A Higher Education TechQual+ Study

2011 Texas A&M Information Technology Staff Assessment
for Texas A & M University

Contents

From the Higher Education TechQual+ Project Director

This report is the result of a survey of technology services conducted at Texas A & M University. The survey instrument is being 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 the quality of services delivered by technology organizations 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 Texas A & M 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 our hope that the the Higher Education TechQual+ Project will have a similar transformative effect for technology organizations in higher education.

Dr. Timothy M. Chester
Pepperdine University

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 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 quantiative 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.

Project Coordinators for Texas A & M 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 Texas A & M University. The Higher Education TechQual+ project coordinators for this institution are:

Oslund, Allison
Communication & Marketing Manager
Texas A&M Information Technology
allisonoslund@tamu.edu

Vaught, Ethel
Communications Specialist
Computing & Information Services
evaught@tamu.edu

## *Higher Education TechQual+ Data Analysis Guide*

The data from this survey is presented in multiple ways:

Statistics: For each item in the survey, both the means and standard deviations are reported, along with the number of 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:
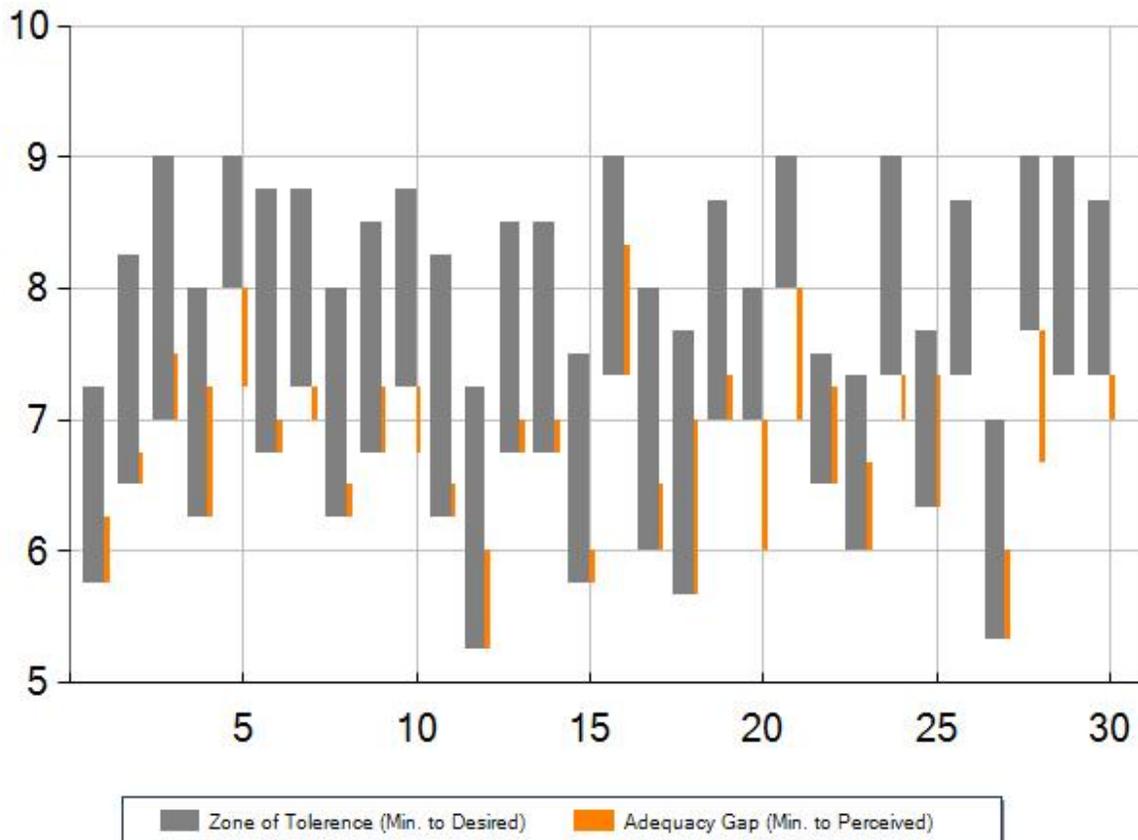
For each type of service, expectations are measured as a range as opposed to a single, scaled point. The range between end users minimum expectations and desired expectations constitutes what is known as the "zone of tolerance". A second range, the service adequacy gap range (minimum to perceived) is 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:
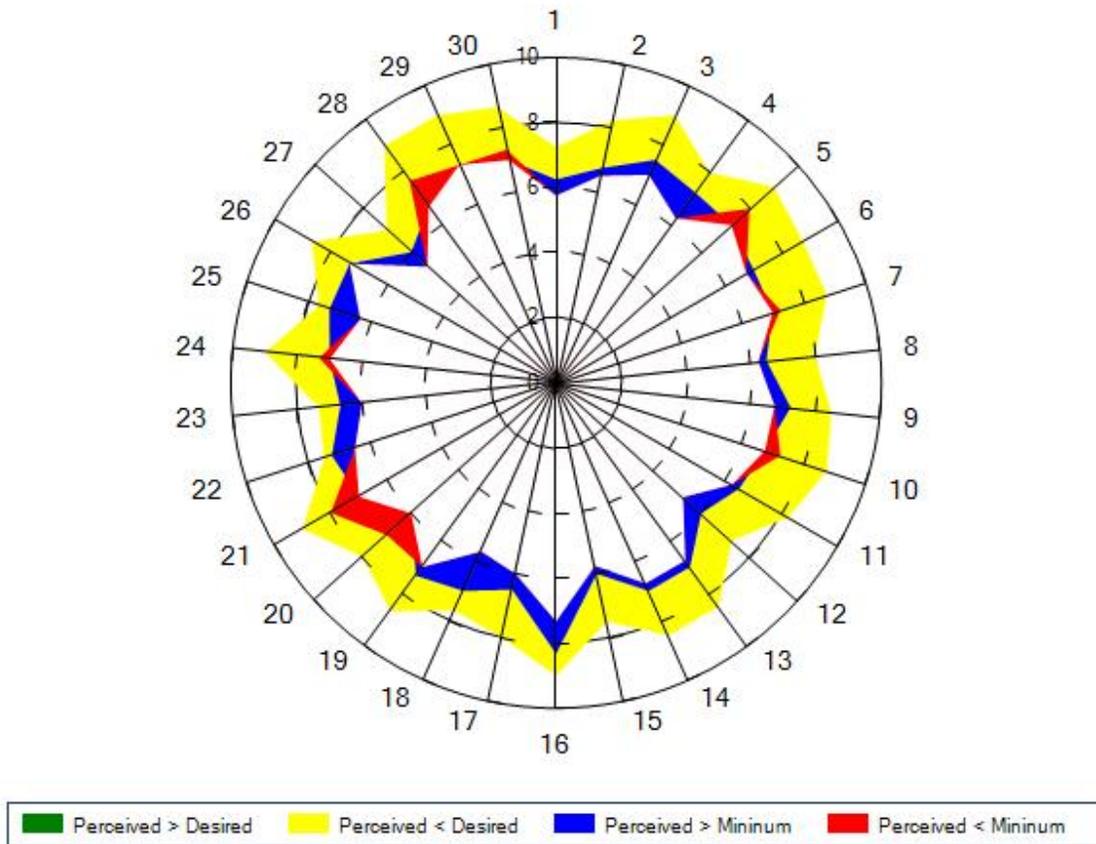
For each dimension of service, the minimum, desired, and perceived quality of service is plotted on a radar chart. This chart is helpful in viewing how each data point is related to the overall service dimension as well as to other service dimensions. The one to nine (1-9) scale is plotted along the 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. The inclusion of incomplete surveys is optional and is determined by the individual generating this report.

