

A Higher Education TechQual+ Study

**2016 Campus Technology Survey
for Shoreline Community College**



Higher Education TechQual+ Project

Assessing IT Service Outcomes for Technology Organizations in Higher Education
<http://www.techqual.org>

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From the Higher Education TechQual+ Principal Investigator

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

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

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

About the Higher Education TechQual+ Project

The Higher Education TechQual+ Survey had its origins in a pilot project conducted at Texas A&M University at Qatar in the Spring of 2006. Under the leadership of Dr. Timothy M. Chester, the management team of Information Technology Services (ITS) worked to build a survey instrument to gather feedback from the TAMUQ community of end users in a way that would provide objective criteria for continuous improvement and strategic 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+ survey instrument. The LibQual+ conceptual approach was also based on SERVQUAL, a tool used in the private sector to assess service quality.

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

The Higher Education TechQual+ Core Instrument is a web-based survey that requires approximately 20 minutes to complete. It asks respondents to provide evaluations regarding minimum expectation levels, desired service levels, and perceived service levels for up to 13 IT service outcomes expected by faculty, students, and staff.

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

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

Project Coordinators for Shoreline Community College

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 Shoreline Community College. The Higher Education TechQual+ project coordinators for this institution are:

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Higher Education TechQual+ Data Analysis Guide

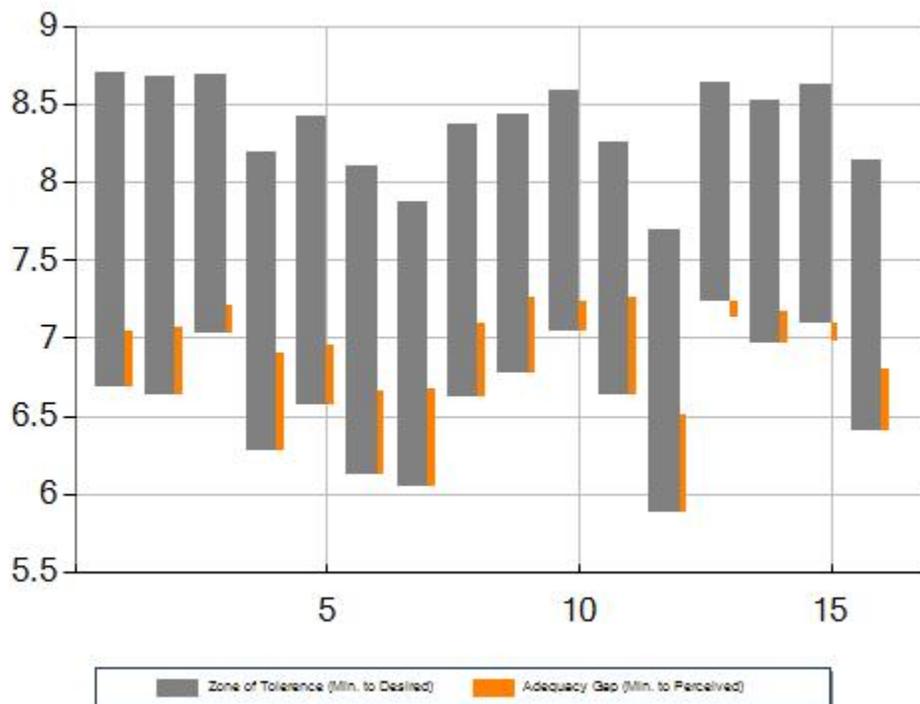
The data from this survey is presented in multiple ways:

Statistics: For each item in the survey, both the means and standard deviations are reported, along with the number of observations (N). A p value (P) is calculated for each survey item, reflecting a test of the null hypothesis $H_0: Adequacy\ Gap\ Score = 0$. Additionally, two other important measures are included that which indicate whether respondents have a positive or negative perception of IT service quality.

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.

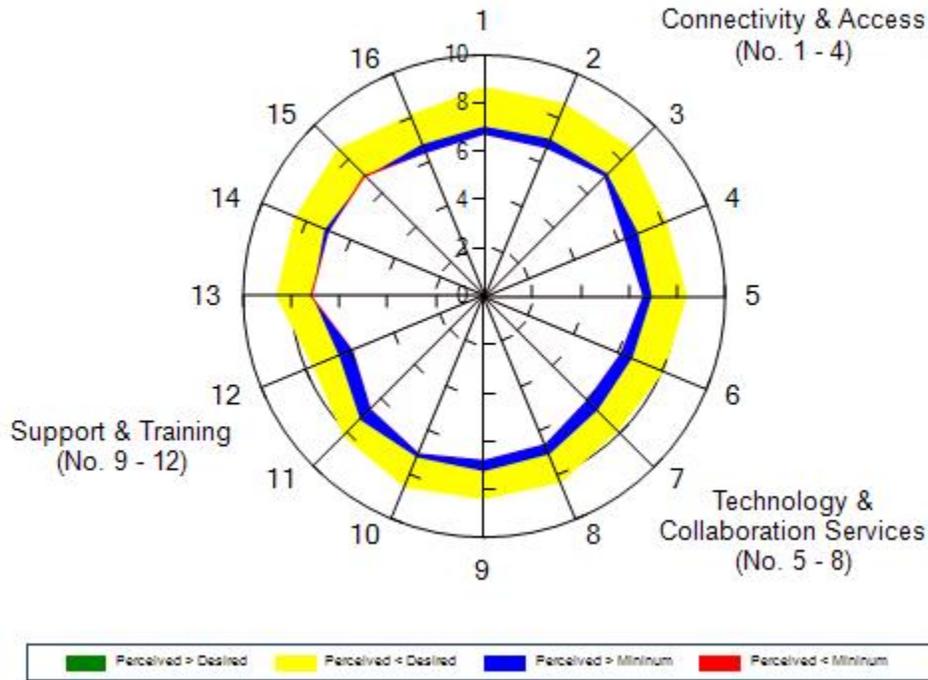
Service Superiority Gap Score: This score indicates the degree to which end users desired service levels are being met. This score is computed by subtracting the desired level of service score from the perceived level of service score. A positive number indicates the extent that perceived service exceeds 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).

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

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

About this Higher Education TechQual+ Survey

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

Connectivity and Access

Tell us about your ability to access technology services through the Internet

Technology and Collaboration Services

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

Support and Training

Tell us about your experiences with those supporting your use of technology services

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

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

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

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

Core Commitments and IT Service Outcomes for This Survey

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

Connectivity and Access

When it comes to...

- Having an Internet service that operates reliably.
- Having an Internet service that provides adequate capacity or speed.
- Having an Internet service that provides adequate Wi-Fi coverage.
- Having adequate cellular (or mobile) coverage throughout campus.

Technology and Collaboration Services

When it comes to...

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

Having online services that enhance the teaching and learning experience.

Having technology services that allow me to collaborate effectively with others.

Having systems that provide timely access to data that informs decision-making.

The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.

Support and Training

When it comes to...

Getting timely resolution of technology problems that I am experiencing.

Technology support staff who have the knowledge to answer my questions.

Receiving communications regarding technology services that I can understand.

Getting access to training or other self-help information that increases my effectiveness with technology.

Additional Questions

Additionally, the project coordinators for Shoreline Community College included these additional questions with this survey, for which respondents were asked to provide responses.

What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) *Self-reported faculty, staff only.*

What functions are problematic when doing your online classwork on your phone? (Open-ended Question) *Self-reported students only.*

How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)

- a)
- b)

How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)

- a)
- b)

Population Analysis

The total population (N) for this survey included the faculty, staff, and students (or portions thereof) of Shoreline Community College. 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 Shoreline Community College. Deviations from the Higher Education TechQual+ project protocols may negatively impact the statistical significance of the findings 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 Shoreline Community College project coordinators. This analysis is accurate to the extent that: (1) the attributes that were entered for each respondent are correct; and (2) the total population and sub-population (by attribute) information that was entered is correct. For self-reported attributes, values for # attempted, # complete, and completion rate (# complete / # attempted) are available.

Total Population / Respondents

Population Size (N)	Respondents (n)	Respondents (n) %	# Attempted	# Complete	Response Rate
0	1507	0%	168	131	11%

Attribute: University Role (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	4	3	75%
Faculty	0	0	0%	19	16	84%
Staff	0	0	0%	28	27	96%
Student	0	0	0%	117	85	72%
Totals:	0	0	0%	168	131	77%

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

Attribute: Sex (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	8	6	75%
Female	0	0	0%	95	70	73%
Male	0	0	0%	65	55	84%
Totals:	0	0	0%	168	131	77%

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

Attribute: Age Group (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	18	12	66%
0-24	0	0	0%	55	39	70%
25-34	0	0	0%	30	24	80%
35-44	0	0	0%	28	21	75%
45-54	0	0	0%	20	19	95%
55 & ABOVE	0	0	0%	17	16	94%
Totals:	0	0	0%	168	131	77%

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

Attribute: field1

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Resp. Rate
FACULTY	0	66	0%	21	18	32%
STAFF	0	65	0%	30	28	46%
STUDENT	0	1376	0%	117	85	9%
Totals:	0	1507	0%	168	131	11%

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

Key Findings for All Respondents

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis H_0 : Adequacy Gap Score = 0. A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

Positive Perceptions (Adequacy Gap Score > 0)

Negative Perceptions (Adequacy Gap Score < 0)

Having an Internet service that operates reliably.

Adequacy Gap Score = 0.50; N = 137; P = 0.00

Having an Internet service that provides adequate capacity or speed.

Adequacy Gap Score = 0.66; N = 128; P = 0.00

Having an Internet service that provides adequate Wi-Fi coverage.

Adequacy Gap Score = 0.26; N = 129; P = 0.05

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

Adequacy Gap Score = 0.43; N = 130; P = 0.02

Having online services that enhance the teaching and learning experience.

Adequacy Gap Score = 0.54; N = 112; P = 0.00

Having technology services that allow me to collaborate effectively with others.

Adequacy Gap Score = 0.63; N = 113; P = 0.00

Having systems that provide timely access to data that informs decision-making.

Adequacy Gap Score = 0.34; N = 112; P = 0.03

The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.

Adequacy Gap Score = 0.37; N = 108; P = 0.04

Getting timely resolution of technology problems that I am experiencing.

Adequacy Gap Score = 0.65; N = 115; P = 0.00

Technology support staff who have the knowledge to answer my questions.

Adequacy Gap Score = 0.41; N = 106; P = 0.01

Receiving communications regarding technology services that I can understand.

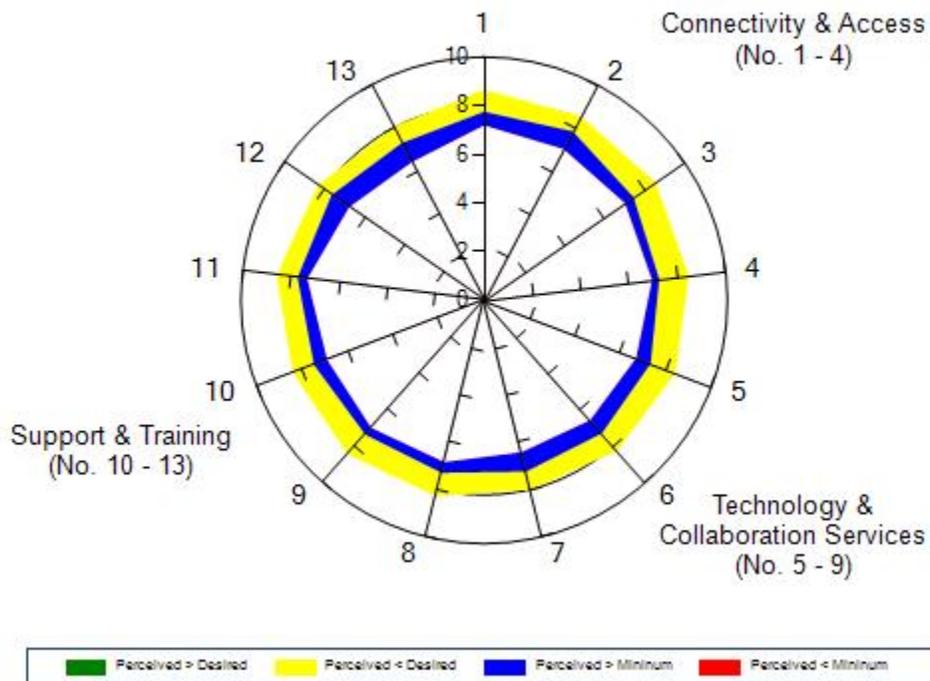
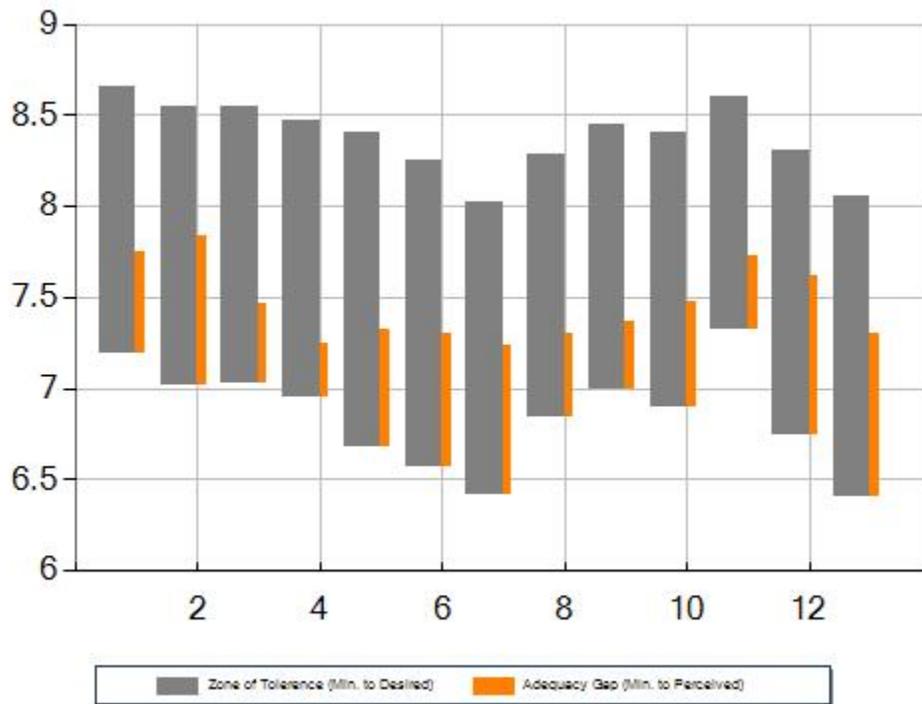
Adequacy Gap Score = 0.75; N = 113; P = 0.00

Getting access to training or other self-help information that increases my effectiveness with technology.

