Austin Robinson-Coolidge: 34.1% (58)
- Tammy Wellentin: 32.9% (56)
- I'm not sure: 0% (0)

Total Respondents: 170
(skipped this question): 19

10. Open-Ended Questions (Page 9 of 9)

40. What do you think ITS does best to support administrative staff?

View Total Respondents: 90
(skipped this question): 99

41. What area does ITS need to work on most to better meet your computing needs?

View Total Respondents: 98
(skipped this question): 91

42. What else should we have asked? How would you have answered it?

View Total Respondents: 38
(skipped this question): 151
What do you think ITS does best to support administrative staff?

<table>
<thead>
<tr>
<th>Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing Coordinator</td>
<td>28</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>13</td>
</tr>
<tr>
<td>Quick response</td>
<td>12</td>
</tr>
<tr>
<td>Hardware and software availability</td>
<td>10</td>
</tr>
<tr>
<td>Knowledgeable and friendly staff</td>
<td>8</td>
</tr>
<tr>
<td>Workshops and training provided</td>
<td>8</td>
</tr>
<tr>
<td>Helpdesk</td>
<td>7</td>
</tr>
<tr>
<td>Student staff</td>
<td>4</td>
</tr>
<tr>
<td>Communication</td>
<td>4</td>
</tr>
<tr>
<td>Regular updates</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Computing Coordinator**-The top response to the question of what ITS does best to support the administrative staff was the Computing Coordinator system and the service that they provide (i.e. “The computing coordinator role if the best thing! I love having to go to one person who knows my office’s computer needs and is a friendly person to work with…” and “The best thin ITS has done was to assign coordinators to each department. I like always having the same person help me with my computer problems because they now what problems there has been in the past with the computer”).

- **Quick responses**-12 administrative staff members responded that they were very happy with the quick response that they receive when they had a question or there was a problem (i.e. “I appreciate that, when I call with a question or concern, ITS always does its best to offer me immediate assistance” and “There is always a quick response whether by phone or someone coming to the office to assist in taking care of the issue”).

The major trend that emerged from this question was support. Staff members are very pleased with the computing coordinators. They feel that this service is helpful and useful. The staff is also happy with the quick response that they are offered when they have a question or a problem.
What area does ITS need to work on most to better meet your computing needs?

<table>
<thead>
<tr>
<th>Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>38</td>
</tr>
<tr>
<td>Offer more training courses</td>
<td>13</td>
</tr>
<tr>
<td>Improved response time/improved follow-up</td>
<td>12</td>
</tr>
<tr>
<td>Answering helpline more consistently</td>
<td>5</td>
</tr>
<tr>
<td>Better trained staff at helpdesk</td>
<td>5</td>
</tr>
<tr>
<td>Better communication about upcoming problems</td>
<td>5</td>
</tr>
<tr>
<td>Nothing</td>
<td>5</td>
</tr>
<tr>
<td>Hire additional staff</td>
<td>2</td>
</tr>
</tbody>
</table>

- **Offer more training courses** - 13 administrative staff members stated that they would like to see ITS offer more classes on how to use various programs (i.e. “Staff training on Groupwise and other areas…training set up for my individual staff. There are a lot of resources available that no one knows how to use…Groupwise features, common drive training, etc. My particular staff does not learn well by following guidelines on paper, website, or Element K. Needs to be hands-on training” and “I think that training is the one areas that needs the most work. When training is offered, it’s outstanding. The problem is that the amount and frequency of training has varied greatly over the years, really a feast or famine kind of approach. I think that much of the grumbling that I hear about Groupwise is the result of little or no training for most users. There are still departments on campus who don’t know that you can use Groupwise for departmental calendars. I think leadership from ITS that promotes training is essential for success and sets the expectation that training is part of our culture would be well-received”).

- **Improved response time/improved follow-up** - 12 administrative staff members stated that they would like to see an improved response time to questions and problem resolution (i.e. “Quicker response time from Computing Coordinator. Some requests go unanswered, which is a bummer” and “Responding more quickly to problems”). They also would like there to be an increase of follow-up from the ITS staff (i.e. “Responding to inquiries. Even if they don’t know the answer just so that you know they got the message and are looking into it. Follow-up is really important” and “It would be nice if we received some sort of confirmation that a request has been received (when we call or email) and an approximate time frame for delivery of a solution. If it takes days or longer to hear a response, we may try to contact ITS multiple times which causes confusion and more phone or email traffic to be reviewed. A standard response time in which we can expect resolution”).

The two major trends that emerged from the question about how could ITS better meet the needs of the administrative staff were education and support. The administrative
Administrative Staff ITS Survey—Summary of Open-Ended Questions
December 2005
Dana Buddenbaum

Staff feel that there should be more courses/training opportunities available to them through ITS. They would also like to see better follow-up to questions and an increase in the speed in which problems are resolved and questions are answered.

What else should we have asked? How would you have answered it?

<table>
<thead>
<tr>
<th>Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>19</td>
</tr>
<tr>
<td>Nothing</td>
<td>8</td>
</tr>
<tr>
<td>Customer service at help desk</td>
<td>4</td>
</tr>
<tr>
<td>Level of satisfaction with ITS support</td>
<td>2</td>
</tr>
<tr>
<td>Neutral response available</td>
<td>2</td>
</tr>
</tbody>
</table>

• 8 administrative staff members thought that ITS didn’t need to ask any other questions.

• 4 administrative staff members would have liked to see a question about customer service at the help desk (i.e. “Possibly something about customer service with the Help Desk” and “Student-staffed help-line: it works great! Students are attentive and knowledgeable, and they respond quickly to questions and problems”).

Conclusions

Overall, administrative staff responded that they are pleased with the Computing Coordinator support/service. They find this support to be an asset. Some administrative staff members felt that ITS was able to respond to questions and fix problems in a timely manner, while others would like to see an improvement in this area. They would also like to have increased opportunities to attend workshops/training sessions that would help them be more knowledgeable about programs they use.
What do you think ITS does best to support administrative staff?
Open-Ended Response

Having hardware that is up to date technology wise.
Schedules training.
Gives us (Name removed) to respond to our questions.

Listen

Have a good attitude even when under pressure

ITS understands our Colleague-related needs very well and provides strong support in this area, including rolling out Colleague-related Web information services to faculty and students.

Keep them well informed of updates and tech. problems.

Computer settings for software vary greatly around campus. It would be nice to have our computers set up to view and default to the same settings. For instance, I recently called to ask how to send a graphic in an email message. (Not as an attachment.) My coordinator told me how to do it, but then explained that unless the people have changed a setting in their GroupWise, they won't see it. Why are we not told how to do this or why is it not set that way initially? To see an email in HTML makes a huge difference in your viewing and opens doors for sending things around campus!

(Name removed) is very good to work with. I like regular contact with him and feel like he is 'my guy' in ITS. Don't change that please!

They keep us informed well in advance of computer down times so we can plan accordingly.

Everyone always gets paid.

Having computing coordinators assigned to specific departments. They know our needs and set-ups.

Friendly coordinator.

ITS has gotten better by communicating with us.

The helpline has been a great way to figure out how much assistance I may need.

I think the establishment of standardized desktops and software sets for each admin user was a great move for computing at Carleton. I also think that the use of computing coordinators has been a good development, although I think that coordinators should connect with their clients at times other than when they have problems. I rarely see my coordinator unless I've got a question or problem.

personal attention

Keep (Name removed) on staff - he is amazingly helpful and knowledgeable and gracious.

I have been a Carleton for only a short time and am unsure.

Respond in a timely manner. I like that our coordinator checks in with us from time to time to take care of little things we have been sitting on.
Always available to answer questions and quick to fix problems.

Every thing they can usually. Sometimes it is just difficult to get someone here to complete the need or get your questions answered.

Personal interaction with ITS Coordinator is always top-rate.

They listen to our problems and fix them.

They are very good at compiling notes as to what is outstanding or needs to be addressed, but the followup is where the ball gets dropped. It seems that if you mention a problem, it must be re-mentioned a couple more times before any action of follow is taken or you think it is in the que to be followed up.

I like having the computing coordinator but I think they don't have enough available time to give us quick service.

Help with yearly budget planning needs. Offering training on software.

Providing and maintaining the underlying technology.

The staff is very skilled and knowledgeable and provide excellent support.

The best thing ITS has done was to assign coordinators to each department. I like always having the same person help me with my computer problems because they know what problems there has been in the past with the computer.

You are first rate with customer service. NEVER have I had a crabby person and NEVER have I been made to feel ignorant for foolish errors I have made.

(Name removed) is always very helpful and has been able to fix whatever I need.

ITS staff are professional and very good at what they do. I feel they have our best interests at heart and they listen closely to what we're telling them.

Meeting equipment needs and keeping equipment updated.

designated coordinators

Friendly, supportive, and cute! Ok, now you all going to examine the responses at the monkey at figure out who I am? It's ok. I'm kidding.

I am always impressed with the help I receive.

I like having (Name removed) as my coordinator. I would rather develop a relationship with him and have him understand my needs than have to always explain everything to a stranger at a Helpdesk. I do use the Helpdesk when (Name removed) isn't available, and I am not as pleased with the results. I like working with (Names removed), and the rest of the Web Communications team. They are helpful.

Response time on immediate issues/problems is generally very good. you can put things into perspective the support from (Names removed) is terrific. THANK YOU!

There is a lot of on-call support.
Updating Web pages and supporting technology that makes jobs easier (example: more automated data entry)

I think the pc set ups and underlying networking is working well. We seldom have system-wide crashes.

I think the move to one person responding to most of the staffs needs is nice. I feel that i've been able to develop a relationship with our support person and I have no hesitancy in calling him.

Student workers. Since the coordinators are so busy with other things, the student workers seem qualified to help, and are more readily accessible.

I think it's a good idea to have a primary contact and it's especially good when that primary contact person comes by to check in and see how things are going. I think the student workers are terrific. They're fun, responsive, and helpful. I think you could make more use of them. Perhaps they should do the office visits if the computer coordinator can't do it?

Respectful despite obvious ignorance on my part sometimes; helpful in explaining root of problems/issues.

Providing programs and a system of operations that work quite well for a broad set of needs. Providing a single contact person to understand each department's needs and a help line to assist in general problems.

We've just recently changed coordinators, but both of them have been great in dealing with emergencies. They are both really approachable and go the extra mile to help me.

I think the communication lines have greatly improved over the last couple of years. There is still room for improvement, but it has been much better.

BETTER COMMUNICATION!!!!!!!!!!!!

having student workers there for their entire 4 years so that they know the departments and people and programs that they use

I've had a lot of different needs this term, from my email being too big to needing help administering the CLA to needing help designing a way to get timely information from faculty into the hands of advisers and advisees. In each case, someone was willing to work with me to solve problems. Most of the time I didn't have the expertise and the solutions came from ITS. I'm very grateful for the 'can-do' attitude of ITS and for its varied expertise. I'm also something of a technophobe, and I'm grateful for the kindness with which the idiotic questions that get past my administrative assistant are answered by ITS staff. Thanks guys.

Up to date computers and hardware Preventing viruses Helping when things don't work Explaining and not just answering questions

Problem-solving and training. (Names removed) have always been helpful and responsive.

I am very pleased being able to work with a computing coordinator and think it is working very well.

I think you have improved of late on response time to users problems!

There is always a quick response wether by phone or someone coming to the office to assist in taking care of the issue.
High end reliable PC’s. A fantastic printer, with access to others as needed. All but universal up time without failures. Software as needed. A fast internet connection. Ability to work from home. Good e-mail. Usually very knowledgable and capable software and hardware service from staff (the students though a bit too often lack what's really necessary).

People talking to people, one on one.

Individual coordinator system works well.

asks for feedback

Training classes offered are a good variety and well done.

I like the regular contact with our computing coordinator, if only to stop in and confirm that all is well. This 'service' is the best.

ready access and quick response

Provides personal, consistent support through knowledgable technology coordinators.

Offers training on software programs we currently use

Provides an area coordinator for our office. Provides that coordinator with appropriate tools to do his/her job.

Availability

Good hardware / software configs and responsive help desk staff.

So far I haven't found many areas in which I was able to say 'ITS did a very good job!' I was denied installing new programs to do my job more efficitnely; sometimes I have access to files from home and sometimes I don't. When I bring an issue to ITS the answer has consistenly been: NO, you can't. My office has requested in interface for Datatel last year and so far it hasn't happened. Besides Datatel is a system that operates in the 19th century, not user friendly at all (the same for groupwise!)

Excellent customer service.

Notification systems are great. Word about upgrades and installs are well reported so that staff can work around these time tables/schedules. Also, I find that ITS staff are very up to date with knowing which individuals/departments need system/hardware and software updates. Many times you don't even need to ask; it is already on their 'to do' plan. ITS is supportive of new program education to first time users and suggests contacts within ITS and other department experts for immediate support.

personal interaction with personal coordinator; however, since he has many responsibilities this is often delayed, especially when there are issues that involve other people/mechanisms within ITS

Very knowledgeable and friendly staff. Provides timely information.

Provides needed training.

Provides a helpline with quick response.

Good hardware, well staffed help line.
You are all very accommodating and professional. You have all done a wonderful job in my opinion.

The computing coordinator role is the best thing! I love having to go to one person who knows my office's computer needs and is a friendly person to work with. Great job, (Name removed)!

Personal attention to computer problems is great -(Name removed) is very patient and answers questions thoroughly.

I do appreciate having a helpdesk that is usually available to walk me through minor problems.

Training and equipment are overall fairly good.

I appreciate that, when I call with a question or concern, ITS always does its best to offer me immediate assistance.

Having an assigned computer coordinator that we can always call.

The students I've encountered are very knowledgable and helpful. I'm rarely dissapointed with them, so I think they are your best asset.

Usually responds quickly to cries for help

Quick response time.

Quick response and regular updates are concise and effective. Thanks!

Computing coordinators  Helpline  Training workshops
More contact and communication from our coordinator. Also, routine maintenance needs to be done on computers AND printers. More notice when programs (such as Advance) are not working. Also, warn us that the survey will take this long! :)

Time efficiency

On-site training, manuals for programs like Recruitment Plus.

Sometimes, because of her busy schedule, (Name removed) can't get back to us as soon as we'd like (which is 'right now'--probably typical of all other users).

Regular check ins

Offer more classes, particularly with Groupwise & allow more administer duties to be performed by the user.

Rolling out student and faculty module Colleague reporting to the Web for the administration would be a useful direction to devote time to.

provide more timely comp. support for our laptop lending inventory.

Provide information on ITS website about new software that is supported and might prove helpful in completing our jobs. Tips on how to use software could be interesting for people.

Consistency with setting up computers. Forward-thinking and more proactive approaches.

I'd like ITS to let us know more about new technologies, especially their recommendations based on other users' experiences. I always feel like I'm making technology requests in the dark each year - I don't know what's available or recommended.

Upgrading speed of recruitment plus and providing more publication and html design software in our department

Accessing Administrative databases from off-campus. Continuing to push the boundaries in the area of wireless computing. You should develop a tracking system for user problems so when calling ITS we can refer to a tracking number or something so we don't have to re-explain the issue if we can't get a hold of someone.

Better response time to problems. We always have trouble when requesting computer access for our student workers to help with e-mail, etc. Even after the initial set up we always seem to have problems and it takes extra phone calls to correct the problems.

There needs to be an end user perspective and greater end user empowerment.

I think ITS does a great job!

I need better follow up from my coordinator to resolve program issues.

I can't really think of any because I have seen that ITS is trying to improve.

Upgrading computers in a timely fashion and providing computers in spaces that need computers I feel offices should be able to purchase their own computers, if ITS does not have it in the budget to purchase new machines. It is frustrating not to be able to get a machine when we feel we may need one.
I think that training is the one area that needs the most work. When training is offered, it's outstanding. The problem is that the amount and frequency of training has varied greatly over the years, really a feast or famine kind of approach. I think that much of the grumbling that I hear about Groupwise is the result of little or no training for most users. There are still departments on campus who don't know that you can use Groupwise for departmental calendars. I think leadership from ITS that promotes training as essential for success and sets the expectation that training is part of our culture would be well-received.

Most often (Name removed) sends over a student as a first attempt to solve a problem, without really talking it through with me. It causes me to wonder if the students know nearly as much as him: his approach may be valid, but just doesn't give me much confidence in his abilities.

Allowing personal computers for non-network printing. Personal computers are so inexpensive now that they are akin to a calculator in being a disposable tool and would make my job much more efficient.

Faster response time on computer problems and updates on where the process is at. Sometimes I'll put in a request and don't get a response, or I have to call three or four times. I get the quickest response from the student help line.

I would like information on great products that have come out that could be a big help to our office. I wish someone always answered the phone.

I have been a Carleton for only a short time and am unsure.

Probably need a couple more people to go around.

More individualized explanation of how to maximize our work with computer assistance

Provide access to on-base documents from off-site

They do a great job now.

Follow through on to-do's, also being more proactive with change - know the outcome before it is pushed out to the entire campus community.

I think there are more options available to us that other Colleges and University's are using. We seem to have security issues that stop us from doing things that other institutions are doing.

Offering classes on maintenance for files. Ie. Archiving, gaining more space in Groupwise, informing on upgrades, and other options we may have available to us.

Communication with users/customers

It would be nice if we received some sort of confirmation that a request has been received (when we call or email) and an approximate time frame for delivery of a solution. If it takes days or longer to hear a response, we may try to contact ITS multiple times which causes confusion and more phone or email traffic to be reviewed. A standard response time in which we can expect resolution.

1. Follow-up
   a) got your message and I will be in touch withing the next x hours/days.
   b) problem solved, call if you have questions
2. You need more staff. It is in-human to expect, for example, that (Name removed) can effeciently manage # departments.
Whenever I've called the Help Desk, the person has no clue how to help. There have been a number of times they are not even sure who I should talk to. I'm not sure if these are always students, but possibly look into some better training for your student workers.

Communication and followup. We ask for things or about things that could improve how we work, and don't hear back again. Project timelines would be helpful; even if completion is a year or more away, we would better know what to expect. I have been frustrated at various points by a feeling of being in limbo, not sure if we need to keep repeating our requests, not being sure where they fall in terms of other priorities, etc. (This ranges from simply trying to get a new printer to dealing with major projects.)

Appears to me that Help Desk student staff cannot help with much. When I cannot reach my Academic Coordinator and I call the Help Desk and they cannot help, I'm concerned that my request for help will be lost forever.

Have someone staff the help line for a continuous nine hour day.

