A Higher Education TechQual+ Study

Spring 2015 Faculty Survey

Georgia Southern University

Thursday, June 25, 2015

Higher Education TechQual+ Project
Assessing IT Service Outcomes for Technology Organizations in Higher Education
http://www.techqual.org
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Introduction

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. The Higher Education TechQual+ Core Instrument is a web-based survey that asks respondents to provide evaluations regarding minimum expectation levels, desired service levels, and perceived service levels for IT service outcomes expected by faculty.

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

Dr. Steven Burrell, Vice President of IT and CIO
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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

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

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.

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 $H_0$.

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.

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.
Executive Summary

367 faculty were randomly selected to participate in the survey. 182 respondents partially completed the survey with 152 (43%) completing all questions for an 86% completion rate and a 50% response rate overall. 89% of respondents identified themselves as faculty of which 86(47%) self-reported their gender as female, 82(45%) as male and 14(8%) were undeclared.

The following graph depicts the overall results of the survey.

Connectivity and Access
Faculty have negative perceptions concerning network related issues. Comments site slowdowns in network speed and reliability during peak hours of use (10am-2pm) and the inability to access video content with reliable results. Wifi coverage is perceived to be “spotty” and unreliable in some areas of campus.

Technology and Collaboration Services
Faculty expressed frustration with web browsers and some applications such as ADP, Google Apps, or the ability to find information in websites. Faculty relationship with Folio (D2L) seems to be either love or hate with complaints about the complexities of the interface. Some faculty are unsatisfied with Adobe Connect...
for video collaboration. Faculty would like all classrooms to have SMART capabilities.

Support and Training
The knowledge of IT services technicians was among the highest expectations expressed and an area of needed improvement. Faculty comment positively about their assigned technical staff and communication about IT issues and problems. Macintosh support seems to be an area of needed improvement. Faculty are seeking a variety of training opportunities and at introductory, intermediate, and expert levels. In general, faculty would like more training on FOLIO.

Other Important Information Technology Services
Faculty are interested in using laptops and personal devices (BYOD) to conduct their work. There were significant differences in the perceptions of female versus male respondents.

IT Services Response Actions
A critical issue to address is bandwidth and wifi access. Beginning in the fall 2015 term, internet bandwidth will increase from 1gb to 2gb for the campus network. More wifi access points are being installed in high-use or under-served areas. Data from this survey and other use-experience sources is being used to help identify those locations.

Significant investments in training are also being made. Managers of technical support staff servicing faculty IT issues have completed Help Desk Institute training. Technicians supporting faculty are currently obtaining mandatory technical certifications and additional support training is currently being planned to address Macintosh, mobile devices and BYOD support issues.

The development of Service Level Agreements (SLA) with each college is currently underway and will to set reasonable expectations while helping to identify under-served departments, buildings and individuals. The SLAs will be monitored closely and periodically reviewed to proactively address perceptions of service. ITS is also increasing proactive communications about available technology, activities, and issues through the website, service catalog, and news information shared with the campus.
Findings

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis $H_0: \text{Adequacy Gap Score} = 0$. 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:

**Total Population / Respondents**

<table>
<thead>
<tr>
<th>Population Size (N)</th>
<th>Sample (n)</th>
<th>Respondents (n) %</th>
<th># Attempted</th>
<th># Complete</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>964</td>
<td>367</td>
<td>38%</td>
<td>182</td>
<td>158</td>
<td>49.6%</td>
</tr>
</tbody>
</table>

**University Role (self-reported)**

<table>
<thead>
<tr>
<th># Attempted</th>
<th># Complete</th>
<th>Comp. Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Declared</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Faculty</td>
<td>170</td>
<td>152</td>
</tr>
<tr>
<td>Staff</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Totals:</td>
<td>182</td>
<td>158</td>
</tr>
</tbody>
</table>

**Gender (self-reported)**

<table>
<thead>
<tr>
<th># Attempted</th>
<th># Complete</th>
<th>Comp. Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Declared</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>86</td>
<td>75</td>
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<tr>
<td>Male</td>
<td>82</td>
<td>72</td>
</tr>
<tr>
<td>Totals:</td>
<td>182</td>
<td>158</td>
</tr>
</tbody>
</table>
## Statistically Significant Perceptions

### All Respondents

<table>
<thead>
<tr>
<th>Positive Perceptions</th>
<th>Negative Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having an Internet service that operates reliably.</td>
<td>Adequacy Gap Score = -0.53; N = 148; P = 0.00</td>
</tr>
<tr>
<td>Adequacy Gap Score = -0.53; N = 148; P = 0.00</td>
<td></td>
</tr>
<tr>
<td>Having an Internet service that provides adequate capacity or speed.</td>
<td>Adequacy Gap Score = -0.97; N = 146; P = 0.00</td>
</tr>
<tr>
<td>Adequacy Gap Score = -0.97; N = 146; P = 0.00</td>
<td></td>
</tr>
<tr>
<td>Having an Internet service that provides adequate Wi-Fi coverage.</td>
<td>Adequacy Gap Score = -0.91; N = 144; P = 0.00</td>
</tr>
<tr>
<td>Adequacy Gap Score = -0.91; N = 144; P = 0.00</td>
<td></td>
</tr>
<tr>
<td>Having Web sites and online services that are easy to use.</td>
<td>Adequacy Gap Score = -0.52; N = 149; P = 0.00</td>
</tr>
<tr>
<td>Adequacy Gap Score = -0.52; N = 149; P = 0.00</td>
<td></td>
</tr>
<tr>
<td>Having online services that enhance the teaching and learning experience.</td>
<td>Adequacy Gap Score = -0.53; N = 144; P = 0.00</td>
</tr>
<tr>
<td>Adequacy Gap Score = -0.53; N = 144; P = 0.00</td>
<td></td>
</tr>
<tr>
<td>The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.</td>
<td>Adequacy Gap Score = -0.84; N = 144; P = 0.00</td>
</tr>
<tr>
<td>Adequacy Gap Score = -0.84; N = 144; P = 0.00</td>
<td></td>
</tr>
<tr>
<td>Technology support staff who have the knowledge to answer my questions.</td>
<td>Adequacy Gap Score = -0.38; N = 148; P = 0.01</td>
</tr>
<tr>
<td>Adequacy Gap Score = -0.38; N = 148; P = 0.01</td>
<td></td>
</tr>
</tbody>
</table>
### Male Respondents

<table>
<thead>
<tr>
<th>Positive Perceptions</th>
<th>Adequacy Gap Score</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving communications regarding technology services that I can understand.</td>
<td>0.54</td>
<td>68</td>
<td>0.02</td>
</tr>
<tr>
<td>Getting access to training or other self-help information that increases my effectiveness with technology.</td>
<td>0.40</td>
<td>65</td>
<td>0.04</td>
</tr>
<tr>
<td>Assistance in developing instructional materials for use in Desire2Learn/FOLIO.</td>
<td>0.60</td>
<td>57</td>
<td>0.01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Perceptions</th>
<th>Adequacy Gap Score</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having an Internet service that provides adequate capacity or speed.</td>
<td>-0.79</td>
<td>66</td>
<td>0.00</td>
</tr>
<tr>
<td>Having Web sites and online services that are easy to use.</td>
<td>-0.59</td>
<td>68</td>
<td>0.01</td>
</tr>
</tbody>
</table>

### Female Respondents

<table>
<thead>
<tr>
<th>Positive Perceptions</th>
<th>Adequacy Gap Score</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having an Internet service that operates reliably.</td>
<td>-0.75</td>
<td>71</td>
<td>0.00</td>
</tr>
<tr>
<td>Having an Internet service that provides adequate capacity or speed.</td>
<td>-0.90</td>
<td>70</td>
<td>0.00</td>
</tr>
<tr>
<td>Having an Internet service that provides adequate Wi-Fi coverage.</td>
<td>-0.96</td>
<td>72</td>
<td>0.00</td>
</tr>
<tr>
<td>Having online services that enhance the teaching and learning experience.</td>
<td>-0.82</td>
<td>67</td>
<td>0.00</td>
</tr>
<tr>
<td>The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.</td>
<td>-1.07</td>
<td>70</td>
<td>0.00</td>
</tr>
<tr>
<td>Technology support staff who have the knowledge to answer my questions.</td>
<td>-0.46</td>
<td>72</td>
<td>0.05</td>
</tr>
</tbody>
</table>
Connectivity and Access

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Min</th>
<th>Des</th>
<th>Per</th>
<th>Adeq</th>
<th>Supr</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Having an Internet service that operates reliably.</td>
<td>Mean</td>
<td>7.66</td>
<td>8.84</td>
<td>7.13</td>
<td>-0.53</td>
<td>-1.71</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>My Survey</td>
<td>Dev</td>
<td>1.31</td>
<td>0.46</td>
<td>1.70</td>
<td>1.94</td>
<td>1.74</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer Group</td>
<td>Mean</td>
<td>7.79</td>
<td>8.80</td>
<td>7.32</td>
<td>-0.47</td>
<td>-1.48</td>
<td>255</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev</td>
<td>1.35</td>
<td>0.58</td>
<td>1.69</td>
<td>1.88</td>
<td>1.64</td>
<td></td>
</tr>
</tbody>
</table>

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 H0: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum.

