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?