A Higher Education TechQual+ Study

Information Technology Spring 2012
for Robert Morris University

Contents

From the Higher Education TechQual+ Principal Investigator

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

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

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

About the Higher Education TechQual+ Project

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

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

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

The Higher Education TechQual+ Core Instrument is a web-based survey that requires approximately 20 minutes to complete. It asks respondents to provide evaluations regarding minimum expectation levels, desired service levels, and perceived service levels for up to 12 IT service outcomes expected by faculty, students, and staff.

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

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

Project Coordinators for Robert Morris University

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

This survey was conducted by the project coordinators for Robert Morris University. The Higher Education TechQual+ project coordinators for this institution are:

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Higher Education TechQual+ Data Analysis Guide

The data from this survey is presented in multiple ways:

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

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

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

Zones of Tolerance:

For each type of service, expectations are measured as a range as opposed to a single, scaled point. The range between end users minimum expectations and desired expectations constitutes what is known as the "zone of tolerance". A second range, the service adequacy gap range (minimum to perceived) is also computed and displayed against the zone of tolerance for each respective service dimension. This chart graphically displays the end users range of expectations across all service dimensions and your organizations performance against those expectations.

Radar Charts:

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

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

Incomplete Surveys: The data contained in this report includes cases where the respondent completed an individual item but did not complete the survey in its entirety.

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

About this Higher Education TechQual+ Survey

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

Connectivity and Access
Tell us about the quality of the Internet service on campus.

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

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

Other Important Information Technology Services
Assesses other important IT service outcomes on campus

Each of these core commitments includes separate questions that refer specifically to IT service outcomes on the Robert Morris University campus corresponding to each core commitment. For each question, respondents are asked to rate the service dimension in three ways based on a rating scale (1 is lowest, 9 is highest). Respondents are requested to indicate their minimum service level expectation, desired service level expectation, and perceived service performance for each question:

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

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

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

Core Commitments and IT Service Outcomes for This Survey

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

Connectivity and Access

When it comes to...

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

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

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

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

Technology and Collaboration Services

When it comes to...

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

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

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

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

Support and Training

When it comes to...

Technology support staff who are consistently courteous and knowledgeable, and who can assist me in resolving problems with campus technology services.

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

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

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

Other Important Information Technology Services

When it comes to...

Access to timely and relevant information from university information systems (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff *Self-reported faculty, students, staff, not declared only.*

Having access to important university provided technology services from off campus when at home or traveling *Self-reported faculty, students, staff, not declared only.*

Additional Questions

Additionally, the project coordinators for Robert Morris University included these additional questions with this survey, for which respondents were asked to provide responses.

Population Analysis

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

The analysis below is based upon self-reported information (page 1 of the survey) from respondents obtained via the "direct link" method of data collection. Values for # attempted, # complete, and completion rate (# complete / # attempted) are available.

Total Population / Respondents

Population Size (N)	Respondents (n)	Respondents (n) %	# Attempted	# Complete	Completion Rate
0	0	0%	275	163	59%

Attribute: University Role (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	28	3	10%
Faculty	0	0	0%	43	30	69%
Staff	0	0	0%	83	56	67%
Student	0	0	0%	121	74	61%
Totals:	0	0	0%	275	163	59%

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

Attribute: Gender (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	30	5	16%
Female	0	0	0%	146	96	65%
Male	0	0	0%	99	62	62%
Totals:	0	0	0%	275	163	59%

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

Attribute: Age Group (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	66	24	36%
0-24	0	0	0%	73	46	63%
25-34	0	0	0%	36	24	66%
35-44	0	0	0%	28	19	67%
45-54	0	0	0%	31	18	58%
55 & ABOVE	0	0	0%	41	32	78%
Totals:	0	0	0%	275	163	59%