Appears to me that Help Desk student staff cannot help with much. When I cannot reach my Academic Coordinator and I call the Help Desk and they cannot help, I'm concerned that my request for help will be lost forever.

Have someone staff the help line for a continuous nine hour day.

I really, really wish there was a better way to handle student accounts. Even though we try to get them set up ahead of time, or even when they have to be set up 'last minute,' it seems there's always a problem. Training needs to be available for new employees. It's difficult to have to make them wait for a class during a break. Same for current employees when they're trying to learn a new program. If more immediate training means using Element K more, then ITS needs to do more to make people aware of it...including letting people know what's even out there. Are the various Element K classes rated? Have our ITS personnel checked them out.

I could use some training on transferring images/photos in e-mail. Haven't seen any classes offered on this topic.

help me train my student staff on computer software etc...

Communicate with me: whether it's good, bad, or ugly, I don't care - I just need to know!

1) Having worked at other institutions, I have experienced better calendaring systems than Groupwise, which I find is not very user friendly. I would also like to have the academic employees on the same system so I could more easily connect with them. Also, Groupwise occasionally 'loses' addresses for people, by which I mean that even though someone is listed in my address book (hand entered) when I go to type that person's name into the address field, Groupwise will not pull their e-mail address out of my address book. I have to open my address book and find the person manually. 2) Also about Groupwise, I don't like the limited storage space available to users. I like to file my letters away in Groupwise but end up running out of space. I am not the only person who has this problem, and instead of making staff delete letters, it would be better to recognize that Groupwise is the the new filing system for many people and allow them to use it as such. 3) While I am glad that I can access Groupwise at home, I must admit that its Web interface is clunky and limiting. But at least it is better than nothing. 4) I also wish that there was an e-mail address standard throughout the college, one that was easy for outsiders to use. Remembering to truncate the last letter of my last name and adding the 'acs' to the e-mail address has caused my outside vendors some addressing errors. We should have a consistent name format for everyone. 5) Advance is cumbersome and not very user friendly: this is especially clear when you realize that most staff members prefer using the online alumni directory when looking up basic information on alumni and when you find out that the Advance staff in central records don't use Advance to do their own searches. The two things I dislike the most about Advance is that it doesn't allow the user to easily do 'complex' searches (it has limited 'AND' and 'NOT' capability), and it saves the NAMES of people in the search but not the
CRITERIA used for the search. This means that you need to recreate the search each time you want to update your list (which theoretically could be every time you use your list). However, staff are tempted to just use their old list of names when re-mailing to a group. Why have a database if you aren't going to use up-to-date data? I also don't like that Advance is not available from home. 6) I would love to see regularly scheduled training covering specific topics in how to use Groupwise, Advance, Excel and Word. Ideally, these sessions would be 60-90 minutes long and cover a specific area (For example, how to send out a personalized mass e-mail in Groupwise). For me, I would love them to be held in the morning. 7) When searching through the Carleton web pages to find some information, I find the list of results to be a mess and often unhelpful. Consequently, I try all other means to find out my answer before resorting to a web search. Is there any way to clean up this search process to better filter the results?

End users should be asked about what improvements can be made (functionality) to improve our daily use of programs (i.e. Colleague). Programmers and database administrators make decisions that affect functionality for end users that doesn't always provide the best use.

answering the helpline

Maintenance - if we are going to have this equipment and software, we need to understand how to fix the glitches possibly caused by that equipment and software. Updates - inform us if updates are available. Problems - if they cannot be fixed by those in ITS, ITS must find someone outside of ITS who can.

Take seriously the technology needs of an office highly dependent of sate of the art technology

Response to problems - we leave messages, we hear nothing back. Most problems require repeated calls for help before anything gets done.

Upgrading OnBase. Having one common calendaring and e-mail system for the whole campus. Adequate follow-up on service requests.

Timeliness of response to requests or keeping us updates on that status of a request. I never know if my issue has been forgotten, is being worked on, or if there's something that can't be fixed. For example, I called the helpdesk over a month ago to report some strange thing on my computer when I log in that I think is a weird program running that shouldn't be. I was told that someone would be right over...I still haven't seen anyone or been given an update. It becomes frustrating to have to report problems more than once.

The Helpline phone is not answered consistently. It's very frustrating getting the voicemail when there is a problem that interrupts ones work. Also, the Helpline is not answered during the hours that staff are on campus, ie: 7:30 a.m. during regular school year and 7 a.m. during summer.

I think it would be helpful to increase communication all around. Communication about IT priorities and future plans would be interesting. But especially communication about reported issues. It would be good to be able to see a queue of your questions/issues and be able to see if/when they'll be resolved. Maybe a faq of typical questions or actual cases and their resolution available on-line? (Perhaps FAQs are already there...) Perhaps the student workers could come up with a way to put the open questions on-line, password-protected. Then when we report something to our computer coordinator, the student workers could make sure it gets into the queue. They can search a database to see if there was a similar question and try to trouble-shoot it that way. Perhaps they could be looking at the queue to see if they can resolve the problems themselves.

Have noticed some recurrent issues that get corrected or ameliorated in a suitable timeframe, but not always sure why they can't be fixed.
The greatest challenge is with resources. We have superb people, great intentions, and relatively fair treatment across the users. I know it isn't possible to support every idea or need; I'm not sure, however, what process is used to sort out which initiatives (across the college) rise to actionable priority level. Sometimes I believe that an initiative will be supported, but then the timeline becomes unclear because of overstressed resources, aspects of office operations are put on hold while we wait, and everyone (office staff, ITS coordinator) feels badly because we haven't met our expectations. Instead, perhaps we should be more realistic about expectations and determine whether initiatives are pressing enough to warrant outsourcing.

Understand my office and our technology needs and demands better. We have a lot of data at Carleton, but it is impossible to access what you need without involving at least 2 or more other offices. And then the information comes in several different formats. My job and my work life would be so much easier if someone from ITS knew and understood what we did and could help us do it more efficiently.

Every time there is a patch or something updated in Colleague it takes a while for things to work right again.

Someone else knowing more about R+ would be very helpful. There are occasional issues that come up that there is no one for me to go to for an answer.

**BETTER COMMUNICATION!!!!!!!!!!!!!!!!!!!**

responding to inquiries. even if they don't know the answer just so that you know they got the message and are looking into it. Follow-up is really important.

This may not be ITS's issue, but if someone could get us a central scheduler/calendar that would help everyone at the college. Some things are on calendars; some things are not. Since everything happens somewhere, and that somewhere is usually scheduled, it's hard to see why it doesn't automatically go up in one place unless someone says 'not appropriate for public posting.'

Make certain student houses have internet speed the same as the rest of campus

More support for Web development (Is this technically ITS?) Support for both creating and maintaining.

Encouraging departments to plan training sessions within the department for their own special needs. Although, this is really a department issue for not using the available resources and not an ITS shortfall.

response status update on request that can't be done now. staff availability, especially early in the morning

Keeping up with current technology.

I and the office generally are desperate for advanced, dynamic abilities to publish our work via the web, linking our web-based publishing dynamically to work we do and files/systems we maintain locally or on Collab. Reason does not *begin* to be able to do the job. I am very hopeful for Cognos, but so far have had only theoretical conversations. No specific projects, no development, no genuine planning. I worry very much that, in spite of best intentions, it will prove to be an empty promise and leave us (still) back on square one. Or that it will take 3 years to begin to reach us actively. Also: Collab has at times been unstable and resulted in lost work. It needs to be fully and altogether reliably stabilized. At present, it does not meet the otherwise very high and successful standards of reliability that ITS has set for itself, has created, and can be justly proud of.
Providing desk top printers for individuals. Shared printers get too backed up. When I need a hard copy, I need it now, not after someone else gets done running 1 or 2 trees worth of paper through the community printer.

As I Mac user, I feel less well served than PC users. On the faculty side, this would not be the case. the helpline is virtually useless for me -- causing frustration. Would like to be 'authorized' to call another 'grown-up' when my coordinator is out of town or unavailable.

A more consistent way to identify and train on topic shortcuts - e.g., GroupWise archiving.

Resolve some of the network issues. Specifically, since we are encouraged to store our work and resources on the network, improving the search capability on the network files. I currently have great difficulty in that the search program cannot access the collab or home servers. Groupwise knowledge. When calling helpdesk during the term, students don't know Groupwise.

feels like there are bugs in my system that crop up at the most inopportune times

Simplifying the basic office support by adopting something more robust than Groupwise. I would strongly encourage the adoption of Outlook Exchange servers for calendaring and email. Introduce staff in particular areas of new technologies that might improve our work situations in our areas (i.e., specialized technologies that would help our day-to-day functioning). Teach more people how to update departmental web pages

Help Desk has difficulty answering questions. An early survey question asked about preference for immediate help from staff person - I prefer immediate help, but only when it is really helpful. Typically, I end up waiting for the co-ordinator. Perhaps the Help Desk could assist in the role of dispatcher for each coordinator.

Printer/Network printing probs. tend to be the main issue we deal with. It would be great if that was resolved.

Quicker response time from Computing Coordinator. Some requests go unanswered, which is a bummer.

Today I’ve heard on a meeting that ITS needs all these budget funds to bring technology advances for the future. I think ITS needs funds to bring technology to 2006, that would be more than great!

Better support for working from home and remote offices. Better support for syncing files between laptops and desktop pcs for those that travel a lot or work from home. Groupwise should be replaced with Outlook.

There are times when messages are left and no responses are returned (both by phone and email). Also, I recently reported a problem pertaining to website maintenance/changes. Our Academic Computing Coordinator knew of this problem already, as other people had reported it. Alternative methods of getting this task done were provided; however, this added more steps to the process. It works, but I still feel the original problem requires resolution. All in all, our Academic Computing Coordinator is generally responsive, knowledgeable, and adept at her job. get rid of the academic/admin division!! Groupwise is neither ‘groupy’ nor ‘wise’ it’s a nightmare! Also, there are artificial impediments placed on computing needs because ITS does not understand the needs and functions of my office. It is sometimes difficult to get hold of a coordinator because they are so busy.

Customer Service. The students who work at the help line often don't know how to answer questions that I have. The quality of service fluctuates between very helpful service to extremely unhelpful service.
poor service depending on the student. One student worker in particular (Name removed) has very poor social and communication skills and I have not witnessed his skills improve over the time that he has worked there. Perhaps he would be better suited to a position that does not require him to interact with others as much or he could be sent to special training meant to help him improve his social and communication skills. The professional staff is not as available as I would like and they do not follow up on problems as quickly as I need them to.

A common calendar system that includes ALL Carleton faculty/staff as well as meeting room reservations. I waste SO much time checking calendars via email and phone because we don't have everybody on the same calendar.

Our office seems to have new technology requests throughout the year, not just in June. This makes it difficult to anticipate our computer needs only once a year.

There needs to be a better response to all when a computer problem has been fixed. ITS staff is very good about fixing a problem when they're alerted, but the follow-up isn't always there - i.e. send an email to all when systems are working again.

Responding more quickly to problems.

I could really use some training on how to manage the online budget system and how to better use Groupwise. I'd also appreciate better follow-up on projects regarding our website. Our printers always break. I don't know what you could do about that, maybe we just need new ones.

It is difficult to answer this question. Sometimes I feel the answer I get when I have a problem is just a hunch rather than an informative response based on true analysis.

More user-friendly interface with Advance!

Staff training on Groupwise and other areas....training set up for my individual staff. There are a lot of resources available that no one knows how to use...Groupwise features, common drive training, etc. My particular staff does not learn well by following guidelines on paper, website, or Element K. Needs to be hands-on training.

Make office more self-sufficient if problems were to arise during irregular hours.

One computing systems for both faculty and staff Choice of hardware--Mac should be a choice for administrative staff if they prefer to use it!
What else should we have asked? How would you have answered it?
Open-Ended Response

Keep up the good work in an ever-emerging and important field that impact ALL of us at Carleton.

Do you like this feedback - yes

Nothing else --nice survey.

What are your service expectations? Frequent, proactive contact with an ITS liaison who will advocate for and guide the implementation of superior ITS technology within my department. Providing instruction and support to empower end users.

Is there a better way to have access to our coordinator’s work schedule than to have him/her send an email every time he’s/she’s out of the office? I appreciate the info, but 99% of the communication from him/her are emails entitled ‘out of the office.’ Just feels funny...

Programs that are department specific and not related to the Carleton systems.

None

What classes would be helpful...Palm Pilot and Groupwise refresher

Student-staffed help-line: it works great! Students are attentive and knowledgeable, and they respond quickly to questions and problems.

Can't think of anything

I think you were pretty thorough!

Nothing I can think of.

You might have asked for the average response time from ITS staff that we experience. When asking about satisfaction about notification of outages you might have specified whether you were referring to expected, scheduled outages or if you meant the times when a server goes down. If our systems are down, communication about it is very haphazard and usually word of mouth from someone who was able to reach ITS. The rest of us sit around not knowing.

Possibly something about customer service with the Help Desk.

Questions related to the service administrative staff receives from ITS student workers: Quite often I get the feeling the student worker really does not know what they are doing any better than I do. Their explanations are limited.

I'm still a little confused by the intersection between ITS and the web development team and my computing coordinator. We mostly go to the web team first, and I'm not sure if that's appropriate.

I use Colleague a bit. I'm not sure how I would ask about this, but I often wonder what all is available and can be done through Colleague & Advance that may be of assistance in meeting our work needs. I know I could use student information a lot in two work areas. Makes me wonder about other possibilities.

Are you satisfied using Reason to produce a Web based newsletter? Reason has a lot of glitches/odd formatting when I work on it in Mozilla. I can only work on Currently@Carleton in Internet Explorer.
i miss the classes

Please be careful on how you interpret the responses to Question #30. Most departments have one person who has to deal one other departmental contact person. So, two people really know it is highly difficult - having two different systems - and the other 10-30 people in their departments have no clue because it has little impact on them. The question must be weighted appropriately, or asked in a clarifying way. Most employees don't have a clue about how to answer this. It is a pain in the ass.

You should always give people the option of signing their names at the end of a survey. I am a believer that if I can't put my name on something that I shouldn't write it down. That said, thanks for organizing this survey. I think it is a great thing to do. Wishing you lots of useful information, (Name Removed)

re: Question #31, benefits and payroll information are great, albeit difficult to locate on the HR website.

Time management and communication seem to always be the big issues with computing customer service. If there's a way to better utilize the students since they're smart, cheap labor - that would be good. Have the computer coordinators assign more of their tasks to students and train them to handle more routine tasks so that the coordinators can work on the tougher problems. I know that's being done now, but I think they could be utilized even more. Brainstorm internally about what the most common time sinks and roadblocks are and try to come up with solutions for those.

Level of Satisfaction with ITS support. Generally very satisfied; coordinator seems as prompt as feasible in responding to inquiries. Level of Satisfaction with Administrative Staff technical knowledge. Generally satisfied, though some areas may warrant additional training to increase fluency and ability to act as timely first resource.

Are there particular areas that you feel are detrimentally under-resourced, compared with others? Yes--OnBase.

I just have a couple of comments. It would have been nice to have space for comments on some of the questions so that I could qualify my answers. Two things I would like to comment on - ITS Administrative Advisory Group. I have never been contacted by anyone in the group. I have subbed in for (Name removed) once or twice, but he has never asked any information from me, and I can't say that Admissions is even represented in the group. The other comment I would like to make is in regards to how involved I feel administrative staff is in setting priorities for ITS. My opinion is that this varies on the department you work for. Some departments seem to have a lot of pull and get things moved through at the expense of other departments, without much regard to what anyone else wants. We are all guilty of this to an extent. Maybe it's the squeaky wheel that gets the oil effect, or maybe it just how important that department is viewed on campus, but I have had some issues with some od the recent priorities that have been set. In general, however, I have been happy with ITS and the direction it is headed.

I didn't answer some of the questions because I wanted a neutral response between fine and poor. Something like 'I'm not sure'. Also, I don't really know what the ITS committee mentioned at the survey's beginning refers to, so if it's important that I really understand the workings of this committee and the decisions it makes, I don't!

How is sharing printers working for you while doing your work? Good? Bad? 'I would rather wait in line at McDonald's'

Annual presentation of what's new in the software/computer arena which might impact us/our work? New frontiers sort of thing at the annual staff retreat?
I think the ITS department is organized in such a way as to meet the needs of users as well as to create College Technology strategies for the future. All assigned there seem to be highly collaborative and willing to help each other (and users) in any way they can and they do a thorough job when given enough time and freedom to come up with the best course of action. Very responsive on the day to day basis.

Q: Whether I feel my coordinator has sufficient time to deal with the questions or problems that may arise.  
A: I think he is stretched too far too often to respond as quickly as I would sometimes like.

In questions 8 and 9, I think, 'not well' and 'poorly' seem synonymouse/ redundant. What are the different definitions ITS is using? It's good to know that ITS is doing all that it can and I'm very appreciative. Now, if I had time to learn the software and become proficient....can ITS do anything about that?? : )

How do we trade off between security/control and use and functionality? I think there is an over emphasis on the former to the serious detriment of the latter. While the first impacts ITS, the latter impacts the entire campus and trading them off is a difficult call, but one which I believe we are not making well today.

What is your quest? What is your favorite color? What is the airspeed velocity of an unladen swallow?

To difficult to get into specifics, but just avoiding tunnel vision and keeping an open mind would be great.
Report of the Task Force for Academic Computing
May 15, 1992

I. Introduction

There are abundant indications that the long heralded day when curricular computing will be the primary use of computers at Carleton is at hand. In the 60s Carleton owned a single computer which was used mainly by math and science students and faculty for numerical calculations. In the 70s the computer became an important tool for administrative work in the college and statistical packages were developed that were very useful for workers in the social sciences. The 80s saw the coming of the personal computer which resulted in a complete shift from the typewriter to the computer for all word processing tasks and the development of curricular computing in several departments such as Psychology and Mathematics. Now in the 90s we have finally reached the point where computers can be of direct assistance in the major educational work done by all departments of the college.

For example, in the Music Department the availability of a computer laboratory has revolutionized the way music is composed. The music theory courses have been restructured to allow students to experiment and demonstrate theoretical concepts in ways that were unthinkable before the advent of computers. Carleton now has new links to the world beyond Northfield. It is possible to access the holdings of libraries throughout the nation and to exploit national data bases in a multitude of disciplines using computer networks. Colleagues can transmit information and messages from Carleton to virtually any place in the world in minutes. The cost of computers has been dropping steadily over the past decades while the power has increased. New software is finally being developed for use in higher education that is sophisticated and challenging enough to be useful with high ability students.