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. These are typically contained in Appendix B.

About this Higher Education TechQual+ Survey

This survey consisted of multiple questions grouped together into separate focus areas. The core commitments for this survey were designed to assess these categories of services:

Connectivity & Access
Measures service quality of network access and the ability to access online services

Technology & Technology Services
Measures service quality of technology services such as software applications or classroom technology

The End User Experience
Measures service quality of training, technology support, and the end user experience

Each of these focus areas includes separate questions that refer specifically to service dimensions on the Texas A & M University campus corresponding to each focus area. 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 statement:

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 Service Dimensions for This Survey

Below is a list of the Higher Education TechQual+ focus areas and service dimensions for this survey.

Connectivity & Access

When it comes to...

Having adequate capacity (speed, bandwidth) when using the wired network

Having adequate capacity (speed, bandwidth) when using the wireless network

Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member

Having a university network that is reliable, available, and performs in an acceptable manner

Having access to important university provided technology services from my mobile device

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

Technology & Technology Services

When it comes to...

Having a university web site that provides timely and relevant information

Having a sufficient number of online (i.e. web based) services that are helpful to me

Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me

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

Having online (i.e. web based) services that perform (or respond) in an acceptable manner

Having technology within classrooms or meeting areas that enhances the presentation of information

The End User Experience

When it comes to...

Getting training or self-help resources that help me become more effective with technology services at my university

Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university

Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services

Getting timely resolution to problems I am experiencing with technology services at my university

Opportunities to provide feedback regarding technology services at my university

Participating in a university wide community of end users seeking to make the best use of technology resources

Respondents

The total population (N) for this survey included the faculty, staff, and students (or portions thereof) of Texas A & M 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 Texas A & M University. Deviations from the Higher Education TechQual+ project protocols may negatively impact the statistical accuracy of this study.

This breakdown of total population (N), respondent (n), and completed surveys is based on the data that was entered for this survey by the Texas A & M University project coordinators. This analysis is accurate to the extent that: (1) the category and sub-category that were entered for each respondent is correct; and (2) the total population and sub-population (by category, by sub-category) information that was entered is correct. This data was provided by the project coordinators at Texas A & M University and *IS NOT* self-reported. Gaps in this data are due to incomplete or missing population, category, and sub-category data.

Total Population / Respondents

Population Size (N)	Respondents (n)	Respondents (n) %	# Complete	Response Rate
5949	1806	30%	303	17%

Zones of Tolerance (All Respondents)

Below you will find the 'Zones of Tolerance' view for this survey. The summary data table below is included in order to make this chart easier to understand. For each service dimension 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 & Access
Measures service quality of network access and the ability to access online services

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
1	Having adequate capacity (speed, bandwidth) when using the wired network	Mean	6.80	8.43	7.40	0.60	-1.03	288
		Dev	1.50	0.98	1.32	1.24	1.05	
2	Having adequate capacity (speed, bandwidth) when using the wireless network	Mean	6.23	8.12	7.04	0.81	-1.07	242
		Dev	1.51	1.15	1.44	1.38	1.36	
3	Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member	Mean	6.50	8.19	7.07	0.57	-1.12	240
		Dev	1.60	1.15	1.42	1.46	1.38	
4	Having a university network that is reliable, available, and performs in an acceptable manner	Mean	7.42	8.69	7.81	0.39	-0.88	288
		Dev	1.34	0.77	1.12	1.12	0.96	
5	Having access to important university provided technology services from my mobile device	Mean	5.76	7.50	6.53	0.77	-0.97	221
		Dev	1.86	1.58	1.72	1.47	1.33	

#			Min	Des	Per	Adeq	Supr	n*
6	Having access to important university provided technology services from off campus when at home or traveling	Mean	6.40	8.10	7.07	0.67	-1.02	267
		Dev	1.69	1.24	1.39	1.40	1.31	

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 & Technology Services

Measures service quality of technology services such as software applications or classroom technology

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
7	Having a university web site that provides timely and relevant information	Mean	6.85	8.28	7.21	0.36	-1.07	279
		Dev	1.50	1.02	1.33	1.23	1.09	
8	Having a sufficient number of online (i.e. web based) services that are helpful to me	Mean	6.64	8.13	7.26	0.62	-0.86	279
		Dev	1.43	1.06	1.29	0.98	0.94	
9	Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me	Mean	6.94	8.39	7.26	0.33	-1.13	272
		Dev	1.46	0.92	1.37	1.17	1.17	
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	Mean	6.88	8.30	7.37	0.49	-0.93	272
		Dev	1.45	1.01	1.26	1.02	1.09	
11	Having online (i.e. web based) services that perform (or respond) in an acceptable manner	Mean	7.03	8.40	7.44	0.41	-0.97	280
		Dev	1.46	1.01	1.25	1.09	1.02	
12	Having technology within classrooms or meeting areas that enhances the presentation of information	Mean	6.59	8.22	7.19	0.60	-1.02	208
		Dev	1.48	1.02	1.29	1.13	1.08	