1. The Internet seems to be very slow on campus at times. [#2046743]
2. Folio and other legitimate online services used for course delivery typically bog down from noon to 3-4 p.m. resulting in interminable download rates. More granular application throttling via bandwidth shaping and capacity management devices may alleviate this. Folio is a mission critical application for the university and it should get the highest priority QoS. Other legitimate online delivery services should be next in line for high priority Qos. For example, I require students to download video tutorials from the HEC Montreal Learning Portal and have given up trying to use these in the middle of the classday because of unreasonably sluggish downloads. [#2046778]
3. During peak times of the day, 10:30 to 2:30, Internet access to campus resources such as folio or instructional videos from the Internet is awful and often completely unusable. Web pages in folio hang, freeze and fail to respond to mouse clicks. This performance issue is often blamed on D2L, but measured download speeds indicate that the problem is more often on our network. We have been asked to be conscious of costs to students and to try to avoid using expensive textbooks, but if the Internet is too slow and unreliable, it is impossible to use online resources instead. I've been told that there is a security appliance that is contributing to the problem and I'm sure that it is necessary considering all the malware out there, but some other method of managing security needs to be implemented so that it is possible to teach using the online resources that I need. The problem is similar to the problems we had a couple of years ago before we had the big bandwidth increase. It was OK for a while, but this entire academic year it has been terrible. I've had to cancel countless planned lessons and come up with alternatives on the fly because the resource would not load. The situation makes teaching an embarrassment. [#2046784]
4. I don't have the knowledge to fully understand what makes service reliable, but it is my perception along with my students that unreliable service at a
university such as GSU is unacceptable. The internet is required in nearly everything that I do, from retrieving documents and lectures from a cloud drive to uploading project grades in Folio. Everything has moved online and it impacts every part of the day when it is not functioning properly. This includes software programs that we use which are cloud based. [#2046788]

5. Increase bandwidth to insure reliable high speed internet in offices. Traffic shaping is obviously going on. Internet speeds in both offices and classrooms is a joke. [#2046899]

6. bandwidth as always an issue during peak times and peak areas of the semester (last week, etc) [#2046909]

7. Wireless accessibility is low in the COE office building. It is fine when I am in my office and can plug directly in, but if I am attending a meeting and need my laptop, I often cannot access the internet wirelessly. [#2046911]

8. Even after the improvements last year, Internet reliability and speed is often spotty. I don't know the technical aspects of how this would be fixed, but I do know that it is possible and works utterly reliably at many other institutions of higher learning. [#2046912]

9. The campus needs much greater W-Fi capability, especially in the later morning and early afternoon when many students are using computers on campus. I have had many problems using the internet in my class during those times. I know this is not a new complaint. [#2046927]

10. There are far too many service interruptions and times when the network is slow. Infrastructure in Statesboro is a problem (no fiber optics) & on campus in classrooms is poor. If the computers are inadequate to begin with, any problem with the network is compounded. [#2046946]

11. As a public speaking instructor - my students often want to use YouTube videos as visual aids - or sometimes bring up a website to show us something on it. I always tell them to have a back-up plan; however, they get really frustrated when the Internet doesn't work or works slowly - they don't get to show off what they did. And I understand their frustration - but we don't have time to just cancel class for the day because the Internet is down or slow. [#2046975]

12. The internet service is often slow or disrupted. [#2047010]

13. The computer in COBA 2239 is horrible. The internet service takes forever to load, often shuts down, or just doesn't work. Other than that, I have had no problems. [#2047045]

14. no real issues. [#2047046]

15. Teaching with using internet resources is frustrating at times as you cannot stream videos or use folio during class many times. It got better in the last year, but still not where it could be. Also, getting into campus resources off campus is frustrating with few directions (i.e. ADP... even remote log in is a frustrating process with ADP and somethings won't work and I had to figure out a different way to get in as I had a student employee to approve time cards). [#2047068]

16. I know you increased the bandwith, but it still seems that the internet is not even fast enough to run youtube videos. I would prefer faster speeds if possible. Since Internet explorer is being phased out, you should eliminate
that as an option from the computers on campus and make chrome the
default browser. [#2047071]

17. Internet is vital to all the work I do. A few time this year it went out in our
building and I had to use my phone as a hotspot. That is rather annoying,
but I have the backup just in case. [#2047076]

18. Frequent outages in classrooms is a significant problem. [#2047078]

<table>
<thead>
<tr>
<th>Survey</th>
<th>Mean</th>
<th>Des</th>
<th>Per</th>
<th>Adeq</th>
<th>Supr</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>7.70</td>
<td>8.86</td>
<td>6.71</td>
<td>0.99</td>
<td>2.15</td>
<td>151</td>
<td>0.00</td>
</tr>
<tr>
<td>Dev</td>
<td>1.18</td>
<td>0.42</td>
<td>1.85</td>
<td>2.09</td>
<td>1.90</td>
<td></td>
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</tr>
<tr>
<td>Peer Group</td>
<td>7.59</td>
<td>8.76</td>
<td>7.08</td>
<td>0.52</td>
<td>1.69</td>
<td>248</td>
<td>0.00</td>
</tr>
<tr>
<td>Dev</td>
<td>1.41</td>
<td>0.71</td>
<td>1.67</td>
<td>1.96</td>
<td>1.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 H0: Adequacy Gap Score = 0;
Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color
= Perceived > Desired

1. Given the number of devices now connected to the internet throughout
campus, I often find videos that I want to show in class buffer more than is
my desired amount. I would be fantastic to have much faster access to these
teaching tools. [#2046739]

2. In music, we try to use youtube extensively for classes. Most of the time,
though, it is unusable due frequent hesitations and a complete stoppage of
buffering for the individual video. [#2046751]

3. In the Multimedia programs within Communication Arts, there is a great need
for high-capacity Internet service because our students are attempting to
produce audio and video programming for class assignments and media
distribution. We have not found the speeds nearly adequate during the past
academic year for our needs. [#2046759]

4. Bandwidth/application shaping and/or the use of capacity management
devices may be the only solutions until higher capacity circuits and switches
can be provided. Adding another layer at the distribution layer may be
needed. Migrating to 1 Gbps within every building is likely to help. When labs
are refreshed, the clients typically have 10/100/1000 adapters, but the
network speed remains at 100 Mbps rather than 1 Gbps. Of course, fatter
WAN pipes would also help as would more content caching. [#2046778]

5. Internet speeds during peak times are in the 1 mbps range and are
unacceptable. Download speed for files take anywhere from 5 minutes for 3
MB file to 45 minutes for a 20 MB file. Students cannot download their lab
files in time to complete the labs in class. Uploads are also slow, but not as
slow as the downloads. Forget about trying to download student assignments
for grading. I have to grade them at home where I get much faster speeds. Purchase more bandwidth and fix the security monitoring that is negatively impacting access to online resources. The IT building seems to be one of the worst and it should be the best. Upgrade the network equipment. The situation is pitiful. [#2046784]

6. Equally important to reliability is capacity and speed. I can't offer suggestions to improve performance; however, I can say that it is perceived as a necessary requirement. Slow and unreliable service has on many occasions caused me to shut down my class when instructing on a cloud based service or when online quizzes froze and reset student submissions. Slow speed can also impact instruction when using smart sync technology that allows the teacher to view and interact with student computers when teaching a software course. [#2046788]

7. I guess we need more bandwidth. It's slower in the afternoons - my work requires connecting to the internet so I can use international databases and/or places off campus and away from Statesboro [#2046789]

8. On campus is generally OK, although email sometimes does not seem to be as fast as I would expect (even for on campus). OFF campus is a major problem for faculty who are doing anything course related. I can't begin to count the number of times a connection has timed out on me while i was trying to download or upload information. This is particularly a problem when working with folio. [#2046791]

9. Still not enough bandwidth for peak usage during the day. Trying to play videos in class is frustrating. Any "large" download is also frustrating. [#2046799]

10. There have been several times when the Internet access is incredibly slow. In being slow it keeps me from being able to access Folio and other sites in order to grade, research material for class, etc. [#2046802]

11. Speeds seem quite slow at times in the IT building. [#2046817]

12. Folio is very slow during peak periods (finals and first week), especially when I am processing 50+ items in the dropbox. I'm guessing that is a bandwidth issue?? 2. While teaching in the Hollis building, I sometimes encounter issues with the speed of the internet (especially Hollis 2102). If I have online videos to show, this can be a major issue. [#2046819]

13. The research is available. We know students expect to be able to connect with multiple devices simultaneously. We also know they are very much geared toward streaming and other data hogs, yet we have not increased campus bandwidth to an acceptable level to accommodate student use, whether for scholastic or recreational use. There is no way to allow us to use the bandwidth for teaching as top priority, and therefore instruction suffers if technology is used in class. This makes the instructor as well as the campus look really bad to students, and doesn't instill confidence on the part of faculty to try new technologies. We could be doing so much more. [#2046849]

14. Service during peak times is very slow ! [#2046862]

15. speed one can never have enough but I like how it is getting faster and wait times are being reduced. [#2046888]
16. Some of the Internet services I need are being throttled. I understand that this must be done to assure that some of the primary services have adequate capacity. The problem lies in the idea that by throttling, there is pent up demand, and this is not often recognized as a problem. Things that I need better access to on the academic side are youtube/video channels, bittorrents, and gaming (these are all for academic purposes). Additionally, the latency between buildings and machines in buildings makes some functions unworkable (desktop virtualization. Emphasis needs to be placed on building and establishing a more robust wired campus network that then has connections to the "outside". [#2046907]

17. Even after the improvements last year, Internet reliability and speed is often spotty. I don't know the technical aspects of how this would be fixed, but I do know that it is possible and works utterly reliably at many other institutions of higher learning. [#2046912]

18. During high peak times it is sometimes almost impossible to have fast internet. [#2046936]

19. See comment about Internet operating reliably. [#2046975]

20. Does the my.georgiasouthern.edu interface need to log me out so quickly? Can't it detect activity from all separate tabs rather than only from the home tab? I wish I could just log out after I was done. I feel like I'm login in to my.georgiasouthern.edu at least 20 times a day, becuase it logs me out every 20 minutes. [#2046994]

21. The Internet is often slow or service is disrupted in the office. [#2047010]

22. In this day and day, the minimum would be pretty high. I don't think it's a secret that the university doesn't have enough bandwidth. We have recently doubled it, but the demand is going to outstrip availability again soon. I'm not sure what has to be done but the Internet infrastructure at GSU is woefully under what it should be and what is at other universities. And that I often have to go home to work because of slow Internet speed... it should be the other way around. [#2047019]

23. Need more bandwidth so the peak times do not slow as much. Those of us who teach during those peak times are left hoping the materials we prepare for lectures will be accessible - we should not have that uncertainty [#2047023]

24. I have had several issues when trying to show students video content on the internet. The transfer rate was very low and it was nearly impossible to watch anything. [#2047046]

25. Sure. [#2047057]

26. It is often difficult to stream any kind of videos during class (youtube or anything else) or even load folio... the internet capacity is still not adequate for teaching. [#2047068]

27. The internet speed on campus is slower than my internet at home. This is problematic because I deal with large data files for work, and I stream internet videos in the classroom. In both cases, my work has been hampered by "buffering" or long upload/download times. In addition, I frequently use teleconferencing with colleagues - our internet is not reliable or fast enough. [#2047070]