Adequacy Gap Score = 0.73; N = 110; P = 0.00

Data Charts for All Respondents

Below are the charts for this view of the survey data.



Data Tables for All Respondents

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis H_0 : Adequacy Gap Score = 0. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

Connectivity and Access

Tell us about your ability to access technology services through the Internet

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having an Internet service that operates reliably.	Mean	7.15	8.63	7.66	0.50	-0.97	137	0.00
		Dev	1.63	0.83	1.16	1.74	1.21		
2	Having an Internet service that provides adequate capacity or speed.	Mean	7.06	8.55	7.73	0.66	-0.82	128	0.00
		Dev	1.62	0.88	1.24	1.70	1.28		
3	Having an Internet service that provides adequate Wi-Fi coverage.	Mean	7.07	8.57	7.33	0.26	-1.25	129	0.05
		Dev	1.57	0.86	1.31	1.45	1.19		
4	Having adequate cellular (or mobile) coverage throughout campus.	Mean	6.88	8.43	6.99	0.12	-1.44	130	0.60
		Dev	1.91	1.05	1.87	2.53	2.09		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Technology and Collaboration Services

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

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having Web sites and online services that are easy to use.	Mean	6.76	8.42	7.19	0.43	-1.23	130	0.02
		Dev	1.65	0.83	1.36	2.03	1.56		
6	Having online services that enhance the teaching and learning experience.	Mean	6.66	8.28	7.21	0.54	-1.07	112	0.00
		Dev	1.84	1.14	1.45	1.74	1.31		
7	Having technology services that allow me to collaborate effectively with others.	Mean	6.40	7.97	7.03	0.63	-0.95	113	0.00
		Dev	1.90	1.31	1.51	2.01	1.70		
8	Having systems that provide timely access to data that informs decision-making.	Mean	6.86	8.26	7.20	0.34	-1.06	112	0.03
		Dev	1.66	1.12	1.46	1.65	1.49		
9	The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.	Mean	6.94	8.44	7.31	0.37	-1.12	108	0.04
		Dev	1.75	0.94	1.46	1.85	1.42		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Support and Training

Tell us about your experiences with those supporting your use of technology services

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
10	Getting timely resolution of technology problems that I am experiencing.	Mean	6.79	8.39	7.44	0.65	-0.95	115	0.00
		Dev	1.77	1.00	1.33	1.87	1.25		
11	Technology support staff who have the knowledge to answer my questions.	Mean	7.25	8.59	7.66	0.41	-0.93	106	0.01
		Dev	1.55	0.76	1.25	1.60	1.08		
12	Receiving communications regarding technology services that I can understand.	Mean	6.76	8.28	7.51	0.75	-0.77	113	0.00
		Dev	1.76	1.12	1.36	1.85	1.45		
13	Getting access to training or other self-help information that increases my effectiveness with technology.	Mean	6.43	8.06	7.15	0.73	-0.91	110	0.00
		Dev	1.77	1.11	1.68	1.89	1.65		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Suggestions from All Respondents

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

Having an Internet service that operates reliably.

FREE wi-fi connection where ever on campus is nice/very useful! [#2321529]

I think we have a really reliable network. Improvements can always be made but TSS is doing a good job. [#2321567]

Service is fine, but having more outdoor locations to use would be nice. Specifically having power outside. [#2321791]

If it were possible to have uninterrupted internet access, that would be great. I don't think that's possible yet. When it is interrupted, it can be very disrupted to work flow. However, my expectations are reasonable here. [#2322131]

Reliable Internet is extremely important, especially for hybrid and online classes, where emails and quizzes need reliable internet. [#2322238]

It's pretty perfect how it is, runs 99% of the time :D [#2322475]

Overall good, though we do have occasional school outages during the quarter where the network and Internet either do for several minutes/longer, or get too sluggish to work with in class. [#2322617]

Having an Internet service that provides adequate capacity or speed.

There are some dead zones on campus, and this campus isn't huge. [#2321447]

Sometimes CANVAS and McGraw Hill Connect are very slow. I don't know if that's on your end or mine, since I'm off-campus, but it is usually slower than I would expect, even when I log on in other locations, so I assume at least part of that is your end. At one point my local internet was very slow and I found it impossible to watch live Tegrity lectures; it was stopping for 10-20 seconds every 4 or 5 words. I tried to download one lecture, installed the download tool, and the tool said it would take 40 minutes to download. Later, it said another 45 minutes. In the meanwhile, I discovered I got an error message ("can't access it", I think?) looking up anything else in Tegrity, such as trying to do homework or read the e-book, so I left and got food since the download was only 2-3% complete. When I came back an hour later, there was no indication of what happened, but the screen said: "Downloaded 0.0%" There was no info on how to find the file in case it did download, and no "open" option. My only options were CANCEL and... I forget, maybe DOWNLOAD again? or the other button may have been grayed-out? I CANCELled, went back to where I'd started the download before, but could not get it to start downloading again. By this time, the internet was close to regular speed so I just gave up downloading, and watched the lecture online. I'm a little worried about taking the final exam in Tegrity, now. [#2321489]

Spend additional funds to upgrade capacity. The system gets very slow during periods of high demand. This happens consistently. Would it be possible to increase capacity during peak times? [#2321896]

This is important if more online or hybrid classes are created. [#2322238]

Sometimes the speed is ok, other times it lags comparatively. Also, the computers in the library are too slow - not sure if that is a bandwidth issue, networking issue or hardware limitations. [#2322459]

Having an Internet service that provides adequate Wi-Fi coverage.

Visual Arts building has many places where wifi is thready or non-existent. [#2321403]

Inside first floor buildings the coverage is lower than what should be expected. Most students are tech heavy users necessitating more robust coverage. [#2321447]

I am not on campus, and haven't used the WiFi service there. I think my phone had some dead spots on campus, though, if I remember correctly. The other questions I tried to answer as best I could as someone who is off campus, but with 5 online classes in this, my first quarter at Shoreline. [#2321489]

Overall, it's working well, and, in fact, I feel it has improved lately [#2321847]

This is fine. I've been relying on this at the art building. Sometimes it breaks off at the art building though. [#2321945]

I would advocate for a college policy that allows employees to access Wi-Fi for their personal devices, especially because many of us do not have cell service on campus (AT&T). [#2322124]

Some places are still have weak Wi-Fi coverage, hope for improvement. Moreover, due to the massive usage, hope the Wi-Fi can upgrade to 802.11ac for faster speed and higher capacity to handle more users. [#2322513]

I like that we have wi-fi all over campus and the students seem to as well. [#2322695]

Having adequate cellular (or mobile) coverage throughout campus.

At&t cellular have some problem in campus [#2321354]

An AT&T tower would be great. [#2321403]

With many indirect pathways to and from parking lots and classes, it is imperative the best level of cellular coverage is available. [#2321447]

I'm an online student, so not on campus much, but I believe I hit a couple dead spots with my cell phone. [#2321489]

We have two cell towers on campus T-Mobile and Verizon, We really need to get an AT&T tower on campus. [#2321567]

Particularly AT&T cell service [#2321764]

It's pretty awful. At&t is my service provider and I only get usable cell service on ~10% of campus, if that. I know that campus is in a geographically weird area, but something should be done about it. I can't be the only one. That being said, the quality of wifi coverage around campus makes up for it considerably. Most things I do with my phone aren't call/text related, so it's not the end of the world. I'd prefer you guys prioritized the software access I explained above. [#2321836]

There used to be more dead spots (Foss building, for example). No dead spots would be a great success [#2321847]

There isn't at&t mobile coverage at the art building by the way. Just saying. [#2321945]

No service for AT&T when I stay inside any building. Only 1 bar or even still no service when i'm outside. [#2322006]

There are a few dead spots on campus, and at times the Security Officers are alone on duty. Having the ability to call out to emergency services is paramount to our operating effectively. [#2322117]

I am an AT&T user and do not receive cell service in the 5000 building or 9000 building, among others. This is a known problem and I would really like to see it addressed. Especially when emergency communications are sent via cell phones, this issue is an important one. [#2322124]

I have a Tracfone "dumb phone" and often have no service on campus, particularly the library. This is annoying and inconvenient. I'm not sure how this would be fixed. [#2322469]

AT&T network was pretty crappy in campus, I even can't make a phone call. Due to the fact, I switched to T-Mobile last year. [#2322513]

Service on the AT&T network is horrible on campus. I immediately switch to WiFi while visiting campus. [#2322779]

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

Please do whatever you can to make the Shoreline website more user friendly. [#2321299]

The SCC web site is hard to navigate, I really don't like it. [#2321567]

The college's website is not attractive. It lacks creativity, the graphics look old and dated, and looks disorganized. I believe that each department should be encouraged to have a greater input in how the information is presented. There seems to be a top down approach on how the website should look. Each department has a good understanding of what information is put out there to the public. The web designer should work closely with multiple staff in each department. We all have different expectations and levels of understanding but we have a better feel for what our students and the public needs. It should be a joint effort. New ideas should be welcome and encouraged by all. [#2321896]

The new website of the school looks nice, however, it is difficult to have a wide view when registering for classes. Also, a searching machine should be added so that we don't have to scroll down every time we search for a class. One more problem that I have experienced was that the system blocked me from registering although I met all the requirements, and I think that it was somewhat inconvenient.

[#2322074]

I think our websites and online services are pretty easy to use. Easer is always better. [#2322131]

I have found that the Shoreline website is not as user friendly as it could be. My suggestion is better organization of the information. [#2322238]

I have given this a 6 because at the moment I use launchpad for one of my courses. This program has been nothing but trouble to use. It has taken me to my test from the intro by hitting the (next) button and if I tried to leave it would submit it. It has given me errors on some pages to the point where I could not complete my scheduled task. It has done this on multiple computers also. [#2322355]

The new website is way too... big. Gigantic fonts that are not easy on the eyes. [#2322475]

Most all the services are really strict forward, but I hope campus can integrate all service, like email, canvas and other related services to one platform, so I don't need to switch to different site for different things. [#2322513]

If the internet connection works, this does. However, our TSS department should have an additional area on their site for requestors to check in on detail on tickets. There should also be a significant FAQs section on the basic 30+ How-Tos for common tech issues instructors/staff need to deal with daily without asking for TSS help all the time. Oh, OneDrive often seems to NOT complete set up for students and they have to do it over and over during a quarter. [#2322617]

It's sometimes hard to find specific information. For example, the NelNet info is always elusive. I usually "register for classes" and click on Nelnet for more info. [#2322779]

Having online services that enhance the teaching and learning experience.

Panoptos recoding features have been very hit and miss with sound quality and video quality
[#2321459]

It's important to have accessibility features for people with disabilities. [#2321690]

I'm not sure what collaboration service are. Recently, I had problems accessing technology in a class that relied on it in the computer lab in the 1400 building. I quit the class. [#2321831]

Lynda.com was a great idea. [#2321945]

Is a must. But I have never had trouble ether finding some one to help me when I have had an issue. They did a great job at helping me to understand the problem and move past it. [#2322355]

Canvas is confusing to use, but only one or two of my classes use it. It would be nice to have a better index that omits headings for information that is not present. I always have trouble finding the syllabus for a course. I make sure to keep hardcopies that the professors provide. I would like to have all the syllabi in an easy-to-find online location. [#2322404]

Canvas is good and free. Mastering physics and webassign are good, but it sucks that we have to pay more [#2322475]

CANVAS is cool, although the constant updates that change how the tool works IN THE MIDDLE OF A QUARTER is unacceptable. [#2322617]

Canvas is amazing! I use the app on my phone to read discussions. App on my iPad to chime in when I'm out of town and the desktop website is great also [#2322779]

Having technology services that allow me to collaborate effectively with others.