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
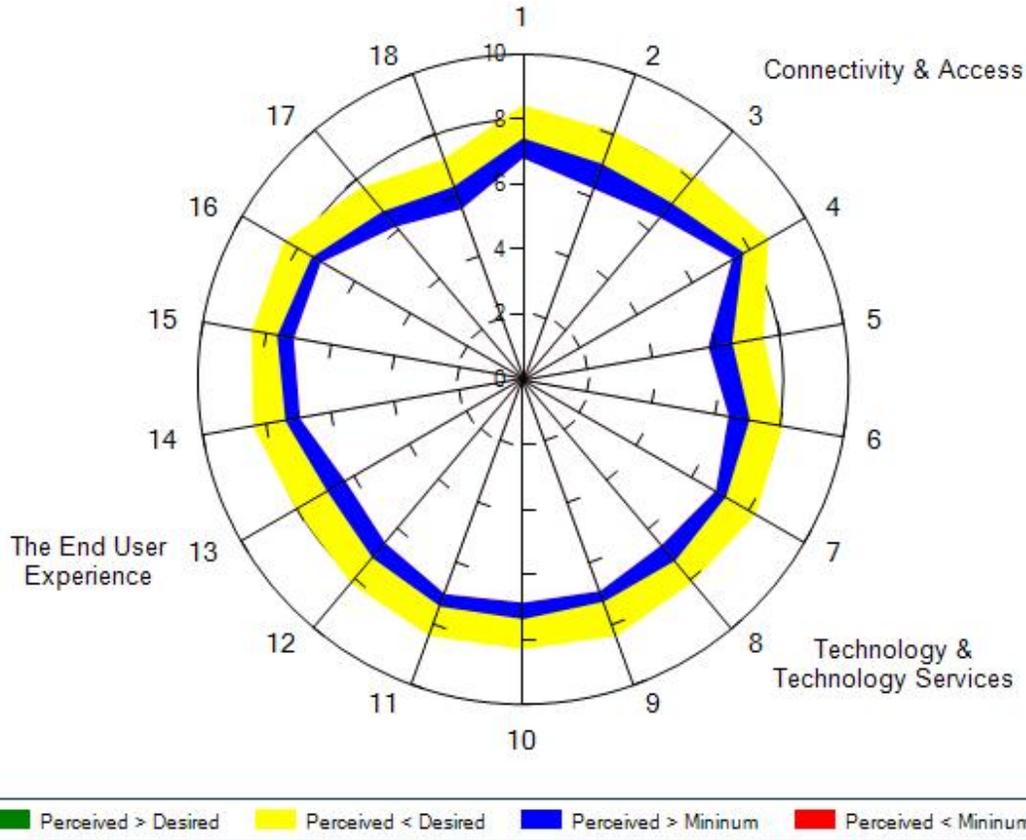
The End User Experience

Measures service quality of training, technology support, and the end user experience

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
13	Getting training or self-help resources that help me become more effective with technology services at my university	Mean	6.29	8.04	6.93	0.64	-1.11	271
		Dev	1.68	1.21	1.52	1.36	1.33	
14	Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university	Mean	6.92	8.40	7.51	0.59	-0.89	258
		Dev	1.56	0.96	1.37	1.09	1.25	
15	Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services	Mean	7.17	8.48	7.68	0.51	-0.80	266
		Dev	1.44	0.81	1.30	1.09	1.20	
16	Getting timely resolution to problems I am experiencing with technology services at my university	Mean	7.18	8.48	7.50	0.32	-0.98	265
		Dev	1.41	0.86	1.30	1.23	1.26	
17	Opportunities to provide feedback regarding technology services at my university	Mean	6.14	7.73	6.73	0.59	-1.00	259
		Dev	1.85	1.38	1.68	1.47	1.55	
18	Participating in a university wide community of end users seeking to make the best use of technology resources	Mean	5.56	7.20	6.30	0.73	-0.90	222
		Dev	2.11	1.80	1.98	1.34	1.43	

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

Radar Chart (All Respondents)

Below you will find the radar chart for this survey. A copy of the summary data table is also included in order to make this chart easier to understand. The data contained in this table is similar to information contained in the previous section of this report.

Connectivity & Access
Measures service quality of network access and the ability to access online services

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
1	Having adequate capacity (speed, bandwidth) when using the wired network	Mean	6.80	8.43	7.40	0.60	-1.03	288
		Dev	1.50	0.98	1.32	1.24	1.05	
2	Having adequate capacity (speed, bandwidth) when using the wireless network	Mean	6.23	8.12	7.04	0.81	-1.07	242
		Dev	1.51	1.15	1.44	1.38	1.36	
3	Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member	Mean	6.50	8.19	7.07	0.57	-1.12	240
		Dev	1.60	1.15	1.42	1.46	1.38	
4	Having a university network that is reliable, available, and performs in an acceptable manner	Mean	7.42	8.69	7.81	0.39	-0.88	288
		Dev	1.34	0.77	1.12	1.12	0.96	
5	Having access to important university provided technology services from my mobile device	Mean	5.76	7.50	6.53	0.77	-0.97	221
		Dev	1.86	1.58	1.72	1.47	1.33	
6	Having access to important university provided technology services from off campus when at home or traveling	Mean	6.40	8.10	7.07	0.67	-1.02	267
		Dev	1.69	1.24	1.39	1.40	1.31	

Technology & Technology Services

Measures service quality of technology services such as software applications or classroom technology

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
7	Having a university web site that provides timely and relevant information	Mean	6.85	8.28	7.21	0.36	-1.07	279
		Dev	1.50	1.02	1.33	1.23	1.09	
8	Having a sufficient number of online (i.e. web based) services that are helpful to me	Mean	6.64	8.13	7.26	0.62	-0.86	279
		Dev	1.43	1.06	1.29	0.98	0.94	
9	Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me	Mean	6.94	8.39	7.26	0.33	-1.13	272
		Dev	1.46	0.92	1.37	1.17	1.17	
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	Mean	6.88	8.30	7.37	0.49	-0.93	272
		Dev	1.45	1.01	1.26	1.02	1.09	
11	Having online (i.e. web based) services that perform (or respond) in an acceptable manner	Mean	7.03	8.40	7.44	0.41	-0.97	280
		Dev	1.46	1.01	1.25	1.09	1.02	
12	Having technology within classrooms or meeting areas that enhances the presentation of information	Mean	6.59	8.22	7.19	0.60	-1.02	208
		Dev	1.48	1.02	1.29	1.13	1.08	

The End User Experience

Measures service quality of training, technology support, and the end user experience

#	When it comes to...		Min	Des	Per	Adeq	Supr	n*
13	Getting training or self-help resources that help me become more effective with technology services at my university	Mean	6.29	8.04	6.93	0.64	-1.11	271
		Dev	1.68	1.21	1.52	1.36	1.33	
14	Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university	Mean	6.92	8.40	7.51	0.59	-0.89	258
		Dev	1.56	0.96	1.37	1.09	1.25	
15	Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services	Mean	7.17	8.48	7.68	0.51	-0.80	266
		Dev	1.44	0.81	1.30	1.09	1.20	
16	Getting timely resolution to problems I am experiencing with technology services at my university	Mean	7.18	8.48	7.50	0.32	-0.98	265
		Dev	1.41	0.86	1.30	1.23	1.26	
17	Opportunities to provide feedback regarding technology services at my university	Mean	6.14	7.73	6.73	0.59	-1.00	259
		Dev	1.85	1.38	1.68	1.47	1.55	
18	Participating in a university wide community of end users seeking to make the best use of technology resources	Mean	5.56	7.20	6.30	0.73	-0.90	222
		Dev	2.11	1.80	1.98	1.34	1.43	

Appendix: Respondent Suggestions

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 below are uncensored and unfiltered.