28. Is there a google fiber option available for this area? [#2047071]
29. At times campus internet is very slow. Although a few years ago it was much worse! [#2047076]
30. More bandwidth to stream videos at classroom counsels. Maybe make ethernet connections faster than wifi connections. [#2047077]
31. The internet is slow and in one of my classrooms in Carroll the wireless comes and goes which makes lecturing and showing videos problematic. [#2047089]

| Having an Internet service that provides adequate Wi-Fi coverage. | My Survey | Mean | 7.28 | 8.58 | 6.40 | - | 0.89 | - | 2.18 | 149 | 0.00 |
| | Dev | 1.58 | 0.90 | 1.89 | 2.49 | 2.10 |
| | Peer Group | Mean | 7.60 | 8.61 | 7.12 | - | 0.48 | - | 1.49 | 245 | 0.00 |
| | Dev | 1.52 | 0.95 | 1.71 | 2.00 | 1.78 |

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 H0: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired

1. It would be nice to have stronger coverage throughout campus. It's not clear if this is a bandwidth issue or not, but coverage seems to be spotty in places throughout campus. [#2046739]
2. Pathetic wi-fi in the COE. [#2046745]
3. The campus needs much greater W-Fi capability, especially in the later morning and early afternoon when many students are using computers on campus. I have had many problems using the internet in my class during those times. I know this is not a new complaint. [#2046927]
4. Sporadic stoppages in Foy; rarely works in the Foy Annex. [#2046751]
5. Perhaps another layer in the distribution layer is needed for the access switches which service WiFi access points. If all traffic, both WiFi and wired Ethernet is going through a single building backbone switch its switching capacity may be a bottleneck that reduces performance for both networks. Let's not lose sight of the fact that ideally, a WiFi overlay should be in place for convenience and only when necessary as the primary provider of network services. [#2046778]
6. I don't generally use WiFi on campus. [#2046791]
7. We have good WiFi coverage in Class rooms, but not the faculty offices. We have very weak WiFi signal in Faculty office. I would prefer the University can provide adequate Wi-Fi coverage in Faculty's office. [#2046795]
8. Too many "dead" spots in MP buildng. And - like regular internet, it can be maddeningly slow. [#2046799]
9. The Wi-Fi coverage is spotty in the buildings. Oftentimes I have to turn off Wi-Fi capabilities in order to access social media on my phone - when it relates to applications being discussed in the classroom and/or when live tweeting a guest speaker. [#2046802]

10. The Foy Building is not well covered for consistent or strong Wi-Fi coverage. There needs to be MUCH better and consistent signal strength throughout the building. I cannot even access the Wi-Fi coverage from my office on the 3rd floor - even though there is a Wi-Fi hub 10 feet down my hallway. [#2046805]

11. Not sufficient bandwidth at events and not great service in some buildings. [#2046817]

12. In some buildings, the wifi doesn't work: Forrest Drive, Newton, & the Student Union [#2046834]

13. Some buildings have difficulty getting wi-fi services [#2046862]

14. Coverage is spotty GSUCampus wi-fi is particularly fickle in our office building [#2046899]

15. Emphasis on WiFi, prior to building a sufficient wired infrastructure is putting the cart before the horse. [#2046907]

16. Service in the COE is AWFUL [#2046909]

17. Wireless accessibility is low in the COE office building. It is fine when I am in my office and can plug directly in, but if I am attending a meeting and need my laptop, I often cannot access the internet wirelessly. [#2046911]

18. Have Wi-Fi access in all classrooms in the Nursing-Chemistry buildings [#2046930]

19. Classroom WiFi seems to be a consistent issue in COBA - improving the access levels in the classroom would be greatly appreciated! [#2046934]

20. I need to use skype to contact my collaborators but the WiFi access is not very stable in the Math building. [#2046938]

21. It is extremely frustrating to continually have problems accessing wi-fi in classrooms. Students often need access during class. Wi-fi is far too variable in locations within the same building. [#2046946]

22. A stronger Wi-Fi is required in JPHCOPH building (third floor lab) [#2046952]

23. I find the Wi-fi is very sluggish. [#2046962]

24. I had trouble connecting to wi-fi inside the classrooms [#2046968]

25. My students report having difficulty connecting to the network. I need them to use their laptops in my classroom. This has been an issue/concern. [#2046981]

26. Internet service is no longer supporting Macintosh computers. The virus software is not compatible and therefore I have to access the open guest network. There was no warning that this was happening and took effect at one of the worst possible times - during the last week of classes [#2047023]

27. The ability to use a device with above average connectivity in class or in office without an Ethernet cable should be standard. [#2047028]

28. I am in the ENG building and the wifi strength is extremely low. Hope it will be solved asap. [#2047041]

29. I use Wi-Fi on campus when I leave my office and attending meetings on campus. the Wi-Fi connection can be slow, or none existing, at some places on campus. [#2047057]
30. The wifi is not always easy to connect to. Is there a way to make this easier? I'm not well versed on the technology behind this. I do appreciate the wifi connections to allow people to access wifi even outside, like on Sweetheart Circle. [#2047071]

31. Spotty........... [#2047078]

32. Increase the number of wifi routers in a building. Sometimes the wifi connection in my office drops. [#2047084]

<table>
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<th></th>
<th>Having adequate cellular (or mobile) coverage throughout campus. 🌟</th>
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<tbody>
<tr>
<td></td>
<td><strong>My Survey</strong></td>
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<td>Mean</td>
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1. Cellular coverage seems spotty on campus. [#2046743]
2. How about allowing Verizon to install towers on campus property in exchange for a very large annual donation to the Foundation as the Official Sponsor of GSU communications. [#2046778]
3. Yes, I prefer to have very strong signals for mobile coverage throughout our campus. At present, the mobile signals are very weak at some parts of our campus, particularly inside faculty offices and some classrooms. [#2046795]
4. Depending on the time of day, the number of people trying to access cellular service, and a person's location on campus, cellular service is either mostly good or not very good at all. There needs to be a way to have more consistent signal everywhere on campus - including in every building. Even in my office on the 3rd floor of the Foy building, I do not get consistent cellular service. [#2046805]
5. We need faster cell service in our building (often 3G here) [#2046811]
6. This is fairly important from a safety standpoint. It seems that at events, the service is not quite as good. [#2046817]
7. Interior of Carroll sometimes no coverage. [#2046840]
8. Seems to work for the most part-some areas in buildings do not have coverage [#2046909]
9. I have never lived anywhere that had so many problems with cells call landlines, etc. Again, seems to be a regional infrastructure problem. It would
be smart for GSU to make a push for improved infrastructure so the University & the region don't fall any further behind... [#2046946]

10. None [#2046952]
11. This is important. [#2047057]
12. Not good in my opinion. [#2047078]
13. Get T-Mobile to add a tower on/near campus. Add repeaters to building with poor interior coverage. [#2047097]

### Technology and Collaboration Services

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<tr>
<th>#</th>
<th>Item</th>
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1. COE department websites are dull and not dynamic. We should be way ahead of the curve in terms of our projected image to potential and current students. How sad that our department's (LTHD) webmaster is the current associate dean of COGS. With all the staff positions created on campus - why don't we have dedicated webmasters? [#2046745]
2. I find most unclear and difficult to use. Changes too often. Not ever sure how/where to locate information quickly. [#2046786]
3. Just last weekend a co-worker who is very tech savvy couldn't find the info needed on a Georgia Southern website and I found it - very unusual. Expecting everyone to find all the answers via websites is not good - and this isn't on the IT people. What happens is, people go around without knowing the info - they don't ask if can't find it. [#2046789]
4. The latest versions of My.georgiasouthern are a step back. You should NOT have to log in to do a course search, for example! [#2046799]
5. Our newly redesigned My Georgia Southern webpage seems unruly and causes one to need to hunt for even the most basic things that need to be accessed every day. When you first open it, it is like overkill to the visual senses. It surely could be organized to be much more intuitive and simple to think through when one is trying to find what they need access to. [#2046805]
6. Some way to make it easier to find CATS services from the GaSou website
   Clear description of what's available at CATS [#2046811]

7. This is 2015. It is very annoying to have to use IE instead of Chrome or
   Firefox to access most university systems. [#2046828]

8. I would like to have access to a server for teaching students web design
   skills. Designing effective web sites is important for technical communication
   students. [#2046834]

9. The website needs to be made more faculty friendly. [#2046862]

10. Human resource issues are difficult to navigate on our current website. ADP
    is frustrating. Difficult to find the exam schedules (although this is better).
    Very difficult to find travel reimbursement forms--travel policies--per diem
    rates--hotel policies etc. [#2046870]

11. Granted the GSU site is massive but it is often impossible to find what is
    needed. Help may be evident to those who developed it but try and find it if
    you are an occasional user [#2046888]

12. The separation between My.GeorgiaSouthern and the main web site is a
    problem. at least give us the capability of customizing links on
    My.GeorgiaSouthern; we should at least be able to link to our department
    web site through the page. Where is the link to the registrar's office? On the
    plus side, I like the new look. [#2046899]

13. There is little to no design consistency between the "best of bread" websites
    that have been purchased for Georgia Southern. To make these "easier" to
    use, a greater level of application development has to be accomplished "on-
    site" and not purchased from a vendor. [#2046907]

14. Our GSU websites seem clunky and not very dynamic. [#2046936]

15. This is an ongoing problem that is being addressed. It is crucial that are
    websites are clear and also have some 'interest' in order to attract students
    to our University. [#2047010]

16. For one, have a better internal search engine. It is easier to find something
    on the university Web site by going to Google and searching Georgia
    Southern and your search term than it is putting that search term in the
    search box on the GSU website. Make the departmental websites more
    customizable. For example, we would like to pull in a departmental Twitter
    feed onto our web page, but that widget isn't available to us (although it
    exists in the CMS). I imagine we aren't the only department on campus
    with this problem since I routinely have a problem finding specific content I
    know exists on other departmental websites (travel forms, curriculum forms,
    HR forms, etc., calendars of upcoming events). A usability audit of all the
    main sub-units on campus would be helpful. [#2047019]

17. Folio us very counter intuitive. Furthermore, any powerpoints that are
    uploaded to it remove all external links. The workaround is to load the
    PowerPoint to google drive, edit it in google pages, reinserting all of the links,
    and then providing the shared link to it. The time it takes to do this,
    especially with slower internet service, is unacceptable. [#2047023]