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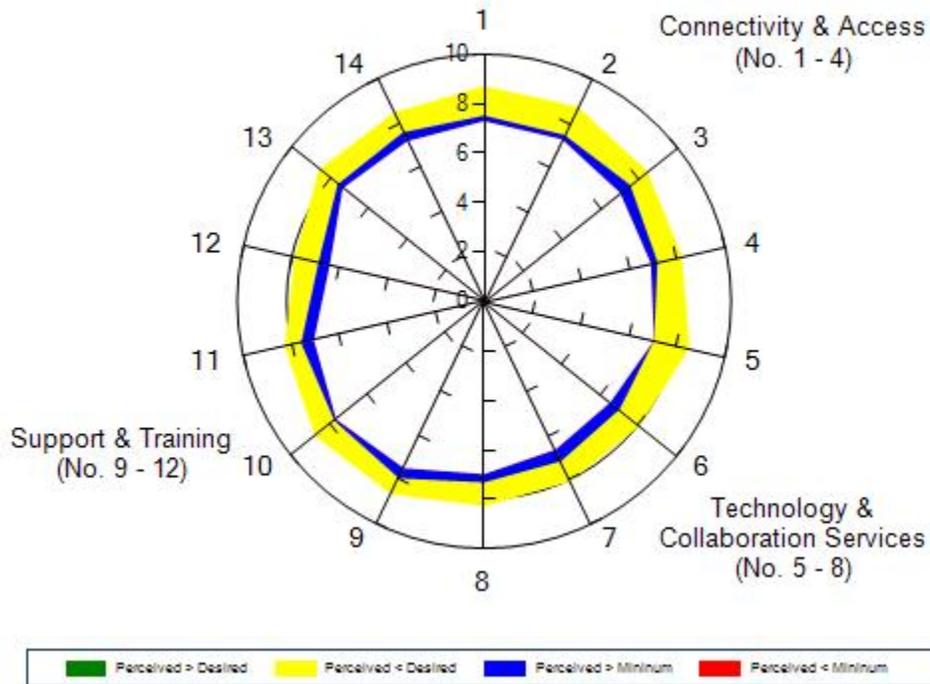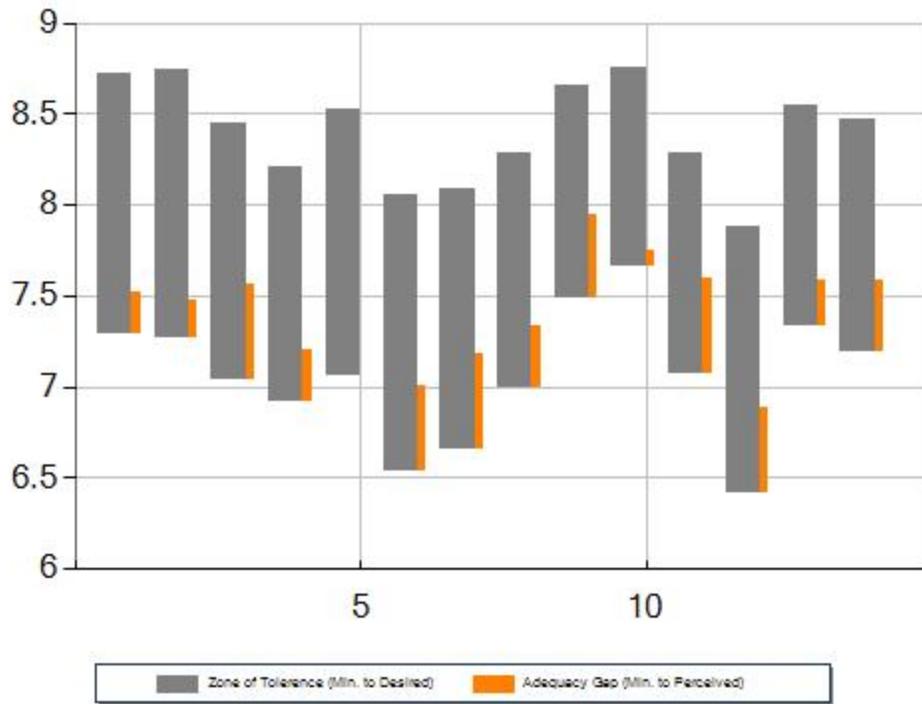
Results for All Respondents

Below are the charts, data tables, and suggestions for this view of the survey data.