Having adequate capacity (speed, bandwidth) when using the wired network

Having the adequate capacity helps us complete our jobs bette and more efficiently. Nothing is more frustrating than having to wait on the website or program to finish loading, when you are on time crunches
-----

Web speed is very slow in my office. I expect that page loads should occur at least as fast, and in fact they should load faster than they do at my home.

In the Zachry building the network is very slow. It takes a few minutes to get it started in the morning.

Newer improved servers

We have a number of high bandwidth needs that also have to be on highly reliable nwtorks in order for failover to work correctly. Redundant networking is needed in these cases.

I mostly notice slower speed around lunch time. I don't know if there is a way to fix this or not.
-----

fast is a relative term. "Faster" is always better. Faster than what I have now would be better. Having said that, I do not currently feel hampered in any way by the current network/processing speeds.
-----

none

Segregation of some systems so that large influx of users do not impact day to day support services on campus.

Maybe my expectations are too high - I expect service on a solid, continuous basis.

I'm not sure what can be done. I know every effort is made to have high bandwidth. The only thing I could suggest is to limit employee use of streaming radio?

Lags and slow down occassionally occur, could be computer, Router, or bandwidth?

Update all routers and cable to optical

Should be more access points on campus. Should have full coverage in ALL buildings where laptops are used by Faculty Staff Students
-----

Having adequate capacity (speed, bandwidth) when using the wireless network

While the wireless service has gone great lengths in the past few years, the number of people using it has also increased greatly. More bandwidth is needed and probably a campus-wide migration to 802.11n needs to accompany it. Please, don't delay this as long as the 802.11g transition took!

It seems that there is always an issue whenever we take our office laptops to other buildings on campus and attempt to connect using the wireless network. Perhaps this is user error, but it never fails that we have an issue, are disconnected while using the Internet, or cannot ever connect. I wish this process could be much smoother and easier to resolve issues.
-----

newer improved servers/routers

-----

sometimes it is hard to connect wireless on campus - even with university issued devices
-----

Syncing my blackberry to my office Groupwise calendar is always a problem - never any easy solution from our IT staff. Always complicated when Groupwise is updated. I understand the same problems exist when syncing to other mail services like Outlook, etc. If you have a blackberry it is critical that you be able to access this information at meetings or any other place you happen to be away from your office computer...very inefficient.
-----

more capacity (speed, bandwidth). Often the wireless access points get overloaded and choke. Maybe more wireless access points?

I would like to be able to use my ipod everywhere on campus....I have never been able to use my ipod in Reed.

We need enophe wireless access points to support EVERY potential student in EVERY classroom.

Need to have entire campus wireless, and higher speed/more APs in higher traffic areas.

It some areas the wireless connections is horrendous. When hosting events the connection is repeatedly lost or non-existant.

Speed and bandwidth seems to fluctuate.

Improvement has been made but in the past it has been difficult to get wireless service on campus due to all the smart phones.

I am in the Langford building and throughput is poor, overall, in my opinion.

More wireless access points across campus; guest logins for wireless use on campus
-----

Too many problems to even cover here. Some laptops can connect, same brand an model on the same floor cannot. They connect but can't do anything or never connect at all. There needs to be team setup to evaluate the wireless campus wide. Not several committees, but 1 team, 1 central point of information.

Wireless is almost useless in my office despite being right beside a router. The router points at the end of the hallway and nearly misses my space entirely.

Wireless service not available at our location

Having wireless network coverage in all the areas that are important to me as a faculty, student, or staff member

Having wireless capability in all residence halls is an expectation from today's students, yet should Residence Life be required to foot the bill?

I should be able to access a TAMU wireless network in every campus building or facility, inside or out.

Wifi & Cellular coverage around campus varies widely. Need to be more consistant with access points.
-----

wireless not available in all areas of campus (or weak spots)

Certain areas around campus are dead areas for communicating, and calls are dropped in these areas.

Never have been able to access in Reed.

Little to no service in Reed arena

My shop does not have wireless. I would like to have access in my normal workspace.

More access points across campus in and out of buildings.

Still areas where wireless is unavailable or weak at best.

-----

expand wireless coverage to all of campus, not just academic buildings.

I am in the Langford building and coverage is poor, overall, in my opinion.

Do not have wireless service

-----

having additional access points across campus; greater wireless coverage (no holes)

Deploy WiFi everywhere

I provide presentations to groups all over this campus. My perception is that i do not have the ability to access the internet without special access at most locations on campus. I do not know if that is because i am unaware of available resources, or because the access is not available. I sense most other guest speakers that I interact with have the same perception.

There are some areas of campus where I have been that do not have adequate wireless network coverage. That should be fixed.

Obviously there is a need for better wireless coverage. My team has a need for wireless connectivity in buildings throughout campus, as one of our roles is on-site surveys and data collection, potentially on every floor of every building on campus, and even outdoor spaces. It would be useful if the on-site survey team could maintain a live connection with the base office. And for fun, it would be cool if I could stream KAMU live broadcasts to my iPod Touch while running on the track at the Rec Center. I hear that connectivity on the buses is in the works - that's good news, too.

-----

more coverage. At the current rate it is to costly to add very many additional AP's

-----

Having buildings that are not wireless capable (such as Rudder) is not convenient when invited visitors ask to connect to their internet. We have to work with our computer support staff to generate a temporary passes for each computer/guest user. If buildings were wireless guests would not need a guest pass.

There are dead spots in certain buildings (Evans Library, for example). I would like to have full wireless coverage outdoors all over Main Campus and in the high pedestrian traffic areas of West Campus.

Some areas of the campus do not have adequate coverage. However, I understand this and know that at this point in time, TAMU is doing its best and is as good as any other university. But any improvement will be great.

Having a university network that is reliable, available, and performs in an acceptable manner

no suggestion, very good now, need to keep it that way.

-----

the computers periodically stop functioning--our IT dept fixes as quickly as possible but I would prefer they did have problems

-----

Improve the older switches with newer, faster ones.

From time to time, we find the network is down. Puts a halt to some tasks in our office.

We have a number of high bandwidth needs that also have to be on highly reliable nwtorks in order for failover to work correctly. Redundant networking is needed in these cases.

There have been times when we really needed the network and it didn't work for one reason or another. I'm not sure what the solution is, but I think it should with very few exceptions, always be working during business hours.