The task force received reports from many academic depart at Carleton indicting that they are ready to go forward in the utilization of computers to support the traditional objectives of liberal education at Carleton. Our students will clearly be entering a world in which computers will be essential tools in information analysis and policy development. We must provide the staff and equipment required to make effective use of the opportunities now available to enhance the traditional objectives of this institution through the use of computer technology. No college aspiring to national leadership in education can afford to ignore this challenge.

The Task Force for Academic Computing has focused its
efforts on the development of an organization that will allow Carleton College to take advantage of the new curricular computing opportunities which are now available. Other areas of academic computing, such as public computing, are presently being conducted in excellent fashion and so have required less attention from this task force.

II. The Nature of the Support Required for Academic Computing

A close knit partnership between faculty members and members of the academic computer staff must be nurtured and encouraged. Effective lines of communication must be developed between everyone interested in academic computing. All parties must learn how to utilize the specific strengths that each brings to their joint ventures. The following three paragraphs provide examples of ways in which such partnerships might function.

In the Department of History, several faculty members might wish to create a hypermedia system dealing with information about the condition of the freed slaves just after the Civil War. The final package would include statistical data, written documents such as reports of travelers in the South, maps, and photographs. In this case, a faculty colleague who is an expert on computing in the humanities might assist the instructors by helping them plan the project and estimate its cost, and by working with them to devise appropriate teaching materials to accompany the hypermedia system. Computer staff professionals would be called upon to help with problems such as choosing appropriate software and hardware, assisting with technical aspects of the development of the final product, and training faculty and students in its use.

Faculty in the Department of Economics make use of a wide variety of data and statistical methods in their professional research and in directing student research projects. Finding appropriate data, getting the data into a usable form, analyzing the data, and getting the output from the analysis into a usable form frequently requires the ability to jump between various computer platforms, database managers, spreadsheets, and statistical packages. At any step along the way unexpected problems may arise. For research projects to move along in a timely fashion, computer staff professionals are required to work closely with faculty to resolve some of these problems. The professional staff would also be asked to advise the Department about preferable means of accomplishing a given end result, to keep track of current developments in software packages of interest to social scientists, and to be an active member of long range curricular planning.

In many cases the development of a new application will begin with an informal conversation between an instructor and a staff member as one or the other talks about work being done elsewhere at Carleton or another institution. In some cases the preparation of a grant proposal would be the next step; help should be available from specially designated faculty colleagues and computer staff members. The computer professional will
advise on hardware and software needs, develop cost estimates, and perhaps conduct preliminary tests and evaluations. After the proposal is funded additional professional assistance will be needed to order and install the necessary equipment and software and solve the problems that always develop with new computer ventures. As the project matures the professional staff will assist with maintenance and upgrading. Often the professional staff will work with students to help them learn how to use the project's equipment and software.

In order for curricular computing to flourish both front-line and specialist support are needed. Careful and detailed long range planning is required to make sure that adequate staff and facilities will be available to meet present and future needs. Such planning must address needs for personnel, networks, central computers, public and nonpublic machines, and space for future computing activities. This type of planning requires dedicated and intensive effort by representatives of the faculty, the professional staff, and top level administration. Front-line staff will be needed to work directly with faculty and students to develop and implement computer support for curricular work. Staff with specialized skills will be needed to help plan and maintain networks, operate central computers, and provide detailed assistance with difficult software problems.

During the past decade almost all faculty members have come to rely on word processing for their scholarly research. In the future the computer will be widely used in many other ways: to maintain contact with research colleagues around the world, to access national data bases, to facilitate the search for relationships in textual materials, and to intermix text and images in new ways. A torrent of new intellectual analysis tools is being produced every year.

A major fraction of the computing resources of the college will always be devoted to the support of student word processing and communication. But even now there is clear evidence that students are making use of many other computer applications. Statistical packages and spreadsheets have become routine tools for students in a wide range of disciplines. With the aid of modern computers many concepts can be greatly clarified by the use of images and graphics. Students must have access to all of the myriad computer applications that are changing the nature of contemporary scholarly activity.

Ways must be found to help faculty members keep abreast of new developments in curricular computing and to provide incentives for them to explore the use of computers in their teaching. A professional staff member who is aware of the interests of a faculty member will certainly be able to provide suggestions about new developments in an informal manner. More structured information exchanges might range from a casual demonstration of a new piece of software for two or three people to college wide computer fairs. Faculty members will need encouragement and support from the college administration to make use of computers in their teaching. Funds should be available to
help faculty members develop new computer applications and to enhance their abilities to use computers in their teaching and research.

Faculty and computer staff personnel must realize that they are both part of a single team dedicated to the development of the best possible learning environment. This team effort should produce new and imaginative approaches to supplement the traditional excellence of educational activity at Carleton. Now is the time to establish the organizational framework that will enable us to move forward and capitalize on the exciting new opportunities afforded to higher education through the use of computers.

In summary, academic computing at Carleton needs:

* strong partnerships between faculty and computer professionals
* advocacy at the highest levels of college management
* effective short and long range planning
* high quality maintenance of hardware and software
* first rate training opportunities for students and faculty
* adequate space and equipment
* the will to innovate and explore

III. An Organizational Structure for the Support of Academic Computing

A. General

To reach the goals outlined in the preceding paragraphs the professional computer staff should be divided into Academic Computing Services and Administrative Computing Services. The reporting line for each group should move upward to the person at the top administrative level who is responsible for the activity supported by the group. In the case of academic computing this means that the Director of Academic Computing Services will report to the Dean of the College. A separate academic computing group will be able to give curricular computing the high priority it needs without having to be concerned with balancing competing academic and administrative demands. Command lines will be clarified and problems caused by managers reporting to more than one person will be minimized. A system of ranks should be developed for the professional in the Academic Computing Service to provide an advancement path which will encourage long term employment.

There are several computer staff functions that are needed by both academic and administrative computing. It would be wasteful to duplicate these functions. Present staff members have stated strongly that the people who fulfill these functions should report to a single manager. Two organizational structures were developed to meet the over all needs of both academic and administrative computing and to deal with the shared services question in an efficient and effective manner. An organization chart for each plan is presented in Sections B and C and a description of the terms used in the charts is presented in...
Sections D through I.

B. Plan 1

Dean of the College                       Vice President
President     x                                   &
Treasurer     x                                        x
Steering ====== Director of Academic Computing Services
Committee Administrative Computing Services
Manager Of Network/Technical Services x
Network/Technical Services x
Staff

This plan puts all of the shared services staff into a single unit, Network/Technical Services, that is not part of either the administrative or academic groups. It will have a manager who will report to both the Director of Administrative Computing Services and the Director of Academic Computing Services. This manager will be the only person who will have to struggle with the problem of reporting to two people. It may be difficult for the people in Network/Technical Services to do their work in a way that everyone will accept as fair and impartial.

C. Plan 2

Dean of the College                       Vice President
President     x                                   &
Treasurer     x                                        x
Steering ====== Director of Academic Computing Services
Committee Administrative Computing Services
Manager Of Network/Technical Services x
Network/Technical Services x
Staff

This plan puts all of the shared services staff into a single unit, Network/Technical Services, that is not part of either the administrative or academic groups. It will have a manager who will report to both the Director of Administrative Computing Services and the Director of Academic Computing Services. This manager will be the only person who will have to struggle with the problem of reporting to two people. It may be difficult for the people in Network/Technical Services to do their work in a way that everyone will accept as fair and impartial.
The positions designated as shared in this scheme are ones which will deal with network/technical matters.

The principle advantage of Plan 2 is that it requires one less managerial position than Plan 1. Like Plan 1, it preserves a clean chain of command for the people providing network/technical services. They report to one or the other of the directors, but not to both. The major problem with this plan is that pressure might be applied to the shared people to give preference to requests coming from their own group.

Plan 1 appears to be the best alternative at this time. However, a final decision should be delayed until the arrival of the new Director of Academic Computing Services and the establishment of the Policy Committee.

D. Divisional Service Staff

The academic computing service group should include a number of divisional service staff members. These individuals will be the front line contacts for all the faculty in their division. They will take care of most computing support work for their division, but they will consult with other computer staff members when additional assistance is needed. Each divisional service staff member will be encouraged to develop an area of special competence such as a computing platform, a type of software, etc. Student workers will be available to assist them. Some planning functions will be delegated to the divisional service staff members as they gain experience. They may also be called upon to help develop documentation. It is important that these people view themselves as educational partners of the faculty in their division. They will report to the Director of Academic Computing Services, but it is essential that they be responsible to the faculty of their division and that the faculty of each division have an important voice in the evaluation of the work of their divisional staff member.

E. Public and Specialist Service Staff

Academic Computing Services will need staff members to support public computing and to provide specialist services such as software research and documentation. These are very important functions, but it is beyond the scope of this report to provide a detailed description of these positions.

F. Network/Technical Staff

As stated earlier, both academic and administrative computing need help with such tasks as network implementation, VAX management, electronic maintenance, etc. In Plan 1 the staff providing these services are grouped into a single group. In
order to minimize the possibility of conflict and tension this group should probably kept to as small a size as possible, perhaps no more than four or five people in addition to the manager.

G. Director of Academic Computing Services

A multitalented Director of Academic Computing Services will be needed. He or she must be a strong advocate for academic computing. He must take the lead in the development of the planning and budgetary documents required for the success of curricular computing. He will have primary responsibility for managing the work of the academic computer support group. He will be expected to maintain contact with key people outside the college who are involved with academic computing. He must be a leader in the effort to find grant support for academic computing. He will be required to work closely with the Director of Administrative Computing Services to avoid costly duplication of staff or equipment and to ensure effective cooperation between the members of the two groups.

H. Faculty Coordinators

To ensure close cooperation between the faculty and the academic computer support group, three faculty coordinators will be appointed. Each will be given 1/3 released time. They will work closely with the computer support staff member assigned to their division. They will be expected to encourage and assist the faculty in their division to develop curricular computing. They will foster formal and informal communication among faculty members with common computing interests. They will also work with the Director of Academic Computing Services in the preparation of grant proposals. They will be appointed by the Academic Dean in consultation with department chairs for three year terms. Together with the Director of Academic Computing Services and one or two others, they will constitute a policy making committee to develop guidelines for the work of Academic Computing Services. They will also be asked to advise the Dean of the College in the evaluation of the Director of Academic Computing Services.

I. Steering Committee

The Steering Committee described in the preceding paragraph is essential. It will bring together the people responsible for providing leadership in the development of academic computing and enable them to nurture academic computing in ways that have not been possible at Carleton in the past. This committee will develop short and long range plans for academic computing. It will be asked to assist in the development of outside funding for computer support. This committee has a vital role to play in creating a climate where faculty and computer staff members view themselves as partners. If academic computing is to flourish at Carleton it will require strong support from the members of this committee. The members must have a strong interest in academic computing and must be able to devote significant amounts of time to the work of this committee. Its membership should include the Director of Academic Computing Services, a representative of the
Dean of the College, the faculty coordinators, a representative of the Library, and a student.

IV. Mission Statement

The goals of Academic Computing Services described in the preceding section can be summarized in the following mission statement. The basic mission of Academic Computing Services is to support, promote, and encourage computing activities among faculty, students, and academic staff. In particular, Academic Computing Services will work in partnership with the faculty to assist, promote, and empower faculty to acquire and effectively use computer technology for both curricular and scholarly purposes. For students, Academic Computing Services will provide access to and assistance using public computing and printing facilities, including training on the use of appropriate software. For academic support staff, the Academic Computing Services will provide hardware, software, and training as appropriate to facilitate and increase productivity and enhance opportunities made available by new computer technologies.

V. Implementation

This report has sketched a broad picture of the structure of a new pattern for the organization of the people involved in providing support for academic computing. It is not appropriate at this time to attempt to develop a highly detailed picture. The new Director of Academic Computing Services, the Academic Computing Services staff, and the policy committee should have the freedom to innovate and develop the structure as they see fit. The people needed to conduct the work of Academic Computing Services must be imaginative and innovative. To attract such people they must be given considerable scope to help mold and fashion their own working relationships.

In the beginning Academic Computing Services would consist of division service agents, public service coordinators, and specialists. In accord with the present five year plan five additional staff members will be needed to enable the group to provide first rate service to Carleton students and staff. Some students will be used to assist the professional staff members, but the professional/student ratio will probably be much higher than is presently the case.

The implementation of the new structure will be a challenge that may take several years to complete. The first step will be to appoint the Director of Academic Computing Services. The search process should begin immediately. The present task force will serve as a search committee. Appointment of the three faculty coordinators should go forward at the same time. The Policy Committee should be established immediately with the faculty members of the Task Force substituting for the Faculty Coordinators until the coordinators have been appointed. The first task of the new director will be to assemble the professional staff of the academic computing group and to work
with the Director of Administrative Computing to divide present staff members between the two groups.

VI. Some Future Concerns

Some have questioned whether the Director of Academic Computing Services will have time to properly manage the individuals in the group and also do justice to his or her planning duties and other responsibilities. He should be able to delegate some management responsibilities to senior staff members as warranted by their experience and abilities. He will certainly get help from the faculty coordinators with respect to planning, grant preparation, and management of the divisional service staff. An effort should be made to minimize staff turnover and thus reduce the amount of management time required for recruitment and training. The adoption of a system of ranks is one step that will help reduce turnover.

If the reorganization proposed in this report is adopted, the transitional period will be difficult and challenging. Special consideration must be taken to include all members of the present Computer Center staff in the planning required for this process. Every effort should be made to make this period as short and as free of stress as possible.

The new divisional service positions can not be described in great detail. The nature of the work required will depend on both the division served and the experience and talents of each staff member.

At some future time careful consideration must be given to the process used to allocate academic computing support funds. It will not be easy to develop the proper balance between giving complete budget authority to academic departments and giving complete budget authority to the Director of Academic Services and the Policy Committee. Budget requests for computing support will increase in the future and it will be a considerable challenge to determine the proper level of spending. Finally, hard work will be needed to find ways to acquire the necessary funds.

VII Summary Of Recommendations

1. Divide the computer staff into an Administrative Computing Services group and an Academic Computing Services group.
2. Establish Divisional Service positions to provide the faculty and students in each division with their own computer staff member.
3. Appoint Faculty Coordinators.
4. Establish a Steering Committee.
5. Increase the number of staff members involved with academic computing by 5 FTE as specified in the current five year plan for computing at Carleton.
APPENDIX

The Task Force for Academic Computing consisted of Scot Bierman, Paul Duckenfield, Jim Finholt, Carl Henry, Kirk Jeffrey, Jack Goldfeather, Bill Titus and Steve Galovich (Chair). It was given the following charge by Deans Clement F. Shearer and Elizabeth McKinsey in January 1992.

We ask that the Task Force on Academic Computing consider the goals and needs of computing in the academic life of the College. Please consider computing in the classroom and laboratory, computing in faculty and student research, and computing in academic departments and support services (such as the library). Although we are not specifically asking you to address the administrative structure of computing at Carleton (either the reporting relationships of the Computer Center or the structure within the Computer Center), you may find that structural recommendations grow naturally out of your conclusions about goals and needs; such recommendations will be welcome. You may choose to invite an outside consultant or two to help in your deliberations.

The task force gathered a considerable amount of information from sources inside and outside of Carleton. Two meetings were held with the staff of the Carleton Computer Center and staff members were sent preliminary drafts of this report as work progressed. Each academic department was asked to meet to discuss academic computing and complete a questionnaire devised by the task force. A random sampling of students were also polled concerning their views about computing at Carleton. The members of the task force conducted a total of 25 telephone interviews with computer personnel and faculty from other colleges.
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Notes from the Wild
Faculty ideas for the ITS self-study

Collected by the faculty representatives of the Academic Computing Advisory Committee: Clara Hardy, Jeff Ondich, Susannah Ottaway, John Schott, and Cynthia Shearer

Spring 2005

Introduction

During the 2005-2006 school year, ITS will be undergoing a self-study analogous to academic departmental reviews. As the faculty representatives on the Academic Computing Advisory Committee (ACAC), we are eager to help make the ITS self-study productive. To help ITS focus on important issues, we decided to do a little fieldwork among the faculty. During the winter and spring terms of 2005, we visited almost all of the academic departments in one way or another. In some cases we attended department meetings, and in others we met individually with chairs or interested department members. After we had had as many conversations as we were able to arrange, we collected our notes, looked for themes, and assembled a list of issues we feel deserve attention during the self-study.

This document represents the synthesis of our conversations with the departments. In the first section (“What is going well?”), we summarize the many positive comments we heard about the work done by the ITS staff. In “Suggested study topics,” we focus in detail on the concerns, suggestions, and complaints we heard, in an effort to identify some of the central challenges facing ITS.

ITS is a remarkable group of talented people, dedicated to doing their part to provide a great education to Carleton’s students. This document focuses more attention on problems than on successes, but not because there is more to criticize than to praise in ITS. Rather, we focus on challenges because that’s where there is room to improve the service ITS provides to our community, and, we hope, to simultaneously improve the working lives of the people who make up ITS.

What is going well?

Many of our departmental meetings began with people telling us how much they liked their coordinators, how much they appreciated the hard work of the ITS staff, and how friendly and helpful the ITS people are. The overall impression of most of our conversations was positive.
The positive things cited most often include the following. Note that no positive or negative comment was unanimous across the faculty. This list represents our best attempt to name those things that most members of the faculty are happy about.

- The existence of coordinators educated in areas relevant to the academic divisions they serve.
- Friendly, hard-working, helpful staff.
- Collab.
- The help desk.
- On-line access to class lists (including photos), advisee data, etc.
- Support for standard desktop builds.
- Classroom technology is much improved in most buildings.
- Improved support for work from home.

Suggested study topics

1. Improve communication.

This is the big one, the persistent theme present in almost all of the suggestions and complaints we heard. Though there are many stories of effective communication and helpful service, the tales of exasperation all include some element of frustration with poor communication.

