

INFORMATION TECHNOLOGY SERVICES

2011 TechQual+ Survey

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April 19, 2011

1. Key Results

The spring 2011 TechQual+ Survey provides insight regarding students, faculty and staff perception of IT service quality at the University of Saskatchewan (regardless of whether that service is provided by ITS, a college, the Library or SESD). It also provides insights regarding the needs for improved and/or new IT services.

Overall, the university community perceives that campus IT service quality is above their minimum expectations. Students are the most satisfied with service quality, while faculty as a group are least satisfied. Using TechQual+ as a benchmark, the U of S is also performing better than its peer group in meeting the desired expectations for IT service quality.

While campus IT services are meeting or exceeding minimal expectations, the survey respondents identified many examples where the current IT service levels and services require improvement. ITS will be using the survey results in its ongoing work to improve IT service quality to meet the needs of the university.

2. Introduction

In spring of 2011, ITS conducted the TechQual+ survey, an assessment of IT service quality. This survey will provide useful information on users' perceptions of IT service quality, which will be used to improve current services and develop new ones. The survey will also form part of ITS' metrics, as it provides an external comparison in addition to becoming a benchmark for improvement. The results will also be used as input to the ITS submission for the third integrated plan.

Use of the survey was approved by Institutional Planning and Assessment. The 2011 survey was given in late February/early March to students, faculty and staff.

The TechQual+ survey instrument covers network connectivity and access, technology and technology services, and the end user experience. For information about the development of the TechQual+ instrument, see Appendix 1. Additional service quality measurements and open-ended questions were added to the standard instrument to address university-specific areas. To better understand the various groups of individuals on campus, roles were identified for each person invited to the survey. This allows a better understanding of their differing perspectives and comparison of responses between the groups.

3. Survey Population and Response Rates

To help ensure an adequate number of responses, almost the entire university was invited to participate in the TechQual+ survey. The size of the population segments and the percentage that completed the survey are outlined below:

Population Group	Group Size	Percentage Completed
Faculty – Based on information in the HR system. Includes in-scope and out-of-scope faculty, including adjunct and special-case faculty. Excludes those on leave.	1028	11%
Instructor – Based on information in the HR system and the Si! system. Includes in-scope and out-of-scope sessional lecturers, and those with teaching assignments in Si! other than faculty above. Excludes those on leave.	398	13%
Support Staff – Based on information in the HR system. Includes university employees other than those above, excluding casual, student and similar classifications of employees. Excludes those on leave.	3456	15%
Graduate Student – Based on information in Si! system. Includes graduate students enrolled in the current session.	2644	15%
Undergrad Student – Based on information in Si! system. Includes undergraduate students enrolled in the current session.	17583	8%
Total – note that people that are both employees and students are included in both categories above, but only once in the total.	24599	10%

A total of 2751 fully complete surveys were received. Within these, 5% of the responses were from faculty, 2% from instructor, 20% from support staff, 17% from grad students, and 60% from undergraduate students. Note that the percentages total more than 100% as individuals may be in more than one category. Individuals with multiple roles provided less than 3% of the survey responses, so we expect the impact of multiple roles to be minimal. Since the majority of responses are from undergraduate students, the overall results are very similar to the results from that group.

In addition to the complete surveys, there were 1049 partially completed surveys. These have been included in our analysis; both because the peer comparison data available to us also includes any partially completed surveys and because including the partial information should result in a more complete understanding. Partial results are included on an item-by-item basis where responses have been provided.

Similarly, outlier responses have been excluded from the analysis. This is necessary because the peer comparison data available to us also excludes outliers. It is implemented on an item-by-item basis. Where the difference between the perceived level of service and the minimum level of service (the Adequacy Gap) is either greater than or less than two standard deviations from the mean Adequacy Gap Score for all cases in the results set, that response is omitted from the

analysis. This has the practical effect of removing the top 2.24% and bottom 2.24% of Adequacy Gap Scores from the results.

4. Survey Results

The service quality ratings are presented here in graphical form. While this text includes selected information about the results, graphs showing the results for all subgroups are presented in Appendix 2.

4.1 Interpreting the graphs

In the graphs that follow, two information bars are presented for each of the 21 questions or quality assessments:

Zone of Tolerance: This shows the range from the minimum expected level of service to the desired level.

Adequacy Gap: This shows the range from the minimum level of service to the perceived level. Within subsets of the responses (i.e. Faculty only) some perceived levels of service are below the minimum, resulting in a negative value. In this case that bar will drop below the zone of tolerance rather than being beside it.

4.2 Assessment Questions

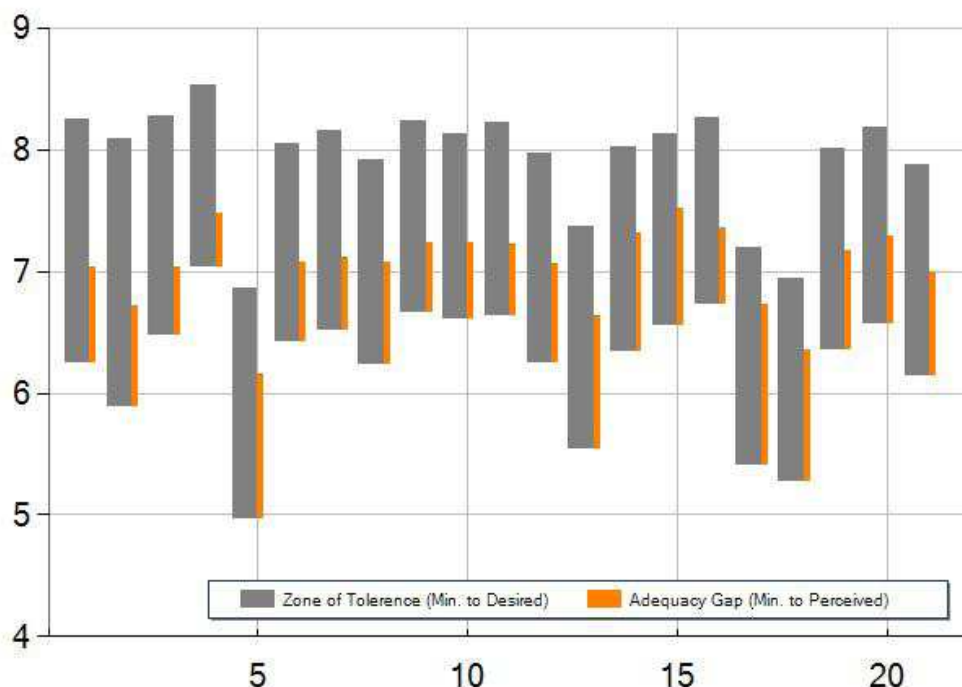
The graphs below refer to the ratings by number. The numbered service quality assessments are included here for reference:

1. Having adequate capacity (speed, bandwidth) when using the wired network.
2. Having adequate capacity (speed, bandwidth) when using the wireless network.
3. Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member.
4. Having a university network that is reliable, available, and performs in an acceptable manner.
5. Having access to important university provided technology services from my mobile device.
6. Having access to important university provided technology services from off campus when at home or traveling.
7. Having a university web site that provides timely and relevant information.
8. Having a sufficient number of online (i.e. web based) services that are helpful to me.
9. Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me.
10. Access to timely and relevant information from university information systems (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff.
11. Having online (i.e. web based) services that perform (or respond) in an acceptable manner.