It would be great to have a campus-wide instant messaging system. Sometimes email is cumbersome, or things get lost in the many unread email messages. [#2321557]

This might be a small thing to improve but the benefit will be great. It will be a good idea to use our Outlook even more than what we use it for. The address book can have information about the position, department, supervisor (who reports to who) of each staff member on campus. The directory should have a sort option by department so you can easily find people. Right now we have just names and that is not as helpful as it can be. It will be a good idea to encourage staff to use a signature on their emails so they can easily be contacted by staff and students. [#2321896]

It would be nice to see more online collaborative class rooms to enhance the quality of online classtime. Having video cameras to connect with Skype might be nice to have online staff/faculty meetings when necessary. [#2322131]

I don't know how to create a discussion with a list of classmates, and index it with a topical title, a "group" as it were. I wish I could do this for teamwork. [#2322404]

Having more networking that is through Canvas or some other platform to collaborate virtually is something that is lacking without students utilizing Skype or some other platform or teachers setting something up in Canvas. I have run into issues where other students aren't familiar with Skype and with teachers who are either unaware or lazy when it comes to enabling collaboration tools through Canvas. Having a platform that allows for audio, video and screen sharing would be really useful so that anyone could easily be proficient in the tool and continue to use the same platform for different study groups. [#2322459]

One input about the TLR system for staff. It SUCKS! Super slow to submit one shift, and a hassle to input one by one. I would love it if you could put in ALL your shifts on one page, then submit it, review it and be done. [#2322475]

I don't have high expectation on collaborate service that campus provided, but it does exceed my expectation. However, I will vote for Google Doc for collaborate with others. [#2322513]

N/A right now. [#2322617]

Having systems that provide timely access to data that informs decision-making.

Some forms are downloadable, but they don't include the documents necessary to fill them out. The example I came across was the registration form, which asked for an advisor "CODE" and a major "CODE". I found instructions for the form, which said to look these codes up on the attached sheet; however, there was no attached sheet. It would be nice to have all the necessary pages/information together, or accessible through easily found links. I DO like the new web page setup for the class listings, I think it will be much easier, with a bit of practice. [#2321489]

All staff should have access to reports that can be used in their daily work. Information is power and it should be made accessible to all. If a staff member asks for reports on a regular basis, that staff member should be empowered and given access to run reports on as needed basis. We are past the era of crushing systems because too many people are running too many reports. Information is a tool that should be available to all that need it. [#2321896]

I would like easier access to degree audits (probably a Enrollment Services issue) and reports available through the HP. More training on the reporting system would help. [#2322124]

I'm not sure if this is the right place for it, but navigating class schedules seems clunky to me and like it could be improved, especially when it comes to the registration process. Finding the right place to click the right button to get into your registration is confusing - it seems like it should be integrated through Canvas or some other student portal like the UW has. Also, the financial aid site and information is not optimized in a way that makes it easy for students to find the answers they are looking for including specific deadlines, required steps/tasks, what has to be resubmitted at different points along a given academic path, etc. Again, this could some something that once you are logged in a student could have a personalized landing page for financial aid information. [#2322459]

If I can get it from the internet, coo. However, there are TOO MANY back and forth emails, and a TSS section for communicating about tickets would be good. ALSO, the constant emails asking if we were satisfied with the service are annoying, although I DO understand that is how a ticket is closed. [#2322617]

The report server is, well, awful. It doesn't run in Chrome, it's clunky to use, and it prevents me from using data as frequently as I would like. [#2322695]

The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.

Visual Arts studios need to become smart classrooms. [#2321403]

One of my classes uses BlackBoard Collaborate a few times a quarter. Although the program is pretty simple to use once you're in the meeting, the setup was a long and painful process. I had to call the BB Collaborate help line 3 times during the process, which was fraught with errors and dire security warnings. They tended to give a rushed set of directions and hurry me off the phone; maybe they are evaluated on calls/minute rather than actually helping someone through the setup process. My suggestion would be: 1- to find a way to simplify the setup process, and 2- advise people in advance that they may see this error or that security Warning, but it's expected and you should continue the setup process. I believe they had me open a new unsecured port to use the software, which seemed bad, but the help line advised me it wasn't really a problem. (In contrast, CANVAS help is usually extremely helpful and resolves issues in a single call.) [#2321489]

New faculty need an introductory training session on the use of the equipment. [#2321616]

I do feel like the study rooms in the library provide adequate technology, but sometimes it feels like there are too few study rooms provided [#2321638]

If possible, it would be nice to have the schools software licenses not tethered to desktops that are often in locked classrooms. Solidworks and Vivado, along with maybe a few other proprietary software items have had less than adequate accessibility in my experience. If there could be some kind of cloud based software access so that any computer on campus could access certain programs/licenses, up to whatever our seat allotment is for those licenses, that would be huge. If necessary, you could give eligible students a unique user ID for special authorization to ensure that seats aren't being taken by non-essential student users. [#2321836]

No access hours after class time [#2321931]

A cintiq lab would be useful and helpful for many art students (especially now is a new digital era), but knowing how expensive they are, I do not expect much of it. I'm graduating soon anyway. [#2321945]

I'd like ALL the classes to be more consistent with technology and easier to logon to things. Maybe there could be regular trainings on how to use the technology. [#2322131]

I have no personal experience with this, but others might find study rooms helpful. [#2322238]

The music technology equipment is awesome (very good, that is). It's hard to maintain the dozens of pianos, but our staff keeps up in a somewhat timely fashion. They have lots of work to do after we bang on the instruments every day, week after week. They are heroes. [#2322404]

The addition of projectors in classrooms that are accessible to teachers are great assets to lectures. The only issue I have run into regarding technology in lectures (aside from the unavoidable intermittent malfunctions that any technology is bound to have) is the setup of the projectors. Many of them have display output settings that are not optimized. Additionally, the projected images are sometimes too dim or not properly aligned so that the top of the projected image is displayed at the very bottom of the projection. This is specifically an ongoing issue in the main physics lecture room 2925 where there is also an ongoing issue with the Image Viewer device for projecting images of sheets of paper which is too dark and doesn't focus as it should. [#2322459]

Conference rooms audio visual and internet connectivity is critical to conducting an efficient meeting, as well as creating an environment of us knowing what we're doing. [#2322628]

Uniform technology within every classroom so instructors know what to expect would be very helpful. [#2322743]

Getting timely resolution of technology problems that I am experiencing.

Sometimes the Wi-Fi is not working, so I want to improve the power of Wi-Fi. Sometimes the classroom's computer was not working well, and this influenced us to continue the class, so I want to improve the computer problems. [#2321269]

Like getting a message when wi-fi is down and when it'd be resolved instead of an email, for example. It helps to prepare. If wi-fi is down, we can't read the emails about it anyway. Most of the times, it's only being told in the library. So if you're not in the library, you won't know about it. I usually hear about it from friends instead, when it's rather late. [#2321945]

The computer can not listen or use headphone [#2321959]

I have no experience with this, but others might find it helpful. [#2322238]

As mentioned in the last comment, there are ongoing issues projected images. One issue, the display settings and specifically the resolution settings, has been corrected. The issues of the top of the image displaying at the bottom and the Image Viewer projecting being both too dim and often out of focus regardless of pressing the refocus button persist. [#2322459]

canvas help was fast and friendly and helpful [#2322475]

Sometimes it takes days to get a full response or full fix on a problem related to student accounts and how they intersect with tech services in the classroom. For instance, there is STILL no full/reliable report on why several students kept losing their H Drive connection all Spring 2016 quarter, and I feel like TSS just doesn't care enough to resolve/solve the problem (instead of using the bandaid approach). ALSO, on the instructor computer, things are turned off so that instructors cannot stop the incessant reminders of updates ourselves. Also, sometimes I come into a lab and TSS was here but left the area messy - computer's not logged back off, etc. [#2322617]

Staff were busy and fixed computer errors late in the week. Better communication and quicker resolutions is suggested. [#2322730]

Technology support staff who have the knowledge to answer my questions.

I only went there once and they solve my problem [#2321354]

I love TSS and get very good service. Sometimes, I have times where I don't feel like the person knew the answer and I had to go elsewhere. I think this only bothered me because I have very high expectations. [#2322131]

I find that tech staff don't seem to communicate with each other at the same level so all of them do not know the same info/problems and fixes on the school machines. For instance, one person will be in contact with me, then another will suddenly insert him/herself and need to go over all info, and both will not be able to communicate with each other at the same level to simply provide the required service / fix. Cased in point - Ric getting involved with Outlook at the last minute in Fall 2015 after Gary had said it were resolved. [#2322617]

I love this program, just wish there was more information on how to get into the work force, or start my own business. [#2322641]

The staff members who come in person to help in the classroom have always been very professional, helpful and kind- thank you. An area to improve: support by phone. Faculty who call the support number are asking for help, not to feel they are unintelligent. I have sometimes felt belittled by the person who answers the phone during the day when calling for tech help. I am an educated faculty member and I do understand general technology, and yes, I have read the directions given in the room. But if I still have a question, I ask for help. Please, treat faculty as fellow colleagues and be respectful. Don't use names like "sweetie" when speaking to females. I am a professional and I expect the same from the technology staff. Support me in my search to find the answer and make me feel that I am a priority, not like I have a stupid question. Not all classrooms are the same, not all equipment works the same, so instructors have questions when they are in a new classroom or using something for the first time! Instructors have so many things they are already thinking about to teach their class and are probably stressed enough when they have to make the call for help. Additionally, when I have called for help in the evening (classes go until 9 pm), the person who answers the phone "after-hours" in the library said that they are not kept up to date with the technology in the classrooms and couldn't help me. The issue was resolved a few days later by a daytime staff member, but again, teachers need help at the time that they are teaching! A lesson can be completely demolished if the technology is not working. If the college offers classes in the evening, teachers need to be supported completely and fully through that time, as well. [#2322743]

Receiving communications regarding technology services that I can understand.

I very much appreciate it when an email goes out because the system is down explaining why and an estimate for resolution of the problem. [#2321831]

Knowing about Lynda.com collaboration would be nice. I didn't know about it till my friends explained it to me. Students like me rarely reads the notification emails from school as it is lengthy and dull. We have more important work to do like getting things done by the deadline. Unfortunately, I do not have any bright ideas for suggestions. I suppose those giant screens in the PUB building might be of use now. [#2321945]

I find Canvas confusing and incomplete. It's hard to see where information is stored, and there are lots of empty pages to check for content. Not many of my classes use it. [#2322404]

So far this is unacceptable. Faculty does not find out about ANY detail at Shoreline about significant changes or problems until the last minute, and it also becomes clear that some of the roll-outs were not tested or faculty consulted to be sure our/students needs were met and that we have the prep time to integrate the info into our curriculum and to test it out. For instance, Windows 10, Office 2016 in Libraries, lack of clarity with BUSTC about most things that affect our labs and curriculum. And NOW, at the end of Spring Quarter, BUSTC STILL has no idea if TSS CAN or WILL set up Outlook Exchange accounts properly for Fall 2016 Outlook students. Can we like know now, please? [#2322617]

Getting access to training or other self-help information that increases my effectiveness with technology.

Usually if I don't know about something, I run into the problem that most of the help out there is for people with much more advanced skills than I have. Either that, or it's at a lower level than is useful for the problem at hand. I don't know if it's possible to have a mid-level help? That and I don't usually know where my knowledge gaps are until I fall into them. [#2321489]

I have seen exactly zero training programs that fall under this category. If they have happened, then they haven't been adequately advertised. It would also be nice if it were made clear whether said training sessions would be considered part of the regular workday, or if they are considered time off. [#2321557]

We are so busy with what we need to do daily that we might not have time to set some time aside and upgrade our knowledge base with software that we use on a daily basis (Word, Excel etc.). I wonder if staff will be interested in getting short, weekly emails about new tools and functions that we can use in our daily tasks. [#2321896]

Project handouts have improved greatly [#2321931]

If the internet connection works, I can usually get broad info and some fixes. However, for campus-specific items, TSS does not always provide timely, accurate, and detailed information as needed. [#2322617]

As a new faculty member, I felt completely alone in learning what technology was available in the classroom, how it worked and differences between each classroom. I feel a faculty orientation on technology would have been and still would be extremely helpful. I am continuously frustrated by vague and incomplete directions that are given within each classroom about how to use the equipment. There are so many strange and not-intuitive settings that need to be set in order for all technology to work, and it is different for every classroom! It is so stressful for a teacher who is standing in front of a class of students trying to figure out how to get the volume to work, the doc cam to project, etc. Having the same equipment or very specific directions about equipment if it is different in every single classroom would be extremely helpful. Again, I want to emphasize: the directions that are currently in each classroom are NOT sufficient. I have found them to be incorrect, incomplete and/or not clear enough. [#2322743]

Canvas's virtual campus also has great lessons and tips to succeed online [#2322779]

Additional Questions for All Respondents

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

What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) Self-reported faculty, staff only.