- *What’s happening?* For the most part, members of the faculty don’t know what’s going on inside ITS. Are there big projects, big problems, or exciting prospects? We won’t know unless you tell us. The recently published newsletter is a step in the right direction, and more of the same (perhaps even a blog of some kind) would be welcome. We would also like to see some sort of annual planning document made available at least to ACAC, and possibly to the community as a whole (see recommendation 3 below).
- *Come see us.* Some people feel out of touch with their coordinators. One way to get the communication going would be for the coordinators to make visits to department meetings, perhaps annually, to publicize some of the things going on in ITS and to learn about the technological concerns of the departments.
- *Jobs get stalled.* It seems that internal ITS communications are at least occasionally problematic. We heard many versions of this story: “I made a request to my coordinator, my coordinator passed it on to X, and then I didn’t hear anything for weeks.” Is this poor internal communication, poor job coordination, or something else? We’re not sure, but it is happening often enough to warrant attention.
- *Who ya gonna call?* Many people find it difficult to know who to call to get certain kinds of jobs done. In principle, going through the coordinator for all requests might make sense, but in practice, this is not always the most effective strategy.
- **Encourage an attitude of service.** One of the most frequently cited communication problems has to do with attitude. In some situations, ITS staff members have delivered the message, intentionally or unintentionally, that they are doing the rest of the college a favor by making the computers available. Sometimes, this feeling comes across in situations where a faculty member needs something out of the ordinary, and an ITS representative seems to find the need unreasonable.

For example, several science faculty members need to be able exchange very large files with collaborators off-campus, but have been thwarted by quotas designed for the average faculty member and a corresponding attitude of inflexibility. (“Tell your friend to put it on a DVD” was reported as the ITS response to this need. We would prefer a response that acknowledges current limitations but also works with the faculty to solve the problem and plan for better solutions in the future.)

2. Upgrade the coordinator model to fix the problems with day-to-day trouble-shooting.

As we understand it, the heart of the coordinator model of service is that faculty members and their coordinators will form close relationships while interacting over day-to-day problems like broken printers and software upgrades, and then exploit those relationships to do the fun and interesting work of incorporating technology into the curriculum. In this model of the world, both the little jobs and the big thinking get done.

Unfortunately, this does not seem to be the current state of affairs. Make no mistake: when professors and their coordinators collaborate on curricular innovation, everybody involved sings the praises of the system. But it is clear that the coordinators have far too many day-to-day demands on their time to allow sufficient space for less urgent work. The coordinator job was supposed to be a little bit of “fix my e-mail” and a lot of “how can we use emerging technology to enhance your teaching,” but has come to be mostly “fix my e-mail.” This isn’t good for anybody.

Somehow, the constant stream of technical support requests needs to be handled more efficiently. Several people have suggested that the current system does not put the technical experts where they are most needed: at the point of initial diagnosis and triage. Sending a student out to check on a bad printer is attractive—you spend the cheap resource in the hope that the problem will go away cheaply. Yet all too often, this visit by a student is followed a couple days later by another student who tries the very same repairs, and continues in this fashion until the problem becomes critical, and the people involved become frustrated and angry.

Despite the national accolades our coordinator model received in its early days, the pressure of day-to-day troubleshooting has overwhelmed the coordinators. We think it is time to devise and adopt a more scalable use of staff resources that will do a better job of
solving daily problems, providing time to work on curricular projects, and ensuring
greater job satisfaction for the people in ITS.

3. Institute a visible planning process with wide participation.

ITS is at the center of a lot of big technological decisions. What e-mail clients should we
support? Should we adopt portal software? Courseware? Image archiving software? A
statistical package? If so, which ones? How should we wire and make wireless a
scattered campus filled with new and old buildings? How can we move our large
historical databases from paper to digital form, and how can we offer services based on
those databases to the community?

These are big, interesting, and important decisions, and we cannot make them sensibly
without the expertise of ITS. But we also cannot make them sensibly without the
expertise and opinions of the people who will be using the systems—the students, staff,
and faculty.

More often than not, members of the faculty feel that big IT projects are presented as
finished products. If these products don’t quite serve the needs of the users, there does
not seem to be a way to change something that has already received a large investment of
time and money.

Some decisions, of course, are technology-only questions. It would be unreasonably
inefficient to insist on community participation in the choice of routers or network
monitoring software. But big decisions with significant end-user implications deserve
careful consideration by the community in close consultation with ITS.

We would like ITS and the Dean’s office to develop a planning process for these big
decisions. Some considerations to keep in mind include:

- The needs of the expected users of a system should be the central consideration in
  most major decisions. Resource and maintenance trade-offs are important, too,
  but there’s no point in implementing or adopting a system that does not serve the
  needs of its users.
- The resource planning for any major software project should include enough time
  and money to allow for feedback and adjustment after the initial deployment of
  the system.
- If it is not clear whether a particular decision deserves wide community
  involvement, ITS can use the ACAC to help decide.

4. Study and address structural inconsistencies.

Though ITS is the center of most things technological at Carleton, there are many other
departments and individuals that serve the technological needs of the college. PEAR,
Math/CS, and Physics all have tech staff members who are to varying degrees independent of ITS (and several other departments, notably Chemistry and the languages, argue that they need similar help). There are also tech workers associated with media services, classroom and projection technologies, the scheduling and preparation of the Athanaeum, the creation and maintenance of the college’s web site, etc. The needs that all these people address are real, but the scattering of staff with related responsibilities can lead to poor coordination and redundant effort.

There are also inconsistencies in the use of technology funds. Adjunct faculty and coaches in PEAR, for example, often find themselves buying computer equipment with their own money.

Another important area of study, then, is how to improve coordination between ITS and other sources of tech support, and how to spend the college’s technology resources more effectively.

5. Act as an advocate for IT issues in the college community.

Some members of the faculty express the feeling that they could use technology more effectively, if only they knew what possibilities there were. Others express frustration that the college is moving too slowly in areas where there is an obvious need (e.g. courseware, wireless access, video conferencing, image archiving, etc.). Both of these perspectives show a need for leadership from ITS on campus. ITS is in the unique position of being close to the technological innovations of the day, and in command of many of the resources Carleton expends on technology. Using this combination of knowledge and power, ITS could and should help guide campus-wide conversations about technological directions.

We would especially like to see the ITS leaders help give IT a higher profile in the upcoming capital campaign.

This is another area where ACAC could be used productively by the ITS leadership.

6. Continue to improve multi-media classrooms technology.

The call for continuing investment in multi-media classrooms comes from people who have limited access to such classrooms (notably those who teach most of their courses in Willis) and from people who note that multi-media services are increasingly essential tools in education regardless of discipline. We applaud the work the college has already done in this area, and encourage ITS to continue exploring the possibilities in this area.

One current problem causing wide-spread classroom difficulties should be corrected as soon as possible. People all over campus report that logging out and logging in again on
classroom machines is taking as long as ten minutes. This is extremely inconvenient any
time the professor wants to use a computer in class, but when students are giving short
presentations during a class period, it’s intolerable. This problem seriously undercuts the
value of having computer projection facilities in the first place.

7. Improve the focus and convenience of training seminars.

The training sessions offered by ITS are generally well-liked. Many people suggest,
however, that they would prefer smaller, directly tailored training sessions more
conveniently timed for their participants. This sort of targeted training, delivered to small
groups, could be tricky to manage, but might also give more people the kind of help they
need, when they need it.

Training sessions during breaks are not as valuable to most professors as sessions during
the school year would be, since most members of the faculty try to preserve break time
for catch-up, research, and course preparation.

8. Support wireless computing on the whole campus.

Almost all of our departmental conversations included a discussion of wireless access to
the network. There are a few faculty members who are concerned about students abusing
wireless access during class. Nonetheless, the overwhelming majority of people favor
covering the campus with wireless access, and as soon as possible.

This is one of those issues that deserves a visible and consultative community planning
process as discussed in recommendation 4 above. If nothing else, we think the
community would welcome a public informational meeting and conversation on the
subject.

9. Improve all things budgetary.

Several concerns about technology finances were mentioned by more than one
department.

- When people make requests for hardware or software, they would like a prompt
  response. More than one person said that a speedy “no” can be more helpful than
  a slow “yes.”
- Many departments would like a small discretionary budget with which to make
  purchases that come up during the year. We recognize that there are problems
  with such a system (what exactly does ITS commit to when a department buys
  something out a discretionary budget?). We suspect that if turnaround time on
  small requests were faster, there would be less call for discretionary budgets.
• The annual planning surveys are viewed by some people as a hassle, especially when things don’t change much from year to year.
• When hardware and software are purchased by grants (this happens a lot in the sciences), many members of the faculty feel that by signing off on the grant proposal, the college has committed to long-term support for the equipment. ITS, on the other hand, resists supporting and replacing such equipment. The college needs to establish a policy on this matter, and needs to recognize that every additional system places an extra burden on ITS time and money.

Conclusion

In our conversations with the academic departments, we heard tremendous appreciation for the hard work done by the people of ITS. We also heard many ideas about how the work of ITS can be improved. We hope that this summary of those ideas will help ITS in its efforts to learn how to serve the college even more effectively, and to have more fun while doing so.
ITS Faculty Survey Findings
December 2005

The ITS Faculty and Academic Staff Survey was sent to all faculty and academic staff on the faculty list-serv during fall term, 2005 (290 faculty/staff). From the emailed invitation, 141 faculty and academic staff responded to the survey (48.6% response rate). The responses were predominantly from faculty (78%). There were slightly more female than male respondents (57% v. 43%) and the majority of respondents (50%) have been at the college 11+ years.

Unless otherwise noted, satisfaction % include the top 2 scales (well + very well; very satisfied + satisfied, etc.)

Overall findings
- Over 90% of respondents were satisfied with the way ITS met their technological expectations and with their hardware and software.
- 56% were not familiar with ACAC.
- 95% stated important info. was communicated well or very well; 76% stated general info. was communicated well or very well; 55% stated future directions was communicated well or very well; 38% stated budget and development info. was communicated well or very well
- Best way to reach faculty is via email – the majority prefer Mulberry (32%) though there were substantial groups of users using Eudora (19%), Mac Mail (16%), and Thunderbird (14%)
- The most frequently used personal devices brought to campus include PDAs (64%) followed by laptops (in “other” iPods [3] and drives – flash, thumb, jump, portable [6] were also frequently noted)
- Respondents learn about new technology from their Academic Computing Coordinators or from others in their dept. /building (each 60%)
- Over 50% of respondents stated the following technologies were “not applicable”: storing and transferring large data files, wireless, collaborating with others at different institutions, web publishing, blog publishing, multimedia development, IM, and video/voice chat.
- Of the remaining technologies, webmail (82%) and file storage (74%) were the best supported; working from home (56%) and electronic course materials (59%) were least supported.
- There was no clear consensus on the best time to take down the servers for maintenance. Sun. AM had a slight majority (30%)
- There was clear support/preference for the following (>60%):
  - Initial, immediate help from helpdesk person (71%)
  - Technical help from hardware/software specialist (61%)
  - Help during regular business hours (92%)
  - Collaborate with technologies on course technologies (71%)
  - Technology-enhanced classrooms (90%)
  - Personalized software training (64%)
There was unclear support for the following:
- Tech help from the same person (52%) v. help based on problem at the times (48%)
- Curricular resources in separate places (42%) v. in central place (58%)

Faculty/staff go for help most often to their Academic Computing Coordinator, Academic Quickline; go for help least often to family, retail tech.
- 56% can always or often find things on the Carleton website
- 57% call their coordinators once a month
- 83% are satisfied with the results when they ask for help; 95% are satisfied with their interactions with their coordinators.
- 90%+ stated they are satisfied with access to employee info., and with specialized printing needs.
- 57% feel a common/standard calendar software would be useful; 42% use paper-planners, 27% use PDAs as planners (“other” responses included: iCal [6], Groupwise/Mulberry calendars [4], and comments on compatibility with Mac computers)

**Faculty only questions:**
- 90%+ satisfaction with classroom computers and software, with online registration and grades, and with online access to course material
- 87% satisfied with technical support for teaching/curriculum
- Only 47% feel it’s important to have a central location for curricular resources.
- 94% are satisfied with student access to technology for coursework
- 86% are satisfied with technology support for research
- 55% feel somewhat involved in setting ITS priorities
- 93% feel it’s important or very important for faculty to be involved in setting ITS priorities

**Academic staff only questions:**
- 90%+ satisfied with technology support and access to dept. resources
- 79% satisfied with student worker technology
- 74% feel involved in setting ITS priorities
- 86% feel it’s important or very important for staff to be involved in setting ITS priorities

**Findings by gender**
In this section, I am only commenting on substantial differences between the genders or on substantial differences between one gender and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences.

- Men are split on wanting help from the same person (50%) or based on the problem (50%); women prefer the same person
- Women are split on wanting help from a hardware/software specialist (52%) or an academic specialist (48%); men prefer a hardware/software specialist
- Both go most often to their ACCs for help; men go least to family for help; women go least to retail tech for help.
- Women less frequently find what they need on the Carleton website (49% always or often vs. 63%)
- 62% of women would find a common scheduling software useful or very useful vs. 50% men
- Of respondents who were faculty:
  - Women are less satisfied with technological support of teaching (83% vs. 91%)
  - Women are less satisfied with support of coursework (89% vs. 98%)
  - More women feel it’s important to have a central location for curricular resources (53% vs. 42%)
- Of respondents who were academic staff:
  - 72% of women feel student workers always or often have the technology they need to do their work vs. 100% men.
  - 64% women feel involved in setting ITS priorities vs. 100% men

**Findings by Academic Computing Coordinator**

In this section, I am only commenting on substantial differences between clients of each Academic Computing Coordinator or on substantial differences between clients of one coordinator and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences.

- Only 80% of respondents in Doug’s areas were satisfied by how their technology expectations were met (vs. 90+% in the other coordinator’s areas); only 85% were satisfied with hardware and software (vs. 90+%)
- 50+% respondents were not familiar with ACAC (except Carly’s respondents at 44%)
- 68% of Doug’s respondents reported they were communicated with well or very well about general info. vs. 80+% for Joann’s and Paula’s respondents and 75% for Carly’s.
- All areas felt least communicated with regarding budget and development
- Paula’s depts. very happy with the planning survey (89% vs. 79% Doug and 71% Carly and Joann)
- ACCs primary source of info. for new technology, except for Doug (primary source is others in dept./building). However, 2 top sources for all groups are ACCs and others in dept./building
- Of the technologies listed in Q9, only 5 were used by 50+% of respondents (8 technologies by Doug’s respondents). The best supported was webmail (except for Carly, where it was presentations). The worst supported was working from home (except for Doug, where it was wireless).
- Email software preference differed by coordinator:
  - Carly: Eudora or Thunderbird (each 27%)
  - Doug: Mulberry (37%) or Eudora (29%)
  - Paula: Mulberry (56%)
  - Joann: Mulberry (27%) or Mac Mail (23%)
There’s no consensus on when to do maintenance, though 50% of Joann’s respondents preferred Sun.

Doug’s respondents were split on getting help from a helpdesk (53%) or their ACC (47%); all others preferred the helpdesk

Joann’s respondents were split on getting help from a hardware/software specialist (50%) or a discipline specialist (50%); all others preferred a hardware/software specialist

Carly’s respondents were split on getting help from the same person (48%) or based on the problem (52%); Doug’s and Joann’s respondents preferred the same person; Paula’s respondents preferred based on the problem

Carly’s and Joann’s respondents preferred a central place to manage curricular resources, Doug’s and Paula’s respondents preferred separate places

Paula’s respondents were split on having regular training classes (47%) or personalized training (53%); all others preferred personalized

All respondents most often got help from their ACCs and least often got help from retail tech and their families.

Doug’s respondents were least likely to find what they were looking for on the Carleton website (45%), Joann’s were most likely (66%)

Doug’s and Paula’s respondents asked ACCs for help once a month, Carly’s and Joann’s were split between once a month and once a week.

90+% of Carly’s and Joann’s respondents were satisfied with help results vs. only 67% for Doug’s respondents

100% of Carly’s and Doug’s respondents were satisfied with their interactions with their ACCs

Substantial segments of Carly’s and Doug’s respondents use PDAs in addition to paper-based schedules

72% of Carly’s respondents reported they would find a common scheduling software useful or very useful while only 40% of Paula’s respondents reported so

Carly’s respondents were primarily female (81%) while all others were pretty evenly split between the genders

The largest group of Carly’s respondents was employees with 11+ years; Doug’s respondents were 11+ years (57%) but also 1 – 5 years (29%); Paula’s and Joann’s respondents were rather evenly spread out among the three groups.

Of respondents who were faculty:

- 90+% were satisfied with technology support for teaching, except for Doug’s respondents where only 81% were satisfied.
- Desire to have a central location to manage curricular resources was split: 67% and 68% of Joann’s and Carly’s respondents thought this was important or very important vs. 37% and 33% of Doug’s and Paula’s respondents
- Doug’s respondents were least satisfied with technology support for their research (76%)
- Current faculty involvement in setting ITS priorities ranged from a low of 44% by Doug’s respondents to 71% of Carly’s
- 95+% feel faculty involvement is very or somewhat important in setting ITS priorities

Of respondents who were academic staff:
Doug’s respondents were least satisfied with technological support (80% vs. 100% all others)
Paula’s respondents don’t feel their student workers have the technology they need for their jobs (25% always or often vs. 100% all others)
100% Doug’s and Joann’s respondents feel involved in setting ITS priorities vs. 67% of Paula’s respondents and 50% of Carly’s respondents
100% of Carly’s, Doug’s, and Paula’s respondents feel academic staff should be involved in setting ITS priorities; only 1 of Joann’s respondents felt academic staff should be somewhat uninvolved, all others felt they should be involved.
83% of Doug’s respondents were satisfied with access to employee info. online vs. 90+% of all others

Findings by length of time at Carleton
In this section, I am only commenting on substantial differences between the three length of employment groups or on substantial differences between one group and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences.

- Respondents were primarily faculty
- Employees with 1 – 5 years at Carleton are least familiar with ACAC (70% unfamiliar); even employees with 11+ years are not familiar with ACAC (45%)
- Employees with 1 – 5 years feel better informed about future directions (70%) than do the other groups (51%)
- Budget and development were least well communicated across groups.
- Over 50% of employees with 1 – 5 years bring personal laptops (69%) and PDAs (56%); employees with 6 – 10, 11+ years bring PDAs (57%, 68%)
- Employees with 1 – 5 and 6 – 10 years have a slight preference to find out new information about technologies from others in their depts./buildings while those with 11+ years have a slight preference for ACCs
- Only 5 technologies were used by more than 50% of respondents: webmail, electronic course materials, presentations in classrooms, file storage, and working from home (and wireless for those with 1 – 5 years). Best supported were webmail (1 – 5, 6 – 10), presentations in classrooms (11+). Least supported were working from home (6 – 10, 11+), electronic course materials (1 – 5).
- Mulberry is the email program most used by employees 1 – 5, 6 – 10 years; employees 11+ years are split between Eudora (35%) and Mulberry (32%)
- Though 48% of employees 1 – 5 years preferred maintenance to be on Sun., there was no clear consensus on a best time
- Those 11+ years were evenly split between wanting help from the same person (50%) and wanting help based on the problem (50%); the other groups clearly wanted help from the same person
- Those 1 – 5 years were split between wanting regular software training (48%) and personalized training (52%)
- Employees 11+ years least often went to retail tech for help; those 1 – 5 years least often went to a family member.
Roughly half (48%, 50%) employees 1 – 5, 6 – 10 could always or often find what they were looking for on the Carleton website, compared to 62% for employees 11+ years.