12. Having technology within classrooms or meeting areas that enhances the presentation of information.
13. Getting training or self-help resources that help me become more effective with technology services at my university.
14. Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university.
15. Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services.
16. Getting timely resolution to problems I am experiencing with technology services at my university.
17. Opportunities to provide feedback regarding technology services at my university.
18. Participating in a university wide community of end users seeking to make the best use of technology resources.
19. Having appropriate IT services that support and enrich my teaching and/or learning (studies).
20. Having appropriate IT services and facilities that support and enable my research.
21. Having appropriate IT services to electronically store, archive and share documents with others.

4.3 Assessments

Results for all respondents:

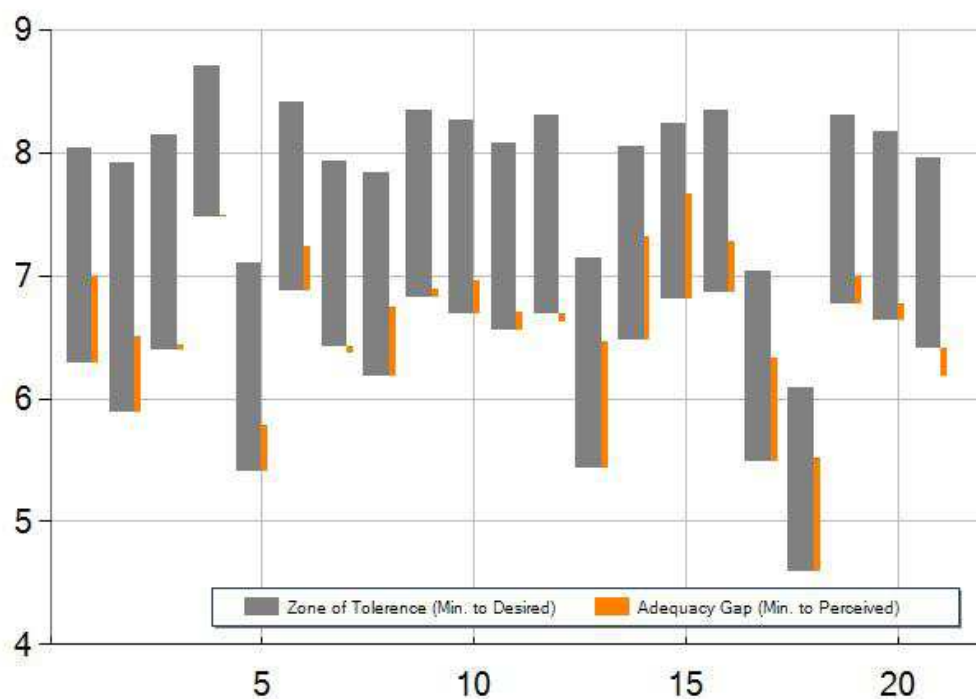


From a university-wide perspective, IT service quality is well above the minimum expectations. There is still room for improvement in all areas of service quality, particularly assessments 3 and 4, which have the lowest adequacy gap (perceived service level less minimum service level). Overall, the survey results are strongly influenced by undergraduate students, as they make up 60% of the responses.

While there is some variation from question to question, the responses from undergraduate students, graduate students, support staff and instructors are quite similar. Students (undergraduate and graduate) have the most positive scores. The survey results for all groups are included in Appendix 2.

However faculty were significantly different in their responses. In 11 of the 21 service quality assessments, the perceived level of service was at or below 20% of the zone of tolerance (the range from the minimum level of service to the desired level).

Results for Faculty:



These 11 lowest service quality measures are:

3. Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member.
4. Having a university network that is reliable, available, and performs in an acceptable manner.

6. Having access to important university provided technology services from off campus when at home or traveling.
7. Having a university web site that provides timely and relevant information.
9. Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me.
10. Access to timely and relevant information from university information systems (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff.
11. Having online (i.e. web based) services that perform (or respond) in an acceptable manner.
12. Having technology within classrooms or meeting areas that enhances the presentation of information.
19. Having appropriate IT services that support and enrich my teaching and/or learning (studies).
20. Having appropriate IT services and facilities that support and enable my research.
21. Having appropriate IT services to electronically store, archive and share documents with others.

5. Comparison to Peer Institutions

TechQual+ peer comparison data is based on the 2005 Carnegie Classification categories. The Carnegie Foundation classifies any United States university that grants at least 20 research doctoral degrees per year in the Doctorate-granting Universities category. This category has three subcategories based on the relative level of research activity:

- DRU: Doctoral/Research Universities with less research activity,
- RU/H: Research University (high research activity), and
- RU/VH: Research Universities (very high research activity).

Since Carnegie does not classify Canadian universities, we have self-classified the University of Saskatchewan in the RU/H subcategory based on our knowledge of the universities in each of the three categories above. We did not choose RU/VH, as this category includes Michigan State, MIT, Texas A&M, Princeton, and Stanford. Details on the Carnegie Classification and a complete listing of the universities in each of the three categories can be found at <http://classifications.carnegiefoundation.org/>.

