Faculty, staff, and students participated in the Fall 2013 IT TechQual+ Survey, which is designed to capture the user perspective on Information Technology (IT) services at the College. There was an encouraging 28% increase of survey submissions from last year. By conducting an annual TechQual+ survey, IT is able to assess the strength and performance of IT’s services using an approach that focuses on College end users.

IT thoroughly reviewed the responses and created the below summary of the results and the planned IT actions to address them.

**TECHQUAL+ SURVEY**

The core TechQual+ survey contains 13 items that assess the quality of services as related to the three core commitments. Each core commitment is measured through four or five separate items reflecting IT service outcomes.

For each IT service outcome, respondents specified (on a scale of 1 to 9) their expectations for **minimum** service level (the lowest level of performance acceptable), **desired** service level (the level of service they want), and the **perceived** performance (the current service level being provided). The range between end users’ **minimum** expectations and **desired** expectations constitutes what is known as the "zone of tolerance". The range between end users’ **minimum** expectations and current **perceived** service level constitutes what is known as the "adequacy gap score".

The 2013 TechQual+ survey also contained a College of Charleston specific additional survey question regarding preferred characteristics and options for online communications.

**SUMMARY OF RESULTS**

Invitations to participate in the survey were sent to every member of the College community. Overall, 1,548 members of the College completed the survey: 241 faculty, 327 staff, and 964 students.

TechQual+ advises the exclusion of outlier data and therefore outlier data is omitted in this report. TechQual+ defines outlier data as observations that are numerically distant.
from other cases and have the potential to result in misleading results. Also, only responses from completed and submitted surveys were included in the analysis.

Analysis of the effectiveness of technology service by role (students, staff, and faculty), yielded the following conclusions:

- Significantly, the perceived service level provided by IT increased in 2013 as compared to 2012 for every one of the 13 survey questions. The amount of increase ranged from 4% - 12%. The desired service level indicated by all constituents remained about the same in 2013 as it was in 2012 while the minimum service level increased slightly (2% - 6%).
- The results of the survey show that the current perceived service level that IT provides exceeds what users specified as their minimum service level for ten of the thirteen questions asked. The connectivity and access area is where users felt that perceived current service falls below minimum level expected. Though dissatisfied in these three areas, these are the same three areas that showed the largest improvement in the perceived service level from 2012 to 2013 (10% - 12% increase).
- Even though the perceived service level in three areas is still below the constituents’ indicated minimum service level, this is an improvement from 2012 when the perceived service level was less than the minimum service level in six areas. Faculty felt the strongest about the perceived service level still being less than the minimum service level in most areas.
- The minimum service level faculty and staff are willing to accept is much higher than the level accepted by students.
- Students were the most dissatisfied with the perceived service level while staff was the most satisfied with the current perceived service level.
- Faculty, staff, and students all have very similar desired service levels (rated 8.3 – 8.55).
- The perceived service level being provided is less than the desired service level in all 13 areas.
- The top three desires from the additional survey question regarding preferred characteristics for online communications at the College were searchable content, desktop and online whiteboard sharing, and real-time interactions.

**WORDLE COMMENT ANALYSIS**

In addition to rating each of the thirteen questions, constituents were given the opportunity to also submit comments. The wordle below is generated from the TechQual+ survey comments of the faculty, staff, and students. Wordle is a tool for generating “word clouds” from provided text. The clouds give greater prominence to words that appear more frequently in the received comments.
BROAD THEMES FROM USERS COMMENTS

IT analyzed the comments received on the survey and attempted to summarize the broad themes present. Below is a list in no particular order summarizing these comments.

- Users want reliable network service (including wireless) especially in the classrooms. Users expressed that the network service is intermittent, slow, and hard to connect with devices. Users did notice improvements from last year but noted that more work is needed to meet the growing needs of the campus. The questions did not distinguish network services between the campus wired/wireless network, ResNet wired/wireless network (outsourced), and Internet service to/from campus therefore it was difficult to analyze results and comments.

- There is a large need and desire for faculty, staff and students to be provided with basic technology training (through either self-help resources or group training sessions). Users often asked for more SMART board training.