The majority of respondents use paper-based planners, however 24% of employees 6 – 10 years and 32% employees 11+ years also use PDAs.

71% of employees 6 – 10 years stated they would find a common calendar software useful or very useful compared to 55% 1 – 5 years and 50% 11+ years.

**Of respondents who were faculty:**
- 66% of faculty 1 – 5 years feel it’s important or very important to have a central location for curricular resources compared to 36% of faculty 6 – 10 years, and 44% of faculty 11+ years.
- 48% of faculty 1 – 5 years feel very or somewhat involved in setting ITS priorities compared to 59% of faculty 6 – 10 and 11+ years.
- Only 1 faculty member felt faculty involvement in setting ITS priorities was somewhat unimportant, of the remaining faculty 100% believe that it’s very or somewhat important for faculty to be involved.

**Of respondents who were academic staff:**
- 100% of academic staff 1 – 5 years feel somewhat or very involved in setting ITS priorities compared to 70% 6 – 10 years and 63% 11+ years.
- Only 1 academic staff member felt staff involvement in setting ITS priorities was somewhat unimportant, of the remaining academic staff 100% believe that it’s very or somewhat important for academic staff to be involved.

**Findings by position (faculty or academic staff)**
In this section, I am only commenting on substantial differences between faculty and academic staff responses or on substantial differences between one group and the overall findings. None of these findings have been tested statistically so we cannot say they are significant differences.

- Faculty respondents were equally male and female; academic staff respondents were primarily female (79%).
- Faculty and academic staff both feel they are well informed about important info.
- Academic staff feel better informed than faculty on general info (84% v. 73%), future directions (73% v. 50%), and budget and development issues (56% v. 31%).
- Faculty more likely to bring personal laptops to work than academic staff.
- Faculty slightly more likely to go to Academic Computing Coordinator (ACC) for info. on new technology, academic staff slightly more likely to go to others in their dept. or building for info.
- Of the technologies listed in question 9, there were only 3 used by more than 50% of responding academic staff: webmail, file storage, web publishing. Of these, the best supported was webmail, the least supported was file storage (the range of scores among these items was 1.60 – 1.89 on a 4 point scale, 1 = very well, 4 = very poorly).
- Of the technologies listed in question 9, there were 5 used by more than 50% of responding faculty: webmail, electronic course materials, presentations in the classroom, file storage, and working from home. Of these, the best supported was webmail, the least...
supported was working from home (the range of scores among these items was 1.71 – 2.14 on a 4 point scale; 1= very well, 4 = very poorly).

- Faculty demonstrated a slight preference for maintenance to be scheduled on Sun., academic staff didn’t care when it was scheduled.
- Faculty were split between wanting help from the same person (51%) and wanting help based on the problem (49%). Academic staff preferred the same person (59%).
- Faculty preferred personalized software training (70%) while academic staff preferred regularly scheduled software courses (56%).
- Both faculty and academic staff are mostly likely to seek help from their ACCs and least likely to seek help from their families and retail tech.
- Academic staff more frequently can find what they’re looking for on Carleton’s website (73%) compared to faculty (50%).
- The majority of faculty (63%) report asking their ACCs for help once a month while the majority of academic staff (50%) ask their ACCs for help once a week.
- Faculty are less satisfied than academic staff with the results they get from their ACCs (80% faculty, 96% academic staff)
- Both faculty and academic staff primarily use paper-based planners, though more faculty are likely to use PDAs
- Academic staff would find a common scheduling software more useful than would faculty (78% v. 53%)
- The majority of faculty (52%) have been at Carleton 11+ years; academic staff are split, 36% 6 – 10 years and 39% 11+ years.

CONCLUSIONS  (in no particular order)

1. ACAC is not an effective group for communication or interaction with faculty or academic staff.

2. Budget and development was the area least well communicated to faculty and academic staff.

3. Several technologies listed were used by some faculty and academic staff, but not by the majority on campus. I didn’t look at how well these less used technologies were being supported.

4. Repeatedly, working from home was the least supported technology.

5. There is no clear consensus on the best time to take the servers down to do maintenance.

6. There are clear groups who are having problems finding info. on Carleton’s website – women, those in the sciences (who have Doug as ACC) and faculty.

7. There are pockets of support for having a common calendar software and a slight majority thing it would be useful, but there is no ground-swell for this technology.

8. There is a disconnect in most breakouts between current involvement in ITS priority setting and the importance of various groups in being involved.
9. There is some dissatisfaction with the technology that student workers have.

10. Faculty prefer help from technologists but their preference for a hardware/software specialist is greater than their preference for someone with knowledge of their discipline.

11. If ACCs are treated as proxies for the depts. they serve, the sciences (Doug’s clients) are clearly unhappy and feel disenfranchised, more so than the depts. and divisions served by other ACCs. They report lower levels of communication, less satisfaction, and less ability to find info. However, they are clearly happy with having Doug as an ACC.

12. Different dept. and divisions have different technology uses and needs. Without knowing which depts. each ACC serve, I’m not sure how to interpret the differences I’ve noted above. If these differences are not due to departmental or divisional differences, then they would seem to suggest more training in these areas for people who are less satisfied/informed.

13. Newer employees (1 – 5 years) are more involved with different technologies, bring more of their own technologies to work, and are less satisfied with current technology. They seem to be more advanced users than other groups.

14. Staff feel better informed than faculty.

15. Faculty are using more technologies than staff (when looking at technologies that are used by 50+% of respondents).
1. General Questions

1. How well has Carleton met your technological expectations in the past five years?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>45.3%</td>
<td>63</td>
</tr>
<tr>
<td>Well</td>
<td>46.8%</td>
<td>65</td>
</tr>
<tr>
<td>Poorly</td>
<td>7.2%</td>
<td>10</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0.7%</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Respondents: 139

2. How satisfied are you with the software and hardware provided by ITS?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>61.9%</td>
<td>86</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>33.1%</td>
<td>46</td>
</tr>
<tr>
<td>Somewhat unsatisfied</td>
<td>4.3%</td>
<td>6</td>
</tr>
<tr>
<td>Very unsatisfied</td>
<td>0.7%</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Respondents: 139

3. How effective do you feel the Academic Computing Advisory Committee (ACAC) is in communicating academic needs to ITS?

http://www.surveymonkey.com/DisplaySummary.asp?SID=1501733&Rnd=0.9291239
2. More Specific Questions

4. How well does ITS communicate with you about the following types of information?

<table>
<thead>
<tr>
<th>Information Type</th>
<th>Very well</th>
<th>Well</th>
<th>Poorly</th>
<th>Very Poorly</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Information (e.g. service outages)</td>
<td>77% (102)</td>
<td>18% (24)</td>
<td>4% (5)</td>
<td>1% (1)</td>
<td>1.28</td>
</tr>
<tr>
<td>General Info (e.g. software upgrades)</td>
<td>30% (38)</td>
<td>46% (59)</td>
<td>22% (28)</td>
<td>2% (3)</td>
<td>1.97</td>
</tr>
<tr>
<td>Future Directions of Technology on campus</td>
<td>12% (15)</td>
<td>43% (54)</td>
<td>39% (49)</td>
<td>6% (8)</td>
<td>2.40</td>
</tr>
<tr>
<td>Budget and Development Priorities</td>
<td>7% (8)</td>
<td>31% (38)</td>
<td>42% (51)</td>
<td>20% (25)</td>
<td>2.76</td>
</tr>
</tbody>
</table>

Total Respondents: 132

(skipped this question) 9

5. What is the best way for ITS to notify you about important computing issues, for example an impending email outage?

<table>
<thead>
<tr>
<th>Notification Method</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carletonian</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Email</td>
<td>97.8%</td>
<td>132</td>
</tr>
<tr>
<td>Flyers</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>NNB</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>ITS web page</td>
<td>1.5%</td>
<td>2</td>
</tr>
<tr>
<td>Postal/campus mail</td>
<td>0.7%</td>
<td>1</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Respondents: 135

(skipped this question) 6
6. How well does the department planning survey meet your needs for hardware or software changes?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>19.8%</td>
<td>25</td>
</tr>
<tr>
<td>Well</td>
<td>57.9%</td>
<td>73</td>
</tr>
<tr>
<td>Poorly</td>
<td>19.8%</td>
<td>25</td>
</tr>
<tr>
<td>Very poorly</td>
<td>2.4%</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Respondents 126

( skipped this question) 15

7. Do you regularly bring any of the following devices with you to campus? (check all that apply)

<table>
<thead>
<tr>
<th>Device</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally owned desktop computer</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Personally owned laptop</td>
<td>38.8%</td>
<td>26</td>
</tr>
<tr>
<td>PDA</td>
<td>64.2%</td>
<td>43</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>25.4%</td>
<td>17</td>
</tr>
</tbody>
</table>

Total Respondents 67

( skipped this question) 74

8. How do you find out about new technologies? (check all that apply)

<table>
<thead>
<tr>
<th>Source</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Computing Coordinator</td>
<td>59.8%</td>
<td>76</td>
</tr>
<tr>
<td>Another person in ITS</td>
<td>18.9%</td>
<td>24</td>
</tr>
<tr>
<td>Others in my department or building</td>
<td>59.8%</td>
<td>76</td>
</tr>
<tr>
<td>Family member</td>
<td>19.7%</td>
<td>25</td>
</tr>
<tr>
<td>ITS website</td>
<td>3.9%</td>
<td>5</td>
</tr>
<tr>
<td>Other websites</td>
<td>22%</td>
<td>28</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>24.4%</td>
<td>31</td>
</tr>
</tbody>
</table>

Total Respondents 127

( skipped this question) 14

9. How well does Carleton support your use of the following technologies?
10. What program do you prefer to use to read and send email?

<table>
<thead>
<tr>
<th>Program</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entourage</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Mac Mail</td>
<td>15.6%</td>
<td>21</td>
</tr>
<tr>
<td><strong>Mulberry</strong></td>
<td><strong>31.9%</strong></td>
<td><strong>43</strong></td>
</tr>
<tr>
<td>Outlook</td>
<td>1.5%</td>
<td>2</td>
</tr>
<tr>
<td>Thunderbird</td>
<td>14.1%</td>
<td>19</td>
</tr>
<tr>
<td>Webmail (Carleton)</td>
<td>7.4%</td>
<td>10</td>
</tr>
<tr>
<td>Webmail (non-Carleton)</td>
<td>0.7%</td>
<td>1</td>
</tr>
<tr>
<td>Eudora</td>
<td>19.3%</td>
<td>26</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>9.6%</td>
<td>13</td>
</tr>
</tbody>
</table>

Total Respondents 135

11. Servers require regular maintenance to maintain stability. While you will always receive notification of maintenance ahead of time, which of the following maintenance schedules would inconvenience you the least?

- - -
<table>
<thead>
<tr>
<th>Time</th>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every other Sunday, 7-11am</td>
<td>29.6%</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Every other Friday, 6-10pm</td>
<td>26.7%</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Every other Monday, 4-8am</td>
<td>22.2%</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Don't care</td>
<td>21.5%</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Total Respondents</td>
<td></td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Academic Service Model

12. Which would you prefer?

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial support from a helpdesk staff person--will be immediate</td>
<td></td>
<td>71.3%</td>
<td>92</td>
</tr>
<tr>
<td>Initial support from a computing coordinator--may not be immediate</td>
<td></td>
<td>28.7%</td>
<td>37</td>
</tr>
<tr>
<td>Total Respondents</td>
<td></td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

13. Which would you prefer?

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical help from a software or hardware specialist</td>
<td></td>
<td>60.9%</td>
<td>78</td>
</tr>
<tr>
<td>Technical help from an academic specialist with knowledge of your discipline</td>
<td></td>
<td>39.1%</td>
<td>50</td>
</tr>
<tr>
<td>Total Respondents</td>
<td></td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

14. Which would you prefer?

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical help from the same person every time</td>
<td></td>
<td>52%</td>
<td>66</td>
</tr>
<tr>
<td>Technical help from different people based on your problem at the time</td>
<td></td>
<td>48%</td>
<td>61</td>
</tr>
<tr>
<td>Total Respondents</td>
<td></td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td></td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
15. Which would you prefer?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical help from a person during regular business hours</td>
<td>92.3%</td>
<td>120</td>
</tr>
<tr>
<td>Technical help from a well-designed self-help website 24 hours</td>
<td>7.7%</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Respondents 130

(skipped this question) 11

16. Which would you prefer?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A broad variety of course materials such as Caucus, course mailing lists,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>course folders, grades/registration and blogs, all of which are currently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in separate places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A central, consistent place to manage curricular resources, which may or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>may not be as varied</td>
<td>42%</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>58%</td>
<td>65</td>
</tr>
</tbody>
</table>

Total Respondents 112

(skipped this question) 29

17. Which would you prefer?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating with an instructional technologist on course technologies</td>
<td>70.9%</td>
<td>78</td>
</tr>
<tr>
<td>Autonomously implementing course technologies</td>
<td>29.1%</td>
<td>32</td>
</tr>
</tbody>
</table>

Total Respondents 110

(skipped this question) 31

18. Which would you prefer?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of technology-enhanced classrooms (e.g. LDC 104, Leighton 304)</td>
<td>90.4%</td>
<td>104</td>
</tr>
<tr>
<td>Availability of traditional classrooms (e.g. Laird 204)</td>
<td>9.6%</td>
<td>11</td>
</tr>
</tbody>
</table>

Total Respondents 115

(skipped this question) 26
19. Which would you prefer?

<table>
<thead>
<tr>
<th>Option</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly scheduled software training classes</td>
<td>36%</td>
<td>45</td>
</tr>
<tr>
<td>Somewhat infrequent but personalized software training</td>
<td>64%</td>
<td>80</td>
</tr>
</tbody>
</table>

Total Respondents 125

20. If you have a computing question, where do you go for help? Please rank the following options according to how often you use them. You can only choose each column once.

<table>
<thead>
<tr>
<th>Option</th>
<th>Most often</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Least often</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Academic Computing Coordinator</td>
<td>56% (71)</td>
<td>27%</td>
<td>7%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>0% (0)</td>
<td>1.78</td>
</tr>
<tr>
<td>Another person in ITS</td>
<td>3% (3)</td>
<td>18%</td>
<td>38%</td>
<td>18%</td>
<td>10%</td>
<td>5%</td>
<td>6%</td>
<td>3% (3)</td>
<td>3.64</td>
</tr>
<tr>
<td>Academic Quickline (x5999)</td>
<td>25% (29)</td>
<td>30%</td>
<td>11%</td>
<td>5%</td>
<td>7%</td>
<td>4%</td>
<td>7%</td>
<td>11% (12)</td>
<td>3.30</td>
</tr>
<tr>
<td>Others in my department or building</td>
<td>14% (15)</td>
<td>13%</td>
<td>22%</td>
<td>22%</td>
<td>7%</td>
<td>10%</td>
<td>7%</td>
<td>5% (5)</td>
<td>3.79</td>
</tr>
<tr>
<td>Family member</td>
<td>3% (3)</td>
<td>2%</td>
<td>6%</td>
<td>12%</td>
<td>10%</td>
<td>16%</td>
<td>12%</td>
<td>39% (39)</td>
<td>6.15</td>
</tr>
<tr>
<td>The ITS website</td>
<td>2% (2)</td>
<td>3%</td>
<td>6%</td>
<td>9%</td>
<td>28%</td>
<td>24%</td>
<td>21%</td>
<td>7% (7)</td>
<td>5.49</td>
</tr>
<tr>
<td>The web (e.g., Google)</td>
<td>5% (5)</td>
<td>10%</td>
<td>7%</td>
<td>19%</td>
<td>14%</td>
<td>22%</td>
<td>18%</td>
<td>5% (5)</td>
<td>4.90</td>
</tr>
<tr>
<td>Retail or Manufacturer tech support</td>
<td>0% (0)</td>
<td>5%</td>
<td>7%</td>
<td>8%</td>
<td>17%</td>
<td>9%</td>
<td>20%</td>
<td>33% (36)</td>
<td>6.13</td>
</tr>
</tbody>
</table>

Total Respondents 130

21. How often are you able to find what you are looking for on the Carleton home website?

<table>
<thead>
<tr>
<th>Option</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6.4%</td>
<td>8</td>
</tr>
<tr>
<td>Often</td>
<td>49.6%</td>
<td>62</td>
</tr>
<tr>
<td>Sometimes</td>
<td>41.6%</td>
<td>52</td>
</tr>
<tr>
<td>Never</td>
<td>2.4%</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Respondents 125
22. In the last year how frequently have you asked your Academic Computing Coordinator (ACC) for computing help?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once a week</td>
<td>6.2%</td>
<td>8</td>
</tr>
<tr>
<td>Once a week</td>
<td>30.5%</td>
<td>39</td>
</tr>
<tr>
<td>Once a month</td>
<td>57%</td>
<td>73</td>
</tr>
<tr>
<td>Never</td>
<td>6.2%</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Respondents 128

23. When asking your ACC for computing help, how often are you satisfied with the results?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>37.6%</td>
<td>47</td>
</tr>
<tr>
<td>Often</td>
<td>45.6%</td>
<td>57</td>
</tr>
<tr>
<td>Sometimes</td>
<td>16%</td>
<td>20</td>
</tr>
<tr>
<td>Never</td>
<td>0.8%</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Respondents 125

24. How satisfied are you with the personal interaction with your ACC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>68.3%</td>
<td>86</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>27%</td>
<td>34</td>
</tr>
<tr>
<td>Somewhat unsatisfied</td>
<td>3.2%</td>
<td>4</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>1.6%</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Respondents 126

25. Are you:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>78.1%</td>
<td>100</td>
</tr>
</tbody>
</table>

http://www.surveymonkey.com/DisplaySummary.asp?SID=1501733&Rnd=0.9291239
5. Curricular Support

26. How satisfied are you with the technology support you receive for your teaching/curriculum?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>31.3%</td>
<td>30</td>
</tr>
<tr>
<td>Satisfied</td>
<td>56.3%</td>
<td>54</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>12.5%</td>
<td>12</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Respondents 96