-----

yes

I've had a few issues of the network crashing, but I believe it has been on the College level.

Still a problem with consistent service.

I use the SSO daily - to look at timetraq / leavetraq and TAMU Jobs. I regularly get that it is unavailable and have to wait and keep trying again until I can get in.

If I wish to access photo files or archived resources to support communications that reside in another college's network, I have to go to their facilities and be provided access to their network. So how does that impact inter-disciplinary collaboration at a tier I research institution?

Sometimes there are "planned" (or unplanned) outages and we are not made aware of those. There should be a better way of notifying departments when events like this occur.

Sometimes it seems to "bog down"...I'm not sure how to "fix" it...it just happens, I guess

-----

We know we're going to hit a crunch on systems every year when the students come in. However, there is never and provable planning for handling this. Certain times of the day the whole network slows down, that should have been planned for years ago.

-----

university network is occasionally slow or down at critical times (i.e. when grades must be submitted or grants are due). These are also the times when we as faculty need the fastest and most reliable connection.

No situation is perfect. However, I am generally happy with the network here - it does occasionally have issues. These are few & far between & I am not sure what could be done to negate these rare issues.

Wireless service is very minimum, it varies from one building to another. Some you can connect to generic information and not the vital information from your own network, it would be good to have same access of information from any point in campus.

Having access to important university provided technology services from my mobile device

This is very important to me - I need access to Howy on my phone

-----

Need more android apps

Intermittant at best

I have difficulty getting coverage in some buildings/offices. Can the signal be boosted any more?

Google Suites works far better on my mobile phone than the university service and gives me more capabilities when it comes to managing and organizing my e-mail inbox.

E-mail access through a web browser on my mobile device is ridiculous.

-----

yes

This is the future.. we need to support the smart phones that most people now have.

Difficulty with personal Apple products like my laptop at home and my iPhone to access email and Compass. More compatability would be nice.

Information probably out there - but not readily advertised.

Increase services for mobile devices

Again, I think this is a WIFI coverage issue. At the university, there is some expectation that, while on campus, WIFI would be ubiquitous, eclipsing the need to use personal data plan bandwidth on mobile devices.

The TAMU mobile app is getting better - however, the content is not always timely.

From movil devices services are limited, only Iphones can have more access. We all don't make enough to buy one.

Code Maroon is great, but twitter and facebook updates will also be great.

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

I need to be able to access Compass on a MAC.

Lack of coordinated suites (email, calendar, tasking, portals, ...) and technologies not supported natively with full capabilities on mobiles devices makes the TAMU options less useful than locally-provided alternatives. Implementation of an enterprise-class integrated collaborate suite that mobile devices support natively with full functionality (like Gmail or Exchange) would fix this and make the University-level services equivalent to inefficient locally-provided alternatives.

Improve the speed of VPN - when connected, my bandwidth performance drops significantly.

I have requested access to the network on my laptop several times for travel for work, etc. The first time it took more than 2 hours and still wasn't reliable at all. Every time I get them to add the access, it stops working after a few weeks. Again, I don't know enough about it to make a suggestion.
-----

voal.tamu.edu is a perfect example of the way things "should" be setup.. to many department have software that is only available on campus.

VPN works most of the time, but it times out often. I can understand kicking someone out because of inactivity but from my testing that is not the case. When I am working from home I can get kicked out of VPN 2 to 3 times an hour, and I have heard the same complaint from others.

More access via VPN if possible. For instance, I sometimes have to turn on and then turn off VPN to access on campus then off campus sites and such. Don't know if possible, but is really cumbersome.

When you have to log in to your email account from off campus it is more difficult to use. It does not have the same functionality that you are able to access while on-campus at work. I find both the email and outlook calendars are less user friendly when trying to access the information from home. If it could look and function the same, that would make my job alot easier as I do alot of work from home.

Would be beneficial to access certain web pages without having to be inside the firewall - although this may be a departmental issue and not a CIS related issue.

Critical that after hours and on weekends that I have access to files.

Sometimes I can not connect to Compass or use things like compass reports in Howdy from home or when I am away. Even when connected to the VPR. Sometimes I have to be home with sick kids and might be called to get some information but I can not always access it.

I have access to my e-mail, but not to my network. there are a lot of evenings that I work as late as midnight.

From where I live in rural brazos county, I have limited options on how to get into the network so I can work at home when a circumstance arises that may necessitate such action. Last year, I had an emergency that necessitated working from home and getting set up was a major ordeal. I secured satellite internet service at the direction of our CIS personnel and found out immediately after that, satellite would not support VPN. At that point, I was already in a two year contract. As flexible work schedules and alternative work locations are becoming more prevalent, not to mention our need for business continuity plans, I think CIS should have an expert available to discuss VPN and it's compatibility/incompatibility with satellite or USB connect devices, or modem options. This was a year ago, maybe this has been taken care of now. But, going through it took several weeks of carrying around work instead of being able to access work immediately from home.

There are times when traveling or off campus that I cannot access webpages because they are down (it is not my connection).

Currently I am unable to access drop downs in BPP remotely, that I can normally access when in the office. This requires me to take a more circuitous route to achieve my goal.

Sometimes working from home is difficult, specially if no access to certain drives is very difficult and non existant.

I would highly recommend University can provide Technology services from off campus
-----

Having a university web site that provides timely and relevant information

Sometimes there are broken links or outdated pages that I need. The site is huge and it's almost impossible to keep everything up to date. Particularly in the colleges, divisions, departments, things can get really 404 or broken or old really quickly. Wish we had a few people who did nothing all day but Q&A every page of the 100,000 that must be up there.

Let's be honest - the university's website is lacking in many ways. I'm sure that the way that it is organized makes sense to someone, but for someone who works on campus, I feel that the information I need should be MUCH easier to find - I have to almost use a google search on the website to figure out where things are located. I should not have to poke around to figure where the calendar is, nor should the main calendar present as little information as it does. The new maps are really a lot less useful than the old ones were - they may convey more information, but they are not as readable. Code Maroon alerts should be linked from the front page or actually appear on the front page.

Often not easily navigated

Perhaps this is not the place for this particular answer --but it has become harder rather than easier in the last 6 months or so to find things on the university web site. And the sites of some offices that I use a lot are very hard to navigate or find what you want (e.g., Office of Graduate Studies).

Have to hunt for the information. For example, when you want to see the approved holidays you are offered about 6 calendars.
-----

in reference to the Code Maroon...sometimes the bulliten is quick (received within 15 minutes) sometimes it isnt (received a weather warning30 minutes after it was announced)

Emergency information is hard to find during a code maroon and doesn't seem timely.

The Aggie Hotline is a good publication. The format could be used for specific Administration areas

-----

easier, clearer navigation. continued updating of all information.