- The campus would like to see more classrooms with consistent, reliable and easy-to-use technology. Improvements were noted, however, users want faster boot up times and proactive classroom checks (software updates, etc.) for computers located at the teacher station.

- The majority of comments cited difficulty navigating MyCharleston, the College website, and OAKS. Some examples include non-intuitive interfaces, poorly organized content, and too many clicks to access content. Several respondents reported lack of search functionality or inaccurate search results as areas for improvement for online services.
Overall, IT employees were cited as being courteous and thoughtful. Users expressed that more in-depth technical and customer service oriented training would be beneficial.

SUMMARY AND IT ACTION PLANS

The following summaries and IT action plans are organized per the three TechQual+ categories listed below. Respondents were instructed to complete 13 multiple answer questions which are included in the TechQual+ survey as it is implemented uniformly in universities nationwide. Respondents were also asked to complete one open-ended question specific to the College campus. For each category, there is a list of the questions, a summary of the results and user comments, and IT action plans to address these concerns. The three categories are:

- **Connectivity & Access** - Measures service quality of network access and the ability to access online services
- **Technology & Collaboration Services** - Measures service quality of Web sites, online services, and technologies for collaboration.
- **Support and Training** - Measures service quality of your experiences when obtaining assistance with technology on campus.

**CONNECTIVITY AND ACCESS:**

**SURVEY QUESTIONS:**

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

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

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

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

**FEEDBACK SUMMARY:**

Most comments and responses to these questions were not specific enough to identify whether the comments referenced the campus wired/wireless network, the student residential wired/wireless network which is outsourced, or the internet transmission to/from campus which made it difficult to analyze and identify areas or functionality that need improvement. Many of the comments dealt with the users’ dissatisfaction...
with the speed and reliability. Users expressed that the network service is intermittent, slow, and hard to connect to with devices. Users did notice improvements from last year but noted that more work is needed to meet the growing networking needs of the campus.

Survey responses to the wireless question identified locations where users want better wireless network coverage:
- Classrooms
- Addlestone Library
- Education Center
- Cato Center for the Arts
- Residence Halls
- North Campus (2nd floor)
- Grice Marine Laboratory
- Outdoor spaces on campus, including Rivers Green, Cistern Yard and Stern Center Gardens

Last year’s survey comments identified Calhoun Annex, TD Arena, and Silcox as areas that need better wireless coverage. Since wireless was upgraded in these areas in 2013, no comments were received in the 2013 TechQual+ survey regarding these areas.

**IT PLANNED ACTIONS:**

**INTERNET:**
- Add 3rd commodity Internet Service Provider (ISP) to increase reliability and redundancy.
- Monitor and manage utilization, performance, and bandwidth.

**CAMPUS WIRED NETWORK:** (see [http://it.cofc.edu/projects/network.php](http://it.cofc.edu/projects/network.php) for details and updates)

**COMPLETED ACTIONS DURING PAST YEAR:**
- Upgraded network equipment in:
  - Maybank
  - Addlestone Administrative areas
  - Lightsey Center/Annex
  - Randolph
  - Towell
  - JC Long
  - Sottile House
  - Bell 5th floor
- 284 King St
- 2/4/10 Greenway
- 7/9 College
- Porters Lodge
- Central Energy
- Wellness Center
- Berry Dorm administrative areas
- Liberty Dorm administrative areas
- George Street Apartments administrative areas
- Buist Dorm administrative areas

**PLANNED ACTIONS:**

- Upgrade equipment in:
  - RSS
  - Education Center (ECTR)
  - Stern Center
  - 4/9/11/12/14/16/20/22/26 Glebe
  - 19 St Philip
  - 88/94/96/97/101/114 Wentworth
  - 14/26/40 Coming
  - 67 George
- Extend campus network to new North campus and Harbor Walk facilities
- Continue to upgrade wired network devices as funding permits

**WIRELESS NETWORK:** (see [it.cofc.edu/documents/wireless-rollout-plan.pdf](http://it.cofc.edu/documents/wireless-rollout-plan.pdf) for detailed wireless project schedule)