27. How well do the classroom computers and software support your coursework?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>28.4%</td>
<td>27</td>
</tr>
<tr>
<td>Well</td>
<td>65.3%</td>
<td>62</td>
</tr>
<tr>
<td>Poorly</td>
<td>6.3%</td>
<td>6</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Respondents 95

28. How well does Carleton provide access to course registration, grades, advisee information?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>61.6%</td>
<td>61</td>
</tr>
<tr>
<td>Well</td>
<td>34.3%</td>
<td>34</td>
</tr>
<tr>
<td>Poorly</td>
<td>4%</td>
<td>4</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Respondents 99

http://www.surveymonkey.com/DisplaySummary.asp?SID=1501733&Rnd=0.9291239
29. How well does Carleton support electronic access to course materials (e.g. course folders, E-Reserves, course mailing lists)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>41.7%</td>
<td>40</td>
</tr>
<tr>
<td>Well</td>
<td>54.2%</td>
<td>52</td>
</tr>
<tr>
<td>Poorly</td>
<td>3.1%</td>
<td>3</td>
</tr>
<tr>
<td>Very poorly</td>
<td>1%</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Respondents 96

(skipped this question) 45

30. How important is it to have a central location to manage different curricular resources, such as Caucus, course mailing lists, course folders, grades/registration and blogs (all of which are currently in separate places)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>26.8%</td>
<td>26</td>
</tr>
<tr>
<td>Important</td>
<td>20.6%</td>
<td>20</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>35.1%</td>
<td>34</td>
</tr>
<tr>
<td>Unimportant</td>
<td>17.5%</td>
<td>17</td>
</tr>
</tbody>
</table>

Total Respondents 97

(skipped this question) 44

31. Do you think your students have adequate access to necessary technology for their coursework?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>34%</td>
<td>33</td>
</tr>
<tr>
<td>Often</td>
<td>59.8%</td>
<td>58</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6.2%</td>
<td>6</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Respondents 97

(skipped this question) 44

32. How satisfied are you with the technology support you receive for your research?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>27.2%</td>
<td>25</td>
</tr>
</tbody>
</table>
33. How involved do you feel faculty are in the process that sets the priorities for technology projects on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very involved</td>
<td>7.4%</td>
<td>7</td>
</tr>
<tr>
<td>Somewhat involved</td>
<td>48.4%</td>
<td>46</td>
</tr>
<tr>
<td>Somewhat uninvolved</td>
<td>28.4%</td>
<td>27</td>
</tr>
<tr>
<td>Very uninvolved</td>
<td>15.8%</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>95</strong></td>
<td></td>
</tr>
</tbody>
</table>

34. How important is faculty involvement in setting priorities for ITS projects on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>60%</td>
<td>57</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>38.9%</td>
<td>37</td>
</tr>
<tr>
<td>Somewhat unimportant</td>
<td>1.1%</td>
<td>1</td>
</tr>
<tr>
<td>Very unimportant</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>95</strong></td>
<td></td>
</tr>
</tbody>
</table>

6. Administrative Support

35. How satisfied are you with the technology support you receive for your administrative duties?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>34.6%</td>
<td>9</td>
</tr>
<tr>
<td>Satisfied</td>
<td>61.5%</td>
<td>16</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>3.8%</td>
<td>1</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>
36. How well does Carleton provide electronic access to department resources (e.g. department Collab folders)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>37%</td>
<td>10</td>
</tr>
<tr>
<td>Well</td>
<td>55.6%</td>
<td>15</td>
</tr>
<tr>
<td>Poorly</td>
<td>7.4%</td>
<td>2</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Respondents 26

37. Do you think your student workers have adequate access to technology necessary for their jobs?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>29.2%</td>
<td>7</td>
</tr>
<tr>
<td>Often</td>
<td>50%</td>
<td>12</td>
</tr>
<tr>
<td>Sometimes</td>
<td>20.8%</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Respondents 24

38. How involved do you feel academic staff are in the process that sets the priorities for technology projects on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very involved</td>
<td>8.7%</td>
<td>2</td>
</tr>
<tr>
<td>Somewhat involved</td>
<td>65.2%</td>
<td>15</td>
</tr>
<tr>
<td>Somewhat uninvolved</td>
<td>8.7%</td>
<td>2</td>
</tr>
<tr>
<td>Very uninvolved</td>
<td>17.4%</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Respondents 23

39. How important is academic staff involvement in setting priorities for ITS projects on campus?
7. Web, Priorities, etc.

40. How well does Carleton provide access to employment information, benefits, payroll and budget information?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>37.8%</td>
<td>45</td>
</tr>
<tr>
<td>Well</td>
<td>53.8%</td>
<td>64</td>
</tr>
<tr>
<td>Poorly</td>
<td>6.7%</td>
<td>8</td>
</tr>
<tr>
<td>Very poorly</td>
<td>1.7%</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Respondents 119

(skipped this question) 22

41. What personal scheduling and/or calendaring device or software do you use to keep track of appointments and meetings?

<table>
<thead>
<tr>
<th>Device</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web-based calendar</td>
<td>10.2%</td>
<td>13</td>
</tr>
<tr>
<td>Outlook</td>
<td>0.8%</td>
<td>1</td>
</tr>
<tr>
<td>Paper-based planner</td>
<td>42.5%</td>
<td>54</td>
</tr>
<tr>
<td>PDA software (e.g. Palm Desktop)</td>
<td>26.8%</td>
<td>34</td>
</tr>
<tr>
<td>N/A</td>
<td>11.8%</td>
<td>15</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>20.5%</td>
<td>26</td>
</tr>
</tbody>
</table>

Total Respondents 127

(skipped this question) 14

42. Carleton Administrative staff all have access to personal scheduling/calendaring software that allows selected coworkers to view all or part of their schedules and easily schedule meetings at times when everyone is free. How useful do you believe software like this would be to faculty?
43. How well are your specialized printing needs (photos, banners, etc.) met on campus?

- **Very well**: 28.1% (32)
- **Well**: 66.7% (76)
- **Poorly**: 3.5% (4)
- **Very poorly**: 1.8% (2)

Total Respondents: 114

(skipped this question) 27

8. Demographics

44. What is your gender?

- **Female**: 56.7% (72)
- **Male**: 43.3% (55)

Total Respondents: 127

(skipped this question) 14

45. How long have you worked at Carleton?

- **1-5 years**: 24.4% (31)
- **6-10 years**: 26% (33)
- **more than 11 years**: 49.6% (63)

Total Respondents: 127

(skipped this question) 14
46. Who is your primary coordinator?

<table>
<thead>
<tr>
<th>Name</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carly Born</td>
<td>20.5%</td>
<td>26</td>
</tr>
<tr>
<td>Doug Foxgrover</td>
<td>27.6%</td>
<td>35</td>
</tr>
<tr>
<td>Paula Lackie</td>
<td>25.2%</td>
<td>32</td>
</tr>
<tr>
<td>Joann Martyn</td>
<td>17.3%</td>
<td>22</td>
</tr>
<tr>
<td>I'm not sure</td>
<td>9.4%</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Respondents: 127

9. Open-Ended Questions

47. What do you think ITS does best to support faculty and academic staff?

Total Respondents: 73

48. What area does ITS need to work on most to better meet your computing needs?

Total Respondents: 74

49. What else should we have asked? How would you have answered it?

Total Respondents: 31
What do you think ITS does best to support faculty and academic staff?

<table>
<thead>
<tr>
<th>Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS staff-helpful and understanding/great communication</td>
<td>18</td>
</tr>
<tr>
<td>Quick response to computing questions/ability to fix problems quickly</td>
<td>16</td>
</tr>
<tr>
<td>Academic Coordinator system</td>
<td>16</td>
</tr>
<tr>
<td>Communication about updates, software, and new applications of software</td>
<td>5</td>
</tr>
<tr>
<td>Classroom technology</td>
<td>5</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>5</td>
</tr>
<tr>
<td>Being able to receive help over the phone</td>
<td>3</td>
</tr>
<tr>
<td>Providing hardware and software</td>
<td>3</td>
</tr>
</tbody>
</table>

- **ITS staff-helpful and understanding/great communication** - The top response to the question of what ITS does best to support faculty and academic staff is the ITS staff itself and their ability to help faculty and academic staff with their problems and any questions (i.e. “The personal touch is wonderful. I don’t want to be faced with a 24-hour pre-packaged help system. Carleton deserves better than that—the support here is amazing, the envy of other institutions” and “The people who work for ITS are phenomenally good at the “soft skills” of listening, translating technical terms and jargon into sensible phrases, suggesting alternatives, tracking down problems and information from software distributors, etc”).

- **Quick response to computing questions/ability to fix problems quickly** - The faculty and academic staff were also very pleased with the responsiveness in which ITS could answer their questions and fix their problems (i.e. “Day to day problems, such as software issues, printing, problems with access, are very quickly resolved. This is really great” and “Friendly fast help with problems”).

- **Academic Coordinator system** - 16 faculty and academic staff members responded that they are very satisfied with the Academic Coordinator system through ITS (i.e. “I have found the ACC model to be very helpful for my needs and I have been very pleased with the relationships that I have developed. My coordinator understands my needs and the ways I work; I likewise understand their style of consultation. They are colleagues not an anonymous help line” and “The help through the academic coordinator is absolutely superior. I know from colleagues at other places how lucky I am. I can’t imagine having all these technological opportunities without the assistance of ITS to make them reasonable to use. Don’t even think about eliminating that position—at most, expand it because it is the most practical and essential help I get”).
The major trend that emerged from the three top responses had to deal with the support that ITS provides for the faculty and academic staff. They are very pleased with the way in which the ITS staff members assists them with their problems using a personal and rapid approach.

**What area does ITS need to work on most to better meet your computing needs?**

<table>
<thead>
<tr>
<th>Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>25</td>
</tr>
<tr>
<td>Faculty needs not taken into consideration when making decisions</td>
<td>7</td>
</tr>
<tr>
<td>Nothing</td>
<td>7</td>
</tr>
<tr>
<td>Communicating information/dissemination</td>
<td>6</td>
</tr>
<tr>
<td>Home computing support</td>
<td>4</td>
</tr>
<tr>
<td>Universal course management tool</td>
<td>3</td>
</tr>
<tr>
<td>More follow-up on problems</td>
<td>3</td>
</tr>
<tr>
<td>System for storing student projects electronically</td>
<td>2</td>
</tr>
<tr>
<td>Classroom technology reliability</td>
<td>2</td>
</tr>
</tbody>
</table>

- The faculty and academic staff responded with a wide variety of questions unrelated to one another.

- **Faculty needs not taken into consideration when making decisions**- 7 faculty members stated that they would like faculty needs to be taken into consideration when ITS is making decisions (i.e. “Too often, decisions are made based on convenience for ITS staff rather than helping faculty. A good example of this is the budget process. We often don’t know where we stand on budget matters at the time when it is most important to know, say early in the summer when purchases can be made and equipment installed before school starts. Here has been a long-time resistance to providing help to departments with unusual needs. For example, support for Linux…” and ITS needs to acknowledge and work with OUR needs. Especially with regard to computers that service our teaching and research labs…right now it feels like faculty have to adapt to ITS structure and rules-it should be the other way around. Or at the very least, there should be a collaboration”).

- **Communicating information/dissemination**- 6 faculty and academic staff members stated that they would like to see improved communication regarding changes to the network and other important information (i.e. “I wish there had been better communication about the overhauling of collab this summer. I had to reconfigure my files the morning of the first day of class, and it didn’t work, so the slides that I’d intended to use the first day of class weren’t accessible and, because my classroom computer turned out to be a PC and my own computer is a Mac, my flash drive didn’t work as a backup. Messy!” and “The timing upgrades...” and “...and the timing of upgrades...” and “...and the timing of upgrades...”).
needs to be communicated better and the upgrades need to work instead of doing the upgrade and then having the software not work properly for up to two weeks”).

The one main theme that emerged was communication. The faculty and academic staff feel that their communication with ITS could be improved, in both important information dissemination and the decision making process.

**What else should we have asked? How would you have answered it?**

<table>
<thead>
<tr>
<th>Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>21</td>
</tr>
<tr>
<td>Wanted option between “well” and “poorly”</td>
<td>5</td>
</tr>
<tr>
<td>Wanted n/a option</td>
<td>3</td>
</tr>
<tr>
<td>Too many questions</td>
<td>2</td>
</tr>
<tr>
<td>Problems with hardware and how quickly they are fixed</td>
<td>2</td>
</tr>
<tr>
<td>Nothing</td>
<td>2</td>
</tr>
</tbody>
</table>

- The faculty and academic staff responded with a wide variety of questions. The majority of them not relating to others asked.

- 5 faculty and academic staff members wanted to see an option between “well” and “poorly” on the survey.

- 3 faculty and academic staff members wanted to see a non-applicable option the rating sections of the survey.

**Conclusions**

Overall, faculty and academic staff responded that they are very pleased with the amount and quality of support provided by the ITS staff. They appreciate all of the time and energy that ITS puts into working with the faculty and academic staff. The areas that they felt that there could be some improvements are inclusion in the decision making process and increasing the amount of communication informing them of upcoming network problems and changes.
What do you think ITS does best to support faculty and academic staff?
Open-Ended Response

1. Basic and immediately remedied problems are usually handled well on the hotline.

2. Pleasant. Effort at being helpful.

3. Our questions may often seem to be very elementary, but they are always answered well.

4. I'm not a good person to ask, as my department has a built-in, awesome technical associate. (Now I've blown my cover.) Perhaps because of this, I've never really gotten up to speed on what ITS has to offer. Or perhaps ITS has not communicated with me well on this subject. (I'll admit I've never been to the ITS website.) Most of my contact has been initiated by me on occasions when help in the department was not available.

5. Friendly fast help with problems.

6. Trouble shooting personal issues and researching new products.

7. Pleasant. Effort at being helpful.

8. Give technical support and intellectual/psychological encouragement

9. Personable, knowledgable, and capable staff who are consistently helpful. I have appreciated virtually every ITS person I've dealt with. My office computing needs are always met well.

10. Communicating about outages. Providing basic access to services. Upgrading equipment. If all you want is the 'standard' stuff, ITS does a good job.

11. tries to keep on or ahead of the curve of technology

12. The help through the academic coordinator is absolutely superior. I know from colleagues at other places how lucky I am. I can't imagine having all these technological opportunities without the assistance of ITS to make them reasonable to use. Don't even think about eliminating that position--at most, expand it because it is the most practical and essential help I get.

13. Tries to accommodate specific requests, deal with specific problems. Gets involved (maybe too involved) in process of implementing specific solutions.

14. Generally willing to help, and to talk about options.

15. Acad. Support Staff are wonderful. If they don't know something, they figure it out and come back. I appreciate the personalized support, especially when I'm learning new technologies.

16. The Academic coordinator is the best support I have. She is always on top of things, for me anyway, and has answers within a reasonable amount of time. ITS is good at having instructional classes and appropriate times.

17. Personalized help from ACC--this is invaluable.

18. I think XX and the Hot Line (x5999) provide excellent support.
19. The coordinator system is successful because it’s based in relationships. Over time, an understanding develops that makes discussion of new ideas or surprising problems easier. I appreciate the ITS staff in general for their thoughtful communication style. I never feel condescended to—although I probably deserve to be sometimes.

20. Answers questions.

21. Having been here five years I think I have seen probably the most progressive five years in technology. When I came we had about nothing accessible and now things are added weekly! You’re all doing a great job!

22. Thinking ahead and trying to stay on top of the technology curve w/o sacraficing stability. Responding to faculty needs.

23. help with questions about their office machines

24. 1. Friendly, approachable staff. 2. Eager to help and willing to listen to suggestions.

25. Designating a specific computing coordinator person to individual departments - a quick resource of who to call when needed.

26. Trouble-shoot problems on office computer.

27. classroom/curricular technology

28. Computing coordinators - I appreciate the thoughtful and informed conversations.

29. Usually a quick reponse to problems, whether through Computing Coordinator or through x5999. Classes/workshops on technology are also effective.

30. Personal interaction with coordinators

31. you hire smart staff that are (mostly) good with people. (articulate, imaginative, friendly)

32. The immediate response from people at the help desk is very nice.

33. I am very pleased (and feel fortunate) with the ITS support I receive on campus. When an upgrade or piece of equipment is needed, someone tries to figure out how to help us. And there is never a dumb question.

34. Personal help from the coordinator Classroom sessions to inform us (although they can be very frustrating as well - a mixed audience with very different needs)

35. Answer questions when you call and get back to you promptly.

36. Coordinator model is great if the coordinator is well qualified--and ours is.

37. up to date software and hardware Very patient, knowledgeable, generous and considerate staff (X and others)

38. When in trouble they send a qualified student to help -- it is great to have a real person in your office helping with real problems. Personal Service is wonderful in this technology age.

39. Day to day problems, such as software issues, printing, problems with access, are very quickly resolved. This is really great.
40. Day to day problems, such as software issues, printing, problems with access, are very quickly resolved. This is really great.

41. Meet our individual needs, based on our real and potential understanding of technology and related terminology.

42. ACC system works very well.

43. Individual consultation service is great! Smart, personable coordinators. Thoughtful analysis of IT issues.

44. Help us when we need it.

45. Quick responses to all problems.

46. Personal contact with ACC, who can learn individual needs and potentially pre-empt them or make helpful suggestions.

47. Provide a coordinator for our first point of contact which makes who to call and how long you have to wait timely.

48. Flexible networking options to support classes and websites (folders, scratch disks, blogs, facstaffstu password-protected sites, etc.)

49. Support when needed

50. 1. Nice to have a designated coordinator, and X's been wonderfully helpful. 2. The (Mac) technology in the classrooms is great for my purposes.

51. I love the personalized service of the Academic Computing Coordinators. I miss X!!

52. Providing computers and software.

53. The interactions with the individual computing coordinators have been the key. When available, such help is invaluable.

54. People like X are the best resource.

55. Tech line

56. Immediate help with computer problems--very responsive and knowledgable

57. Provide hardware and software

58. X was great coming to my aid every time I got mixed up or unable to do what I needed to do computer-wise. I hope that tradition will continue!

59. They are all good people and fun to work with. Everyone wants to help us. Good intentions, collegial relationships. If I don't need something quick, response is great. I have learned to plan far ahead, and this works.