18. It is cumbersome to find items on the Internet. Make it simple, place the
    major items as major headings with links underneath with a note that says
    "more" if appropriate. Delete the huge headings on each page. This is a
distraction and takes away from the pictures. Use more students on live video. [#2047034]
19. Sure. [#2047057]
20. Most things to register for things are in sharepoint, which is impossible to log into off campus and not all faculty are on campus all the time. ADP is also a nightmare to log into off campus. [#2047068]
21. I think that the folio and my.georgiasouthern upgrades have been beneficial, and I appreciate the comments and suggestions option and the quick response to feedback. [#2047071]
22. Folio is too complicated. I really dislike the tabs with more tabs. It is confusing and difficult to navigate quickly. [#2047076]
23. The university website is difficult to navigate and hard to find things in when you don't know where something is located. the search function is almost useless. [#2047078]
24. The library research should rely on Google Scholar more and make this a feature of their homepage or directly following the login page. It should not be something you have to look up by electronic journal. GSU's library is behind the curve on this. [#2047089]

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1. WE should be more dynamic with both GOML and Folio apps. [#2046745]
2. Continue to offer short courses for faculty that will address specific points listed in this survey---such as Assistance with Folio." [#2046765]
3. As noted in my suggestion for the first question on this survey, I rely on Folio and other online services in all my courses, both face-to-face and online. These are critical to the way I deliver courses so the mid-day slowdowns are frustrating. [#2046778]
4. I know there have been changes, but there is still some confusion or lack of clear understanding on my part as to who does what in regard to various aspects of support for online courses. [#2046798]

5. See previous answer about slow internet! [#2046799]

6. Examples of best practices [#2046811]

7. It could be helpful to receive brief notes with ideas or suggestions. It is easy to forget all the resources that we can use. [#2046884]

8. Ensure more design consistency and you will achieve better adoption from the faculty, yielding better results. [#2046907]

9. Folio is temperamental, I spend a lot of time navigating the system, rather than being able to focus on the actual content for teaching. [#2046911]

10. I would love to have some online tutorials for faculty on how to use folio. [#2046936]

11. Start with having a reliable network. Then upgrade the classroom equipment (like having computers with operating systems that can run Windows 8, etc.). Once you have a network and hardware, worry about online services... [#2046946]

12. I believe there is good support in this area but I am currently not teaching so perhaps I am not the best judge. [#2047010]

13. Pretty much 90% of my teaching is online. It is professionally essential to me to have access to Folio and be provided with resources/PD to help me in its effective use. I do find that Folio is probably the best online class platform that I have ever used. I started teaching online in 2002. [#2047016]

14. Online authoring of audio slides would be very useful [#2047028]

15. I have not tried, so I do not know what we have. But online teaching with interactive visual effects will be very helpful in delivering online classes. [#2047057]

16. More educational videos we could stream would be helpful. More documentation for help with Folio that is easy to find would be helpful. [#2047068]

17. Other than CT2, I am not aware of any other options for enhancing teaching and learning experiences through Georgia Southern's website. If there are other options, perhaps there could be more publicity about those. [#2047071]

18. I cant comment on that but I have found some of the folio people very helpful. [#2047078]
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<th>#</th>
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<th>My Survey</th>
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1. This will become more critical as we emerge as a more research intensive university. [#2046778]
2. Collaboration due to Google Apps and Google Drive is great. Better implementation of and support for SharePoint are needed. The current implementation of SharePoint is useless for faculty as all we can do is upload files. Requests to have permissions fixed are not addressed and we are unable to manage our own departmental SharePoint sites. [#2046784]
3. Ability to easily share large files is important; as is support for 'non-standardized' research software. [#2046791]
4. Not too happy with Google docs. Need another way to collaborate [#2046811]
5. Adobe is not ideal. Quality of sound and ability to converse freely is so impaired with myriad factors. When I use "Go to Meeting" I don't have any of these issues....Not impressed with the product. And as far as I know, no way for faculty/professionals NOT ENROLLED in a course to even meet remotely....... [#2046843]
6. I would like to have access to other platforms that perform better than Adobe Connect. [#2046891]
7. Access to Google classroom for all classes would be excellent. [#2046911]
8. I think Adobe connect is a very bad product. The sounds is difficult. there are many problems with connecting. There is too much classroom time spent trying to struggle with the technology and sets up the students only to listen and the teacher only to talk. it is not a good discussion forum at all. [#2047078]
1. The University drastically has to revise data management systems if faculty are expected to continue with accreditation reports. It is a huge waste of time and reports do not reflect any accurate data. [#2046745]

2. I teach in a program that includes BI and business analytics courses and am all about data-driven and data-informed decision making. After experiencing SAP HANA and nibbling on Lumira, I think it is time for the university to consider migrating to the SAP Higher Education platform. In my ideal world, Data Science is the major with the largest number of students on campus within five years and the university is doing everything it can to cater to the Big Data natives that will soon make today’s digital natives look stupid. [#2046778]

3. Access to data that informs decisions does not seem to be part of IT Services plan for faculty. Supposedly Business Intelligence reports are available to all, but how are we supposed to access them? Do we automatically have accounts or do we have to request accounts? The links provided on the ITS website go nowhere. The reports.georgiasouthern.edu page and links to request access return "This webpage is not available". If these links are only available on the campus network, the instructions should say so. [#2046784]

4. Having a system that would make it easier to pull data from the Degree Works would be helpful to administrators and faculty when making decisions about curriculum, advising processes, RPG, etc. [#2046817]

5. The data system we use is a joke. [#2046891]

6. The data that we might have access to is often wrong. I believe this is due to a lack of understanding of the importance of the data going into the system so there needs to be more effective training (not preaching) to those that put in the data. Some of the data is completely unavailable to those that need it in the time that they would need the information. A better understanding of what data is there and who should have access to it would help. Tools to extract the data, either by the individuals charged with maintaining the data or the groups that have some access to the data are
incomplete. There needs to be many "data experts" that can write queries quickly. Data is of little value if it is not utilized. I do not see these as IT Services functions. [#2046907]

7. A solution is need to address challenges associated with input and output of assessment data, including video, and presentation of data in reporting format that are accessible to faculty. [#2046998]

8. All data systems are slow and cumbersome (e.g., ADP) [#2047010]

9. In the departments we have little to no access to data about our departmental website. It's difficult to improve usability and provide additional desirable content for our target audiences without data. Otherwise, I'm not even sure what type of data could be provided by the generic "systems" referenced in the survey question. [#2047019]

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1. The classrooms need monitoring and improved upkeep. Technology services seems to wait for someone to alert them of a system failure instead of our providing preventative maintenance. If you wait for failures to be reported you are impacting the use of the facilities. [#2046743]

2. I would be happy to tell you how at least a couple of teaching labs in the new Multidisciplinary Building should be configured to support our team-based ERPSim learn-by-doing courses. Our traditionally configured row-by-row labs inhibit, rather than facilitate, the levels of communication among group members required for them to get the most out of their experience in the classroom. [#2046778]

3. Increase the number of classrooms with updated technology. [#2046786]

4. All classrooms should be smart; no exceptions (projector, computer, and laptop VG hookup). All computer labs should be able to run the most complicated software used on campus such as those in design/art. If a computer can run complicated software that requires more RAM, faster processors, and high efficiency graphic cards, then they can run all of the
less complicated software that is basic to the university such as MS Office. [2046788]
5. What is available generally works. [2046791]
6. Many classrooms still are not up to par. It's also rather frustrating when the set up is very different from room to room. [2046799]
7. Because IT Services does not generally seem to welcome input from the people who will actually be using the systems they install. We have IT systems installed in the Foy building and Annex, which do not necessarily help in the ways that they could if we had received the kind of equipment we had originally requested for use. [2046805]
8. When we try to Skype with candidates as we prepare for job interviews, the technology sometimes doesn't work well. [2046811]
9. I have asked for SmartNotebook at least, to enhance my presentations. Ideally, this would involve a SmartBoard. I am not getting much help in that area. [2046813]
10. The beginning of the semester rooms are sometimes double booked and 25 Alive is not user friendly or accurate even when the secretaries enter the data. [2046862]
11. Our classrooms in Forest Drive sometimes doesn't use the space wisely because we can't have visual contact with the students. Sometimes the screens are small, the uses of light are not well designed. [2046884]
12. Many of the classrooms have technology that is slow due to the fact that the technology needs to be updated. In some room you must wait 15 minutes for the system to come up. [2046891]
13. This is, perhaps, the weakest link on campus. Outdated hard to use classroom technology throughout our building. [2046899]
14. There needs to be a consistency across the campus of technology (including software) so that anywhere one goes, he/she can count on the same service. And, he/she needs to be assured it will work. [2046903]
15. Need REAL smart classrooms. A computer and screen does not make a room Smart! [2046909]
16. The "push button" system of controls is not always easy to use, especially in combination with a DVD and jumping to particular spots well into the disk. Sound quality (which is especially important to my discipline) is adequate in some classrooms, but not generally if I am assigned to teach outside my own building. [2046912]
17. My department is located in Sanford Hall. We have had many problems with our computer labs throughout this year. We need better computer reliability in the classroom and more timely response to our many problems. I teach term A and am concerned about the reliability of the computers in my lab/classroom. [2046927]
18. Some of the classrooms on the third floor of the COE have equipment that isn't working at all. [2046936]
19. EVERY classroom should have full tech capabilities. Upgrades needed all over campus, from what colleagues in other disciplines tell me. [2046946]
20. All classrooms should be smart classrooms and wi-fi enable so that students can interact using wifi devices. [2046962]
21. In our building, there are multiple classrooms that are 'basic' SMART and several 'advanced' SMART. So I believe we have appropriate options. [#2047010]

22. Often times the problem is finding which rooms have which technology and which of them are available during what times. The room request system is laborious at best. [#2047019]

23. We have these spaces, but they do not work properly 100% of the time. Why has that money been spent installing the technology, only to leave it unsupported? [#2047023]

24. Lab hardware needs to be updated regularly, IT Services MUST facilitate faculty's use of leading edge hardware/software tools instead of 5 year old tools that they finally got around to test in house. [#2047028]