In the United States, 111 colleges and universities are registered to participate in the TechQual+ survey. Eleven Canadian universities have registered to participate in the survey:

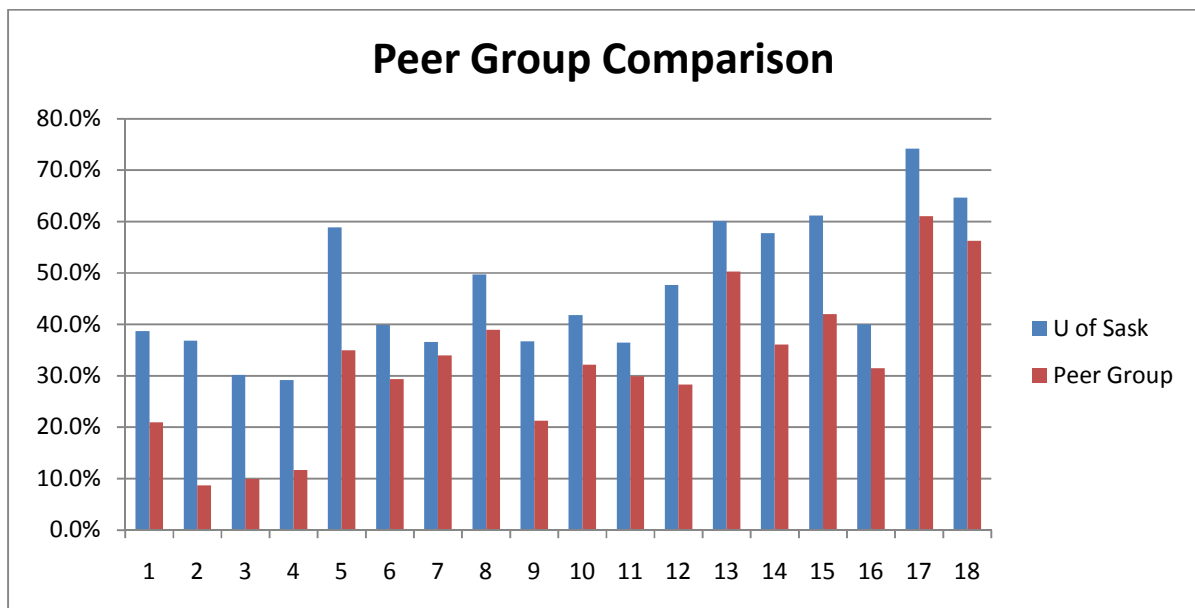
- British Columbia Institute of Technology (BURNABY)
- Dalhousie University (HALIFAX)
- McGill University (MONTREAL)
- Queens University (KINGSTON)
- Université de Montréal (MONTRÉAL)

- University of Guelph (GUELPH)
- University of Lethbridge (LETHBRIDGE)
- University of New Brunswick, Fredericton (FREDERICTON)
- University of Saskatchewan (SASKATOON)
- University of Toronto (TORONTO)
- York University (TORONTO)

The TechQual+ survey tool does not provide peer information in a way such that we can compare our results directly with the results from other Canadian universities.

At the time of writing, no RU/H university has completed the TechQual+ survey this year. The peer comparison is based on approximately 1650 survey responses at RU/H universities in 2010. TechQual+ does not indicate how many universities are represented in the peer group data.

The chart below shows the percentage the adequacy gap is of the zone of tolerance, or how far between the minimum quality level and the desired quality level the perceived quality level is. Compared to the peer group, the university's IT quality satisfies the community better than the peer group.



One or more RU/H universities are conducting the TechQual+ survey currently. Those results will be incorporated into our next assessment.

6. Comments and Responses to Open-ended Questions

The TechQual+ survey provides many opportunities for comments, additional information and answers to specific questions. Respondents used these opportunities to provide a wide range of

responses. Examples of these responses are included in this report. Since the survey does not differentiate between ITS services and those provided by other units, comments about the services provided by other units will be passed along to those units.

In addition to this report, ITS will be analyzing the responses to inform planning for new services and service improvements, as well as the development of the ITS submission to the third Integrated Plan.

For reference, the open-ended questions in the 2011 survey are:

1. What new IT services or changes to current IT services would you recommend that would most help you in teaching, learning (study), research, administrative services and/or other areas?
2. Do you support the use of an outsourced email service provider (e.g. Google, Microsoft) for university email? Why or why not?
3. Some universities have chosen to be innovative and leaders in their use of IT. Is the University of Saskatchewan appropriately innovative in its use of IT? If not, what should the university do?
4. What suggestions do you have for reducing the cost of IT service delivery, either by discontinuing some existing services or making the delivery of existing or new services more efficient?
5. Do you have adequate information about the IT services available to you? If not, how would you like this information communicated.
6. Please provide us with any additional comments, including feedback on this survey.

Note that for ease of reading, some spelling and punctuation have been corrected, but only where the writers' intentions are clear.

Some of these responses indicated the importance of IT services:

- In this day and age, [the network] is absolutely crucial. If the network is experiencing difficulties, it has a direct and negative impact on my abilities to do my job.
- [...] while my job is not computationally intensive, I feel that since so much of what we do relies on network performance, it is paramount for the institution to ensure that the network is at operating at a high level, at all times, as much as possible. [...]
- My job requires the need to consistently access off campus information via the internet, and the network to outside sites will go down from time to time making it difficult to be successful in my job.
- Can't really complete classes without it, can we? It is vital, an essential service in order to register, pay for classes, get course information, complete courses - everything! We need the network and it needs to work. Period.
- I believe IT service delivery is one of the most important and essential services on

campus and that the services are very efficient. [...]

While the survey solicited suggestions for service improvement, some of the respondents provided positive comments about IT service quality:

- I find that the university network usually performs acceptably.
- No suggestions [for service improvement] I think you're doing fine.
- [...] I have been consistently impressed with the quality and timeliness of IT services provided for me at the University particularly the Desktop Support staff. Response times are excellent, quality of fixes is excellent, staff are very professional, knowledgeable and courteous. The U of S main website is very user friendly when compared to other Universities. Network is generally very stable and trouble free. I would say IT is the least of the worries at U of S.
- I must commend the IT department for being innovative in terms of providing [the servers] Socrates and Moneta, equipment on which researchers and grad students can learn how to use HPC. Well done!
- When I have accessed services at ITS I have been extremely satisfied with the level of professionalism and how fast my inquiry was addressed,
- The vast majority of the helpdesk and support people I've worked with have been great-friendly, competent, and helpful. Some have been superb and exceeded my expectations. Keep it up, folks- you are appreciated!
- I travel a lot and appreciate how easily assessable University provided technologies are.

Some responses indicated a need for additional IT support:

- I suspect that there is probably not enough staff to handle all the requests in a timely fashion.
- The people are very good, but seem overloaded at times.
- There are fewer and fewer support staff and those that are here are overworked.
- Need more IT staff

There were also many responses that provided suggestions on how to improve IT services. Examples of these are included in Appendix 3.

And finally, some respondents commented on the survey itself. These comments have been discussed with the TechQual+ survey maintainers. Improvements in the survey tool itself are currently being made. Changes to the questions and a new survey interface are expected for the 2012 TechQual+ survey at the U of S.