Zone of Tolerance (Min. to Desired) Adequacy Gap (Min. to Perceived)

Perceived > Desired   Perceived < Desired   Perceived > Minimum   Perceived < Minimum

Data Tables for All Respondents

For each IT service outcome the statistical mean, standard deviation, and *n**, where *n** represents the number of respondents who provided a complete rating for this service dimension. Thus, there may be variation in *n** across all service dimensions. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

Connectivity and Access

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

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
1	Having a campus Internet service that is reliable and that operates consistently across campus.	Mean	7.29	8.72	7.52	0.23	-1.20	170
		Dev	1.55	0.59	1.55	1.31	1.44	
2	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.	Mean	7.27	8.74	7.48	0.21	-1.26	163
		Dev	1.58	0.54	1.37	1.30	1.28	
3	Having wireless Internet coverage in all of the places that are important to me on campus.	Mean	7.04	8.45	7.56	0.52	-0.89	152
		Dev	1.73	1.03	1.48	1.50	1.44	
4	Support for accessing the campus Internet service using my tablet or other mobile device.	Mean	6.92	8.21	7.20	0.28	-1.01	134
		Dev	1.62	1.08	1.56	1.37	1.40	

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

Technology and Collaboration Services

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

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
5	Having campus Web sites and online services that are easy to use.	Mean	7.06	8.53	7.06	-0.01	-1.47	154
		Dev	1.60	0.83	1.64	1.58	1.62	
6	Accessing important campus Web sites and online services from my tablet or other mobile device.	Mean	6.54	8.06	7.01	0.47	-1.05	124
		Dev	1.94	1.36	1.72	1.63	1.69	
7	Having campus technology services available that improve and enhance my collaboration with others.	Mean	6.66	8.09	7.18	0.51	-0.91	148
		Dev	1.81	1.25	1.64	1.08	1.24	
8	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.	Mean	6.99	8.29	7.33	0.34	-0.97	146
		Dev	1.78	1.17	1.40	1.45	1.35	

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

Support and Training

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

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
9	Technology support staff who are consistently courteous and knowledgeable, and who can assist me in resolving problems with campus technology services.	Mean	7.49	8.66	7.95	0.46	-0.70	145
		Dev	1.44	0.74	1.24	1.19	1.21	
10	Getting timely resolution to problems that I am experiencing with campus technology services.	Mean	7.66	8.76	7.75	0.09	-1.01	148
		Dev	1.29	0.59	1.45	1.36	1.38	
11	Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.	Mean	7.07	8.28	7.60	0.53	-0.68	150
		Dev	1.68	1.11	1.42	1.43	1.31	
12	Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.	Mean	6.42	7.88	6.89	0.47	-0.99	139
		Dev	1.90	1.33	1.75	1.57	1.64	

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

Other Important Information Technology Services

Assesses other important IT service outcomes on campus

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
13	Access to timely and relevant information from university information systems (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff *Self-reported faculty, students, staff, not declared only.*	Mean	7.33	8.55	7.59	0.26	-0.97	146
		Dev	1.50	0.84	1.29	1.36	1.26	
14	Having access to important university provided technology services from off campus when at home or traveling *Self-reported faculty, students, staff, not declared only.*	Mean	7.19	8.47	7.59	0.40	-0.88	134
		Dev	1.68	1.07	1.45	1.41	1.35	

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

Suggestions from All Respondents

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

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

Has gotten better. There are still a few places that don't have coverage. [#942410]
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resnet crashes very occationally [#942426]

Have a more reliable network that doesn't randomly crash. [#942503]

Wireless Internet is spotty in Massey Hall [#942738]

At least in my Lexington dorm, many Ethernet ports were not functional. These need to be fixed. Other than that, no major issues. [#943072]

Do not tell a student that they have fine internet service just by looking up their IP addesss.. Look at the down server boxes that are around campus. half of the one's at the Yorktown are out and never had a light on them. [#943080]

This is so important, and I would have to say that on a whole, it is pretty accurate, reliable and consistent. [#943779]

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

Sometimes my Internet service (and network access, for that matter) can be really slow. I understand that this may be because we are in a downtown skyscraper with its own ISP and campus IT may have little control over the speed. [#942362]

I use my laptop to teach every class. Many times in Hale, the internet connection is interrupted which brings teaching to a halt. Other than that, the internet connection is good across campus, not great, but good. [#942394]

All good. [#942409]

Generally this is good. [#942410]

There is no excuse to why internet on campus isn't fast. Simple install more routers to ensure this. [#942411]

The internet seems to slow down at random times. This can be disruptive to a class. [#942813]