25. Each classroom should be technology savvy. [#2047034]

26. In the ENG building, there are very limited classrooms equipped with computers. We need more classrooms equipped with computers. [#2047041]

27. There needs to be more classrooms in COBA with computers. It is very hard to get a computer lab for 50 students. [#2047045]

28. Technology in the College of Liberal Arts and Social Sciences buildings needs to be updated to be on par with the rest of campus. [#2047047]

29. A readily available worldwide teleconference facility will enhance teaching and learning. [#2047057]

30. The New MM displays do not have visual mute buttons that other older MMC units do. This makes lectures very difficult when dealing with multiple MM sources [#2047072]

31. Online very bad, face to face is OK but I cannot figure out how to query that system after reservations are made [#2047078]
Support and Training

<table>
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<tr>
<th>#</th>
<th>Item</th>
<th>My Survey</th>
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<tbody>
<tr>
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<td>Getting timely resolution of technology problems that I am experiencing. ⭐</td>
<td>Mean 7.58 8.75 7.44 -0.15 -1.32</td>
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1. The response time we have received from NetTel in helping connect the video channel service to the campus network since Communication Arts moved into Sanford Hall last August has been frustrating. Comm. Arts personnel have experienced long wait times and a lack of timely information responses for connectivity that has made the network inoperable for the past eight months. Such poor service is unacceptable. [#2046759]

2. My courses are so technology dependent that if a problem cannot be resolved almost instantly, my class might as well call it a day and go home. [#2046778]

3. The support staff in my building are excellent at responding quickly to issues that arise, as well as getting them fixed. The only issue that no one on campus can figure out how to fix is the laughable excuse for bandwidth. [#2046784]

4. The level of service and turn-around time is not consistent. We have had really great service technicians who work efficiently and timely and those that have not. This seems to be somewhat related to how much the technician is familiar with the software that we use and can anticipate what problems might occur. It would be nice if the technicians assigned to us are familiar with our complicated software programs and have the knowledge to apply patches, updates, or appropriate plug ins as needed to avoid emergency calls that require immediate assistance. [#2046788]

5. I am still experiencing problems with support due to the fact that I teach from a distance and cannot put my PC in my car and drive 5 hours to campus, as has been suggested. I do not have an answer unless there is some way for your IT folks to establish a network of support via some campus near me if I actually have to have someone look at my hardware hands-on. [#2046798]

6. For the most part, I am very satisfied with the technology support I receive. I typically receive a response the same day or the next and the problem is resolved quickly. [#2046802]

7. You already do a great job. Keep it up [#2046826]
8. Faculty and Staff are often working Friday pm and Saturday. Having online or phone help available would enhance our ability to complete tasks. With increasing use of Adjunct Faculty, more folks without folio or related experience. [#2046840]

9. the on site technician is great and very accessible, easy to talk with and is very willing to meet our needs [#2046888]

10. Increase the wages of those that are here. We will not be able to retain good people (we are blessed with some great ones) if they are not rewarded appropriately. [#2046907]

11. This is sometimes slow to arrive. [#2047010]

12. It would be greatly appreciated if more people were on staff who understood technologies and how to fix problems quickly. ITs need training too! [#2047034]

13. John Franklin in COBA is amazing. He is always helpful and quick to respond. [#2047045]

14. I requested two pieces of computer software at the start of semester for research purposes. They have never been approved - internal steps were easy (my immediate dept and college contacts were great), but as soon as it moved to the next level, it stalled despite multiple e-mails requesting updates from me. This is absolutely appalling - it shouldn't take 6+ months to approve standard software for install on a research computer (please note, this software is for sale in the USG software system for dept purchase). [#2047070]

15. Patrick and his staff have been incredibly helpful, prompt, and attentive here in Sanford hall. I appreciate all of their help. [#2047071]

16. If I can find the right person and if they are cooperative. I think Clint is awesome. I miss Ron. Classrooms should be checked on Monday morning for sound and tech checks. [#2047078]

17. Whenever I've had problems with a projector, computer, or the control panel in a classroom, I've never received help in a timely manner. The one time anyone came to fix the situation was as a class was about to begin, which then disrupted the class for something that they couldn't fix anyway. I feel like routine checks / updates for classroom issues would be great, if possible. [#2047105]
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<td>-1.28</td>
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1. No complaints. Everyone that I've asked for assistance has been extremely helpful. [#2046739]
2. It is very difficult and frustrating to be a Mac user at Georgia Southern. Our tech person knows very little about macs and seems to put any job regarding macs as a low priority. It takes me weeks and continued requests to get things fixed - from printing to a departmental printer outside my office to getting wifi on a mac laptop to work properly. I would highly recommend having a mac specialist who can address mac questions on campus. [#2046747]
3. I have had no reason to question the knowledge levels of the support staff and their ability to diagnose problems. [#2046778]
4. Again, my support staff are great and plenty knowledgeable. If they don't know the answer they find it. I sure appreciate their efforts. Bandwidth problems are out of their scope, and are never adequately addressed. [#2046784]
5. See answer for previous question regarding how to improve. Technicians should be knowledgeable primarily in the area of his/her assignment. We have a complicated program that uses a lot of different software. I wouldn't expect every technician to know everything about what we do, but a specialized person could focus on those details. [#2046788]
6. Usually good, but not always (especially when students are the tech staff) [#2046799]
7. It really depends upon whom you ask. Sometimes, I ask tech support on Folio questions they claim cannot be addressed, when in fact they can. [#2046834]
8. When they are available they have been excellent. [#2046840]
9. Caring attitude and 'can do' philosophy would help. [#2046849]
10. Generally yes [#2046888]
11. Staff need to be able to attend workshops/webinars/conferences on a continual basis to assure that they keep their skills up and the university has the "best possible" options on the table. If we are an educational institution, we should embrace education/"life-long-learning". [#2046907]
12. Student support techs are not very helpful in problem resolution. The Technical Support person for our area was terminated and all we have now are students. Not effective. [#2046930]
13. Sometimes support is slow to arrive. [#2047010]
14. Sometimes it depends on who you get, but generally I have been impressed with the knowledge of the support staff who answer questions about technology. [#2047019]
15. Faculty should not be directed to undergraduate student assistants. [#2047047]
16. It depends on the issue... sometimes this has been great, other times subpar.... but I understand that this is often trouble shooting, which can take time, so I have empathy here. [#2047068]
17. There is a bias towards Windows OS on campus. Level of knowledge and service for Mac OS/Linux/etc. is low. Specifically, I have constantly run into problems with training modules that do not work on Mac - the solution has been for my dept IT manager to loan me a Windows laptop. That's not satisfactory - if training is required, it should be implemented so that everyone has access to it. [#2047070]
18. It helps, but at times I know more than they do. I wish there were more training classes and even different levels for more advanced learners. [#2047076]
19. Responding to emails asap about any problems we have with the computers and the software in our teaching labs is very important. The new IT guy Todd Tinker was very good at responding and helping us with any problems we had. [#2047096]
20. On two separate occasions, I’ve talked to an IT person about issues in my classroom--or just a general question--and they stared at me like I was speaking a different language, even though using technical jargon like "micro USB." [#2047105]

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<th>Supr</th>
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<tr>
<td>12</td>
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1. I am fairly tech-savvy and typically just need to be pointed in the right direction to figure it out on my own. [#2046778]
2. Ideally, technology would be intuitive that minimal education would be required. Just an ideal... [#2046840]

3. I think Paul Reeves does an excellent job of communicating down time for upgrades. [#2046930]

4. Nearly every communication has to be revised and re-sent. Need to get the correct information the first time. [#2046982]

5. I am very capable with technology, but I think that sometimes the IT staff underestimate my abilities. I had a classroom having issues and the staff who would come to fix it wouldn't tell me what was wrong or how I could attempt to fix it. I finally had to talk to someone higher in the office to get the information. When a classroom has problems daily, I expect for someone to either fix it or at least tell me how to temporarily fix it. I do not have time in class to wait for IT to come help every day. [#2047076]

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<th>Supr</th>
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<tr>
<td>13</td>
<td>Getting access to training or other self-help information that increases my effectiveness with technology.</td>
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<td><strong>Peer Group</strong></td>
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1. Training needs improvement and enhanced availability. Training sessions are often so poorly delivered that little learning takes place. [#2046743]

2. I think that this is readily available already and that most of the programs have appropriate content that is packaged effectively. [#2046778]

3. I would love to see training sessions on equipment and systems that is actually available to me in the Foy Building. I generally do not. [#2046805]

4. Make it clear where to find self-help Offer more self-help (I don't learn well from attending training - I need to do it by myself) [#2046811]

5. Web page online for students as well as others outside the university is vital. I have been promised help in the past that was not in any way delivered regarding setting up a Google site. This help was offered by John Tucker. He, in a meeting with math dept faculty, derided my existing website, promised help within one week, and did nothing. Fortunately, I have other resources that have allowed me to proceed with what I need to present online. [#2046813]

6. Very poor visibility of Tech self-help resources since all the shifting. Not even sure I know where they are located. Don't consider our GSU web pages
intuitive or user friendly; lots of redundancy and "old" info there that isn't being maintained. This is a GSU wide problem, not just IT. [#2046843]

7. Some great instructors and great tools - more training. More education about what can be used. [#2046849]

8. Often the resources that are provided are still full of jargon that the non-tech person struggles with. Please try to avoid terms that would be difficult for a technological novice. [#2046886]

9. Training/self-help is often geared toward a learner who is at a certain advanced level of understanding regarding technology. I would like to see training offered for the beginner, intermediate or advanced learner. [#2046891]

10. Consider making professional development services such as Lynda.com available with an institutional account. [#2046928]

11. I have not effectively used these services to my advantage. [#2046930]

12. I have found that the help information that is available on-line regarding folio is not helpful and/or does not cover the topics that I am looking for. Perhaps asking faculty what they would like to learn more about in terms of the potential for using the product would be helpful in decided what sort of help documents to have available. [#2046962]

13. Training on using technologies other than computers would be most helpful. For examples, regular training on different aspects of FOLIO, BANNER, iMacs, hand held devices, and clickers. Tutorials are great tools, but offer little help when you do not understand what is in the manual. Things change quickly here; however, the training falls short of keeping up with all of the changes. [#2047034]