Appendix 1: About the TechQual+ Survey Instrument

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

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

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

The Higher Education TechQual+ Core Instrument is a web-based survey that requires approximately 20 minutes to complete. It asks respondents to provide evaluations regarding minimum expectation levels, desired service levels, and perceived service levels for up to 30 individual types of technology services commonly delivered in higher education.

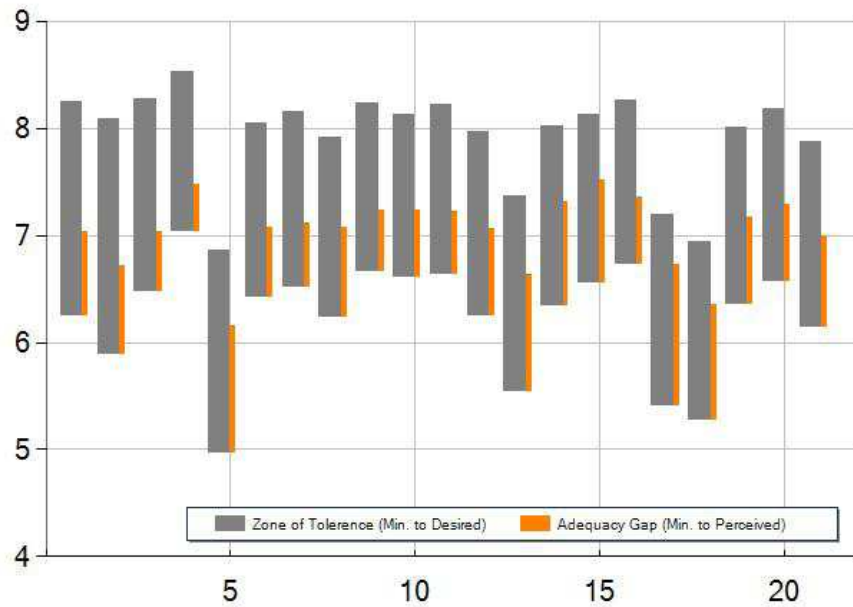
TechQual+ is a three year project, and will consist of multiple rounds of qualitative and quantitative data collection from participating institutions beginning in the fall of 2006. Using this data, the TechQual+ instrument will be continually refined until the resulting instrument is considered to be scientifically reliable, valid, and universal. The goal of the project is to understand what end users feel that "technology services" really are and then to develop an instrument that allows for the systematic exploration of the quality of these services in a way that is benchmarkable and allows for comparisons across institutions. Funding for the project is being provided by Pepperdine University and by institutions participating in the project.

The TechQual+ project team is grateful for the exceptional work by the staff of the Texas A&M University Libraries as they developed and implemented the LibQual+ process. The success of the TechQual+ project will be due in large part to their pioneering research that produced the LibQual+ instrument.”¹

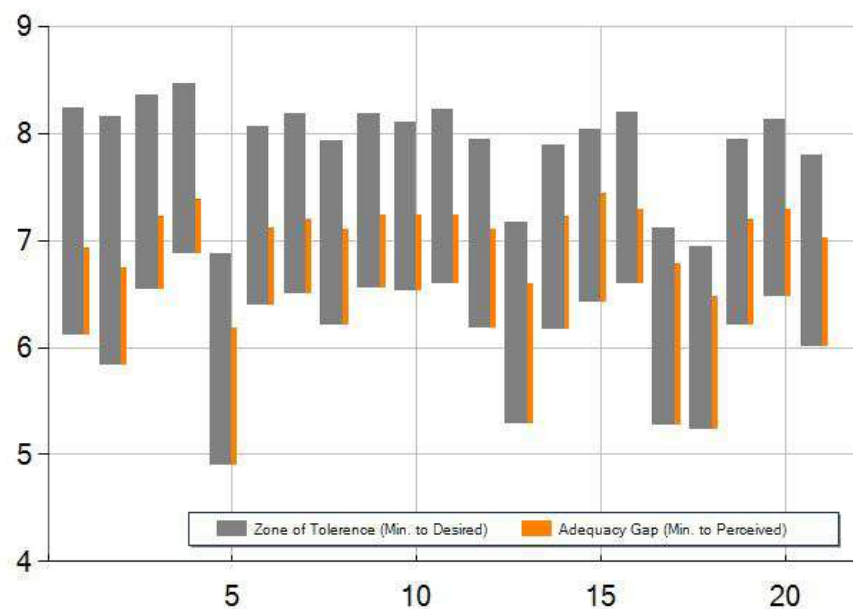
¹ Quoted from the standard TechQual+ report, 2011

Appendix 2: Quality Assessments from Subgroups

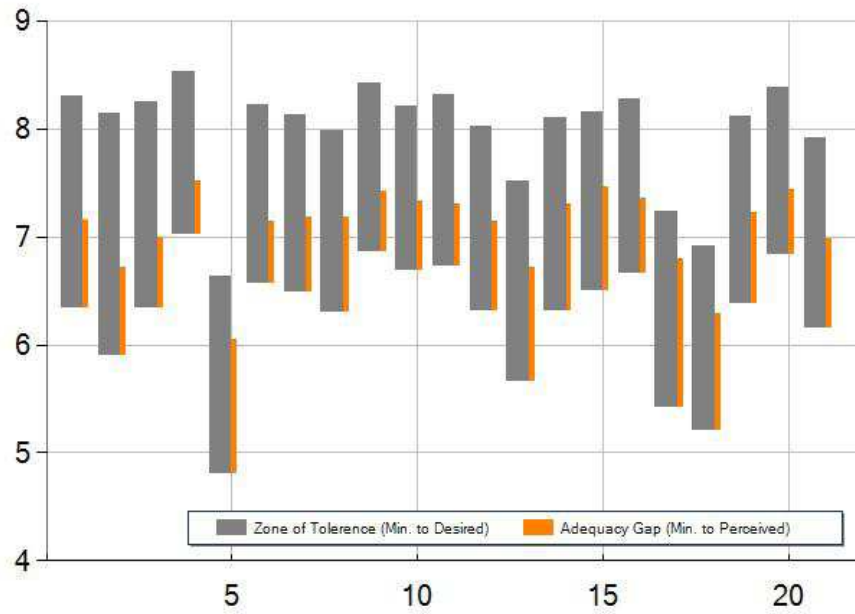
Results for all respondents:



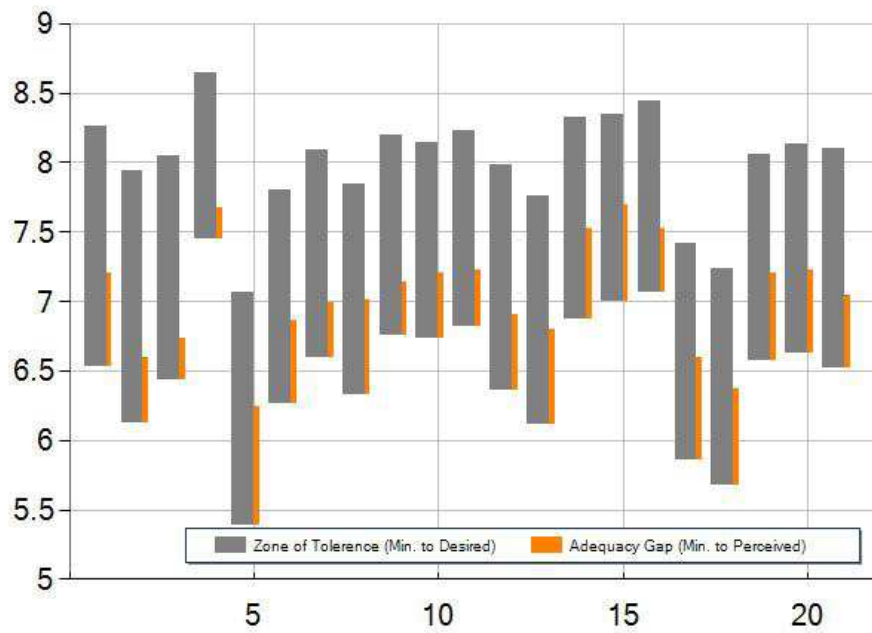
Results for Undergraduate Students:



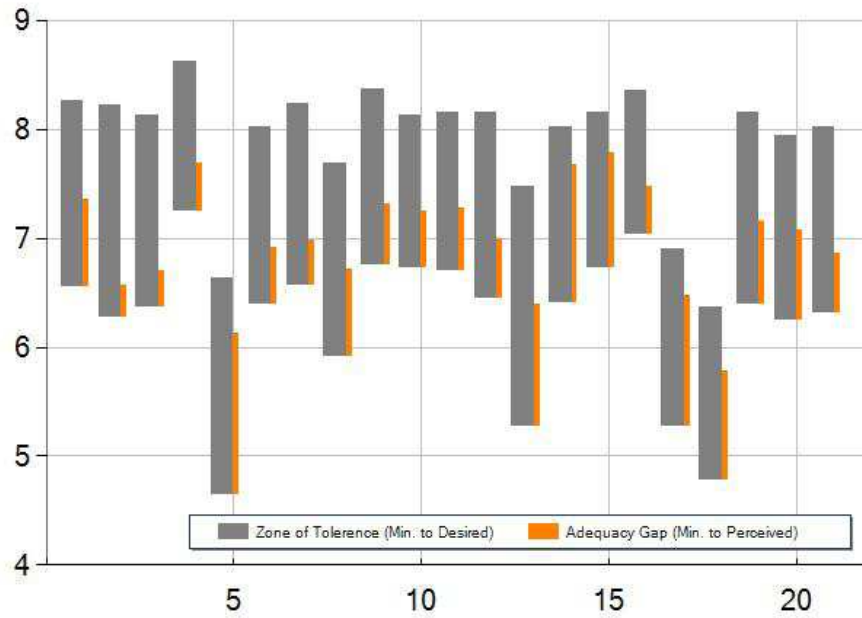
Results for Graduate Students:



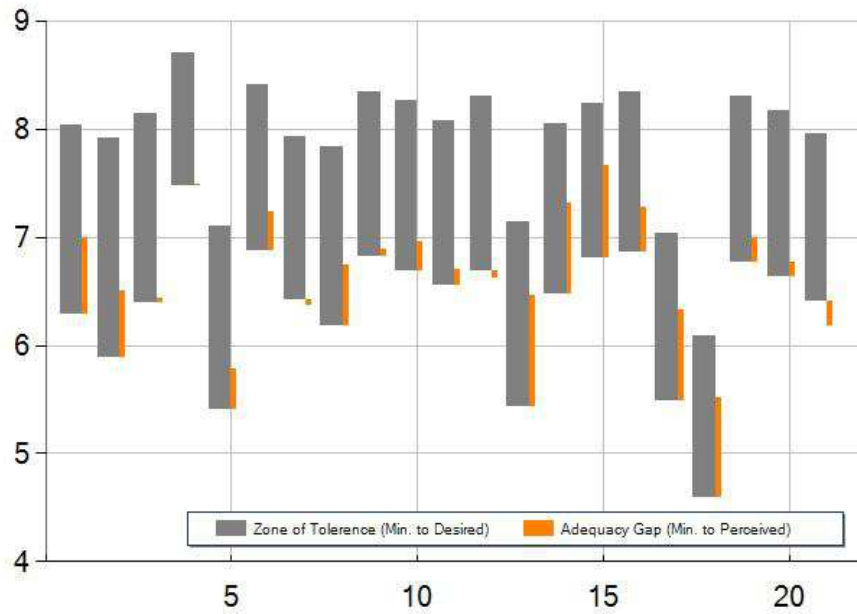
Results for Support Staff:



Results for Instructors:



Results for Faculty:



Appendix 3. Student, Faculty and Staff Suggestions for IT Service Improvement

The TechQual+ survey provides many opportunities for comments, additional information and answers to specific questions. Respondents used these opportunities to provide a wide range of responses. Examples of these responses are included below. Many of the responses provided suggestions on how to improve IT services. Note that for ease of reading, some spelling and punctuation have been corrected, but only where the writers' intentions are clear.

<p>Ubiquitous Wireless Coverage</p>	<p>I want to see more "hot spots" so that the wifi service does not cut in/out or gets dropped as one moves from building to building, area to area on the campus.</p> <p>There are a lot of places where you cannot get service... and it's really sad. Get more wireless, everywhere? Why can't we have it outside?</p> <p>I find that the wifi is very poor in some areas of the University (Kirk Hall for example). I get a low signal or none all together.</p> <p>Despite recent efforts to expand wireless coverage, there are still many areas in the Arts complex where service is spotty (e.g., my office) or completely inaccessible.</p> <p>The wireless networks are often overtaxed in the Murray Library to the point that they are almost unusable.</p> <p>Often (wireless) connection is extremely slow or non-existent. I take a cable with me and hope for a wired connection when leaving my office for another meeting.</p> <p>Wireless coverage should be available campus-wide, indoors and out, to authorized users. It is a frustration to find that (for example) R Lot, which is not exactly a remote location, does not have wireless service. There are times when I am waiting for my car-pooling group that it would be most convenient to be able to work with my laptop.</p> <p>I continually run into dead (wireless) spots. Many areas around campus do not service. I do not expect to get service when I am outside but there have been times I am literally standing under a Wi fi hotspot and get no service. Also I find if I am walking around I will loose my connection and then I have to re-enter my nsid and password on the website. Why is it, if I am on the same network that I have to re-authenticate. There should be a timer, if I have been disconnected from the network for less then X minutes auto-connect.</p>
<p>Network Bandwidth</p>	<p>Frankly, the network seems to drop off quite often. Not great when it happens repeatedly in the middle of lecture. Thanks!</p> <p>I often use web resources, including video. These often will not play properly and spend time buffering which creates jerky playback. I have also had graphic intensive websites load very slowly. It would be good if there was a way to</p>