Frankly, I'm not certain you can ever satisfy us on this attribute. We're so spoiled that we always want everything to be near instantaneous as soon as we hit "enter" or click the mouse. And I do not exclude myself from that critique. I frequently find myself muttering when it takes fifteen seconds to bring up something instead of three or four seconds. But does that mean the service is poor? Not really. So I'll take all the speed you can provide but I think as a user I need to understand I'm still getting pretty rapid service! [#943009]

Sometimes certain sites download much more quickly than others. That may be because of an agreement between certain companies and the internet service provider to deliberately speed up some downloads and slow down others because of money changing hands in the background; at any rate, it's annoying. Also, the download speed on campus is on average slower than at home; I'm used to the speeds being the other way around. Because human salary hours are more expensive than technology, it's almost always worth it to pay for materials that allow your employees to be more efficient with their time, so I would suggest that it's a good idea to purchase the fastest download speeds possible. [#943071]

Increasing speed with the internet service would be greatly beneficial. [#943078]

This usually works fast and accurate, but sometimes it slows down, and connections to Websites just sit and spin. [#943779]

I don't find our service fast. [#943789]

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

We need wireless capability in Patrick Heny, particularly in the Academic Media Center. [#942357]
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huge [#942394]

In some areas of campus, wireless signals are weak or nonexistent, some of this may be due to configuration of buildings. [#943783]

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

Very good. Staff is courteous, helpful, quick, knowledgeable and efficient. [#942409]

You're only able to have 5 devices registered under your name. I have 6. Router, phone, Xbox, Desktop, Netbook, and iPod. [#942411]

I've had great experiences using my tablet on ResNet, but my Kindle is unable to properly/fully use ResNet and my DSi does not even pick up ResNet as a potential WiFi network. [#942482]

Better network support for tablets that aren't iPads. I had to register my Android tablet as a computer running WIndows 7 in order to connect to ResNet, and I never have a full strength signal. Seriously, not everyone owns iPads. [#942503]

Something is wrong that causes Nintendo 3DSs to not be supported on the campus internet. [#943066]

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

Some dept. pages are poorly organized and illogical. Possibly develop a template or system for depts so that items are easier to find on the website. Also, when the website is viewed in Chrome (which we were told to use when the Gmail conversion happened) the search area does not line up with the search box and sometimes is difficult to select. Either suggest a browser where the website works correctly, or adjust the website to work in all browsers. [#942340]

The whole Sentry/Intranet is still hard to navigate. Would be great if we had customizible landing page or dashboard. [#942362]

Still difficult to find things needed by employees on the intranet. Provide intuitive, easy access to HR information, benefits and policies primarily. [#942372]

While the school website is pretty, it seems it was created to showoff to prospective students and not current students. Yes I know that there is a current student tab but that only makes it easy for registration and grades. What about the information that I need during the semester like what hours the different food areas are open and how much money I have left on my meal plan. RMU has so many students living on campus but they don't seem like they want to cater to them. [#942414]

The course registration software is pretty awful. It's too difficult to get around, and registration isn't intuitive. Also, Blackboard is evil. The non-registration parts of the Sentry system are pretty good. [#942417]

The RMU website needs a major overhaul for Sentry services, and everything else just needs cleaned up big time. [#942432]

The web site is really clunky- it could use a redesign or some updates to make it run faster and be more user friendly. [#942450]

I believe our web site is one of the hardest sites to navigate. Trying to locate something is frustrating - because commonly used sites are buried or the site is usually not in an area that one would think. Example: We are into Commencement and one would think there would be a link from the home page directly to 2012 Commencement for information, tickets and special needs request. Instead a graduate must go into Academic Services, Sentry Secured then into Commencement. Lack of and/or incomplete information: The Directory of Faculty & Staff by Department is in need of a deep cleaning and/or updated to contain all staff and faculty within a department. [#942463]

I like that I am able to access and interact with most sites and services using my MAC. [#942492]

Usability on main website intranet is appalling. This has long needed attention. [#942518]

Sentry Secured services needs a longer timeout on logins. You need to enter your login information over and over again to stay in the system. Also, the student online checksheets are a great tool, but there is room for improvement in terms of usability. I would recommend a usability study to have developers watch users (faculty and students) interact with the checksheet and find areas for improvement. My biggest pet peeve is having to click a link to see a list of available courses for a course requirement slot that has more than one choice. Not only is this an unnecessary click (all should show up on one page), but when the pop-up window appears, all of the web site header information shows up at the top, taking up all of the screen space so you have to scroll down to see the content. This can become very tedious

when you are looking at items over and over again during the registration process. Small changes could make a drastic improvement to the user experience of our web site. [#942562]