14. Most of the self-help available on campus I find unhelpful. I find it easier to keep playing with the software or program until I figure out. Folio is an excellent example of this. [#2047076]

15. I have found the printers and copiers difficult to figure out how to use. [#2047078]

Other Important Information Technology Services

<table>
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<th>Ability to use my own personal laptop, tablet or other device for work purposes.</th>
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1. This is absolutely critical. Essentially, it allows me to have my office with me at all times. It would be nice if it could be easier to get necessary software to complete job requirements. [#2046739]

2. This can be a challenge. [#2046743]
3. BYOD should be our mantra, but supporting it can be an onion with 1000 layers and we would need to develop or hire platform experts (at least in the short run) to provide university users with the support that they should get in a true BYOD environment. [#2046778]

4. I don’t know if it’s support or what, but trying to keep up-to-date with needed software used to be easy. Now, it’s difficult. [#2046799]

5. WHAT is the issue with the security certificates?!?!?! When I am in other locations, the inability to show this PREVENTS me from accessing GSU!! There is no rational reason that I am aware of for why this is ALWAYS the case!! [#2046843]

6. Once again, there needs to be a consistency across campus and an understanding by all administrators that computer-saavy faculty needs to be able to use personal laptop or have a laptop instead of a desktop for moving from place to place. [#2046903]

7. Frequently get kicked off of GSU site when working from home on my own laptop; have been refused Galileo access several times [#2046930]

8. I have a difficult time using my laptop and other devices, iPad on campuses. Sometimes it is impossible to connect to the server. [#2046990]

9. The department has purchased us tablets, but they are not as useful as they could be. Connectors aren’t available for them in the classroom, and the Folio integration needs much improvement (mostly in terms of what you can access through the grader app) before the tablets will become as helpful as they could be. [#2047019]

10. I would extend this to include device purchases under GSU that are for research / teaching, that outside of the narrow (and most times expensive) generic list of approved products. The one-size-fits-all approach disregards the major specific aspects of technology. These are significant to the objectives of the faculty and severely constraints the possible research activities. This essentially borders on ITS dictating research and teaching paths based on limiting the technology that faculty can use within GSU. [#2047028]

11. In conjunction with the wifi coverage, it is very hard to use my own devices due to the wifi problem. [#2047041]

12. I have research collaboration in China. The Chinese government blocks access to Google and Google related products on the internet. That makes very hard for me to access my Georgia Southern home page and my Georgia Southern emails since they are Google based services. The firewall over there does not allow VNP usage. The connection will last no more than 30 seconds if I use VPN to access Georgia Southern on the internet in China. [#2047057]

13. See some of my previous comments.... some GSU things, such as library, ADP, or anything using share point is hard to access from home on my own laptop.... [#2047068]

14. I do need more information about the uses of the tablet in the classroom. Currently, I do not use it in the classroom, but I am sure there are apps that I am not aware of that would be beneficial and a helpful supplement to other resources. [#2047071]

15. I use my laptop for most of my teaching. [#2047076]
16. The interface with the online campus wifi requires spy ware. The spy ware took up so much space I had to delete from my hard drive. Now I can’t use my laptop on campus but can off campus. Not sure what the issue is there. [#2047078]

17. I’m using a mac in my office. GSU doesn’t have some software that are compatible with mac at the moment (Ex: Minitab for mac), yet I cannot get minitab installed in my personal laptop, which is a software we use often for teaching purposes. [#2047084]

### Assistance in developing instructional materials for use in Desire2Learn/FOLIO.

<table>
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<th>Assistance in developing instructional materials for use in Desire2Learn/FOLIO.</th>
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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 $H_0$: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum

1. This is in place, but it would be nice for it to be easier to find targeted modules on specific tasks or solutions such as using Adobe Connect for a synchronous online class meeting, or tools for doing PowerPoint voice-overs. [#2046778]

2. D2L / Folio sucks for my discipline. Especially frustrating is changing a correct answer (quizzes/tests do not regrade automatically). I’d REALLY like to get an item response report in an easy to use format. I think this is the ONLY system that won’t do that! [#2046799]

3. Folio is inferior to WebCT [#2046834]

4. FYE is covering a lot of this for IT, at least for those mandatory classes. It should not be limited to FYE, and FYE should not be getting money to do what should be done by IT. [#2046849]

5. This may exist but it is not very well published. A personal experience is the department was promised training on a aspect of desire2Learn that was replacing a custom product used for assessment. it has been over two years and we have yet to be contacted and have needed to learn it on our own through trial error and personal research. Not the most efficient or cost effective method. [#2046888]

6. Offer more PAID training sessions for updating and improving online courses. You have them for initial creation- do so for more advanced users that really want to enhance their courses [#2046909]

7. I have not used these services to my advantage [#2046930]
8. During the "training" I received at the CT2, the facilitators spoke too quickly and there were far too many people in the class. I learned absolutely zero. I needed to teach myself (and ask colleagues) how to navigate folio. [#2046936]

9. Why don't we get rid of the clunky Folio and use a better system (Blackboard, et al)? Folio is awful. [#2046946]

10. The school was great at the initial switch over for providing help. But now that we've switched over -- there's less direct support for developing instructional materials for Folio, and for using it's various capabilities effectively. Some more classes (and perhaps geared to particular types of instructional content) and some multi-day workshops where you develop some sort of material. I would liked some training on the portfolio functions as well as possible integration with Pearson products. [#2047019]

11. Need better communication between CATS and CT2. Please allow faculty to add and drop students ourselves from Folio. [#2047047]

12. I should take better advantage of the tutorials online and the classes offered on folio to get a better idea of the options available to me. [#2047071]

13. Folio is the bane of my existence, however I understand it as well if not better as some of the support staff I've tried to get help from on issues. However there are so many different parts to Folio, that I feel I'm unaware of all of the available parts to Folio. I've had so many issues with usability of Folio. So much of it is confusing and difficult to use. At my last university, I was able to use the online classroom platform better than most of the IT people, however I often get lost in Folio. There are too many options. Also developing a quiz/exam is very difficult. I am able to use it after much time and frustration, however there is no way faculty with less experience would be able to use it. [#2047076]

14. I am struggling with Desire 2 learn. I think everything on Folio takes too many clicks. I dont think the designer has ever had to read 30 something papers, record the grades, complete the rubric and then send back to the student with comments. it is very awkward and cumbersome. And what about spell check on responding emails? [#2047078]

### Assistance in developing instructional or research uses of Google Apps.

| Assistance in developing instructional or research uses of Google Apps. | Mean | 6.24 | 7.64 | 6.12 | -0.12 | 1.52 | 115 | 0.56 |

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 H0: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum

1. This appears to be adequately in place already. [#2046778]
2. I use Google Apps as little as possible. It's frustrating, and no good equation editor. [#2046799]
3. Don't know where to find this. [#2046843]
4. Some courses are offered but they are always at times when I teach [#2046888]
5. I would like to have this training available at the Beginners level. [#2046891]
6. Most training is in the technological aspects [#2046909]
7. Have not used these services [#2046930]
8. I am not aware of any assistance available for using google apps but if there is something available then somehow let it be known. [#2046962]
9. I hate Google Apps. The instructions do not make sense and it is hard to find anything without an email indicating where it is located. Perhaps it is the way my computer is set up. Google apps still do not match up with my other related technologies that are supposed to read documents. Perhaps, it is me and my lack of understanding and training of this item. [#2047034]
10. I do not use google apps except for calendar, mail, and dropbox. However, if there are tutorials online about this, it would be better to make these more public and easier to find. [#2047071]
11. I'm sure someone could help me, but I do not even know where to begin looking for the information. [#2047076]
Open-ended Questions

Tell us about a University IT service that you find helpful and why.