Struggling with advertising events at SCC via the Communications and Marketing departments website and DAAG. The DAAG submission process is archaic and needs to be made so that info. can be uploaded into it in batches, and not have to continually fill out a redundant form. Also the website is not intuitive and searches never take you to another part of the website, but instead take you to an archival page of past postings. [#2321299]

Slow computer is often making work difficult. Wifi within the Visual Arts building [#2321403]

1. Reliable internet [Canvas] access in classrooms. 2. Reliable internet access in my office. [#2321441]

My basic concerns are to have state of the art services that will enhance my ability in the classroom and to also foster effective communication with colleagues and students. [#2321458]

Timely resolution to technical malfunction, and follow up explanation. [#2321548]

It is extremely frustrating that if I have any sort of update to programs that I use regularly, that I need to contact TSS for them to update it. I'm not going to be downloading software that isn't approved or upgrading programs that I shouldn't have access to. It's a giant waste of everyone's time. [#2321557]

My two concerns about Technology are getting 10 gig fiber to the north end of campus, and a new phone system. The one we have is about twenty years old but it's a work horse. We really need to look into those two things. [#2321567]

My department is heavily dependent on internet functionality. Even 30 minutes of downtime with the internet or wireless services affect course instruction time. [#2321616]

Training for all employees on the technology that is available and how to use it most effectively. [#2321618]

I am satisfied with the level of tech at Shoreline [#2321740]

1. Down time due to failed computers. 2. More options for portability i.e. tablets, laptops for staff [#2321748]

1. smart classrooms that work effectively 2. timely resolution of trouble [#2321762]

I'm simply happy with a computer which doesn't crush or freeze during the class. [#2321778]

Seamless WiFi connectivity campus-wide. Cellular connectivity ranks right behind. [#2321847]

System slow downs do happen more frequently and are very frustrating. Students leaving personal information on public computers. We need to educate our students more about internet security and privacy. We need more visible signage, prompts on computer screens around public computers that remind users to completely log off. [#2321896]

Na [#2321975]

Availability (and proper use) of technology tools to communicate with other staff and faculty (well met) Tools for students and faculty to handle online assignments. (I don't use directly but help students who do use such tools.) Though the tools seem to have been designed as timesavers to minimize time spent grading and organizing student classwork, there are occasional mistakes that take a relatively long time to resolve. [#2321996]

I am very glad to say that SCC provides the right, efficient technology and service that serves the students and teaching very well. The only inconvenience I encountered was that I had problems using the copy center website when uploading files from October 2015. I wrote to the copy center but didn't get a reply. I since then had to get by with the compromised functions of the website. I didn't know where to get help. [#2322005]

My top two concerns are: a reliable internet connection and TSS staff who are responsive when there is a problems. TSS staff have always been helpful and responsive to our program needs.The system slow downs and halts seem to have been occurring more frequently in the past couple of years. [#2322104]

I just want the internet to stay running smoothly and I want Office&HP to stay running smoothly. I can't do my job without those 3 things. [#2322131]

My top concern is that I have been having trouble accessing certain areas of the online campus due to log-in problems. Being told to use my username and password isn't helpful if they aren't working. I don't actually have any other concerns at this point, but increased collaboration abilities would be fantastic! [#2322164]

1. Understanding how to use it. 2. Tips and tricks for better use. [#2322246]

I am very concerned with Shoreline's phone and student management systems/"tools". A CISCO IP phone system along with a campus wide cultural audit would be helpful. [#2322279]

cell service and use of technology to lesson the need for travel to meetings [#2322371]

Consistent connectivity, speedy connectivity [#2322426]

Having access to all tech in all classrooms (doc cam, comp on a desk and *not* in the cabinet, etc.). Having more reliable internet/wireless. [#2322447]

College website: improved clarity, ease of navigation and way-finding. (This is being written before debut of the new website, so can't speak to that.) Ability to respond to emerging instructional needs. For example, Business Technology program needs to offer a course in Outlook, but has been hampered by inability to provide students with an online environment where they can practice using all features of Outlook. [#2322555]

Knowing what's available and learning how to use it effectively. [#2322562]

TSS response time for full fixes and information about issues, like the student missing H Drives and Outlook 2016 exchange accounts TSS communications about upcoming change and WHAT THEY MEAN/how the affect faculty who have to use and train students on items. [#2322617]

I LOVE that we have an instant message system for quick communication--but when people aren't logged in/don't use it, it defeats the purpose. I would like to see that be a cultural change so I can ping

someone a quick question on Skype for Business. My second issue is that I would like to be able to do a help ticket online. Maybe you can (I don't know), but it would be better than calling. If this already exists, then I think the availability of the process needs to be advertised and the ease of the process made more explicit. [#2322695]

Knowing that the internet will work (otherwise, all is lost for my lesson plan!) and that the technology in the classroom will function properly and easily. [#2322743]

What functions are problematic when doing your online classwork on your phone? (Open-ended Question) Self-reported students only.

My phone (ATT) has unreliable coverage on campus so sometimes I'm unable to connect to the internet or have very slow speeds. [#2321279]

When I use Canvas app, I cannot see the average of the grade, so whenever I want to see the average grade, I need to access pc version. [#2321306]

when i do the classwork or any assignment in my phone, it doesn't show me the full context and sometimes it takes me to a different link. some times it just disappear or the internet randomly goes down. [#2321308]

The grade on canvas is not the same on phone and pc [#2321354]

I've never tried doing it on my phone, I always use my laptop for online work. [#2321378]

Phones compare to the computers still have a lot of inconveniences to finish the documents. We still need computers in this generation. Phones cannot really replace computers. [#2321416]

Online coursework that uses Flash. It's still out there. [#2321432]

Canvas app doesn't appear to be fully applicable to smartphones, as I have a tablet pc with the same company. [#2321447]

I have not problem with it. [#2321450]

The app on the phone and the website are rarely able to be navigated in the same fashion. [#2321459]

The fact that the screen on my phone is too small to view whole word documents. It is difficult to switch between windows as well, as only one window can fit on the screen. Also, sometimes certain websites may not work on my phone so several functions and formatting are not usable or are compromised. [#2321484]

I can't type well on my current phone, so I gave up on using it except in dire emergency. Canvas tends to be very slow on it, and I never tried to get into McGraw Hill Connect or Blackboard Collaborate on my phone... I wasn't sure if the download files would be too much for the phone. For the mobile website for CANVAS, would it be possible to make the blue menu at the left side (Account, Dashboard, Courses, Groups, Calendar, Inbox, Help) a collapsing menu? I just learned how to collapse the white menu, but I don't see that for the blue one. My phone has a small screen; it would be helpful to have a larger area to view the course info. Also, I don't know how I would save and then attach a file to an assignment via my phone, but that may be my lack of knowledge showing through. [#2321489]

The app itself sometimes doesn't load properly, and reading the comments to discussions can be difficult with the way it is formatted. [#2321598]

Some quizzes, slides, modules, etc can't be displayed on a phone and should be accessed through a computer or laptop [#2321638]

I don't use phone to do my online classwork. [#2321669]

A phone screen is too small. [#2321699]

I do not do a large amount of homework on my phone, but when I do I find the Canvas app to be extremely effective and user friendly. So I cannot think of any functions that are problematic. [#2321715]

Can't type very fast; screen not very big/hard to see as well vs computer or tablet. [#2321727]

I only check grades or message on my phone, not doing classwork [#2321764]

I never complete online classwork on my phone. Although I have a smartphone, I have been told that Canvas and other online learning sites are not predictable. I prefer to keep my mobile phone separate from my course work. I use my home laptop to complete all of my online classwork. [#2321766]

N/A [#2321791]

I do not use my phone for classwork. [#2321817]

I don't do online class work on my phone. I can barely use CANVAS to check my grades and due dates. [#2321831]

I don't do online classwork on my phone. I'm not even sure what that means. [#2321836]

Dont do it on phone [#2321931]

I do not do online classwork on my phone. The screen is too small and I do not have Words document on my phone either. The memory stick in my phone isn't big enough anyway. [#2321945]

Anything more complicated than basic text entry and pdf reading is too time consuming, battery consuming, and not worth attempting on mobile platform. A laptop or desktop is necessary. [#2321963]

It doesn't always work [#2322086]

Never tried. [#2322138]

Not being familiar with up to date or current technology or the "language" [#2322139]

I've never experienced problems online. [#2322148]

I usually only access canvas on my phone to check announcements and grades - not for homework. I don't really encounter any issues, besides the inconvenience of having to log in (I am automatically signed in when on my personal computer). [#2322170]

My Canvas app is glitchy. For Math 148 the assignments default to the first assignment and I can't see the problems. This has really hindered my ability to do homework on the go. I have a full schedule and often get to my destination early with enough time to do a problem or two, but my phone doesn't allow me too. [#2322172]

Wireless coverage is the only problem that I have. Just doesn't work in all the places around campus. [#2322196]

I don't even attempt to do coursework on my phone. It may function way better than I expect, but I don't expect it to be very useful when I could just use my laptop. [#2322199]

I have no personal experience with this. [#2322238]

Tiny screen, little space to work with if handling tasks that require switching from app to app. [#2322250]

Sometimes I cannot scroll sideways. Canvas can be clumsy. [#2322271]

Persistent shutdown of websites that don't allow me to save before it happens [#2322280]

I don't usually do online classwork on my phone. [#2322309]

Canvas does not work as well but it is a phone. It can be a bit laggy but is stable for the most part. [#2322355]

Sometimes the wifi disconnect when i move places around the campus [#2322357]

I haven't done online work over the phone at Shoreline. [#2322404]

Sometimes the internet fades in and out, especially in the Physics Learning Center and the Library, which is frustrating since those are two places dedicated to enabling studying. [#2322459]

Didn't find out any [#2322467]

I don't use my phone for classwork. [#2322469]

sometimes it's hard to write discussion replies on the canvas phone app. Backspace seem buggy [#2322475]

The third party videos are often not available when I log in from my phone [#2322494]

Small screen, and typing is not comfort [#2322513]

Some bugs mau occur [#2322532]

Well I don't know why but I can't open my assignments in my phone which is terrible because sometimes I don't like opening my laptop. [#2322539]

Its hard to do class work on phone because phone is too small to cover all assignment on the phone screen. [#2322551]

I use my laptop to online classwork- I've tried on my phone but it's too difficult to type and navigate Canvas [#2322563]

N/A [#2322641]

The functions that are problematic when doing your online classwork on your phone are inherent to the size of the screen and it's limitations. The phone app is great for reading assignments, discussion boards and view deadlines. The Canvas app on an iPad on tablet device is where one can do classwork on the go. I personally have an iPad mini with a bluetooth keyboard and a subsribition to Office 365 which allows me to use Microsoft Word on my tablet. Word gives me a word count which is essential to length requirements on assignments. [#2322779]

How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)

7.2366 (n=131)

How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)

6.7344 (n=128)

Key Findings for University Role In ('Faculty')

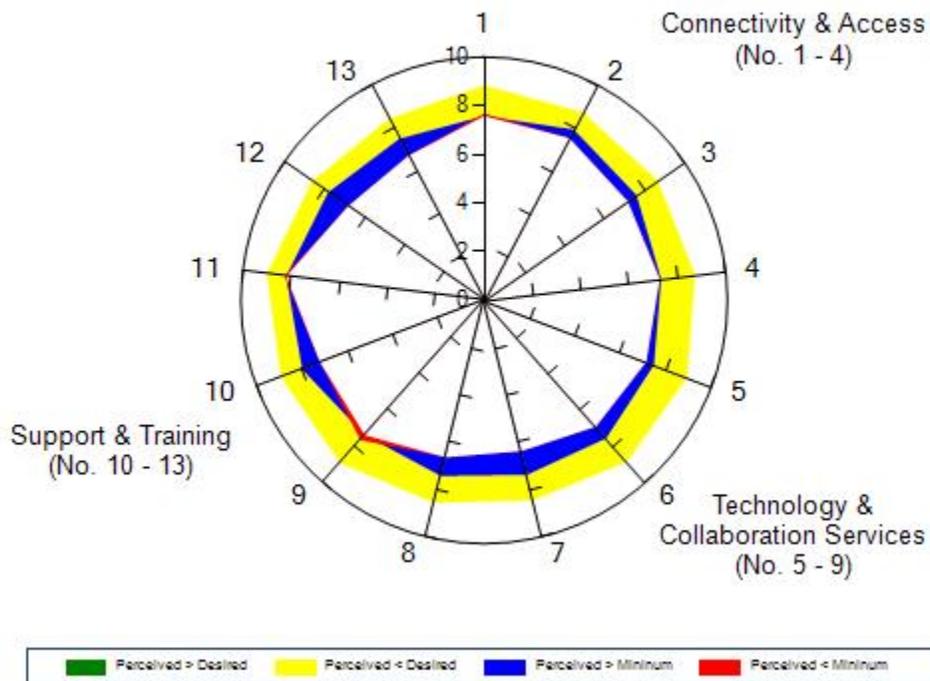
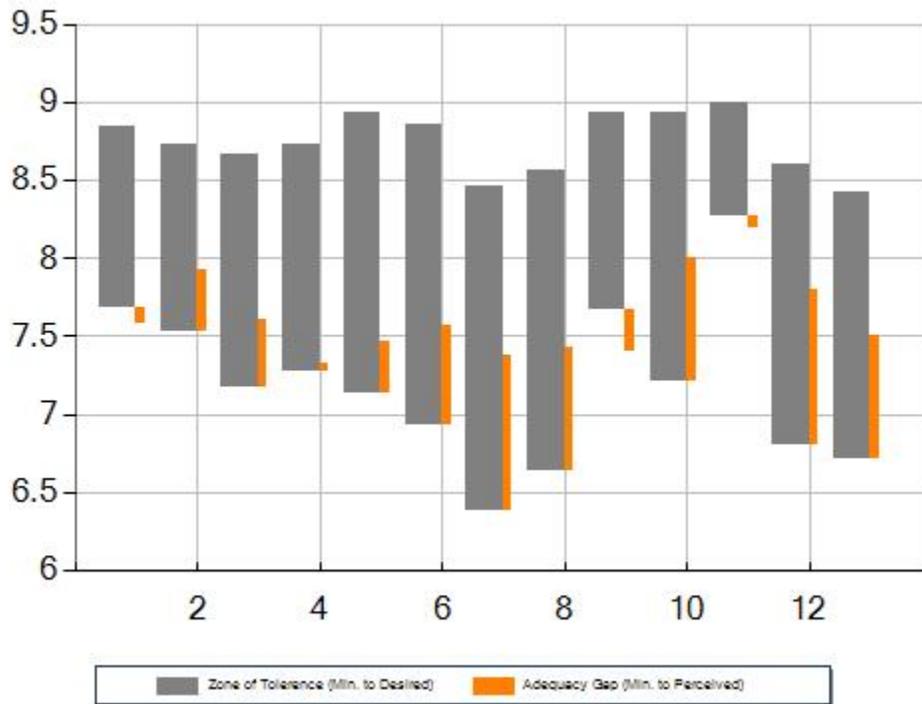
To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis H_0 : Adequacy Gap Score = 0. A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

Positive Perceptions (Adequacy Gap Score > 0)

Negative Perceptions (Adequacy Gap Score < 0)

Results for UniversityRole In ('Faculty')

Below are the charts for this view of the survey data.