I find RMU's web site less than intuitive. [#942738]

It can be difficult to find the information I am looking for on our website. It would be great to have a search feature that lets one use key words to find information as well as people. [#942813]

I find the RMU web site extremely cumbersome. For example, when doing online advising it should be easy to go from looking at a student website to accessing the electronic advisor signature. But it is not. (Or I don't know the shortcut!) Whenever I go online to look for something that I do not access regularly I am always amazed at how non-intuitive the website is to me. [#943009]

Robert Morris' website is poorly designed. Navigation is "rough" at best. I HATE that it can't remember me or that I've signed in. Try logging in, and going to registration. Then navigate back out to current students. The website has forgotten who I am. I end up getting around it by opening successive screens in a new tab and then just closing them when I want to navigate backwards but that's unacceptable in my opinion. Look at a typical site like Amazon, Google, etc. Once logged in, I'm logged in for the entire session. You NEED to do this. [#943039]

Please restructure the RMU website, so that it is more user friendly, and a person could quickly find something without searching forever. As a secretary of a department, I get numerous emails and calls from faculty, who can't find where to submit grades, pull up rosters, or find grade change forms, or other forms relating to teaching. If we don't know what category something is listed under, we can't find it. [#943779]

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

The website needs work and become user friendly. To many level to get to information. Difficult to get material updated and changed. Control differs by sections and is not consistent. [#942402]

Blackboard has a pretty good iPhone app [#942417]

I do not have the tablet or other mobile services, therefore I can not take advantage of the sites. [#942463]

There's currently no mobile version of the rmu site. [#942484]

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

Continue to offer training or teaching of the new services, updates and ways to do out jobs more efficiently using technology products. We don't know what we don't know. [#942340]

N/A [#942463]

I like that labs are staffed with knowledgeable, courteous staff to help you with tech issues and questions. Open lab access in a variety of locations can be a bonus--especially when projects are due! [#942492]
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na [#943760]

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

I miss having access to a large computer lab/classroom in the downtown area. We have a 10 seat laptop lab and have to limit class sizes since the downtown building was sold. [#942362]

Technology is acceptable but still more often than not it doesn't work correctly because of the user. [#942372]

Most rooms are good, but some need upgraded. Computers are not always updated and don't reflect current software. [#942410]

While there are smart boards in most if not all rooms on campus, the amount of teachers who can use them properly are not there. How many times we students had to tell teachers not to touch the smart board because that would do something the teacher didn't intend. I know that sometimes it isn't easy for technicians to figure out what a teacher does and doesn't need but the knowledge that a teacher has is just as valuable as the technology in the classroom and if the technology interferes with their knowledge than is the technology doing the teacher any good? [#942414]

No matter what class I'm in, the Smartboard software always seems to conflict with PowerPoint and crash the system. [#942417]

N/A [#942463]

It is important to have bot Mac and PC equipment and software available for presentations in all classrooms. Too many times, I have attempted to create a project or presentation at home on my MAC, only to experience problems using the PC equipment and software in the classrooms. Many times tech services is able to help me to use a circulous route to fix it and that is good, but I prefer a direct route without the hassle of always woring out the equipment/software issues first. [#942492]

Speakers in Massey Theater are spotty at best. DVDs played in that computer often skip and stop [#942738]

When was the last time IT did a complete re-install of the Windows operating systems? Some people suggest this should be done annually because of all the junk files that end up on the system (due to Office software saving temporary files, things that get through anti-virus software, and general saving inefficiencies of the Windows operating system). The fact that it takes so ridiculously long to log in and get started may be an indicator that it's time to do a re-install, so if you don't want to have more than 10 minutes between classes (It takes 10 minutes to log in and open appropriate documents!), it might be a good thing to try. [#943071]

The attitude of the tech service people at RMU, and their response time, is outstanding [#943077]

Internet and Cell service in salem is terrible.. Expand WiFi connection to all areas of campus.. and understand the difference between P2P sharing and other forms of internet sharing [#943776]

This is vital to my department. Most of the time it runs smoothly. The faculty occasionally have issues with not being able to open certain programs that have been installed on our computers. Students and faculty alike will report occasional issues with programs not opening, or too slow, or not being able to log on to the computers. [#943779]

Frequently I had problems with the computer in my classroom in Hale. Help ALWAYS came, but I hated that my students had to wait for someone to come. [#943789]

Technology support staff who are consistently courteous and knowledgeable, and who can assist me in resolving problems with campus technology services.