1. Folio is excellent. Much better than Blackboard. [#2046739]
2. People seem very friendly and helpful at the IT desk. [#2046743]
3. Technicians are highly trained and capable, generally readily available to address and fix problems. [#2046765]
4. I love the Folio chat function. I always get the help I need quickly and politely. [#2046766]
5. Center for Online Learning is great. Staff is very helpful. [#2046773]
6. I view them all as being helpful and useful and because I know many people in most of them, I am not going to get dragged into trying to pick winners. [#2046778]
7. Having the student photos and major in the attendance verification system is very helpful in getting to know students especially at the start of term. Sometimes the major does not show up. Please tweak this system - it's great. [#2046784]
8. Staff are very good at answering questions, especially for online courses. [#2046786]
9. There are some REALLY great technicians I have worked with over the years who do an outstanding job and are always there to meet the daily challenges of our program. Brandon Kimmons and Todd Tinker are some that come to mind who are incredibly resourceful and helpful. It's not that they just come immediately when we call them, it's they can anticipate future issues and deal with them before they become problems. [#2046788]
10. I find the staff assigned to our department very helpful. [#2046791]
   1) upgrade the computer softwares on time remotely; 2) having IT technician's office in our building; 3) respond to some emergency needs of computer/internet/projector/multimedian device in classrooms and in faculty's offices quickly. [#2046795]
11. The IT help button on the desktop is helpful as it allows individuals to report problems. The only time this is not helpful is when the Internet is slow or non-responsive. [#2046802]
12. The gentlemen who service the Foy building specifically are very good and easy to work with. [#2046805]
13. Nice to have a help desk to call. [#2046807]
14. Training in how to do an online class for people who are new to online [#2046811]
15. The people assigned to my building (Math/Physics) are wonderful. I really appreciate their expertise, patience, and timely resolution of any problems or questions. [#2046813]
16. Todd and his staff do a fantastic job. They are responsive, caring, helpful. Can't say enough. [#2046817]
17. Thanks for adding the student ID photos to the roster in WINGS (if you were responsible for that and not another group); that was very helpful! :) [#2046819]
18. I can't think of any. [#2046821]
19. Folio assistance is excellent [#2046826]
20. IT help services are always helpful, but wonder why every questions or solutions they offered has to be followed by survey [#2046833]
21. Matt Nichols is always very helpful with computer issues in our offices and the labs in the Newton Building. [#2046834]
22. Really like having a person that I can call for help and not just [#2046837]
23. Phone assistance is good, and helped every time I phoned. They even followed up to make sure things were working, which was helpful. [#2046840]
24. Overall, I believe that the IT Department does an excellent job. Usually when I have an "IT" question, I call the help desk and get help. [#2046842]
25. Help Desk is usually a lifesaver, but limited sometimes on weekends (when we are working from home!). [#2046843]
26. Help with full gmail suite was very useful. Daniel Riveria is a wonderful instructor, and understands the user's need to know. [#2046849]
1. Our ability to use Qualtrics is fantastic - a real contribution to our research and program assessment. 2. Our IT technician and his supervisor have been excellent to work with. [#2046857]
27. Having a Mac specialist in our building (foy) is very helpful. It would be nice to have the University Calendar more prominently displayed on the home page. [#2046870]
28. You are very transparent about servicing the tech, which helps faculty plan daily courses well, working around problems so not to slow down classes. [#2046887]
29. WiFi if I am stuck waiting I am still able to do work on a portable device. [#2046888]
30. Addressing issues related to regular hardware and software problems. [#2046890]
31. I fine the people who we work with regarding Folio to be extremely knowledgeable and helpful. [#2046891]
32. Telephone support is generally good. [#2046899]
33. Folio is what students need to enter the workforce of 2015 (and beyond). It's ridiculous to have faculty who insist on hard-copy assignments, etc., because they are ignorant of what is needed or refuse to accept it. [#2046903]
34. The support I enjoy/find helpful/appreciate is the extraordinary support I receive in the IT building from Todd Tinker and his staff. [#2046907]
35. The services have changed so many times in the last couple of years that I, frankly, wouldn't know where to turn for help if we didn't have an IT tech in the building. Suggestion: there's been too much upheaval, too many changes: get a plan and then stick to it. [#2046910]
36. Quick links on Folio for FAQ or common issues that could be easily self accessed, such as how to cross list a class, etc. [#2046911]
37. The availability of an IT service person within the building has been very helpful (especially one that is knowledgeable, as opposed to some earlier ones). [#2046912]
38. The few times I have needed assistance with any of my IT concerns, I was always dealt with in a courteous and professional manner. [#2046921]
39. Any GSU IT representative I've called or spoken to for assistance has been exceedingly helpful. :-) That kind of service is always most appreciated. [#2046928]
40. Notification of downtime is timely and informative [#2046930]
41. Individual tech support in COBA through John Franklin is terrific! [#2046934]
42. Satisfied [#2046952]
43. I have it very helpful to call and ask for help over the phone while on my computer and trying to figure something out. [#2046962]
44. I received a great deal of support in setting up Adobe Connect to provide guest speakers for my class. I appreciated the the IT staff's attentiveness, promptness, and follow-up with me. [#2046963]
45. I really appreciate the willingness of the IT staff to help resolve problems I had. [#2046968]
46. Patty Reaves is a wonderful resource for our department. I am glad she is staying with our school. Patty is always willing and available to help me when I need it. She cares if I have what I need to do my work at Georgia Southern University. She surpasses expectations. [#2046981]
47. Support from Terri Brown on any questions relating to Folio. She can always fix any issue I call her with. [#2046982]
48. When there is an assigned person to help with problems. [#2047032]
49. The new organizational structure--we can finally get something done by people who know what they are doing. [#2047034]
50. I am a Part-Time instructor at GSU and all of my experiences with University IT services have been positive. Whenever Folio and/or the internet is down or if there is maintenance scheduled, I usually always receive a message or e-mail. These messages and/or e-mails are always extremely helpful. [#2047035]
51. People within the building...John Franklin has been my "go-to" person, and he can resolve about any tech issue I have. [#2047045]
52. Folio, MyMathLab [#2047048]
53. It is adequate for what I need so far as long as I ma in the country. [#2047057]
54. The online tutorials are helpful because you can access them at any time. I also appreciate the ability to link CONNECT with folio. That has been helpful this semester as I integrate the E-book into my class. [#2047071]
55. In general the service is quick. That is great. [#2047075]
56. IT support has been good. [#2047077]
57. I find Clint can trouble shoot very well [#2047078]
58. The IT guys in CLASS are great (especially Jonathan)! They have helped me quickly whenever I have had a complication. [#2047089]
59. Sending emails to IT guys who are in charge of helping us, and their response to help solve the problem. [#2047096]
60. Google Apps. They're not tied to local services that may or may not be available due to issues, maintenance, etc. Very accessible and stable. [#2047097]
61. They've been very courteous and helpful when it comes to the printers in lab classrooms. [#2047105]
Tell us about a University IT service that needs improvement, and why.

1. Purchasing equipment is a huge hassle. In addition, the contract held by the university often result in spending more money for identical equipment that could be purchased from a non-contract vendor. [#2046739]
2. Better training, more preventative maintenance in the classroom. [#2046743]
3. Data management is a huge issue. Also, we need to have support personnel for webpage management and updating for colleges and departments. [#2046745]
4. not enough knowledge of Macs. [#2046747]
5. I applaud the administration of this survey. I believe IT is perceived as a highly competent team with great technical knowledge. But it is also perceived as a non-service unit, meaning they don't tend to not ask for much help and advice from their consumers. Changes and upgrades are announced rather than built with input from their public. Decisions on what and when are done without campus input. [#2046755]
6. Perhaps, assign and house a technician to each building so that he/she can assist in any technological situation as needed. [#2046765]
7. I'm happy with tech services. [#2046766]
8. WiFi should be available in all public spaces, both inside and outdoors -- this extends to all outdoor areas. Enabling STEM students and faculty to connect more easily with DreamSpark in account creation would be nice. The sign-up process was obviously not designed by an average student or professor. [#2046778]
9. It would be really nice if IT people would actually respond to emails. The techs in my building certainly do, the Web Team does, and the techs in CATS do; but emailing anyone else in ITS often draws a blank. I know people are busy, but we all are. Ignoring emails is rude and creates a negative impression of the division as uncaring and self-serving. [#2046784]
10. As mentioned earlier, the web pages are not user friendly. Hard to locate needed information. Students tell me this as well. [#2046786]
11. Diversity in skill and area assignments. There are many program areas that have far less complicated technology needs that can be handled by most any technician with basic training. Instead of blanket assigning technicians to colleges or departments, why can't technicians be assigned by area of expertise? Those with skills/knowledge in certain areas go together. For example, interior design and construction use a lot of the same software and experience similar challenges. The same technician should be assigned to work on areas with similar needs for better efficiency. Also, GSU group policies on computers that don't work for all areas. Our program, for example, requires students to spend long periods of time modeling and rendering. The GSU group policy automatically signs them out after 15 minutes or so. When a student sends a non-cloud based rendering, it could take hours or sometimes days to finish. So, students can't leave the computer for fear that they will lose their rendering. This is one example,
but there are others that do not work for what we do. It would be nice if areas were interviewed as to needs and policies created for like areas.

12. Communicate changes adjustments to software/services to faculty well in advance, this has not always been the case (e.g. when Firefox had issue because the 'campus' decided that Chrome should be the default).

13. Help in Folio. Folio is not a good software comparing to previous GeorgiaView.

14. This is partly the folks in Athens - but you REALLY need to keep up to date with software releases... A new version of a program I use comes out - it can be months. Licensing is also becoming more of an issue. Faculty usually doesn't get any warning - the software just stops working because license has expired - that can then take days (or weeks) to get updated.

15. Fixing problems in smart classrooms. There have been repetitive problems in at least one of the smart classrooms/labs in Sanford Hall.

16. It would be helpful if IT Services would listen to requests made by the faculty who will use certain sorts of IT equipment about THEIR needs, instead of determining what SHOULD be provided REGARDLESS of faculty input.

17. Extend hours around finals? Sometimes my call has been answered on speaker phone. I can't always hear the service provider.

18. Students in certain IT courses need a way to access a network (closed system somehow??) to learn how to hack and how to prevent it. That instruction needs to be as live as possible.

19. see previous box.

20. Help desk now takes too many steps and time to fix issues I used to be able to get resolved with one simple phone call or email. Many of the front line staff are great but some of the directors/supervisors are a pain to work with and seem more concerned with clawing their way to the top by back stabbing their employees.

21. Help Desk. Often, no solution is offered/available. A "ticket" is initiated and there is no follow up.

22. Support for Folio can be spotty.

23. My only suggestion would be expanded help hours.

24. Not the greatest awareness of campus wide policies regarding some IT issues. Need more transparency between budget office (purchasing/use), research division (if research related involvement and approvals, contract/legal (if other vendors are involved off campus) and IT as to mechanisms for providing/maintaining IT materials/approval process/etc. among multiple divisions.

25. Coordination between various departments in IT services could improve. For example, we have received new computers that appeared ready to use but which hadn't been through the proper channels to actually be set up by the technician. (MAC addresses or other problems) 2. IT Purchasing is fast but sometimes they recommend a silver dollar solution when all we need is a nickel's worth.
26. See previous comments [#2046862]
27. As a faculty member and a parent of a current Univ. student, I find information about accounts payable (bursar), and housing difficult to navigate. [#2046870]
28. More is always better, I wonder how we taught without all this and where we will be in five years. Bandwidth, labs, office computers, all growing like a monster lurking in the basement. You have to keep feeding them. So, no real ideas for improvement; just keep feeding the monster. [#2046887]
29. desire2learn and folio training there appears to be a lot of power and instructional help within the system but faculty don't know about what is available, yes there are class but these are only convenient to those who are presenting. [#2046888]
30. Issues realted to instructional support--mind you, this happens occasionally. I sometimes wish that help with distance learning systems (Folio, for insanity) was a bit more forthcoming. [#2046890]
31. Classroom tech needs to be check, updated, and/or repaired on a regular basis. [#2046891]
32. Campus-wide bandwidth is the biggest problem. Web hang ups and timeouts are common, Speed tests often show download speeds of 1mb. I get more than 10 times that speed at home. Good thing I'm filling the survey out there. [#2046899]
33. Folio. While the Folio IT people appear to be anxious to help, they often have trouble figuring out what a problem is and take too long to do it. They do seem to stick with it until the problem is diagnosed. [#2046903]
34. There needs to be greater support for research computing. I have multiple projects queued, waiting on support. [#2046907]
35. Need to have PAID sessions for improving online courses-many of us want to make our courses even better. Why not give some incentive to do so?! [#2046909]
36. Biggest issue for me is Internet connections that unexpectedly stop working or become very slow at times. [#2046912]
37. N/A [#2046921]
38. Better "just-in-time" response and resolution to Folio problems and better access to Folio classes for faculty or online tutorials. [#2046930]
39. Classroom Wifi would be the biggest issue that I see at this point [#2046934]
40. I used Mathematica in my teaching. But the glitches I had at the beginning of this semester caused some disruption of my teaching. It would be better if all the classroom PCs can be tested before the classes start. [#2046938]
41. We need IT employees that actually know something about MACs and how they operate with java/ADP. It's been very frustrating so far, to have the IT person tell me "I don't know how to fix this, have a good day!" [#2046951]
42. I believe that Wi-Fi coverage in buildings is good, but I would like to see more coverage between buildings. Some people may begin downloading or accessing something on a mobile device in a building, but then need to have uninterrupted coverage while moving between buildings. [#2046963]
43. I think the students should have an assigned space where to work on in the computers at ESCAL, this will facilitate teaching classes involving GIS.