60. Maintaining stable predictable environment

61. The personal touch is wonderful. I don't want to be faced with a 24-hour pre-packaged help system. Carleton deserves better than that -- the support here is amazing, the envy of other institutions.
62. Personal, individualized attention. I don't have to wonder if the person on the other end of the line knows that I have a fairly good handle on the technology I use, and they know what level they can explain things at. There are times when a help desk model would be nice, but I think much more frequently I need more specialized help.

63. Listen

64. The people who work for ITS are phenomenally good at the 'soft skills' of listening, translating technical terms and jargon into sensible phrases, suggesting alternatives, tracking down problems and information from software distributors, etc.

65. Many things; probably having the phone help all the time is best.

66. I am fairly new here, and I feel that there is very little support from ITS and there has been very little communication about what ITS can and can't do to help me both with my teaching and my research.

67. I have found the ACC model to be very helpful for my needs and I have been very pleased with the relationships that I have developed. My coordinator understands my needs and the ways I work; I likewise understand their style of consultation. They are colleagues not an anonymous help line.

68. I like the Academic coordinator system.

69. Departmental support.

70. I like the variety of technologies available; X is always very fast with feedback whenever I have questions; the classroom technology is quite easy to use.

71. XX is amazing: she is knowledgeable, clear, patient, and kind. She is a great communicator. I feel lucky to be working with someone who is a Japanese-speaker and who is fully aware of the challenges of language learning.

72. They are very quick to respond to computing questions and they usually fix those problems very quickly. Good job!

73. Attention to updates, software, new applications of software. Classroom technology is pretty functional most of the time. It is good we have Jim P. as the person responsible for the classroom world.
What area does ITS need to work on most to better meet your computing needs?

Open-Ended Response

1. Communication and concern for the people they serve instead of themselves

2. More frequent training in basic programs like Mulberry and Power Point and Course Web Pages

3. Anything that requires coordination with various offices/personnel and/or a somewhat long-term outlook. Faculty inquiries, at times, are handled ineptly and even arrogantly. Those with technical know-how need to learn how to communicate more effectively with those who lack such knowledge (and frankly, may not care to have that knowledge). Too many times I have asked my coordinator fairly simple questions that produce either extremely detailed responses that leave me only more confused, or tirades that resemble scolding more than advice. A question about the compatibility of a certain software program should not require a lecture on the history of computing. Such responses only cause some faculty to not bother asking anymore, or to delay interaction with ITS as long as humanly possible.

4. Interactions are often time consuming; not always sure about preparation and efficiency.

5. I wish ITS could be more active in gathering input from people in the trenches about software used by the Business Office and by the Office of Student Financial Services. I've never been able to fathom the former, and the latter simply does not reflect the way I recruit student workers. (OSFS software seems unable to deal well with the idea that my workers change every term rather than being assigned to the same supervisor for the entire year.)

6. My department struggles with printing issues-- some of which have been corrected but

7. Wireless technology and upgrades on infrastructure. Assistance with purchasing specialized equipment for departmental operations, such as editing equipment and specialized digital filming equipment.

8. The faculty involved are those who know the most about computing. Those who need the most help, a majority, are not represented. They are marginalized and made to feel like idiots.

9. Interactions are often time consuming; not always sure about preparation and efficiency.


11. It's not always clear who does what. My office computing needs are always met well. Classroom needs, not so well. Home computing needs, less well. Most disturbing are the 'it can't be done' answers to complaints about the inadequacy of, for example, the web registration interface. Because I know nothing about the technology, I have no idea if it can't be done, or no one cares about the need. It's great to have everything 'on the web,' but less great when the web version fails to incorporate valuable aspects of the original. Frequently, we end up needing *both* versions to do the job we used to do with one. For example, students cannot register without both the paper and the web versions of registration materials, because the web version omits such vital information as distros filled, soph priority, etc. I often feel that the web version is offered up before it has been adequately tested and before 'consumers' have given feedback. I realize, though, that you guys are probably under pressure to get things up quickly...
12. More flexibility, particularly when I want to use some resource in my classes or for my research. Don't just tell me it's not possible, or that I'll be responsible for all the setup and maintenance. Work with me, not against me!

13. Help in finding and using specialized software.

14. It would be nice if there was an online system to help keep track of payroll information.

15. Knowing ahead of time instead of the day of the trip, when my coordinator will be away.

16. Improve the Carlmail format. It is really not very user friendly when accessed away from campus. The new first page is a pain—let us get right to the inbox. We don't need a welcome and a menu. It is hard to get from one function to another without going back through the welcome page (i.e. from address book back to inbox). I've never been able to figure out how to set the parameters to make the last page come up first. The address book is useless—you have to know exactly how to spell the person you are looking for before you can access the name. Eudora gives you a list that pops up. All of this is not apparent on campus, but if you are on a trip, with limited time, and you have to pay for access time, the cumbersomeness of the system is frustrating. Of course, I still know when we couldn't access e-mail directly, so I am also quite grateful that carlmail exists at all!

17. Making purchasing decisions is a pain in the butt. It seems to me that every decision is made on a case-by-case basis, which takes forever. Guidelines that are firm, well understood, and consistently applied would be much easier to deal with. Figuring out the delegation of duties is also problematic. I feel like I have to figure out the organizational structure of ITS to contact the right person if my coordinator is overwhelmed at a particular time.

18. Needs to relinquish some control, allow flexibility for users. Especially for items purchased through grants.

19. I'd really like a course management system, to be able to do MORE than I can do now, given my limited tech savvy. For instance, I'd like to be able to give online quizzes (self-study), provide a 'bulletin board' that seems less formal than Caucus, etc.

20. Taking the time to understand what it is I'm trying to do.

21. I am easily satisfied so as of now my needs are filled within a reasonable amount of time.

22. The planning forms, while theoretically a good idea, chew up a lot of time and don't seem to really be used in the budgeting process.

23. ITS hasn't offered as many software classes this past year. There used to be many classes to choose from over the summer and during the long December break. Could we have more once more? I'd like to have access to the new high powered design features in Reason that Carleton is developing. They now seem to be restricted to the professionals on campus.

24. Please find a way to offer tech support on the weekends! I am in the office nearly every Sunday morning, and several times a year I am either locked out of the network or have some local problem that cannot be addressed because no one is available to consult. In those cases, a web-based service would be useless—can't get on the web in the first place. I need a help line. Obviously, I would prefer regular maintenance at at time other than Sunday morning. It's ridiculous on the face of it, but more of us are expected to respond to students and be productive almost 24/7. We either need more support or the
clear message that there are limits to what the college will provide, and in turn, what the college will expect of us.

25. Introduce to new software.

26. I would like a calendar program available to dept assistants. A few more workshops on Excel -- now that I use the program I know what I don't know and could ask better questions. The first one I took was overwhelming because I had never used it and didn't know what to ask.

27. Actually, I could use more help coordinating my home machine and the one I use at the college.

28. Implement course management software: Carleton seems to be a decade behind other institutions.

29. Offer more training opportunities, and letting us know of new software, computer devices, etc. as they become available to us.

30. I do most of my course prep and research at home. I also communicate with students frequently from my home computer. My school office computer is my secondary machine. Tech support for home computing would be extremely helpful.

31. Printer problems

32. It would be great if problems could be addressed more rapidly, but I am willing to trade that off for a computing coordinator system.

33. Occasionally, some problems with quality control, with respect to student workers who are sent over to deal w/problems. Kind of hit or miss. The wiring in the older buildings can cause problems sometimes—don't know if this is an ITS responsibility. I like when the Computing Coordinator comes to talk to my department as a whole. It would be great if this could happen more regularly, but I realize that's something the department needs to ask for.

34. Planning future directions of what is important and where to invest in technology development is not at all transparent. (I think it should be)

35. Computers in every classroom. Sometimes a need arises during the term for classroom technology that isn't anticipate (and thus can't be solved by requesting a different room).

36. Web-based (shared if needed) calendaring system.

37. More focused lessons on the options available: some depts do a great deal, some almost none - and for faculty in depts that do almost none, it is hard to get/ keep up with new ideas.

38. Reconfigure positions so coordinators aren't responsible for fixing printers, installing software, etc. Have better centralized system of desktop support. Some problems fall into a black hole and never get solved.

39. Since I am part time, I have very few issues and those I have are always taken care of.

40. Consultation and training in classroom technologies and tools. I have ideas for ways in which I would like to use computer technologies in my courses, but do not have the time and expertise to find the appropriate tools. I also need to be trained in these tools. The
general workshops are nice, but if you don't employ the knowledge immediately are nearly useless.

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42. Regular maintenance, like backing up the system, etc.

43. As a faculty member, when I work from home I am doing tasks related to my job at Carleton, both in teaching and in research. Therefore, I feel that we should be able to expect a set (perhaps pre-determined and explained to us) - a set amount of technical support for one home laptop/computer - particularly a home laptop if we were to bring it in to ITS to look at. Is this so unreasonable or unfeasible?

44. Speed of adaptation of new software, e.g. course management software, calendaring software for departments with both mac and pc platforms

45. More education on better/faster ways of doing our work -- inform us of improvements on Excel, Word, Publisher, Access, Colleague, Reason, etc.

46. None that I'm aware of.

47. Making budget priorities more transparent, especially with regard to replacing machines purchased with grant funding. Also, letting faculty and staff know about where technology is headed in ways that may affect individual users.

48. The timing of upgrades needs to be communicated better and the upgrades need to work instead of doing the upgrade and then having the software not work properly for up to two weeks.

49. I'm happy

50. Information

51. 1. I'd like to have better access to course folders from home. 2. It would be nice to have all the classrooms equipped with computer/projection equipment (esp. Laird 212!). 3. I wish there had been better communication about the overhauling of collab this summer. I had to reconfigure my files the morning of the first day of class, and it didn't work, so the slides that I'd intended to use the first day of class weren't accessible and, because my classroom computer turned out to be a PC and my own computer is a Mac, my flashdrive didn't work as a backup. Messy!

52. I think you're already doing a darn good job.

53. Better procedure for correcting problems. More input before making decisions on course-related programs (i.e., we don't want to lose our course folders every term for example...) Less fascist rigid rules about how different labs (especially our own labs) are set up (I have never met so many paranoid and controlling people in a computing environment in my life. There are controls on web stuff, on course stuff, on whether we can even let other visiting people on computers. I spend more time trying to work around ineffective decisions made that constrain what I can do than I should.

54. Basic response to daily problems; better training of student workers
55. no problem.
56. Immediate support. Often, when I can't obtain help right away, I have to figure another way around the problem and make do. Tight time schedules imposed by professors don't allow the leave-a-message get-a-callback method to work.

57. We desperately need access to a schedulable, PC-based instructional lab spaces. Various entities around the campus have recognized the need for such facilities for their own purposes and have devoted space and resources to them. However, faculty instructional uses are not a priority for these labs. It seems quite odd to me that faculty members teaching courses (our primary institutional mission and source of revenue) must beg librarians or ITS staff for labs access and be told that Library or ITS functions take priority for these spaces. A second problem is the apparent inequity in resource allocation as it relates to discipline specific computing spaces. Certain departments (Languages is the best example, but I believe Math/CS also has a few exclusive domains for its purposes) have been lavished with specialized computing facilities complete with discipline- and instructional-specific software, while the rest of us are told of the need (or policy) for homogeneity across campus computing facilities. I can see no reason why this level of service and specialization should be restricted to one or a few departments and would like to see more specialized computing facilities available to all instructors and all students of all majors.

58. I rely on e-mail and would appreciate it's being fast and reliable. It is fine now==just keep it that way.

59. Quick responses to urgent situations; faculty leadership in decision-making of curricular solutions; COMMUNICATION (generally good through the ACC, but not good for information about current network problems, etc.)

60. Right now I am going to have to learn how to use DVD materials in my classrooms--a project for Winter break!

61. ITS needs to acknowledge and work with OUR needs. Especially with regard to computers that service our teaching and research labs. These are necessarily idiosyncratic in nature (and the extent to which this is true varies hugely with dept). There are too many 'rules' about how things should be from the ITS end that conflict with our specialized needs. In some cases, this has severely hampered research progress and needs. Many of my dept colleagues live in a continual state of frustration with ITS. We are very 'high end' technology users who probably push the envelope of the support system you have developed. I think we need a paradigm shift in how ITS links to faculty. There needs to be more specialization, customization, stronger links to depts needs as appropriate. At the same time, we need better access to course resources in one place. And faculty need the flexibility to work with and create info tech. stuff that fits with their teaching needs- in real time. Right now it feels like faculty have to adapt to ITS structure and rules- it should be the other way around. Or at the very least, there should be a collaboration. On the other hand, we need quick effective assistance with questions that need answers in real time, and this need not come from the Coordinator. At other times, the connection that the Coordinator has to the disciplines is quite valuable. But one person cannot do it all. You need better short-term ('I need it now') response. The reason I rely on my colleagues more than ITS is that I can get a better answer quicker from them. In the longer term, I have made requests that went weeks or months without action, and without communication back about my request. My sense is that our Coordinator is overwhelmed with too much work. You need to think more about how to allocate depts to Coordinators. Some depts require more attention to others, in terms of both # of computers and usage. This variation needs to be taken into account in Coordinator assignments.
62. Too often, decisions are made based on convenience for ITS staff rather than helping faculty. A good example of this is the budget process. We often don't know where we stand on budget matters at the time when it is most important to know, say early in the summer when purchases can be made and equipment installed before school starts. There has been a long-time resistance to providing help to departments with unusual needs. For example, support for Linux. There is resistance to changing software that fits faculty needs better --- e.g. Matlab as well as Mathematica. In general there is resistance to anything that might make it harder to maintain the system. The Colleague software is very cumbersome to use for simple things. I shouldn't have to click on a choice if there is only one choice to be made (advisee records). Defaults should be provided where they make sense e.g. when viewing class rosters I shouldn't have to specify student names as a field choice. In general, there should be an attitude that the College tells the software designers what its software should do rather than the current system in which the software developers tell us what we can't do.

63. I just had an equipment failure (the second time this term) in a classroom, while students were trying to give presentations. We were able to switch to another room (we knew after the first emergency, on the first day of class, that it was available, and nearby). Bulbs can burn out, but it is a serious nuisance. Also, I need the entire array of equipment available (including multi-standard DVD and VCR machines) where I teach, and if it can't be in the LDC, then there need to be more rooms with those options.

64. More follow-up on problems would be good. Sometimes I get the feeling that if I don't speak up multiple times, the problems I have may fall off the radar. I think having a more systematic way for the ACCs to keep track of outstanding questions would be good. I think having more coordinators, so each one is responsible for fewer clients, would help a lot. I'm sad to think the coordinator model may go away.

65. Provide feedback when requests cannot be met.

66. Maybe on connecting people on the faculty who are doing similar work (but not necessarily with the same coordinator). I think this communication/connection has improved greatly in the last four or five years. Also, I just really wish there were more than two or three of us using some complex analytical software packages.

67. I cannot believe we do not have a universal course management tool. I just went to a national workshop on pedagogical innovations in my field, and many of the new techniques require use of web-based quizzing as well as the use of an integrated course management tool. Of the nearly 80 conference participants, I was the ONLY person who was an institution without a centralized course management system!!! The decentralized approach has been a significant impediment, and as a result I have used less technology in my teaching than I would like.

68. I can't really think of anything; I have rather specific and limited needs and they are fully met.

69. I want to use blogs and wikis more; currently it seems difficult to do that. We also need a system for storing student projects electronically.

70. Training—for example, the winter break schedule still has not come out. Also, problems related to guest registration in AGH, Headley House, dormitories, etc. College Relations and DOC office do not offer information on this. Why can't registration materials/handouts be available in various guest rooms for College guests with laptops? Too often outside speakers arrive on campus on the weekends, when ITS supervisors aren't available, either—only student staff.
71. I'd really appreciate being able to get ITS support for my home laptop. The 'we only service one computer per faculty member' rule is probably the single biggest shortcoming in support I've found since coming to Carleton.

72. My sense is that even though XX is good at delegating work to her student workers, she still has too much technical problem-solving to do (a computer crashes, etc.). How much time does she actually have for curricular development with faculty? (I'm sure she would love to have more time). The demands of her job seem almost unreasonable. 2) It would be good to have an easier technological transition when going abroad with an OCS program (Europe): in 2000 I received from ITS a malfunctioning laptop (that I could exchange the day before departure) and the wrong plugs (ITS didn't order the right ones at first). On another program in 2003, despite much anticipatory help from ITS, I could not get my e-mail and Internet to work for 2 weeks. The time difference and the OCS program schedule made it often hard to contact ITS (my academic computing person was away during that time), and the quick line was extremely inefficient and unhelpful. 2 weeks without e-mail meant difficulties communicating with Carleton, and lots of extra expenses (phone). It would be nice if ITS could be better prepared to deal with technological issues that may arise abroad on OCS programs. Also: I'm sure I wouldn't have called someone at ITS at an ungodly hour, but to be open only during business hours is just not enough. OCS directors could perhaps have the option of calling an ITS staff 24/7 during emergencies? I'm again directing a program in 2006 and am trying to remain hopeful about the e-mail/Internet situation.

73. Fix the internet in Scoville.

74. Speaking for the ENTS group, we seem about a year or two behind in keeping up with our web site. In ENTS we have repeated discussion of preparing web files of student projects on sustainability etc. and it still hasn't been done or is so only in a limited way after nearly two years of attempts.
What else should we have asked? How would you have answered it?
Open-Ended Response

1. The role of student workers in services/help provided by ITS. Although they are often much more cordial and understandable than the full-time staff, it can be extremely frustrating to be waiting on students to come by the office to service the computer - only to find the problem is not resolved and one must wait for yet another student (or a third or fourth) to come by later, explain the problem all over again, and hope somebody eventually comes up with a solution. I also have problems with the language for many of the questions on the previous pages. There needs to be an option available for something in between ITS performing 'well' or 'poorly.' Most of the time I just wanted to write ITS is performing in a fairly mediocre manner, but had no way to do so. Likewise, on the question regarding how often we use certain resources to solve our computing problems, the survey does not allow for the possibility that some of these options we NEVER use. What is the point of compiling this sort of flawed data?

2. Problems with hardware and how quickly they are fixed.

3. I wish you'd asked about Mulberry's being the default mail utility (client?). I hate Mulberry (I use Eudora) and I find myself stuck with it every time I'm on the web. Just today I tried to use it and was prompted to select a mailbox for a copy of my outgoing mail. I couldn't figure out how to do this (OK, I guess I'm no so savvy) and when opted not to make a copy, the program quit on me and displayed a dialog box that said something about Sam Malecha. (!) (?) As you noticed, there were many questions I left unanswered because they were more appropriate to faculty.