	<p>insure that lecture room activities had sufficient bandwidth even at high usage periods.</p> <p>I would like to be able to watch class videos without having them be jumping stop/start due to buffering.</p> <p>In the last 6 months, we have noticed a significant drop in speed and bandwidth particularly at peak times of the day. With all the connections, especially wireless it is understandable but of course not ideal. The system is still workable as is.</p> <p>The majority of time the wireless internet speed on campus is adequate, however during peak times (10am, noon and around 3pm) the response time is very slow, occasionally to the point where trying to use the wireless internet to check mail, paws, or other online services is practically impossible.</p> <p>Wireless network is not good all the time. Most of the time I need to plug internet in my computer because the speed is too low.</p>
<p>Balance Between IT Security and Ease of Access</p>	<p>I would like to see the Secure Wireless Network being the default to all students and to be readily accessible through a simple system, perhaps using the NSID or similar code</p> <p>I continue to have difficulties logging into the U of S secure server. I have had the technology support in my college look into this but we have not been able to solve this problem. [...] We could easily log into the other U of S wireless areas.</p> <p>Wireless log in [configuration] is too complicated</p> <p>Certain places don't have reliable wireless, and it often takes several tries for my computer to connect to the secure network, despite many attempts at troubleshooting. You should be making it easiest (for those who should have access anyways) to connect to the secure network.</p> <p>The Cisco Clean Access Agent, and everything related to it, must go. Instead of increasing security, all it does is drive people away from the secured network because the Cisco software is so awful, bloated, and buggy.</p> <p>Cisco Clean Access is a pain! Slow to log in and annoying when it continuously pops up.</p> <p>U of S Secure handshaking takes far too long. It can take up to 2 minutes just to get a connection. Also U of S Secure is far too unreliable from a latency point of view. Our independent characterization of U of S secure in Thorvaldson has average latency in seconds and peak latency around 40 seconds for simple http post requests to a server on campus. This is actually less reliable than the Edge phone network connecting the same server.</p> <p>The VPN service is typically slow and often flaky [for working off-campus]. I'll</p>

	<p>get kicked out frequently and it makes it frustrating to work off-campus.</p>
IT Support For Off-Campus Locations	<p>The wireless network at the North Battleford campus is unreliable and works spontaneously. It would be nice if every time I went to school I was able to use the internet.</p> <p>We often listened to lectures that were presented in Regina while we sat in a lecture room in Saskatoon. The technology was really, really bad. It would have been better to video-record the lecture and then we would have watched it later, or anything would have been better than the live broadcast.</p> <p>There does not seem to be a lot of communication with the U of S tech staff and the on-site techs at the Cumberland College. We have had a lot of problems with this Video conferencing class that I am taking.</p> <p>I work off campus at a site in Regina. Absolutely NO attention is paid to any sort of off campus usage. Tools for network access are available, but they are often not tested (I mean at all, besides perhaps a single log-in) or even usable. Ex: Web Share for file access to servers like Jade - doesn't allow file preview. So if i'm looking for a specific file I have to copy every file to my local hard drive to see if it's the right one. Also, web share doesn't allow you to download files over 40meg?!?! That is NOT a solution for people working off campus. The AnyConnect VPN for access to web servers, not only doesn't work or configure properly (so one doesn't have to use FTP access), but suffers from such performance issues (traffic not configured to shape correctly?!?) it makes working very difficult and inefficient.</p>
U of S Cellular Coverage	<p>I am not sure if this is a university problem or a SaskTel problem (likely the latter), but I am not able to get ANY cell coverage in my office. If this does have anything to do with the university, which I don't think it does, then it is really really bad. I just thought I would mention here. I know that many others have trouble with cell coverage on campus, maybe IT could lobby SaskTel to provide better coverage on campus.</p> <p>We have almost no cell coverage in our building. That and minimum to no wireless coverage means our handheld devices are almost useless unless you go looking for a wireless drop elsewhere or a window pointing in the right direction.</p>
Responsive and Reliable Systems	<p>When registering for classes, PAWS falls way below my expectations because the school NEEDS to get a bigger and faster server to accommodate registration for students. It is extremely frustrating.</p> <p>Please help make paws work better when it is registration time.</p> <p>I am supposed to register for summer courses today. That's what was told to my college (education), and now the system is down. It is a little inconvenient when you wake up at 6:30 am to try, and it does not work. No email, or anything to let anyone know what is going on. I didn't receive an email until</p>

	<p>12:15, that's almost 6 hours later, after trying and stressing out about it, saying that it is going to shut down today, and will be available tomorrow. I think when it comes to registering courses, this system needs to be much more prepared for that fact that the probability that many, many students will all be registering for summer courses at the same time on the same day is very high.</p> <p>Even on the university terminals, PAWS seems to lag ~10sec when trying to load content from the course schedule link. Multiple downloads of course materials also caused some file corruption, so I had to re-download everything one file at a time - and it was time consuming.</p> <p>Blackboard is slow.</p> <p>Blackboard Learn (bblearn.usask.ca) crashed the day before a midterm for at least 5 hours. This was unacceptable.</p>
Extended Hours of Support	<p>PAWS is down too often and at inconvenient times. 10:00PM on a school night is a bad time to close access to PAWS (or other systems).</p> <p>Begin the scheduled Wednesday maintenance (of servers) after 12:00 AM (midnight).</p> <p>When Paws is down it is very frustrating as a student. I would recommend performing updates late at night. (Don't believe 10-11pm is late enough) I would prefer 2-4am.</p> <p>It is frustrating to have PAWS unavailable on Wednesday nights, maybe it could be switched to the weekend or another time.</p> <p>PAWS going down on a Wednesday night is very inconvenient. Other institutions I have attended has their systems go down for maintenance during hours when students are unlikely to need the system such as late Saturday night or very early Sunday morning.</p>
Email	<p>I need more email storage space. After being at the U of S for 8 years, 1 GB of email storage is not quite enough. Of course, I can back up the email elsewhere, but then it defeats the purpose of having an email server that I can keep all my emails in.</p> <p>More email quota for students - this would allow us to save more important email messages instead of having to delete them or forward them to a different email account</p> <p>A larger email quota would be nice - the current quota is very small by today's standards.</p>
Access to Software from Home	<p>There's a lot of programs used in computer science and computer engineering that you can really only use at school. Having these programs more accessible to students at home would be better.</p> <p>I feel like I don't have access to important software packages, such as</p>