I find the current website cluttered, unstructured, and hard to navigate.

CodeMaroon messages can cripple TAMU websites. Currently TAMU simply cannot handle the load.

At times the web-site is not updated as often as I would prefer. With our large number of international students who use our web-sites daily, (if not more often) the web-site is a sourse of vital information for them. Not only, must it conatin that vital information, it must also be explained in a way a person with limited English language skills can navigate and understand the information that is presented.

The new web site is confusing since the departments are listed in multiple locations also hard to navigate to find relevant information.

The page is not simplistic enough and finding items to a novice would be very difficult.

Although the website contains a lot of information, it is not organized in an easily accessible manner. It also seems that many departments have a lot of dead links and outdated information on their website. Important departments that are relevant to most students should have a central online place to post imporant news (i.e. SBS, Financial Aid, Registrar, etc). Examples would be billing deadlines and updates, scholarship deadlines, registration information. It could be front and center in the Howdy Portal and viewed when the student first logs in. Kind of a Current News Feed.

The current TAMU website is really difficult to navigate - it is difficult to find things unless you actually know the name of what you are looking for.

Not all university websites are kept up to date, and some are changed to a different site altogether quite often. If the site is changed, then I should be automatically taken to the new site. It is important to have all websites up to date at least within every 6 months.

The system is unable to handle the load when a code maroon is issued. Thus, we are left wondering what is happening.

I feel that the University web site is really lagging behind on up-to-date information when there is a major incident going on. You can often get more up to date information by going to KBTX. I think it would be better to get it from the TAMU website. For instance, the handling of the bad weather day in February -

why does it take so long to get a message on the TAMU website. Instead there is a mass email that goes out that is very poorly written with confusing and conflicting information. You really need to consider getting a message put out on the website early on to avoid rumors spreading all around campus. You could also put the disclaimer that you will update as the situation changes. But no information is unacceptable.

-----

resolving old links; improved ability to find needed information

-----

Today's timely moves at the pace that news travels on text messaging, facebook or twitter. Websites are stale within a month of deployment.

I went to hdc.tamu.edu a couple of days ago and found that your website had not been updated in several months. When things like network outages occur more frequently than that, I find that unacceptable. The HDC main webpage should display CURRENT events that may impact users -- not events and bulletins from last year.

I think our CIS assistance tries their best to get to all our website needs and updates. It just doesn't always happen as quickly as we would like.

There are too many independent web sites that may not originate from one web site. It would be useful if more A&M sites would originate from one master links page. For example; not all my training will originate from SSO. Some departments (ie. EHSD) requires you to go to their web page for training.

Maybe if there was some sort of protocol that could be established to ensure links are updated. For instance, if the www.tamu.edu website is updating links, perhaps they could send a message to the webmasters of each department to let them know. Maybe this is already being done. I know that there are so many different webmasters and that keeping a tight reign is difficult, but it also seems that some departments do not adhere to the brandguide either.

Some portions of the TAMU website aimed at staff are difficult to get to from the TAMU homepage. One has to know where to dig down through to find them. Sometimes its easier to do a Google search.

It is very important to have a timely website, however when I need to find thing that I am searching for on the website its does not seem to available online. Pages not found is a common found in my searches.

This is a difficult task since there are so many departments & entities at TAMU - there appears to be inconsistencies across the TAMU departmental web sites . Too many times information is nested & hard to find.

Having a sufficient number of online (i.e. web based) services that are helpful to me

It is so much better to teach a student to find the information hin/herself and continue to do so rather than someone in the office taking the time (every time) to find the information once again. Actually, most all our students ,international and domestic, adapt and learn well. Other don't have a clue.

Web-based services are not consistent across the site. Hurman Resources web site is difficult to navigate.

Assistance when errors occur while on travel and/or weekends.

Having university information systems (finance, HR, student, library, or portal) that are easy to use and are helpful to me

Compass can be dreadful to work with . I worked at another campus, when it was Banner and never experienced as many problems as we have here.

Okay - here's another area where interconnectedness is a *good* thing. Let's get SSO and NetIDs to work together. There's no reason for most of the online stuff that folks need to use one system, but the HR stuff to use the other.

I find it difficult to find information sometimes. Web site is great at providing emergency information (i.e., when the University was shut down due to weather), but I was trying to find information for some training I took in Dec. and I searched and searched without success. I work in the Research Park and am not that familiar with the different levels and tiers of departments and upper level management. I looked for some kind of chart or table that provided that kind of information without success. It was frustrating. There is so much information on the web site that it has to be organized in a way that provides an idea of what the interrelationships are. I also do not care for the yellow brown colors being used although at least the colors make it readable.

Sometimes it is difficult to locate information, it is not easily searched or navigated
-----

As I said earlier, many university sites are not particularly user friendly and can be hard to navigate.

Compass has a lot of information, but is very unfriendly to use. It doesn't make any sense to casual users.

We are getting there

Finance and HR are still difficult to find what you need. It seems like the more they try to make information available, the harder is it to find.

HR Online needs a major overhaul. The interface is OLD clunky, flaky and at times very, very, very...SLOW.

----

too many different portals/usernames/passwords

The HR website to find position descriptions, pay for that position is very hard to find.

-----

see previous

Famis????

The Howdy Portal stinks. I rarely find the information I need.

This is important, but at this time some information is not easy to find.

Some of the service sites are difficult to navigate especially when looking for needed forms.

-----

intranet used to be on the nal for easy access. You have to hunt around for the url.

All portals are not always accessible or have the information I need- should be updated more frequently

-----

Compass login is cumbersome and only works with IE? How archaic. How many windows does it take to run Compass? 6 or 7??

-----

not all portals are easy to use

Login/password requirements are problematic. I only need to log into some resources once every other or third month. We are not supposed to write down passwords, yet I am required to maintain an array of unique, random, alpha/numeric/case sensitive user name/ password combinations in my memory with inflexible reminder prompts.

Finance and HR systems should be updated and coordinated

The new information system needs a lot more development. For example, repeat course indication needs to be automatic. As an example, when a student transfers TCCNS equivalent course for HIST 106 credit and also has earned HIST 106 credit at Texas A&M university the credit earned should remain only 3 hours, not 6. As it is, when instances of repeat credit occur where one attempt was outside A&M the system awards both credits. To correct the problem the advisor has to send an email to

Records to add the repeat indicator.

Links are often dead. Finding the information you need can be time consuming.

Difficult finding the needed information to complete my job.

Not all information is available.

Howdy is great, but is a little difficult to maneuvre.

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

See all the other answers in this section.