44. my.georgiasouthern.edu Login system

45. GoView online help menu is limited

46. Do not schedule folio maintenance before final grades are due (i.e. grades were due Sunday at noon, but folio was down Sunday morning). Thankfully, I had downloaded my gradedbook before the deadline, but if I had not, I would have been unable to submit grades to WINGS on time.

47. More advanced understanding of Mac computers and their unique problems.

48. Folio is very counter intuitive. Furthermore, any powerpoints that are uploaded to it remove all external links. The workaround is to load the PowerPoint to google drive, edit it in google pages, reinserting all of the links, and then providing the shared link to it. The time it takes to do this, especially with slower internet service, is unacceptable.

49. Terrible internet access. Poor wifi access

50. IT specific people. Most ITs work on computers. We need more who know the various softwares.

51. I have not experience anything that needs to be improved.

52. Many times search results are not relevant.

53. Internet service and speed in the classroom. I, along with other faculty that teach in 2239, have continually had problems in that classroom with the computer. It is slow, takes forever to load any sort of file, ppt or internet related.

54. Teleconference capacity will help teaching and learning.

55. Speed and capacity of internet.

56. In general, the internet speed continues to be a problem. I am not sure what can be done about this, but it has been especially frustrating for my colleagues in film and media who need faster speeds for editing and other programs. I find it frustrating when a simple youtube video has to buffer mid-video.

57. The library IT services need improvement. Instead of having 3 separate logins to access various services and databases and interlibrary loans, one global login is needed.

58. The folio format is very very bad. I have taught courses in other software formats at other university and students understood exactly what they needed to fo. In folio they had no idea. I hate it.

59. The help we get depends on the IT person who is in charge of helping our interior design program. Some are good at responding to our emails and helping us in a timely manner, and some are not. Also, the software we needed was not installed properly on all computers until our computers were replaced in the lab 1010. All the computers in the lab 1010 should have the same software and any particular software should work the same way on all computers. When they start a program, sometimes some students have missing components... Also, when a new software is installed, it should be installed as a US version so, we do not have to change it manually to US imperial every time we start using it. This caused a lot of confusion in class...
this year. Some tools and menus were missing in the global Auto-cad architecture (which was set up as default) compared with the US Autocad. Some software programs such as Revit sometimes need updates to resolve some issues. Those should be installed or they should be installed to receive those updates when we try to do it. [#2047096]

60. Desire2Learn does not have adequate capacity to handle student load during finals week. I cannot trust D2L services to administer final exams, especially when students are time-constrained. [#2047097]

61. More knowledgeable about what can and can't be done in classrooms. I wanted to use the RCA inputs that are on the DVD / VCR combo players in the Newton classrooms, but I was told that wasn't possible because I was using a blu-ray player--even though my particular player has outputs to the RCA (Red, white, yellow) cords. This issue was never resolved. And while I understand if those inputs can't be used, then a sign or note would be nice so that I wasn't hauling all of my equipment, thinking I could use them, only to later find out this was not a possibility. Perhaps a bit clearer of an understanding of what each classroom is capable of would be nice.  [#2047105]

What University IT services are missing, or what new capability/service should be implemented in the future?

1. IT services needs input from faculty on how the technology is actually being used and how the experience can be enhanced. [#2046743]
2. More hands-on courses offered at later times for those faculty challenged by technology. [#2046765]
3. Completing a 1 Gbps rollout now and moving to 10 Gbps Ethernet as rapidly as possible. We need to bring back a Pearson training/certification center to campus to facilitate IT certification for IT services staff, students, faculty and the general public. We need to migrate to SAP's cloud-based Higher Education platform. [#2046778]
4. An online project management system for students to use for group projects in classes would be great. MS Project is OK, but is locked to the local workstation. SharePoint would be OK if it ever worked right for students and we had the permissions to fully develop SharePoint sites and site templates. Better yet, have a PM system that allows students to collaborate interactively with tasks lists, Gantt charts, group chats, issue tracking, feedback etc. I think Google Apps has plugins but these advanced features are beyond most and the best ones cost money. It would be great if ITS set up an official, web-based, mobile-compatible Project Management system for faculty and student use in classes.  [#2046784]
5. Each area should have a dedicated person with administrator rights. In our building, for example, we can't even play a DVD without putting in an administrator password (of which we don't have). If one person was the dedicated technology liaison, then he/she would have admin rights for small things that come up...like allowing the computer to access a DVD to play for a
class or cancel a print job that a student sent that is backing up the printer because he/she did not cancel it before logging off. These small things cause major issues at critical points in the semester. These things inevitably happen during the busiest times for technicians, so getting immediate help can be tricky. It's an inefficient use of technician's time to do these everyday chores. This might offer a simple solution. There could even be a short training session for this liaison so that the university knows he/she has a basic understanding of security and other concerns. [#2046788]

6. Personnel to specifically provide support for research labs. [#2046791]

7. Very often, I cannot log on to ADP (for time card). I know that ADP is controlled by USG, but it is very hard to get help when you have problems with ADP login. [#2046795]

8. Faster internet, with strong, consistent streaming capability - to be able to stream concerts, etc.; MUCH better Wi-Fi coverage in general; and more consistent cellular service across campus. [#2046805]

9. I could use a classroom where I can use a SmartBoard in conjunction with my presentation. Unfortunately, to really do this appropriately, it might require two projectors. That is not reasonable. The problem is that a SmartBoard is typically located too low for all students to see and it is not a large projection. However, if I just had SmartNotebook installed in the classrooms where I teach, I could proceed with using this great product to enhance my work in the classroom. [#2046813]

10. Any way to set the grade column in Folio to export to WINGS upon calculating FINAL GRADES? Other institutions do this with Blackboard. That would be a tremendous help and cut down on errors with final grades (instructors have to manually use drop down menus for every student on the final grade form). [#2046819]

11. Transparency about how student tech fees are allocated and spent. [#2046821]

12. Really liked having a person that I can call for help and not just rely on whomever answers the help line. Not always notified when these people leave. It would be nice to keep faculty updated on a person or two that they can call for help. [#2046837]

13. Perhaps the IT website could contain links to modules for doing certain tasks. We could get emails saying that modules were now available for …. Please forgive me if this already exists. [#2046842]

14. See above. Many faculty are utilizing research funding for project development that includes IT services and awareness from dept to dept is VERY poor as to the mechanism for utilizing these resources smoothly….. [#2046843]

15. If we have workshops, etc., available to help us use google docs in teaching or scholarship, I am not aware of them. [#2046857]

16. I would like the staff to continue to help with each departments individual needs. We do get that now, just know that everything grows with each new faculty and each new direction. Keep the assistance coming. [#2046887]

17. A way to have 25 people in different locations have a virtual meeting with accessibility to visual displays, etc. [#2046891]

18. It shouldn't take an "act of Congress" to get new software that is obviously needed by all. That includes updates. If the latest version of Adobe Suite
becomes necessary, then just do it. Interesting that Ogeechee Tech has had Microsoft 10 for over a year and it's just now coming to GSU. [#2046903]

19. We need to have Internet2/Lambda Rail access. Additionally, IPv6. [#2046907]

20. more REAL smart classrooms. [#2046909]

21. As you may have noticed my birth year, being of the "old school" mindset, I am not knowledgeable enough to make intelligent recommendations. [#2046921]

22. Need more information about cloud. Would allow me easier access with personal devices and laptop at home [#2046997]

23. Need mechanism to deal with digital badging. [#2046998]

24. More training on all of the teaching and research support. [#2047034]

25. I don't know of any services that are missing or any new capability/service that should be implemented. [#2047035]

26. More cpu labs in the COBA building. [#2047045]

27. It would be nice if (1) There was a server where we could automatically back-up our university computer. (2) A server where we could host our personal webpage. Google pages is really a substitute for people with no experience but is too restrictive. [#2047046]

28. With my limited knowledge about IT services, I really do not know what are out there, and what we need. [#2047057]

29. Apps for various things... [#2047068]

30. Perhaps a more centralized FAQ/Resources page that is easy to access. Or more publicity about what options/resources are available to each demographic (students, faculty, staff, etc.) I think a huge part of the problem may be that some people (myself included) are not aware of the resources available to them. There are links on folio and on the georgia southern website but if we could have a message in folio directing us to a centralized database of resources and other IT options available to us, that might be helpful for spreading the word and putting all of the information in one location. [#2047071]

31. What is missing is an updated scantron reader that provides detailed response statistics and item analysis. [#2047077]

32. instruction in the use of smart boards......... [#2047078]

33. There should be someone in each building or a number posted in all classrooms that can be called when there are technical issues in the classroom (including night classes for master's students). [#2047089]

34. The computers in the labs should be monitored and tested regularly to make sure they are functioning well. Sometimes, the students tell us that a program does not work on a particular computer but sometimes they do not let us know and I do not have the time to go around and check out every single computer. [#2047096]

35. Personal websites for faculty researchers. Most other R1 universities provide GIGABYTES of web spaces for faculty (and sometimes students) on the school's domain. WordPress is too restrictive on content (i.e. no zip files, etc.) to fulfill this need. Perhaps a second WordPress contract/service under the domain faculty.georgiasouthern.edu/~username, with less restrictive content rules, would be a solution. [#2047097]

36. I would love the use of those RCA inputs. Or a work around HDMI input for other classrooms. As more and more materials are moving to blu-ray, I would love to be able to use such items in my class—not simply some of them. [#2047105]