	<p>Microsoft Office, when I'm away from school. Software packages like this are not cheap, but are necessary for a university student. Ideally, the minimum service I'd want would be a temporary (i.e. 1 school term) student license for Microsoft Office for students to use on their home computer for either Mac OS or Windows.</p>
<p>Reliable Access to Library Resources</p>	<p>Library resources are not always reliable. Often, links to journals/databases are broken when accessing from off-campus computers.</p> <p>Sometimes it is very difficult to access anything that the university has a subscription to, when I don't have a wired connection, and even sometimes impossible. When I can get it to work by going through certain routes provided by the library, i.e., via certain databases accessed through my library account, I still need to enter my nsid and password about five times before getting to a single article. I would like some way of accessing electronic journals with the same ease regardless of where I am, so that I should be able to log in somewhere once (in a browser session, or day, or whatever) with my nsid and password, from anywhere, so that my IP [address] is recognized and given the same privileges as if I were wired in to the university network via ethernet cable.</p> <p>Better searching on library journal articles would be good, but probably out of scope of ITS. Clearly knowing what is available online would be good</p> <p>Remote access to the scholarly databases is buggy</p> <p>Currently when using the library services from home I often am unable to access the site or am unable to access the journals or databases that are needed to complete my assignments or studies.</p> <p>I would like better access to journal subscriptions when I'm not wired in to the network. This problem is actually the same when connected to the wireless network on campus.</p>
<p>Functional and Reliable Administrative Systems</p>	<p>SiRIUS is seriously flawed. Inflexible, non-intuitive and hard to use. I live in trepidation of the Marquis project.</p> <p>Finance information is particularly difficult to deal with as is grade entering, PAWS etc. all of it seems unnecessarily complicated to me</p> <p>PAWS is just so poorly designed that pertinent information is not easily accessible. Needs to improve or at least make more customizable.</p> <p>Logging on to PAWS is sometimes a bit iffy, especially in the first week of term when I'm most likely to have a need to advise a student ASAP. PAWS must be made more reliable.</p> <p>The financial system, especially UniFi, could be more user-friendly.</p> <p>I use the HR, finance and student databases. Often the reports are more useful</p>

	<p>to administrators than to end users.</p> <p>The finance system for professional allowance is not user friendly. Also cannot as far as I know easily see health accounts online. Cannot buy PAC swimming passes online. For day pass for Education you need to walk to PAC and then to Education.</p> <p>Financial information on fund balances, salaries etc. is very far behind real-time amounts. Would like to be able to get a realistic up-to-date fund balance.</p> <p>I would like to be able to file monetary claims against professional expense and research accounts online.</p> <p>GSIS really needs an update -- at Christmas time there were a number of applicants to our graduate program in this department. I was unable to view or access their on-line applications for two weeks due to the backlog and the length of time required to process these.... since our application deadline is January 15, this was a bit stressful and very frustrating. That seems like rather an unacceptably long time!</p> <p>PAWS is absolutely frustrating. It is antiquated and extremely slow. It is often unusable off campus.</p> <p>I'm very disappointed with how the PAWS app turned out. I can't actually see details on my classes, and I can't actually access any information about final exams, my schedule, etc. It says, "An Error Occurred: Unknown error. Please try again later." Every time I try to get into it.</p>
<p>University, College and Departmental Web Sites</p>	<p>The current university website appears to be focused on recruitment. As I am already a student here, that format for a website doesn't really help me, and I find navigation to be cumbersome to actually find web pages relevant to my college, department or major. More effort needs to be put into streamlining the website for current users (i.e. students, faculty, etc).</p> <p>The [university] website is useless. It is confusing. You cannot access basic information like a course calendar, or degree requirement calendar, or something along the lines of listing courses required, courses recommended, and courses available to choose as electives for each class, under a simple and easy to access heading or sidebar button. The website is not student friendly at all.</p> <p>I find our website looks childish and is hard to navigate for current students. I've always found it this way</p> <p>The USASK website pales in comparison to McGill and other prominent universities. It takes time to find important forms needed, and students often need to make a special trip to Student Central to save time rather than sift through the USASK website.</p> <p>The new U of S website is hard to navigate. College websites lack information</p>

	<p>and are very hard to navigate.</p> <p>Some department web sites are not up to date and have lots of dead links Not necessarily fault of IT, but of department.</p> <p>The new website design has made it impossible to find the services that I need. If I hadn't bookmarked the pages I use most before the redesign, I would be completely lost.</p> <p>The ITS website is very confusing and needs to be more focused on their end-customers. They need to provide more guidance/self-help guides for people on how to use the technology on campus.</p>
Classroom Technology	<p>[There are] far too many wheeled tech carts in classrooms - this tech is much cheaper than it was - please build in [into each classroom]</p> <p>I am demonstrating labs almost each term and I have to give a short presentation each session. Every session I have to go and grab a projector (if there would be some left!), set up in a proper position in class, adjust it, etc... I think in this era of computers, at least each class should be provided with a fixed projector and presentation facilities.</p> <p>I would like to see all classrooms with the ability to project information directly on screen from a device that is permanent. A professor should not have to wait for a projector in order to give power point lectures. Portable devices are not really as good as a permanent fixture.</p> <p>Generally, the facilities in classrooms are antiquated and non-interactive. The portable projection systems used in many Arts classrooms are cumbersome, occlude the view from many seats, and interfere with the start and end of classes.</p> <p>Some classrooms I've been in still don't have projectors, some classrooms I've been in the projectors overheat after a short period of time.</p> <p>Technology in a lot of classes seem to fail on a regular basis..something always goes wrong with them.</p> <p>I am taking an off-campus video conferencing class. This year we are not able to view the slides that the prof is showing us; they have to be emailed out, and we use a laptop to view these. In some ways this is okay, as we can burn the show onto a DVD and then take it home with us, but it is a something of a nuisance to deal with the laptop, text and note taking. And it took several weeks to get this system up and running. Last year the regular video conferencing worked fine. We have had no end of problems phoning in, making connection with the other sites and the U of S site. We missed one whole class, and part of a couple of others because of this technological mayhem. It would be nice if it just worked like it was supposed</p> <p>Several times during classes and presentations we have been unable to access</p>