Once again-better communication through a better choice format like Aggie Hotline. I read it every day. Areas could have newsletters that go out on a regular-not sporadic basis
-----

HR sends us a weekly Network Liaison newsletter. It should include information on whenever a form is updated with a link to the new form. The past 2 newsletters had some links. Time will tell if this was a short term improvement or if they will sustain the information flow.

HR Online needs a major overhaul. The interface is OLD clunky, flaky and at times very, very, very...SLOW.

HR website is the worse
-----

see previous

The TouchNet system is too confusing for students. We receive many phone calls from students and parents upset that they cannot read their bill or tell how much they actually owe, or see what changed.

Sometimes relevant information is not timely

Compass is too slow and difficult to navigate. Only works in IE! Opens too many windows. Is a resource hog.

See #9 above.

See responses to previous questions.

Normally the searches are difficult to navigate to the information that I am looking for work.

Having online (i.e. web based) services that perform (or respond) in an acceptable manner

Sometimes websites, Howdy, Compass run really slow. It would be beneficial for the programs to run faster

-----

SAme answer as previous questions -- some sites I need regularly are difficult. And I hear numerous problems about COMPASS almost daily.

I am not a "computer person" so have no suggestions.

Xythos drive is slow and frequently disconnects

-----

same

Online registration and sales to students, faculty, staff, and other end users of our products and programs is inadequate.

-----

not all online systems respond in a timely manner. For instance it would be nice if Aggie Works sent a reply with the estimated time the problems will be fixed or at least an estimated time they will show up to fix the problem. Also it would be nice to have a reply that we are at least in the que to be looked at.

Difficulty using compass hampers my ability to do my job in a timely manner. Too many system crashes. I hate IE with all of it's security issues.

Refer to question #7

See response to question 9.

The library services are excellent. SSO seems to be quite useful also.

Again, Howdy can be a disaster at the wrong time of the year.

Having technology within classrooms or meeting areas that enhances the presentation of information

The residence halls in College Station are grossly underprepared to provide our students with an engaging learning community. We are far behind peer institutions. Residence life is expected to provide a lot on its own and it simply cannot - the University must help provide active, engaging, tehnology rich learning living areas for Aggies to live in.

At this time, Rudder Tower is an essential meeting place for a variety of events for students, faculty, staff and campus visitors. Most of these rooms are not equipped with a computer or projector system and these items are costly to rent. Many offices do not have the budget to keep high quality portable equipment, so the process of setting up presentations and adapting the equipment to each room is timely and often frustrating. As one of the central meeting places, it would be helpful if the rooms in Rudder Tower came equipped with better technology resources.

It seems like more often than not when I use technology in a class or lecture hall, something is broken or not working well. Probably needs more preventative maintenance.

Classroom student computers software is outdated and in some cases does not contain necessary software to open attachments critical to work flow. Additionally, present photocopy equipment contains technology to provide enhanced services and productivity by the workforce, but is only useable for copying.

I believe this is budget item that would need to be addressed when presenters are bringing their own equipment to meetings because some areas do not have the funds.

Many classrooms still have Wi-Fi issues and most lack means to project data from web-based or portable-media based materials, limiting the use of emerging learning technologies to engage learners.
-----

same

The automated classrooms run by IMS are excelent! more classrooms should be setup like these.

Upgrades & support sometimes lag.

We're in an old building and are constantly having problems.

I would like to have all the computers working in a lab when I go for classes or meetings. There are some labs where the computers aren't functional. Either replace or remove, don't let broken computers sit around.

Accessibility is the issue. Guest lecturers have to track down someone to provide access guest user names and passwords. Requires I arrive at least 30 minutes prior to any presentation to access basic resources
-----

larger meeting areas, more comfortable, more technology available. Teague Building.

Access from different points is difficult, make access available everywhere.

Getting training or self-help resources that help me become more effective with technology services at my university

I think having self help resources is a great idea. I'm not sure how you are going to make this information available to people though given how hard it is to find some information.

We need training on more advanced topics like Oracle and Exchange for IT support staff.

Classes are unavailable at convienient times, location. fees charged discourage my supervisors approval. A wider variety of locations where classes can beobtained would be excellent.
-----

the training is out there, but i never have the time because of work
-----

provide more training and self help resources

More free training.

The availablility is great but finding time to do this on top of regular duties is difficult.

Training budgets flat out suck balls. It is always the last to be funded properly!

There simply isn't enough learning opportunities particularly for older staff members.

No access to training

Provide more advanced training. Most training sessions (even those labeled as advanced) are too generic and not specific to my job.

-----

publication of available content could be better.

Don't know what is available or where to access it and I need it after hours because my 8-5 calendar is pretty much booked solid with customers.

Refer back to question #7

Training from outside vendors would be best as coordinated with inside departments

-----

We don't offer enough online training.

Support staff who are knowledgeable and can assist me with resolving problems experienced with technology services at my university

Our staff at EIS is outstanding... However, when you have to submit a "Slip" ticket it sometimes takes days to receive a response, typically when there is an issue the desire is to fix it immediately.

Train the trainer.

College tech support is slow, over-controlling, and are generally an annoyance. They inhibit productivity.

I have had issues with needing software that has been approved installed or recovering lost files. With the software, it took over 6 months and by then since I hadn't gotten to use it after taking the training, I had forgotten most of what I had learned. With the recovered files, one IT person told me he didn't know how and I should just google it. Finally, more than a week later another IT person figured it out and recovered them successfully. Personally, I think saying "I don't know" and suggesting that I use google to find a solution for myself is not acceptable especially when there was apparently an easy fix. I also think waiting more than 6 months for software to be installed (when given several reminders) is too long.

Respond in a timely manner, especially when it comes to ordering printer cartridges or solving issues with printers or fax machines.

It is sometimes painful working with CIS on any troubleshooting issues. Sometimes the response is great when you stumble upon the correct person. But calling the main line or submitting a ticket too often leads into a slow and undesirable response. It may be great for students but we should have a direct line to a higher tier support.

Our Point of Sale system is critical to our performance. Much of our business is outside the normal business hours and when it's down we need quick response.

The help desk is rarely able to make the problem go away. If risk warnings pop up, they say that my computer is fine, but the risk warnings continue to pop up. If my computer is really fine, why is symantec still detecting risks? Or if a program is not functioning appropriately, they normally try to fix it several ways, but I eventually give up, because I can't get my work done if I can't use my computer. Or instead of fixing the problem, they just tell you to do something on your own. For example, once I send a document to the printer, the icon in the system tray never goes away. It continues to say the job is being sent to the printer, even after the job has printed. They told me to just right click on the icon and select "refresh" -- Yes, because I have time to do that every time I print. And why did it randomly start doing it one day, if it is not really a problem, why is it suddenly happening? What changed? These types of issues get frustrating.

Very limited resources currently exists. Getting help is not easy, and involves much time 'waiting' for the help.