Data Tables for UniversityRole In ('Faculty')

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis H_0 : Adequacy Gap Score = 0. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

Connectivity and Access

Tell us about your ability to access technology services through the Internet

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having an Internet service that operates reliably.	Mean	7.68	8.84	7.58	-0.11	-1.26	19	0.69
		Dev	1.42	0.67	0.94	1.12	0.71		
2	Having an Internet service that provides adequate capacity or speed.	Mean	7.38	8.63	8.00	0.63	-0.63	16	0.12
		Dev	1.62	0.86	1.00	1.49	0.93		
3	Having an Internet service that provides adequate Wi-Fi coverage.	Mean	7.21	8.68	7.47	0.26	-1.21	19	0.48
		Dev	1.70	0.92	1.14	1.58	1.06		
4	Having adequate cellular (or mobile) coverage throughout campus.	Mean	6.88	8.75	7.38	0.50	-1.38	16	0.42
		Dev	2.26	0.75	1.54	2.42	1.32		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Technology and Collaboration Services

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

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having Web sites and online services that are easy to use.	Mean	7.25	8.94	7.25	0.00	-1.69	16	1.00
		Dev	1.48	0.24	1.44	2.21	1.45		
6	Having online services that enhance the teaching and learning experience.	Mean	7.07	8.87	7.33	0.27	-1.53	15	0.66
		Dev	1.39	0.34	1.45	2.26	1.45		
7	Having technology services that allow me to collaborate effectively with others.	Mean	6.20	8.27	7.20	1.00	-1.07	15	0.12
		Dev	2.26	1.24	1.28	2.34	1.88		
8	Having systems that provide timely access to data that informs decision-making.	Mean	6.64	8.57	7.43	0.79	-1.14	14	0.11
		Dev	1.76	0.82	1.18	1.70	1.55		
9	The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.	Mean	7.75	8.94	7.19	-0.56	-1.75	16	0.22
		Dev	1.15	0.24	1.74	1.77	1.79		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Support and Training

Tell us about your experiences with those supporting your use of technology services

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
10	Getting timely resolution of technology problems that I am experiencing.	Mean	7.33	8.93	7.87	0.53	-1.07	15	0.24
		Dev	1.14	0.25	1.54	1.67	1.57		
11	Technology support staff who have the knowledge to answer my questions.	Mean	8.06	9.00	8.25	0.19	-0.75	16	0.65
		Dev	1.03	0.00	0.90	1.63	0.90		
12	Receiving communications regarding technology services that I can understand.	Mean	6.94	8.63	7.56	0.63	-1.06	16	0.26
		Dev	1.39	0.60	1.41	2.15	1.68		
13	Getting access to training or other self-help information that increases my effectiveness with technology.	Mean	6.87	8.47	7.20	0.33	-1.27	15	0.57
		Dev	1.26	0.81	1.64	2.21	1.57		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Suggestions from UniversityRole In ('Faculty')

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

Having an Internet service that operates reliably.

Overall good, though we do have occasional school outages during the quarter where the network and Internet either do for several minutes/longer, or get too sluggish to work with in class. [#2322617]

Having an Internet service that provides adequate Wi-Fi coverage.

Visual Arts building has many places where wifi is thready or non-existent. [#2321403]

Overall, it's working well, and, in fact, I feel it has improved lately [#2321847]

Having adequate cellular (or mobile) coverage throughout campus.

An AT&T tower would be great. [#2321403]

There used to be more dead spots (Foss building, for example). No dead spots would be a great success [#2321847]

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

If the internet connection works, this does. However, our TSS department should have an additional area on their site for requestors to check in on detail on tickets. There should also be a significant FAQs section on the basic 30+ How-Tos for common tech issues instructors/staff need to deal with daily without asking for TSS help all the time. Oh, OneDrive often seems to NOT complete set up for students and they have to do it over and over during a quarter. [#2322617]

Having online services that enhance the teaching and learning experience.

CANVAS is cool, although the constant updates that change how the tool works IN THE MIDDLE OF A QUARTER is unacceptable. [#2322617]

Having technology services that allow me to collaborate effectively with others.

N/A right now. [#2322617]

Having systems that provide timely access to data that informs decision-making.

If I can get it from the internet, coo. However, there are TOO MANY back and forth emails, and a TSS section for communicating about tickets would be good. ALSO, the constant emails asking if we were satisfied with the service are annoying, although I DO understand that is how a ticket is closed.

[#2322617]

The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.

Visual Arts studios need to become smart classrooms. [#2321403]

New faculty need an introductory training session on the use of the equipment. [#2321616]

Uniform technology within every classroom so instructors know what to expect would be very helpful. [#2322743]

Getting timely resolution of technology problems that I am experiencing.

Sometimes it takes days to get a full response or full fix on a problem related to student accounts and how they intersect with tech services in the classroom. For instance, there is STILL no full/reliable report on why several students kept losing their H Drive connection all Spring 2016 quarter, and I feel like TSS just doesn't care enough to resolve/solve the problem (instead of using the bandaid approach). ALSO, on the instructor computer, things are turned off so that instructors cannot stop the incessant reminders of updates ourselves. Also, sometimes I come into a lab and TSS was here but left the area messy - computer's not logged back off, etc. [#2322617]

Technology support staff who have the knowledge to answer my questions.

I find that tech staff don't seem to communicate with each other at the same level so all of them do not know the same info/problems and fixes on the school machines. For instance, one person will be in contact with me, then another will suddenly insert him/herself and need to go over all info, and both will not be able to communicate with each other at the same level to simply provide the required service / fix. Cased in point - Ric getting involved with Outlook at the last minute in Fall 2015 after Gary had said it ware resolved. [#2322617]

The staff members who come in person to help in the classroom have always been very professional, helpful and kind- thank you. An area to improve: support by phone. Faculty who call the support number are asking for help, not to feel they are unintelligent. I have sometimes felt belittled by the person who answers the phone during the day when calling for tech help. I am an educated faculty member and I do understand general technology, and yes, I have read the directions given in the room. But if I still have a question, I ask for help. Please, treat faculty as fellow colleagues and be respectful. Don't use names like "sweetie" when speaking to females. I am a professional and I expect the same from the technology staff. Support me in my search to find the answer and make me feel that I am a priority, not like I have a stupid question. Not all classrooms are the same, not all equipment works the same, so instructors have questions when they are in a new classroom or using something for the first time! Instructors have so many things they are already thinking about to teach their class and are probably stressed enough when they have to make the call for help. Additionally, when I have called for help in the evening (classes go until 9 pm), the person who answers the phone "after-hours" in the library said that they are not kept up to date with the technology in the classrooms and couldn't help me. The issue was resolved a few days later by a daytime staff member, but again, teachers need help at the time that they are teaching! A lesson can be completely demolished if the technology is not working. If the college offers classes in the evening, teachers need to be supported completely and fully through that time, as well. [#2322743]

Receiving communications regarding technology services that I can understand.

So far this is unacceptable. Faculty does not find out about ANY detail at Shoreline about significant changes or problems until the last minute, and it also becomes clear that some of the roll-outs were not tested or faculty consulted to be sure our/students needs were met and that we have the prep time to integrate the info into our curriculum and to test it out. For instance, Windows 10, Office 2016 in Libraries, lack of clarity with BUSTC about most things that affect our labs and curriculum. And NOW, at the end of Spring Quarter, BUSTC STILL has no idea if TSS CAN or WILL set up Outlook Exchange accounts properly for Fall 2016 Outlook students. Can we like know now, please? [#2322617]

Getting access to training or other self-help information that increases my effectiveness with technology.

If the internet connection works, I can usually get broad info and some fixes. However, for campus-specific items, TSS does not always provide timely, accurate, and detailed information as needed. [#2322617]

As a new faculty member, I felt completely alone in learning what technology was available in the classroom, how it worked and differences between each classroom. I feel a faculty orientation on technology would have been and still would be extremely helpful. I am continuously frustrated by vague and incomplete directions that are given within each classroom about how to use the equipment. There are so many strange and not-intuitive settings that need to be set in order for all technology to work, and it is different for every classroom! It is so stressful for a teacher who is standing in front of a class of students trying to figure out how to get the volume to work, the doc cam to project, etc. Having the same equipment or very specific directions about equipment if it is different in every single classroom would be extremely helpful. Again, I want to emphasize: the directions that are currently in each classroom are NOT sufficient. I have found them to be incorrect, incomplete and/or not clear enough. [#2322743]

Additional Questions for UniversityRole In ('Faculty')

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

What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) Self-reported faculty, staff only.

Slow computer is often making work difficult. Wifi within the Visual Arts building [#2321403]

1. Reliable internet [Canvas] access in classrooms. 2. Reliable internet access in my office. [#2321441]

My basic concerns are to have state of the art services that will enhance my ability in the classroom and to also foster effective communication with colleagues and students. [#2321458]

My department is heavily dependent on internet functionality. Even 30 minutes of downtime with the internet or wireless services affect course instruction time. [#2321616]

Training for all employees on the technology that is available and how to use it most effectively. [#2321618]

I am satisfied with the level of tech at Shoreline [#2321740]

1. smart classrooms that work effectively 2. timely resolution of trouble [#2321762]

I'm simply happy with a computer which doesn't crash or freeze during the class. [#2321778]

Seamless WiFi connectivity campus-wide. Cellular connectivity ranks right behind. [#2321847]

I am very glad to say that SCC provides the right, efficient technology and service that serves the students and teaching very well. The only inconvenience I encountered was that I had problems using the copy center website when uploading files from October 2015. I wrote to the copy center but didn't get a reply. I since then had to get by with the compromised functions of the website. I didn't know where to get help. [#2322005]

My top concern is that I have been having trouble accessing certain areas of the online campus due to log-in problems. Being told to use my username and password isn't helpful if they aren't working. I don't actually have any other concerns at this point, but increased collaboration abilities would be fantastic! [#2322164]

1. Understanding how to use it. 2. Tips and tricks for better use. [#2322246]

Having access to all tech in all classrooms (doc cam, comp on a desk and *not* in the cabinet, etc.). Having more reliable internet/wireless. [#2322447]

TSS response time for full fixes and information about issues, like the student missing H Drives and Outlook 2016 exchange accounts TSS communications about upcoming change and WHAT THEY MEAN/how the affect faculty who have to use and train students on items. [#2322617]

Knowing that the internet will work (otherwise, all is lost for my lesson plan!) and that the technology in the classroom will function properly and easily. [#2322743]

What functions are problematic when doing your online classwork on your phone? (Open-ended Question) Self-reported students only.

How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)

7.3750 (n=16)

How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)

6.3571 (n=14)

Key Findings for University Role In ('Staff')

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis H_0 : Adequacy Gap Score = 0. A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

Positive Perceptions (Adequacy Gap Score > 0)

Negative Perceptions (Adequacy Gap Score < 0)

Getting timely resolution of technology problems that I am experiencing.

Adequacy Gap Score = 0.62; N = 26; P = 0.03

Technology support staff who have the knowledge to answer my questions.