4. Problems with hardware and how quickly they are fixed.

5. Was there a question about teaching students to use tools available? I think the Library may be improving on this with younger more techno-literate staff, but my sense is (teaching a writing course) that many students don't know how to use Word (for example) much beyond the level of a typewriter. This is unfortunate.

6. Actually I think you should have asked fewer questions, and some of them seemed mysterious. E.g., do I want technologically equipped or traditional classrooms? Obviously I want technologically equipped ones when I have technological needs, and otherwise I want a traditional one...

7. I wish there was a choice between 'well' and 'poorly'. There were many questions on here where my answer fell between those two choices; neither of them were a great fit.

8. Are you able to access the Carleton system well from home? --No, as I have only sketchy knowledge about how to get into the various servers (my 'home' and Caucus and Courses, for example). I guess I should ask my coordinator, but I'd also be glad to follow instructions that would be on the ITS homepage somewhere. But maybe it is there and I just need to look.

9. Do I think that public computers have appropriate capabilities? No. I feel like there's a lot of money blown on computers in the library, for example that are primarily used to check the Bridge and email, but are brand new, high end machines loaded with expensive software (Adobe Creative Suite, for example) rather than recycled, pared down machines. I understand the reluctance to support many different types and builds of computers, but this really seems wasteful.
10. The most frustrating thing for me with ITS is the lack of weekend support. If something happens on the weekend that I need help with, I feel bad calling my A.C.C. or the other A.C.C.s (they deserve the weekend off!), but there’s no one at the Quickline. It would be nice to have an 'emergency' number for off hours... In general however, I think you guys do an AMAZING job and you have made my job so much easier and more interesting.

11. You've done a good job with the questions. I can't think of anything more to ask.

12. If you had asked about IT services for visitors, I would have told you about frustrations connected with hosting prestigious speakers who are unable to connect laptops in guest rooms (AGH or Headley) without elaborate setup in advance. Is there any way to communicate the procedures and supply good instructions in the guest rooms? It's a huge hassle at present. Thanks.

13. Some of your questions are not applicable and there is no spot to mark it.

14. This survey: need to redesign answer choices. Some questions needed 'NA;' some needed an option between 'Well' and 'Poorly' (such as, average), etc.

15. Some of the questions were restrictive in ways that may make my answers misleading. For instance, do I prefer traditional or tech classrooms? Both. I don't need all rooms to have tech, but I need some. Forced to choose, I chose tech because sometimes I do need it. Another example: How well does Carleton provide access to grades/registration data, etc? I said poorly. While I feel access I have to MY advisees' data is great, the Dean's Office decision to block my access to all majors' data is very frustrating. Anytime I am asked for a letter of recommendation I have to wait until my Admin Assist can get it for me. Anytime I have a question about a student's background within the department because they are struggling in my class, I have to wait. In the old days of paper files, I never had this problem. But this is NOT a tech issue. This is an intentional decision due to (I believe, overzealous) application of FERPA. Just wanted to let you know my answers on 5-7 questions put me in positions like this.

16. How well do departments coordinate requests for computing curricular needs? Where are we headed in terms of computational science and how can we work together from the academic ant ITS perspectives?

17. was peps a good idea? YES what is my favorite color? Red

18. The interface with the video/DVD/CD equipment in Laird 206 is somewhat clunky. Or perhaps I'm not using it correctly.

19. Classrooms in Laird are hard to work in because the technology is not available yet (esp 212). Collab has been difficult for students to access this term. Wireless would be very helpful for the campus. Barracuda is stopping less and less spam - I appreciate your efforts, but maybe could use more lessons on how to make it work best.

20. This survey has been very thorough. Thank you.

21. You should ask more open ended questions and less directed to be improvements you want to see. This is especially true of the course-related program stuff -- surveys should not ask for specific items that you want to implement, but rather be open-ended with respect to what people want, if you want to get accurate information.

22. too many questions!
23. Notes: My coord does not answer her phone. I virtually always get a message that says she'll call back 'at her earliest convenience.' I find this response to be patronizing and totally frustrating. This delay is reflected in several responses, above. She frequently does not answer email in a timely way (within 24 hours) either. I need access to ed studies course folders to support Deborah Appleman and sometimes other faculty. I have to call my coordinator EACH TERM to be granted privileges. This delays class startup every term. I'd like to give more electronic special jobs to PMS but am totally frustrated by the Mac/PC font incompatibilities. I can never count on materials to come out looking like I sent them, unless I use only the basic Times or Helvetica families of fonts. I would like better support for dial-in computing. Recently, I was editing a book for Deborah Appleman, doing a lot of the work from home. She wanted to send me files and more often than not I could not make the modem connections work--often I had to try between 2 and 4 am to connect at all. I could read messages on Mulberry but could not forward or reply to them. Webmail was incredibly slow. Deborah pushed me to 'work on it' and I spent more than several frustrating hours trying to get connected. High-speed lines are not available where I live.

24. What are the needs individuals or depts have that are not currently being met by ITS (see above)?

25. If there had been comment spaces earlier I could tell you more clearly. I definitely have had problems uploading things to Collab from home since the latest update. Maybe a new system will make that easier, but if it doesn't, it will be more trouble than it's worth. On the whole, though, you people do a phenomenal job, and we greatly appreciate it (and you). Keep up the good work!!

26. Wow, this was a long survey! I wouldn't have made it another page. I kept wanting an option between 'well' and 'poorly;' there's a lot of ground there, and there are several items that could use a little work, but I hate to say they are 'poor'!

27. Should web developers/designers be available to departments and individual faculty members for large projects? Very important.

28. I think that many of us (faculty) have a larger world of resources in our colleagues at other institutions who share teaching and research information with us (and give us reality checks on the state of ITS in other places, mainly to Carleton's credit). I also think you should have listed the reference librarians and the library tech support as possible sources of information.

29. I think that a question on phase-out procedures would have been useful, namely: what kinds of discussion should go on before phasing out a given program/hardware/paper resource? In my view, technological developments, because of cost and compatibility issues, do not always enlarge the forest of opportunities. Rather the development of one method leads to the discontinuation of another. One example would be e-reserves where a program that began as a pilot has now become quasi-normative. Another might be--given the way several of the questions are worded--if the College goes to a program like Moogle, what will happen to caucus, etc.? Some open discussion of costs, benefits, and transition strategies would make such changes easier to cope with.

30. Somewhat random, but the ITS newsletter's advice to faculty to leave our computers on all the time strikes me as pretty irresponsible given the College's other attempts to save energy - to say nothing of the CO2 emissions from the coal used to power computers while they aren't even in use.

31. Comment: X is a jewel--let's make sure she doesn't get burned out! Her job description should be revised. Make her life less insane, and we faculty will benefit from it as well.
ITS Internal Survey Summary
December 2005
Jackie Lauer-Glebov

34 people responded to the survey and all 34 completed the survey. Of those, 15 volunteered to be interviewed by the committee.

Overall Findings
The majority of respondents stated they understood their workgroup’s priorities very or somewhat well. A smaller majority stated they were always or often given time, opportunities, and resources to learn new skills.

Meetings seem problematic: Only 57.6% said they left workgroup meetings with a clear understanding of what happened (with or without a clear agenda). When decisions are made in meetings, only 61.3% knew what they needed to do.

Respondents stated that they, on average, spend 62.4% of their time being reactive.

In terms of effect on their jobs, ergonomics helps least while equipment helps the most.

There is a high satisfaction with the number of opportunities and support for professional development. The majority of opportunities are a combination of some set opportunities and some self-selected.

Respondents are highly satisfied with the number of opportunities and the usefulness of networking with coworkers.

Only 53% stated their workloads were very or somewhat manageable. But 68% said they always or usually have the freedom to re-prioritize their work. And 88% said their jobs were flexible enough to allow them to take care of other aspects of their lives.

59% felt there was always or usually adequate backup on their job when they were gone, but only 18% said they always or usually have the appropriate procedural documentation to do so.

Respondents were most satisfied with their ability to be autonomous (73% very satisfied + satisfied) and least satisfied with their supervision from their manager (47%). Satisfaction with their interactions with their clients was only 59%.

Only 41% said they always or usually thought there would be support from within ITS to changing their jobs to keep them interested.

Respondents said the most effective communication was between themselves and their peers (70% very effective + effective), and between themselves and people outside of ITS (65%). Communication was least effective between ITS management and people outside of ITS.
Only 21% felt there was always or usually an adequate process for managing and prioritizing cross divisional projects.

A large majority felt ITS provided consistent and quality service to its clients.

Respondents stated they consulted the DDS for problems concerning printing and desktop hardware. They consulted Coordinators for MS Office and desktop software. They consulted SysNet for network slowness, email, inability to access files, file recovery, and off-campus connectivity. Management was consulted for additional hardware and software requests.

60%+ always or usually knew who to talk to in SysNet, Academic coordinators, Administrative coordinators, Colleague, and PEPS. 70%+ always or usually knew who to talk to in DDS and student computing. Only 42% knew who to talk to in web services.

60.6% of respondents said they understand ITS’ priorities very or somewhat well. But 51.5% of them feel that ITS doesn’t have a common set of goals.

Only 34.4% stated ITS makes decisions somewhat well (0% said very well). And only 25% stated ITS always or usually made appropriate use of staff expertise when making decisions.

50% prefer to get info. that affects everyone via email; 35.3% prefer to get it in a formal omnivore meeting.

The majority would prefer to buy more than 1 type of machine with lower hardware costs and a standard software suite.

60%+ of the following areas always or usually have enough time and knowledge to answer questions when called: web services group, DDS, and PEPS.

70%+ of the following areas always or usually have enough time and knowledge to answer questions when called: SysNet, academic coordinators, Colleague team, and student computing.

86% of administrative coordinators always or usually have enough time and knowledge to answer questions when called.

There is 100% agreement that faculty, academic staff, and administrative staff (97% students) should be involved in setting priorities in ITS projects.

Each group has a strong preference for hardware and software configurations: Andrea’s group strongly prefers more than 1 machine type with tailored software. Sue’s group prefers a single machine type and standard software. And Les’ group prefers more than 1 machine type with standard software.

**Findings by Length of Employment**
Respondents who have been with ITS 14+ years scored substantively lower on 14 survey items compared to the other 3 employment groups and substantively higher on only 2 items.

Employees who have been with ITS 6 – 14 and 14+ years more often turned to coordinators for help in areas others turned to DDS or SysNet.

Employees with less than 2 years were more positive about their workload, their ability to re-prioritize their work, their job flexibility, and having adequate backup for their jobs.
ITS Internal Survey Open-Ended Questions Summary
December 2005
Jackie Lauer-Glebov & Dana Buddenbaum

What’s the best thing about your job?

31 of the 34 people who took the survey responded to this question. The responses fit into 13 categories. The majority of these categories contained 1 or 2 responses. The primary categories (those with 5 or more responses) are these: interaction, flexibility, variety of work/new challenges, and assisting others.

Interaction was the primary response to this question. Staff members enjoy working and interacting with their coworkers in ITS, faculty, and staff. They are happy working with intelligent, knowledgeable, and interesting people.

The second top response to this question was flexibility. They enjoy the flexibility of the position and the freedom to pursue individual projects. The flexibility of being able to balance work with family life was also mentioned from some of the respondents.

The variety of work/new challenges was the next area that ITS staff members stated as the best part of their job. They enjoy that everyday is not the same. This helps keep staff members interested and motivated in their work.

Assisting others and the feeling of satisfaction from helping to solve problems is the final primary category of response. Staff members take pride in knowing that they can help.

What’s the best thing about your workgroup or division?

29 of the 34 people who took the survey responded to this question. The responses fell into 4 categories. Half of these categories contained only 1 or 2 responses. The primary 2 categories (those with 8 or more responses) are these: interaction and inter-group support.

Interaction was the primary response to the question. The majority of the respondents stated that the interaction and relationship with their fellow workgroup or division members was the best thing about their workgroup or division.

The second largest response was the inter-group support that was offered within groups and divisions. They feel supported from group managers as well as other group or division staff members.
What’s the biggest challenge in your job?

32 of the 34 people who took the survey responded to this question. The responses fell into 12 categories. The majority of categories contained 1 or 2 responses. The primary categories (those with 4 or more responses) are these: lack of direction, time management, and budget constraints.

Lack of direction, guidance, and poor management was the primary challenge of the respondents. There was a feeling of lack of direction in both short-term and long-term goals and projects. This lack of direction and guidance makes it challenging to prioritize projects and leads to frustration.

The second area of concern was time management issues. Some respondents feel that they are pulled in many directions and have a challenging time of trying to prioritize projects and duties.

The final primary area of concern was the stress of budget constraints and how to work with them.

What is the biggest challenge in your division/workgroup?

30 of the 34 people who took the survey responded to this question. The responses fell into a range of categories (16 distinct categories). The majority of categories contained only 1 or 2 responses. The primary categories (those with 4 or more responses) are these: workload, lack of ITS goals, communication, management, and keeping up with clients.

Workload was the primary concern of respondents. They are concerned with their inability to keep up with their current work, with the number of projects that continue to come their way, with not having enough staff to do the projects and initiatives they are asked to take on well. Repeatedly comments were made about not having enough time to do a project well. Feelings of burnout were expressed.

The second area of concern was the lack of goals, priorities, and/or direction both within ITS and within workgroups. There was frustration with a lack of direction, both in immediate projects but also in long-range planning. Some respondents expressed concern that until ITS set goals and priorities then their workgroups were unable to set their own priorities.

The next area of concern was communication. Primarily comments regarding communication were concerned with the inability to communicate across divisions. There were also concerns about being able to communicate with clients and with co-workers within the division.

The concerns about management were varied. Some worried about management taking on too much for ITS without proper resources, about managers who would rather not be/are not cut out to be managers, and about a lack of concern management has for the impact of their decisions on the people working for them.
Finally, respondents were worried about their ability to keep up with the technological needs and expectations of their clients, particularly about how clients use technology.

Are you proud to be a member of ITS?

30 of the 34 people who took the survey responded to this question. The resounding answer to this question was “Yes.” There were some qualified yeses – proud of their workgroup if not ITS, proud of ITS while recognizing the problems ITS faces, proud of ITS while admitting that ITS has not always conducted itself or made its decisions in the best of manners.

What else should we have asked? How would you have answered it?

Only 14 of the 34 people who responded to the survey answered this question. The questions they raised were:

What do I need to do my job better?
Do you feel well led?
Do you understand management’s strategic goals?
What don’t you like about your job?
Is there sufficient mentoring of staff?
Why has employee turnover occurred?
Should ITS reorganize?
How does the structure of ITS support the needs of students, faculty, and staff?
Does ITS do a good job deploying hardware on campus?
How does ITS relate to other “IT” folk in other areas on campus?
Is there a particular workgroup that is difficult to work with?
What are we good at?
How do we make decisions?
Should instructional technologies be part of ITS or the Learning and Teaching Center?
ITS Self-Study
Summary of Client Surveys
December 2005

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Students</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: high priority</td>
<td>80%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Communication: general info.</td>
<td>43%</td>
<td>76%</td>
<td>90%</td>
</tr>
<tr>
<td>Communication: future directions</td>
<td>24%</td>
<td>55%</td>
<td>66%</td>
</tr>
<tr>
<td>How involved in setting ITS priorities</td>
<td>48%</td>
<td>55%</td>
<td>61%</td>
</tr>
<tr>
<td>How important to be involved in setting ITS priorities</td>
<td>82%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Meeting technological expectations</td>
<td>88%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Can find info. you need on the Carleton website</td>
<td>70%</td>
<td>56%</td>
<td>72%</td>
</tr>
</tbody>
</table>

% = very well + well; very satisfied + somewhat satisfied

Communication seems to be a mixed bag for ITS clients. Generally, all three groups are highly satisfied with how high priority items are communicated. But it quickly goes downhill from there. Faculty and staff are substantially more satisfied with how ITS communicates with them on all issues than are students. But even between faculty and staff, staff are more satisfied with communication from ITS than faculty. What is clear is that while high priority items are communicated well, future directions are not – for anyone.

Why these differences? The survey doesn’t explain that. Does ITS communicate with these groups differently? With different frequency?

Students feel least involved in setting ITS priorities while staff feel most involved. However, within each group there is a large gap between how involved they feel and how important they feel their involvement is. The majority of faculty who responded to the survey (56%) is unfamiliar with ACAC. Of those who do know of it, most believe that it is effective. If ACAC is the primary tool to involve faculty in ITS discussions, it will need to be more widely publicized. The AAG for staff seems to be better at involving staff in ITS discussions. The majority (50%) of respondents stated it was effective or very effective. However, one third (34%) of respondents (predominantly those who had been at the college fewer than 5 years) were unfamiliar with AAG. Is there a similar body for students? If not, what are ways students can be brought into ITS discussions?

All three client groups are clearly satisfied with how their technological expectations are being met. It is important not to lose sight of this. Whatever ITS is struggling with, they are clearly serving their clients well and their clients know it.

The Carleton website seems to pose problems for faculty in terms of finding the information they’re looking for. Students and staff, however, seem to be able to find what they need reasonably well.

The client groups use different amounts of technology. Students are the widest users of technology while staff seem to be the narrowest. On-campus resources are generally well
supported, but wireless, mobile computing, and working from home are more problematic. Both new faculty and new staff are more sophisticated users of technology, using more kinds of technology, and expecting more in terms of meeting their technological needs.

There’s high satisfaction with sources of ITS support (SCIC, Academic Computing Coordinators, Administrative Computing Coordinators) as well as satisfaction with interactions with coordinators. Student workers at the SCIC get a mixed review – while a majority of students are satisfied with the help they get from the SCIC, there is a segment of student respondents who clearly articulated that SCIC workers need better training.

There is a lot of overlap in the preferences of faculty and staff. Both prefer getting immediate help, getting help from the same person, and getting help from a person (as opposed to getting help from a website). They differ in two areas: (1) faculty prefer personalized training while staff prefer regularly scheduled training; (2) faculty prefer getting help from a hardware/software specialist whereas staff prefer getting help from someone with knowledge of their business procedures.

The primary concern coming out of the staff survey is training. While general levels of satisfaction for training are in the “satisfied” range, many (if not most) are headed toward the “not satisfied” range. What an acceptable level of satisfaction is will have to be determined by ITS.

There are clearly departments (both academic and administrative) who are less satisfied with the technology and support they receive than their peers; particularly the academic departments reporting to Doug Foxgrove and the administrative departments reporting to Austin Robinson-Coolidge. Both groups were highly satisfied with their interactions with their ACCs so this does not appear to be a personality conflict.