Compass workorders aren't being completed on timely basis

I find that most support staff are in need of formal training; they are expected to perform high without it and "fly-by-the-seat-of-their-pants" most of the time.

Support staff is not friendly. Is not helpful.

Like many faculty, I prefer to use Macs. Many of the IT people I have encountered either have no clue or have not considered the possibility that someone might be trying to access a system or program who is not on a PC.

There needs to be more accountably. When I deal with colleagues in CIS; I often get the impression they are not interested or well enough trained to assist us. At times, our issues do not seem like priorities to them. I am NOT intending this to be an indictment against CIS - there are many good, helpful people there.

Hard to get help, long waits and many times make you feel like less.

Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services

Help Desk Central is not always the speediest in grasping what is going on or in providing answers. In a similar fashion, the problem.tamu.edu website needs to be updated quickly when there are problems. Knowing that the wireless authentication has been down an hour after the outage starts is not ideal. I realize budgets do not always allow HDC to be staffed with full-time techs 24/7, nor is the ability to update the problem website quickly always possible, but, if we are shooting for ideals, there are some goals.

Customer Service training for employees who respond via telephone.

Our EIS support staff have ALWAYS been courteous and very helpful! I would prefer to always speak to a person and not have to submit requests electronically

-----

Turn-around time is 3 weeks. Way too slow for IT.

See previous comment.

When need an answer someone is there to help asap.

IT people typically lack both People Skills and Communication skills. They tend to be rude and not able to communicate messages/systems at the level of the person being trained and/or asking for help.

Some areas are under staffed and the response time is longer than it should be at times

-----

training to improve consistency of help provided

Not always the most courteous and definitely not consistent. Not being able to work with one representative or turnover in those assigned to our office has caused problems in solving one-time a year problems. The person who fixed it last year isn't here or we don't know who it was and the person who is available now does not know how to do it. Left unresolved.

Customer support training and courtesy training is a must... FOR BOTH customer and technician. I find that most support staff or treated HORRIBLY and harrassed by faculty and students alike.

Support staff is arrogant and unhelpful.

There is still a small sub-group within CIS that treats their customers as nuisances. They approach this relationship with the attitude that technology should control how the business operates (i.e. business processes need to, or must change to fit the technology), instead of being a vehicle or tool that is used to improve how the business operates (i.e. technology enhances existing business processes as much as possible, only changing them when it's absolutely necessary and is in the best interest of the organization). This attitude used to dominate CIS, fortunately this is no longer the case, but these small sub-groups that still exist are visible enough to have an impact.

When I am having a problem with my computer internet/network, telling me to email the problem doesn't help because I CAN'T USE MY COMPUTER. Even when I go to another office, beg use of their computer to send an email (because THERE IS NO PHONE NUMBER available), and specifically state "Please call me since I have no access to email at this time." What do I get? An email response!

Again hold people accountable for their actions & make sure they perform with a high level of professionalism.

Definitely not everybody has the knowledge of the support staff, a little course on customer service will work

-----

Getting timely resolution to problems I am experiencing with technology services at my university

Every once in a great while it takes too long to get someone to respond, because they're busy with other problems

-----

Sometimes it takes several days for a response when working electronically.

Departmental IT staff is overwhelmed by tasks and often delay responding to requests from staff or students. I've found this true in 4 departments.

Often response to issues is delayed without explanation. When there is a delay, it seems the delay drags on.

-----

the change to the new email servers has been bumpy...and CIS has not always been responsive

-----

By the time I receive authorization to pay for the services I need, I no longer need the service.

We have a support person for our office, but his hours are limited to morning hours. And, he is typically overwhelmed during that time.

When you get a request, work on it to get it done. Pretty common sense.

-----

see previous comment.

It could be much faster

Telecom is really slow.

See question 14

-----

you need to hire more techs.

Timely completion of a work request has been a slight issue within our college IT staff

-----

Simply does not happen.

Some areas are under staffed and the response time is longer than it should be at times

-----

Compass data extract issues haven't been resolved.

Often questions to CIS go unanswered.

Allowing IT staff to make calls to vendors / manufacturers (even when they have to pay for that support) is IMPERITIVE.

Reduced IT staffing, not the staff itself, causes delays.

Not all the issues get resolve in a timely manner, waiting for them to answer and waiting to return to campus to finilize assistance.

Opportunities to provide feedback regarding technology services at my university

I am going to re-write your question. There are plenty of opportunities to provide feedback regarding our technology services. We're doing well there. But, the feedback does not seem to be responded to effectively. Questions are asked and frequently the response is either "tell your users to conform to what we want them to do" (rather than any sort of discussion of why the users are requesting something) or "we don't do that".

I put this number low because I wanted to write a comment. Most of my IT support comes from the place I work at. I rarely go to campus services for assistance with technology issues so I have little experience upon which to base a rating

-----

I've been with A&M 4 years, this is the first time anyone has contacted me by survey or otherwise to voice my opinions.

Too many decisions are made without consulting the consumer base, such as the regular requests by the student government for Exchange that goes unheeded. Other items like the studnet laptops initiative belong in the instructional technology venue but are being decided by some other group that lacks lecturers, researchers or student body representatives. There is no venue to present new ideas, so the

campus remains focused on tech strategies from thirty years ago.

To show how it work one on one.

I am not aware of a place to submit feedback

Where do I do this?

Sounds good, but is it a waste of my time?

I cannot recall ever being asked to provide this type of feedback until now.

This is the first survey I've ever been asked to complete concerning this topic.

Yes, this is an opportunity, but just like the shared services efforts, I doubt much will come of it.

IT support, outside of the support team within our department, is a black box. I don't know who they are, what is available or how to connect.

There doesn't seems to be an advertised venue to do this.

This is the first time I recall being asked to give feedback. Kudos for doing this.

Is there a way to provide feedback?

Conduct more survives & tech forums.

Participating in a university wide community of end users seeking to make the best use of technology resources

Unaware of any such type of group.

All of the decision makers have been in the field for decades - the CIS head has been at TAMU in the same type of position for longer than most of us have been alive. The group is too old and too focused on maintaining the status-quo. No one listens to new ideas, and so we remain with services and networking that reflects designs of the 1980's and 1990's. Sustainable, energy efficient aggregated and

distributed computing is the way ahead and we keep walking the same siloed path over and over.
-----

none

Are there some of these groups?

What is this?

Not currently in place... as far as I know it.

Would anyone listen? How about the duplication of service rampant across campus? Multiple email systems, multiple elearning systems, multiple tech support staff who hall have their own policies and rules regarding what is acceptable. How much could be saved in a reduction of personnel? What are the security issues created by having so many servers on the network that are not centrally controlled?

Do not know if one exists