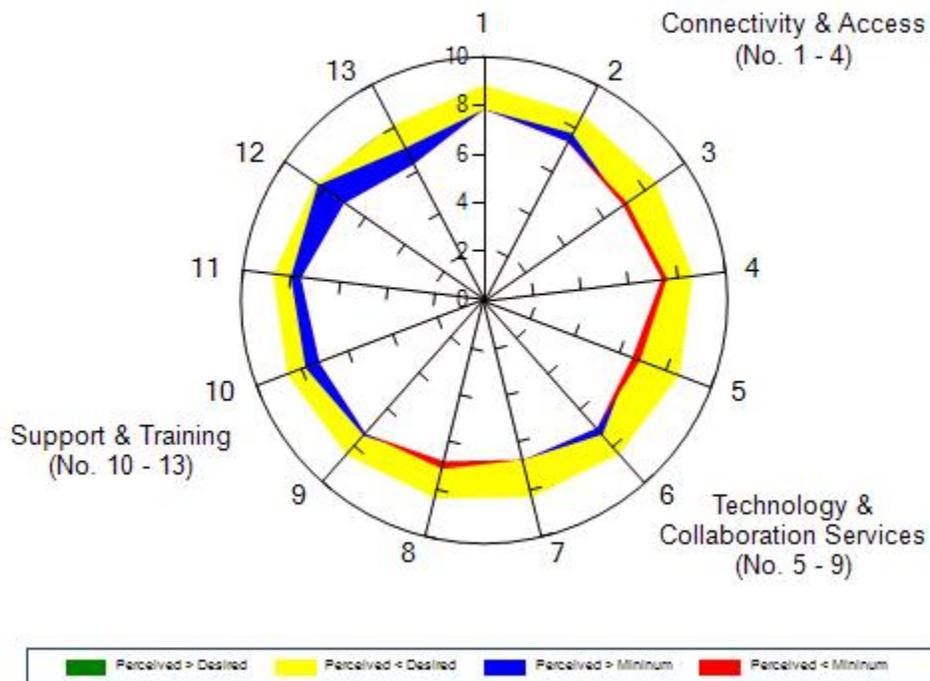
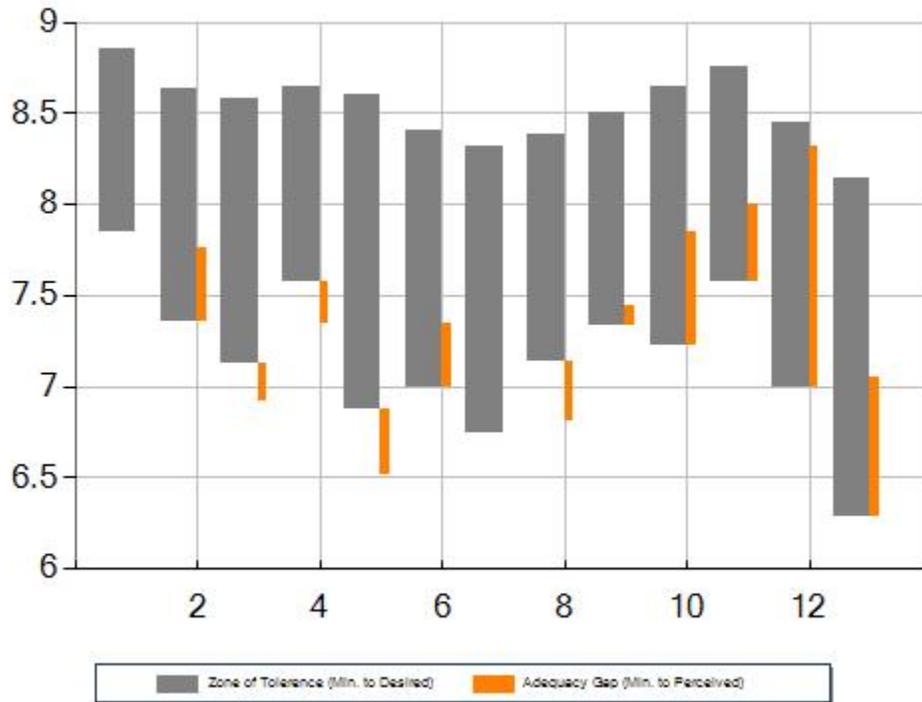
Adequacy Gap Score = 0.56; N = 25; P = 0.05

Receiving communications regarding technology services that I can understand.

Adequacy Gap Score = 0.92; N = 24; P = 0.03

Results for UniversityRole In ('Staff')

Below are the charts for this view of the survey data.



Data Tables for UniversityRole In ('Staff')

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis H_0 : Adequacy Gap Score = 0. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

Connectivity and Access

Tell us about your ability to access technology services through the Internet

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having an Internet service that operates reliably.	Mean	7.89	8.85	7.74	-0.15	-1.11	27	0.64
		Dev	1.26	0.45	1.11	1.60	1.17		
2	Having an Internet service that provides adequate capacity or speed.	Mean	7.48	8.67	7.56	0.07	-1.11	27	0.84
		Dev	1.50	0.61	1.31	1.86	1.40		
3	Having an Internet service that provides adequate Wi-Fi coverage.	Mean	7.13	8.58	6.92	-0.21	-1.67	24	0.50
		Dev	1.30	0.70	1.38	1.50	1.28		
4	Having adequate cellular (or mobile) coverage throughout campus.	Mean	7.59	8.67	7.11	-0.48	-1.56	27	0.30
		Dev	1.23	0.61	2.06	2.35	2.01		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Technology and Collaboration Services

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

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having Web sites and online services that are easy to use.	Mean	6.96	8.62	6.38	-0.58	-2.23	26	0.15
		Dev	1.58	0.56	1.73	2.00	1.78		
6	Having online services that enhance the teaching and learning experience.	Mean	7.11	8.44	7.11	0.00	-1.33	18	1.00
		Dev	1.63	0.76	1.70	1.86	1.67		
7	Having technology services that allow me to collaborate effectively with others.	Mean	6.62	8.10	6.57	-0.05	-1.52	21	0.93
		Dev	1.86	1.48	1.92	2.32	2.36		
8	Having systems that provide timely access to data that informs decision-making.	Mean	7.14	8.41	6.59	-0.55	-1.82	22	0.20
		Dev	1.42	0.78	1.78	1.95	1.80		
9	The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.	Mean	7.16	8.42	7.53	0.37	-0.89	19	0.33
		Dev	1.69	0.88	1.39	1.60	1.29		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Support and Training

Tell us about your experiences with those supporting your use of technology services

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
10	Getting timely resolution of technology problems that I am experiencing.	Mean	7.23	8.65	7.85	0.62	-0.81	26	0.03
		Dev	1.42	0.68	1.10	1.39	0.92		
11	Technology support staff who have the knowledge to answer my questions.	Mean	7.48	8.76	8.04	0.56	-0.72	25	0.05
		Dev	1.30	0.43	0.72	1.39	0.66		
12	Receiving communications regarding technology services that I can understand.	Mean	7.13	8.50	8.04	0.92	-0.46	24	0.03
		Dev	1.59	0.91	1.27	1.96	1.53		
13	Getting access to training or other self-help information that increases my effectiveness with technology.	Mean	6.35	8.22	6.70	0.35	-1.52	23	0.38
		Dev	1.76	1.02	2.16	1.86	1.91		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Suggestions from UniversityRole In ('Staff')

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

Having an Internet service that operates reliably.

I think we have a really reliable network. Improvements can always be made but TSS is doing a good job. [#2321567]

If it were possible to have uninterrupted internet access, that would be great. I don't think that's possible yet. When it is interrupted, it can be very disrupted to work flow. However, my expectations are reasonable here. [#2322131]

Having an Internet service that provides adequate capacity or speed.

Spend additional funds to upgrade capacity. The system gets very slow during periods of high demand. This happens consistently. Would it be possible to increase capacity during peak times? [#2321896]

Having an Internet service that provides adequate Wi-Fi coverage.

I would advocate for a college policy that allows employees to access Wi-Fi for their personal devices, especially because many of us do not have cell service on campus (AT&T). [#2322124]

I like that we have wi-fi all over campus and the students seem to as well. [#2322695]

Having adequate cellular (or mobile) coverage throughout campus.

We have two cell towers on campus T-Mobile and Verizon, We really need to get an AT&T tower on campus. [#2321567]

There are a few dead spots on campus, and at times the Security Officers are alone on duty. Having the ability to call out to emergency services is paramount to our operating effectively. [#2322117]

I am an AT&T user and do not receive cell service in the 5000 building or 9000 building, among others. This is a known problem and I would really like to see it addressed. Especially when emergency communications are sent via cell phones, this issue is an important one. [#2322124]

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

Please do whatever you can to make the Shoreline website more user friendly. [#2321299]

The SCC web site is hard to navigate, I really don't like it. [#2321567]

The college's website is not attractive. It lacks creativity, the graphics look old and dated, and looks disorganized. I believe that each department should be encouraged to have a greater input in how the information is presented. There seems to be a top down approach on how the website should look. Each department has a good understanding of what information is put out there to the public. The web designer should work closely with multiple staff in each department. We all have different expectations and levels of understanding but we have a better feel for what our students and the public needs. It should be a joint effort. New ideas should be welcome and encouraged by all. [#2321896]

I think our websites and online services are pretty easy to use. Easier is always better. [#2322131]

Having technology services that allow me to collaborate effectively with others.

It would be great to have a campus-wide instant messaging system. Sometimes email is cumbersome, or things get lost in the many unread email messages. [#2321557]

This might be a small thing to improve but the benefit will be great. It will be a good idea to use our Outlook even more than what we use it for. The address book can have information about the position, department, supervisor (who reports to who) of each staff member on campus. The directory should have a sort option by department so you can easily find people. Right now we have just names and that is not as helpful as it can be. It will be a good idea to encourage staff to use a signature on their emails so they can easily be contacted by staff and students. [#2321896]

It would be nice to see more online collaborative class rooms to enhance the quality of online classtime. Having video cameras to connect with Skype might be nice to have online staff/faculty meetings when necessary. [#2322131]

Having systems that provide timely access to data that informs decision-making.

All staff should have access to reports that can be used in their daily work. Information is power and it should be made accessible to all. If a staff member asks for reports on a regular basis, that staff member should be empowered and given access to run reports on as needed basis. We are past the era of crushing systems because too many people are running too many reports. Information is a tool that should be available to all that need it. [#2321896]

I would like easier access to degree audits (probably a Enrollment Services issue) and reports available through the HP. More training on the reporting system would help. [#2322124]

The report server is, well, awful. It doesn't run in Chrome, it's clunky to use, and it prevents me from using data as frequently as I would like. [#2322695]

The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.

I'd like ALL the classes to be more consistent with technology and easier to logon to things. Maybe there could be regular trainings on how to use the technology. [#2322131]

Conference rooms audio visual and internet connectivity is critical to conducting an efficient meeting, as well as creating an environment of us knowing what we're doing. [#2322628]

Technology support staff who have the knowledge to answer my questions.

I love TSS and get very good service. Sometimes, I have times where I don't feel like the person knew the answer and I had to go elsewhere. I think this only bothered me because I have very high expectations. [#2322131]

Getting access to training or other self-help information that increases my effectiveness with technology.

I have seen exactly zero training programs that fall under this category. If they have happened, then they haven't been adequately advertised. It would also be nice if it were made clear whether said training sessions would be considered part of the regular workday, or if they are considered time off. [#2321557]

We are so busy with what we need to do daily that we might not have time to set some time aside and upgrade our knowledge base with software that we use on a daily basis (Word, Excel etc.). I wonder if staff will be interested in getting short, weekly emails about new tools and functions that we can use in our daily tasks. [#2321896]

Additional Questions for UniversityRole In ('Staff')

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

What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) Self-reported faculty, staff only.

Struggling with advertising events at SCC via the Communications and Marketing departments website and DAAG. The DAAG submission process is archaic and needs to be made so that info. can be uploaded into it in batches, and not have to continually fill out a redundant form. Also the website is not intuitive and searches never take you to another part of the website, but instead take you to an archival page of past postings. [#2321299]

Timely resolution to technical malfunction, and follow up explanation. [#2321548]

It is extremely frustrating that if I have any sort of update to programs that I use regularly, that I need to contact TSS for them to update it. I'm not going to be downloading software that isn't approved or upgrading programs that I shouldn't have access to. It's a giant waste of everyone's time. [#2321557]

My two concerns about Technology are getting 10 gig fiber to the north end of campus, and a new phone system. The one we have is about twenty years old but it's a work horse. We really need to look into those two things. [#2321567]

1. Down time due to failed computers. 2. More options for portability i.e. tablets, laptops for staff [#2321748]

System slow downs do happen more frequently and are very frustrating. Students leaving personal information on public computers. We need to educate our students more about internet security and privacy. We need more visible signage, prompts on computer screens around public computers that remind users to completely log off. [#2321896]

Na [#2321975]

Availability (and proper use) of technology tools to communicate with other staff and faculty (well met) Tools for students and faculty to handle online assignments. (I don't use directly but help students who do use such tools.) Though the tools seem to have been designed as timesavers to minimize time spent grading and organizing student classwork, there are occasional mistakes that take a relatively long time to resolve. [#2321996]

My top two concerns are: a reliable internet connection and TSS staff who are responsive when there is a problems. TSS staff have always been helpful and responsive to our program needs. The system slow downs and halts seem to have been occurring more frequently in the past couple of years. [#2322104]

I just want the internet to stay running smoothly and I want Office&HP to stay running smoothly. I can't do my job without those 3 things. [#2322131]

cell service and use of technology to lesson the need for travel to meetings [#2322371]

Consistent connectivity, speedy connectivity [#2322426]

College website: improved clarity, ease of navigation and way-finding. (This is being written before debut of the new website, so can't speak to that.) Ability to respond to emerging instructional needs. For example, Business Technology program needs to offer a course in Outlook, but has been hampered by inability to provide students with an online environment where they can practice using all features of Outlook. [#2322555]

Knowing what's available and learning how to use it effectively. [#2322562]

I LOVE that we have an instant message system for quick communication--but when people aren't logged in/don't use it, it defeats the purpose. I would like to see that be a cultural change so I can ping someone a quick question on Skype for Business. My second issue is that I would like to be able to do a help ticket online. Maybe you can (I don't know), but it would be better than calling. If this already exists, then I think the availability of the process needs to be advertised and the ease of the process made more explicit. [#2322695]

What functions are problematic when doing your online classwork on your phone? (Open-ended Question) Self-reported students only.

How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)

7.4444 (n=27)

How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)

6.4615 (n=26)

Key Findings for University Role In ('Student')

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis H_0 : Adequacy Gap Score = 0. A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

Positive Perceptions (Adequacy Gap Score > 0)

Negative Perceptions (Adequacy Gap Score < 0)

Having an Internet service that operates reliably.

Adequacy Gap Score = 0.84; N = 88; P = 0.00

Having an Internet service that provides adequate capacity or speed.

Adequacy Gap Score = 0.87; N = 82; P = 0.00

Having an Internet service that provides adequate Wi-Fi coverage.

Adequacy Gap Score = 0.41; N = 83; P = 0.01

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

Adequacy Gap Score = 0.85; N = 85; P = 0.00

Having online services that enhance the teaching and learning experience.