Staff are friendly, but they can't solve the reality that our computer is not fast enough (no enough memories/RAM). [#942376]

Why is it that I have to go to 5 different buildings to solve a problem. One place is just for hardware. Another just for ResNet and so on. RMU needs all its tech departments in one central location and those people all need to interact with one another in order to solve a problem not just send me to someone else because they can't figure something out. [#942414]

I appreciate having a 24/7 help desk for tech issues as I usually access services from home and take online classes from home. I have utilized this service. In a perfect world, the first person that you talk to would be able to solve the issue, instead of taking down your contact info and referring you on...smile. [#942492]

Help desk is friendly, but the student employees can rarely answer my questions or fix my problems. The FT staff are way more adept and their numbers should be increased. [#942518]

On occasions I have seen Tech Staff on Facebook in the IT room (I'm sorry to report this, but when I am there requesting assistance with problems, it is hard to overlook) [#943757]

Very Very Important... ie, online services avalible 24/7 [#943760]

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

It's been getting better in the past year, but sometimes I still have to followup on open tickets multiple times. This makes me feel evil, which I really dislike. [#942362]

I received a violation that I know for a fact I did not do. I believe that it was still charged as my first violation. [#942411]

I didn't know where to put this comment. Why is ResNet security so unpredictable. I tried to click on a picture that I might use for my presentation off of Google and then I get a this screen that says that I've been blocked for 2 hours. This happened on a day that everyone else had internet. Just because a picture is linked to a suspicious site doesn't mean I tried to do anything illegal. [#942414]

I have usually received solutions to my technical problems in less than 24 hours!! Keep it up and I wouldn't mind if it was resoved even faster. [#942492]

Quite often I have questions that should be very easy to answer from the help desk - and quite often the response I get regarding a question is "I don't know" [#943075]

Again, Listen to the student and check out the problem don't allow computers to figure out what the problem is on a student/staff system. [#943080]

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

I appreciate the emails letting me know when there are tech issues and planned outages. When sent early, they help me plan my work time better. [#942492]

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

I'd love to see the IT services pages re-organized on the website. I had to re-install Sophos a few weeks ago on my home computer and it takes sooo many clicks to find the download page. [#942362]

Online training would fit my schedule better than on ground training usually does. [#942813]

I would like more frequent trainings, reminders, or self-help information offered for programs we need to use on a daily basis, or even occasionally. I know they repeat certain trainings, such as Oracle, but if they could offer refresher trainings to show us more about the G-mail options, event he Polycom phones and all the options and features for that. [#943779]

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

Each of these components requires log in (or I shall say different ways to access the information). I often end up with use of "search" function. The website is not well organized for a quick search. [#942337]

Navigation to desired sites still difficult and not intuitive [#942372]

Not all of the notifications I receive are relevant- is there anther way to filter who receives that information? More than half of my emails are essentially spam from departments within the university. [#942450]

I appreciate the emails that I receive from the university information systems. [#942492]

Most of the departments used as an example either need a nudge to update their information or need the web design people to make it easier to find. [#943066]

This is fine... [#943779]

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

No suggestions for improvement - kudos on the product that replaced Citrix. It is excellent for my use and most importantly, works every time. [#942340]

WMware rocks! So much better than Citrix! I also am loving the Gmail and other Google apps. Thank you!!! [#942362]

A lot of the programs I need for my major aren't available on labview. I understand it would be a huge expense to get user licenses for each student to have all the programs, but there should be a way for me to use necessary technology without commuting all the way back to school. [#942450]

I have taken several online classes and recently learned how to use the virtual services to access a PC in an on-campus lab from my home MAC. Love it! Love it! Learned this from the HelpDesk. My only suggestion would be, if possible to make it faster. Sometimes the response time makes me remember dial-up. [#942492]

This can be frustrating for someone who is not technologically-inclined, for some reason, I have trouble accessing university technology services from off campus. [#943779]

Additional Questions for All Respondents

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