	<p>the internet, turn on projectors, log on to computers, etc. Technology is not perfect; however, it must be recognized as an integral part to daily class life. If something happens there needs to be a system to notify staff and students that the computer or internet is not operational for the a certain length of time - don't let us get to our presentation to find out the internet won't work!</p>
Reliable Facilities and Faculty Support	<p>I wish that more and more professors would incorporate the use of more technology and encourage their students to do so, I am sure if the IT department could encourage this more it may move to a more technological advanced university.</p> <p>In class professors often do not know how to use the computer systems and valuable time is lost waiting for professors to try and figure out the system. The gets even worse if a smart board is in the class. I think more time and money on training would be preferable to adding more smart boards or other technologies.</p> <p>It's not so much the technology but professors who have no clue how to use it. Lecturers really need information sessions on how to work a computer, how to work PowerPoint, and Turning Point [clickers]. There is nothing that wastes time more when a prof is trying to fight with a computer because they don't know how to use it.</p> <p>Teach the faculty HOW to USE the technology that is available to them - the technology may be fantastic, but we would never know because the faculty has such difficulty with getting any of it to work. There needs to be more education for the faculty and those using the technology within the classrooms.</p> <p>I would like to have an IT person available when labs are operating that require the use of computers - just in case there is a problem so I don't have to cancel the lab or class because of technical difficulties.</p>
IT Training	<p>Additional information and tutorials (should be) available online.</p> <p>Lynda.com (online tutorials) almost never works for me. It's a hit and miss service that i cannot access properly. Maybe there might be a way of improving this.</p> <p>Having Lynda.com accessible. I logged onto that site many times and there was an error countless times. I talked to it4U and they gave me suggestions about clearing my history etc. but it did not work. This set me behind hours due to wasting time trying to log onto Lynda.com. It is an excellent resource when it works.</p> <p>Too many IT (e.g. some of the MS Office stuff) mini-courses that I would like to take require a fee.</p> <p>Most workshops are made available through the heavy teaching period so I have stopped even looking as most of the time I can't be there when they are</p>

	<p>being held anyway. Online doesn't work as well as there are often questions that need to be addressed.</p> <p>There is a lack of courses useful to me during summer and slower times of the year. As I work with the students, having courses during regular lecture and lab times during the year is useless.</p>
IT Help	<p>I find that sometimes, when sincerely asking for help, I am brushed off or treated with disdain by some IT providers. Too often things are 'improved' without asking all stakeholders for input. Also, time is shorter and shorter as staff reductions continue, so there is less time for training, surveys, etc., as sometimes we are just trying to keep our heads above water. Frustration ensues when quick answers are not available to questions, or when we find that services have been changed without our knowledge and we are prevented or delayed in performing our (historical) job duties as a result.</p> <p>I have tried numerous times to get the help I need to try something new. I have found that initially there's a big interest to help but when it comes down to the real operational part all help disappears. For example, Elluminate was presented to me as a solution to a distance presentation and I jumped on board to try it; however after the initial presentation of what it does all help evaporated when it came time to put it into play. I was left to 'figure it out' which I managed to do but I didn't understand the record feature and I missed it - as a result the presentation went unrecorded which was one of the main reasons for using it in the first place. In another instance I was trying to broadcast a lecture to a student out of town. I was told Skype would do the trick but there was no training - I ended up learning from a peer who uses it with family. In another instance I was put in charge of a video project. When I asked for help, I was advised to use iMovie but no one could tell me anything about it. I eventually bought a book from Amazon and trained myself. Later I was told it was not the best software to use for what I was doing.</p> <p>This may be my own fault - but I really do not know who these staff are or how to contact them. If I am giving a presentation in a night class for example, and the wireless will not work - who do I call? Can I contact someone?</p> <p>Access to support is not intuitive. I still can't print in my college after 2.5 years, and that sucks.</p> <p>IT staff that work in the units need customer service and conflict resolution training. They have poor people skills, and are not able communicate complex IT lingo into user-friendly information. They talk over your head and make you feel stupid for asking for assistance.</p> <p>The help desk has become much better in the past few months at responding to our needs upon request. Continuing to focus on directing help call to the correct support staff in a timely manner is very important. Access to these support staff is required in early mornings and some evenings. E.g. dept. of</p>

	<p>surgery meets either early in the morning or later in the evening by video conference as they are in the OR during the day.</p> <p>I think there is always room for improvement and more staff. I have had very good results from using the university help desk email and telephone services, their response rate has improved greatly, but occasionally have had answers that are either more technical in nature than I understand, or the question was misunderstood and the corresponding answer completely off-base. Correcting misunderstandings then takes time. Having people who can communicate exceptionally well at the level of the person asking the question, whether it is from an average user or someone highly technically capable, is a key requirement.</p> <p>As previously indicated the response to help desk support has become much better over the past few months. Staff are eager to help and even contact us with regard to satisfaction levels with our distributive learning technologies.</p> <p>Service quality and courtesy seem to depend on the individual, as one would expect. I had dealings with a couple individuals with poor service orientation; but most of the IT people that I've talked to have been helpful and courteous.</p>
Other	<p>[The online] staff directory is mostly unreliable. Do away with the hard copy but make sure that the online copy is 'enforced' for accuracy.</p> <p>It would be nice if Blackboard could be worked into the class websites on Paws somehow or discontinued. As far as I can see, it's not all that different from the Paws class pages and it is annoying and time-consuming to have to check both Paws and Blackboard all the time. Perhaps the Course Tools section of Paws could just be turned into Blackboard?]</p> <p>There are many examples, but one that comes immediately to mind is the fact that we have multiple calendaring systems on this campus. I realize there are cost implications, but has anyone calculated the lost time cost of managing schedules with multiple systems?</p> <p>The U should stop wasting money on building more buildings. Spend it on supporting teaching and research instead. IT has costs associated with it. The U will just have to ensure they pay for those costs - if it is to stay in education and research, let alone move ahead.</p> <p>Bandwidth issues sometimes with Elluminate. Mostly excellent service, however. Impressive technology when you think about it.</p> <p>Part of my studies involves research outside of the city. It would be great if Elluminate was more readily available.</p> <p>All classes should be podcasted [...] We pay for our education and even though we attend a lecture it would be nice to have it replayed if we so desire.</p> <p>technology in the classroom does NOT always enhance the learning</p>

	experience, too often it is a distraction from the real learning opportunities (opinion from a student)
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