Adequacy Gap Score = 0.73; N = 78; P = 0.00

Having technology services that allow me to collaborate effectively with others.

Adequacy Gap Score = 0.77; N = 74; P = 0.00

Having systems that provide timely access to data that informs decision-making.

Adequacy Gap Score = 0.49; N = 75; P = 0.00

The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.

Adequacy Gap Score = 0.61; N = 70; P = 0.01

Getting timely resolution of technology problems that I am experiencing.

Adequacy Gap Score = 0.68; N = 71; P = 0.01

Technology support staff who have the knowledge to answer my questions.

Adequacy Gap Score = 0.42; N = 62; P = 0.05

Receiving communications regarding technology services that I can understand.

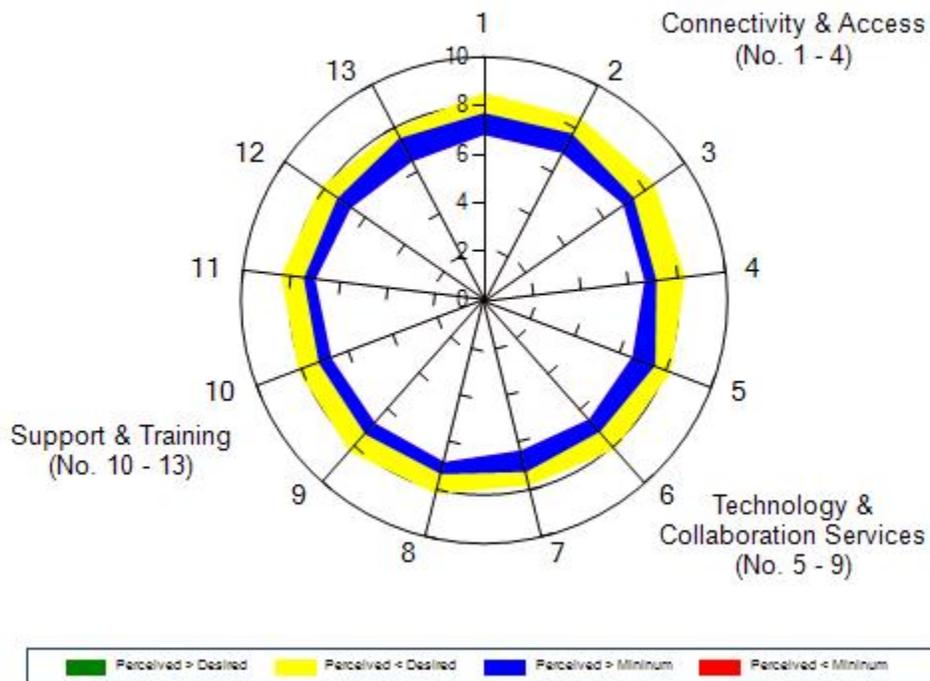
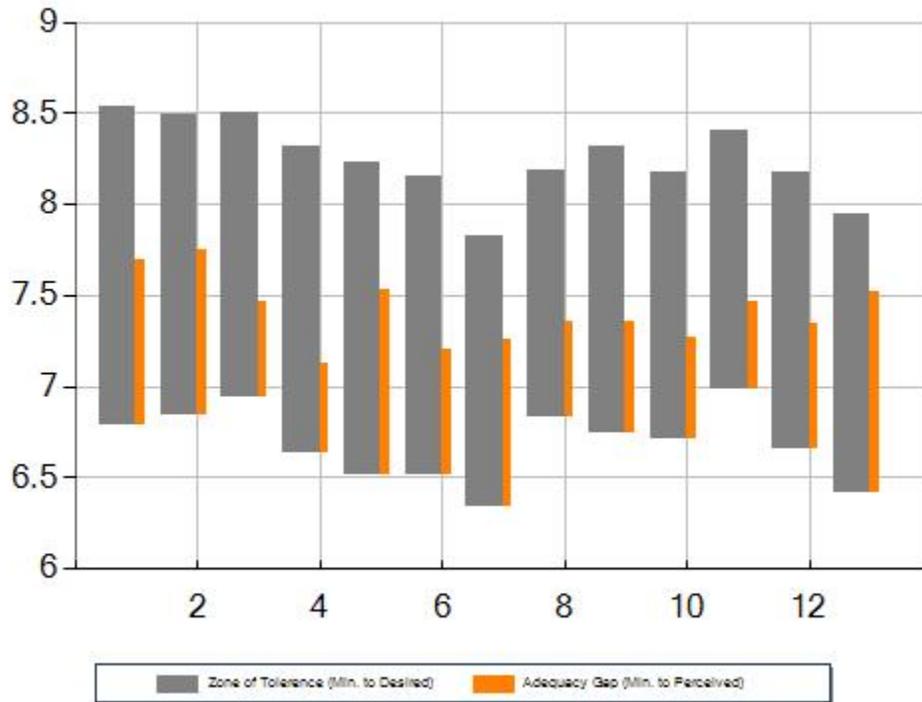
Adequacy Gap Score = 0.70; N = 70; P = 0.00

Getting access to training or other self-help information that increases my effectiveness with technology.

Adequacy Gap Score = 0.96; N = 69; P = 0.00

Results for UniversityRole In ('Student')

Below are the charts for this view of the survey data.



Data Tables for UniversityRole In ('Student')

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis H_0 : Adequacy Gap Score = 0. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

Connectivity and Access

Tell us about your ability to access technology services through the Internet

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having an Internet service that operates reliably.	Mean	6.77	8.50	7.61	0.84	-0.89	88	0.00
		Dev	1.66	0.93	1.22	1.81	1.31		
2	Having an Internet service that provides adequate capacity or speed.	Mean	6.82	8.48	7.68	0.87	-0.79	82	0.00
		Dev	1.62	0.97	1.25	1.65	1.29		
3	Having an Internet service that provides adequate Wi-Fi coverage.	Mean	6.96	8.53	7.37	0.41	-1.16	83	0.01
		Dev	1.59	0.90	1.31	1.40	1.18		
4	Having adequate cellular (or mobile) coverage throughout campus.	Mean	6.61	8.27	6.87	0.26	-1.40	84	0.36
		Dev	1.96	1.19	1.88	2.61	2.25		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Technology and Collaboration Services

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

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having Web sites and online services that are easy to use.	Mean	6.58	8.25	7.42	0.85	-0.82	85	0.00
		Dev	1.69	0.92	1.13	1.89	1.36		
6	Having online services that enhance the teaching and learning experience.	Mean	6.47	8.13	7.21	0.73	-0.92	78	0.00
		Dev	1.94	1.26	1.39	1.57	1.16		
7	Having technology services that allow me to collaborate effectively with others.	Mean	6.35	7.84	7.12	0.77	-0.72	74	0.00
		Dev	1.83	1.27	1.39	1.74	1.36		
8	Having systems that provide timely access to data that informs decision-making.	Mean	6.83	8.16	7.32	0.49	-0.84	75	0.00
		Dev	1.70	1.24	1.37	1.44	1.30		
9	The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.	Mean	6.69	8.31	7.30	0.61	-1.01	70	0.01
		Dev	1.83	1.02	1.43	1.88	1.34		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Support and Training

Tell us about your experiences with those supporting your use of technology services

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
10	Getting timely resolution of technology problems that I am experiencing.	Mean	6.55	8.17	7.23	0.68	-0.94	71	0.01
		Dev	1.91	1.14	1.28	2.02	1.27		
11	Technology support staff who have the knowledge to answer my questions.	Mean	6.94	8.40	7.35	0.42	-1.05	62	0.05
		Dev	1.68	0.91	1.40	1.66	1.22		
12	Receiving communications regarding technology services that I can understand.	Mean	6.61	8.11	7.31	0.70	-0.80	70	0.00
		Dev	1.86	1.25	1.34	1.69	1.36		
13	Getting access to training or other self-help information that increases my effectiveness with technology.	Mean	6.36	7.91	7.32	0.96	-0.59	69	0.00
		Dev	1.85	1.18	1.50	1.80	1.53		

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 = Number of Observations; P = P value for null hypothesis H_0 : Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Suggestions from UniversityRole In ('Student')

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

Having an Internet service that operates reliably.

FREE wi-fi connection where ever on campus is nice/very useful! [#2321529]

Service is fine, but having more outdoor locations to use would be nice. Specifically having power outside. [#2321791]

Reliable Internet is extremely important, especially for hybrid and online classes, where emails and quizzes need reliable internet. [#2322238]

It's pretty perfect how it is, runs 99% of the time :D [#2322475]

Having an Internet service that provides adequate capacity or speed.

There are some dead zones on campus, and this campus isn't huge. [#2321447]

Sometimes CANVAS and McGraw Hill Connect are very slow. I don't know if that's on your end or mine, since I'm off-campus, but it is usually slower than I would expect, even when I log on in other locations, so I assume at least part of that is your end. At one point my local internet was very slow and I found it impossible to watch live Tegrity lectures; it was stopping for 10-20 seconds every 4 or 5 words. I tried to download one lecture, installed the download tool, and the tool said it would take 40 minutes to download. Later, it said another 45 minutes. In the meanwhile, I discovered I got an error message ("can't access it", I think?) looking up anything else in Tegrity, such as trying to do homework or read the e-book, so I left and got food since the download was only 2-3% complete. When I came back an hour later, there was no indication of what happened, but the screen said: "Downloaded 0.0%" There was no info on how to find the file in case it did download, and no "open" option. My only options were CANCEL and... I forget, maybe DOWNLOAD again? or the other button may have been grayed-out? I CANCELLED, went back to where I'd started the download before, but could not get it to start downloading again. By this time, the internet was close to regular speed so I just gave up downloading, and watched the lecture online. I'm a little worried about taking the final exam in Tegrity, now. [#2321489]

This is important if more online or hybrid classes are created. [#2322238]

Sometimes the speed is ok, other times it lags comparatively. Also, the computers in the library are too slow - not sure if that is a bandwidth issue, networking issue or hardware limitations. [#2322459]

Having an Internet service that provides adequate Wi-Fi coverage.

Inside first floor buildings the coverage is lower than what should be expected. Most students are tech heavy users necessitating more robust coverage. [#2321447]

I am not on campus, and haven't used the WiFi service there. I think my phone had some dead spots on campus, though, if I remember correctly. The other questions I tried to answer as best I could as someone who is off campus, but with 5 online classes in this, my first quarter at Shoreline. [#2321489]

This is fine. I've been relying on this at the art building. Sometimes it breaks off at the art building though. [#2321945]

Some pleases are still have weak Wi-Fi coverage, hope for improvement. Moreover, due to the massive usage, hope the Wi-Fi can upgrade to 802.11ac for faster speed and higher capacity to handle more users. [#2322513]

Having adequate cellular (or mobile) coverage throughout campus.

At&t cellular have some problem in campus [#2321354]

With many indirect pathways to and from parking lots and classes, it is imperative the best level of cellular coverage is available. [#2321447]

I'm an online student, so not on campus much, but I believe I hit a couple dead spots with my cell phone. [#2321489]

Particularly AT&T cell service [#2321764]

It's pretty awful. At&t is my service provider and I only get usable cell service on ~10% of campus, if that. I know that campus is in a geographically weird area, but something should be done about it. I can't be the only one. That being said, the quality of wifi coverage around campus makes up for it considerably. Most things I do with my phone aren't call/text related, so it's not the end of the world. I'd prefer you guys prioritized the software access I explained above. [#2321836]

There isn't at&t mobile coverage at the art building by the way. Just saying. [#2321945]

No service for AT&T when I stay inside any building. Only 1 bar or even still no service when i'm outside. [#2322006]

I have a Tracfone "dumb phone" and often have no service on campus, particularly the library. This is annoying and inconvenient. I'm not sure how this would be fixed. [#2322469]

AT&T network was pretty crappy in campus, I even can't make a phone call. Due to the fact, I switched to T-Mobile last year. [#2322513]

Service on the AT&T network is horrible on campus. I immediately switch to WiFi while visiting campus. [#2322779]

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

The new website of the school looks nice, however, it is difficult to have a wide view when registering for classes. Also, a searching machine should be added so that we don't have to scroll down every time we search for a class. One more problem that I have experienced was that the system blocked me from registering although I met all the requirements, and I think that it was somewhat inconvenient. [#2322074]

I have found that the Shoreline website is not as user friendly as it could be. My suggestion is better organization of the information. [#2322238]

I have given this a 6 because at the moment I use launchpad for one of my courses. This program has been nothing but trouble to use. It has taken me to my test from the intro by hitting the (next) button and if I tried to leave it would submit it. It has given me errors on some pages to the point where I could not complete my scheduled task. It has done this on multiple computers also. [#2322355]

The new website is way too... big. Gigantic fonts that are not easy on the eyes. [#2322475]

Most all the services are really strict forward, but I hope campus can integrate all service, like email, canvas and other related services to one platform, so I don't need to switch to different site for different things. [#2322513]

It's sometimes hard to find specific information. For example, the NelNet info is always elusive. I usually "register for classes" and click on Nelnet for more info. [#2322779]

Having online services that enhance the teaching and learning experience.

Panoptos recoding features have been very hit and miss with sound quality and video quality
[#2321459]

It's important to have accessibility features for people with disabilities. [#2321690]

I'm not sure what collaboration service are. Recently, I had problems accessing technology in a class that relied on it in the computer lab in the 1400 building. I quit the class. [#2321831]

Lynda.com was a great idea. [#2321945]

Is a must. But I have never had trouble ether finding some one to help me when I have had an issue. They did a great job at helping me to understand the problem and move past it. [#2322355]

Canvas is confusing to use, but only one or two of my classes use it. It would be nice to have a better index that omits headings for information that is not present. I always have trouble finding the syllabus for a course. I make sure to keep hardcopies that the professors provide. I would like to have all the syllabi in an easy-to-find online location. [#2322404]

Canvas is good and free. Mastering physics and webassign are good, but it sucks that we have to pay more [#2322475]

Canvas is amazing! I use the app on my phone to read discussions. App on my iPad to chime in when I'm out of town and the desktop website is great also [#2322779]

Having technology services that allow me to collaborate effectively with others.

I don't know how to create a discussion with a list of classmates, and index it with a topical title, a "group" as it were. I wish I could do this for teamwork. [#2322404]

Having more networking that is through Canvas or some other platform to collaborate virtually is something that is lacking without students utilizing Skype or some other platform or teachers setting something up in Canvas. I have run into issues where other students aren't familiar with Skype and with teachers who are either unaware or lazy when it comes to enabling collaboration tools through Canvas. Having a platform that allows for audio, video and screen sharing would be really useful so that anyone could easily be proficient in the tool and continue to use the same platform for different study groups. [#2322459]

One input about the TLR system for staff. It SUCKS! Super slow to submit one shift, and a hassle to input one by one. I would love it if you could put in ALL your shifts on one page, then submit it, review it and be done. [#2322475]

I don't have high expectation on collaborate service that campus provided, but it does exceed my expectation. However, I will vote for Google Doc for collaborate with others. [#2322513]

Having systems that provide timely access to data that informs decision-making.

Some forms are downloadable, but they don't include the documents necessary to fill them out. The example I came across was the registration form, which asked for an advisor "CODE" and a major "CODE". I found instructions for the form, which said to look these codes up on the attached sheet; however, there was no attached sheet. It would be nice to have all the necessary pages/information together, or accessible through easily found links. I DO like the new web page setup for the class listings, I think it will be much easier, with a bit of practice. [#2321489]

I'm not sure if this is the right place for it, but navigating class schedules seems clunky to me and like it could be improved, especially when it comes to the registration process. Finding the right place to click the right button to get into your registration is confusing - it seems like it should be integrated through Canvas or some other student portal like the UW has. Also, the financial aid site and information is not optimized in a way that makes it easy for students to find the answers they are looking for including specific deadlines, required steps/tasks, what has to be resubmitted at different points along a given academic path, etc. Again, this could be something that once you are logged in a student could have a personalized landing page for financial aid information. [#2322459]

The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.

One of my classes uses BlackBoard Collaborate a few times a quarter. Although the program is pretty simple to use once you're in the meeting, the setup was a long and painful process. I had to call the BB Collaborate help line 3 times during the process, which was fraught with errors and dire security warnings. They tended to give a rushed set of directions and hurry me off the phone; maybe they are evaluated on calls/minute rather than actually helping someone through the setup process. My suggestion would be: 1- to find a way to simplify the setup process, and 2- advise people in advance that they may see this error or that security Warning, but it's expected and you should continue the setup process. I believe they had me open a new unsecured port to use the software, which seemed bad, but the help line advised me it wasn't really a problem. (In contrast, CANVAS help is usually extremely helpful and resolves issues in a single call.) [#2321489]

I do feel like the study rooms in the library provide adequate technology, but sometimes it feels like there are too few study rooms provided [#2321638]

If possible, it would be nice to have the schools software licenses not tethered to desktops that are often in locked classrooms. Solidworks and Vivado, along with maybe a few other proprietary software items have had less than adequate accessibility in my experience. If there could be some kind of cloud based software access so that any computer on campus could access certain programs/licenses, up to whatever our seat allotment is for those licenses, that would be huge. If necessary, you could give eligible students a unique user ID for special authorization to ensure that seats aren't being taken by non-essential student users. [#2321836]

No access hours after class time [#2321931]

A cintiq lab would be useful and helpful for many art students (especially now is a new digital era), but knowing how expensive they are, I do not expect much of it. I'm graduating soon anyway. [#2321945]

I have no personal experience with this, but others might find study rooms helpful. [#2322238]

The music technology equipment is awesome (very good, that is). It's hard to maintain the dozens of pianos, but our staff keeps up in a somewhat timely fashion. They have lots of work to do after we bang on the instruments every day, week after week. They are heroes. [#2322404]

The addition of projectors in classrooms that are accessible to teachers are great assets to lectures. The only issue I have run into regarding technology in lectures (aside from the unavoidable intermittent malfunctions that any technology is bound to have) is the setup of the projectors. Many of them have display output settings that are not optimized. Additionally, the projected images are sometimes too dim or not properly aligned so that the top of the projected image is displayed at the very bottom of the projection. This is specifically an ongoing issue in the main physics lecture room 2925 where there is also an ongoing issue with the Image Viewer device for projecting images of sheets of paper which is too dark and doesn't focus as it should. [#2322459]

Getting timely resolution of technology problems that I am experiencing.

Sometimes the Wi-Fi is not working, so I want to improve the power of Wi-Fi. Sometimes the classroom's computer was not working well, and this influenced us to continue the class, so I want to improve the computer problems. [#2321269]

Like getting a message when wi-fi is down and when it'd be resolved instead of an email, for example. It helps to prepare. If wi-fi is down, we can't read the emails about it anyway. Most of the times, it's only being told in the library. So if you're not in the library, you won't know about it. I usually hear about it from friends instead, when it's rather late. [#2321945]

The computer can not listen or use headphone [#2321959]

I have no experience with this, but others might find it helpful. [#2322238]

As mentioned in the last comment, there are ongoing issues projected images. One issue, the display settings and specifically the resolution settings, has been corrected. The issues of the top of the image displaying at the bottom and the Image Viewer projecting being both too dim and often out of focus regardless of pressing the refocus button persist. [#2322459]

canvas help was fast and friendly and helpful [#2322475]

Staff were busy and fixed computer errors late in the week. Better communication and quicker resolutions is suggested. [#2322730]

Technology support staff who have the knowledge to answer my questions.

I only went there once and they solve my problem [#2321354]

I love this program, just wish there was more information on how to get into the work force, or start my own business. [#2322641]

Receiving communications regarding technology services that I can understand.

I very much appreciate it when an email goes out because the system is down explaining why and an estimate for resolution of the problem. [#2321831]

Knowing about Lynda.com collaboration would be nice. I didn't know about it till my friends explained it to me. Students like me rarely reads the notification emails from school as it is lengthy and dull. We have more important work to do like getting things done by the deadline. Unfortunately, I do not have any bright ideas for suggestions. I suppose those giant screens in the PUB building might be of use now. [#2321945]

I find Canvas confusing and incomplete. It's hard to see where information is stored, and there are lots of empty pages to check for content. Not many of my classes use it. [#2322404]

Getting access to training or other self-help information that increases my effectiveness with technology.

Usually if I don't know about something, I run into the problem that most of the help out there is for people with much more advanced skills than I have. Either that, or it's at a lower level than is useful for the problem at hand. I don't know if it's possible to have a mid-level help? That and I don't usually know where my knowledge gaps are until I fall into them. [#2321489]

Project handouts have improved greatly [#2321931]

Canvas's virtual campus also has great lessons and tips to succeed online [#2322779]

Additional Questions for UniversityRole In ('Student')

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

What are your top two concerns about technology related to your job at Shoreline? (Open-ended Question) Self-reported faculty, staff only.

What functions are problematic when doing your online classwork on your phone? (Open-ended Question) Self-reported students only.

My phone (ATT) has unreliable coverage on campus so sometimes I'm unable to connect to the internet or have very slow speeds. [#2321279]

When I use Canvas app, I cannot see the average of the grade, so whenever I want to see the average grade, I need to access pc version. [#2321306]

when i do the classwork or any assignment in my phone, it doesn't show me the full context and sometimes it takes me to a different link. some times it just disappear or the internet randomly goes down. [#2321308]

The grade on canvas is not the same on phone and pc [#2321354]

I've never tried doing it on my phone, I always use my laptop for online work. [#2321378]

Phones compare to the computers still have a lot of inconveniences to finish the documents. We still need computers in this generation. Phones cannot really replace computers. [#2321416]

Online coursework that uses Flash. It's still out there. [#2321432]

Canvas app doesn't appear to be fully applicable to smartphones, as I have a tablet pc with the same company. [#2321447]

I have not problem with it. [#2321450]

The app on the phone and the website are rarely able to be navigated in the same fashion. [#2321459]

The fact that the screen on my phone is too small to view whole word documents. It is difficult to switch between windows as well, as only one window can fit on the screen. Also, sometimes certain websites may not work on my phone so several functions and formatting are not usable or are compromised. [#2321484]

I can't type well on my current phone, so I gave up on using it except in dire emergency. Canvas tends to be very slow on it, and I never tried to get into McGraw Hill Connect or Blackboard Collaborate on my phone... I wasn't sure if the download files would be too much for the phone. For the mobile website for CANVAS, would it be possible to make the blue menu at the left side (Account, Dashboard, Courses, Groups, Calendar, Inbox, Help) a collapsing menu? I just learned how to collapse the white menu, but I don't see that for the blue one. My phone has a small screen; it would be helpful to have a larger area to view the course info. Also, I don't know how I would save and then attach a file to an assignment via my phone, but that may be my lack of knowledge showing through. [#2321489]

The app itself sometimes doesn't load properly, and reading the comments to discussions can be difficult with the way it is formatted. [#2321598]

Some quizzes, slides, modules, etc can't be displayed on a phone and should be accessed through a computer or laptop [#2321638]

I don't use phone to do my online classwork. [#2321669]

A phone screen is too small. [#2321699]

I do not do a large amount of homework on my phone, but when I do I find the Canvas app to be extremely effective and user friendly. So I cannot think of any functions that are problematic. [#2321715]

Can't type very fast; screen not very big/hard to see as well vs computer or tablet. [#2321727]

I only check grades or message on my phone, not doing classwork [#2321764]

I never complete online classwork on my phone. Although I have a smartphone, I have been told that Canvas and other online learning sites are not predictable. I prefer to keep my mobile phone separate from my course work. I use my home laptop to complete all of my online classwork. [#2321766]

N/A [#2321791]

I do not use my phone for classwork. [#2321817]

I don't do online class work on my phone. I can barely use CANVAS to check my grades and due dates. [#2321831]

I don't do online classwork on my phone. I'm not even sure what that means. [#2321836]

Dont do it on phone [#2321931]

I do not do online classwork on my phone. The screen is too small and I do not have Words document on my phone either. The memory stick in my phone isn't big enough anyway. [#2321945]

Anything more complicated than basic text entry and pdf reading is too time consuming, battery consuming, and not worth attempting on mobile platform. A laptop or desktop is necessary. [#2321963]

It doesn't always work [#2322086]

Never tried. [#2322138]

Not being familiar with up to date or current technology or the "language" [#2322139]

I've never experienced problems online. [#2322148]

I usually only access canvas on my phone to check announcements and grades - not for homework. I don't really encounter any issues, besides the inconvenience of having to log in (I am automatically signed in when on my personal computer). [#2322170]

My Canvas app is glitchy. For Math 148 the assignments default to the first assignment and I can't see the problems. This has really hindered my ability to do homework on the go. I have a full schedule and often get to my destination early with enough time to do a problem or two, but my phone doesn't allow me too. [#2322172]

Wireless coverage is the only problem that I have. Just doesn't work in all the places around campus. [#2322196]

I don't even attempt to do coursework on my phone. It may function way better than I expect, but I don't expect it to be very useful when I could just use my laptop. [#2322199]

I have no personal experience with this. [#2322238]

Tiny screen, little space to work with if handling tasks that require switching from app to app. [#2322250]

Sometimes I cannot scroll sideways. Canvas can be clumsy. [#2322271]

Persistent shutdown of websites that don't allow me to save before it happens [#2322280]

I don't usually do online classwork on my phone. [#2322309]

Canvas does not work as well but it is a phone. It can be a bit laggy but is stable for the most part. [#2322355]

Sometimes the wifi disconnect when i move places around the campus [#2322357]

I haven't done online work over the phone at Shoreline. [#2322404]

Sometimes the internet fades in and out, especially in the Physics Learning Center and the Library, which is frustrating since those are two places dedicated to enabling studying. [#2322459]

Didn't find out any [#2322467]

I don't use my phone for classwork. [#2322469]

sometimes it's hard to write discussion replies on the canvas phone app. Backspace seem buggy [#2322475]

The third party videos are often not available when I log in from my phone [#2322494]

Small screen, and typing is not comfort [#2322513]

Some bugs mau occur [#2322532]

Well I don't know why but I can't open my assignments in my phone which is terrible because sometimes I don't like opening my laptop. [#2322539]

Its hard to do class work on phone because phone is too small to cover all assignment on the phone screen. [#2322551]

I use my laptop to online classwork- I've tried on my phone but it's too difficult to type and navigate Canvas [#2322563]

N/A [#2322641]

The functions that are problematic when doing your online classwork on your phone are inherent to the size of the screen and it's limitations. The phone app is great for reading assignments, discussion boards and view deadlines. The Canvas app on an iPad on tablet device is where one can do classwork on the go. I personally have an iPad mini with a bluetooth keyboard and a subsribition to Office 365 which allows me to use Microsoft Word on my tablet. Word gives me a word count which is essential to length requirements on assignments. [#2322779]

How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)

7.1176 (n=85)

How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)

6.8706 (n=85)