**COMPLETED ACTIONS DURING PAST YEAR:**

- Tuned wireless in SOTA, 5 College Way, RHSC/Physicians Auditorium, Lightsey, 72/74 George, Addlestone Library/Rivers Green, and RSS
- Upgraded wireless in Arena, Patriots Point, SOTA, NSOE, Sottile Theater, and buildings surrounding Randolph Hall

**PLANNED ACTIONS:**

- Upgrade wireless in Randolph Hall, Stern Center/surrounding buildings, and Education Center/surrounding buildings
- Tune wireless in buildings that had the newer technology installed during the past 3-4 years
- Investigate areas identified in TechQual+ survey as having performance issues:
  - Addlestone Library
  - Education Center
  - Beatty
RESNET NETWORK TO RESIDENTIAL HALLS:
- College of Charleston has outsourced this service and network to Apogee. All issues and concerns regarding ResNet will be coordinated with them. A monthly call occurs between CofC and Apogee to review issues. Wireless service in residential halls was tested during Summer 2013 and upgraded where necessary. It will continue to be closely monitored and upgraded.

TECHNOLOGY AND COLLABORATION SERVICES:
SURVEY QUESTIONS:
#5 Having campus Web sites and online services that are easy to use.
#6 Accessing important campus Web sites and online services from my tablet or other mobile device.
#7 Having campus technology services available that improve and enhance my collaboration with others.
#8 Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.

FEEDBACK SUMMARY:
The College of Charleston's website www.cofc.edu consists of academic, administrative, special project, and research websites. Marketing and Communications is responsible for ensuring that all sites are consistent with the College's brand and visual identity standards. Information Technology is responsible for the maintenance and support of the systems infrastructure and software necessary for maintaining the College’s website.

This year’s feedback identified five categories of service issues for College websites and online services - navigation/usability, search, content freshness, broken links, and
mobile access. The majority of comments cited difficulty navigating MyCharleston, the College website, and OAKS. Some examples included non-intuitive interfaces, poorly organized content, and too many clicks to access content. Several respondents reported lack of search functionality or inaccurate search results as areas for improvement for online services. For example, MyCharleston does not have a search option. Content freshness was mentioned as an issue, particularly keeping blogs, events, and announcements updated frequently. A few comments pointed to broken links as an issue on some websites. And mobile access to College websites and online services was a common comment. Respondents suggested expanding the College app CofC Mobile to include more faculty resources and improving the mobile experience for services like MyCharleston and OAKS.

Many users were not aware of any tool for collaboration besides email. Of those users that were aware of Google docs, there was an overall impression that there was a lack of training materials including “how to” videos. Making collaboration easier for commuter students is a big desire as is distance learning. A popular request is a central calendar and reservation system among departments and the campuses. The overall population feels that the technology in classrooms is inconsistent.

**IT PLANNED ACTIONS:**

**CLASSROOM TECHNOLOGY:**
- Since 2013, IT has upgraded the technology in 47 classrooms across campus as part of the Classroom Technology Project. View the schedule and the classroom information at [http://it.cofc.edu/projects/classroom.php](http://it.cofc.edu/projects/classroom.php).
- IT will continue to collaborate with the academic community to identify classrooms in need of an upgrade and to help shape the overall classroom technology design.
- IT has already started the project planning for Fiscal Year 2015 which begins July 1, 2014.
- More information on ongoing classroom project such as the goals, selection criteria, and schedule can be found at [http://it.cofc.edu/projects/classroom.php](http://it.cofc.edu/projects/classroom.php).
- Feedback regarding classroom project can be provided by completing the form available at [http://go.cofc.edu/classroomtech](http://go.cofc.edu/classroomtech).

**COLLABORATION:**
- Campus-wide version of SharePoint will be upgraded to SharePoint 2013 during Spring 2014. SharePoint 2013 includes many additional collaboration tools.
- IT will work with faculty to utilize Google Suite for more collaboration with students and colleagues.
WEB SITE NAVIGATION AND USABILITY:

- Information Technology has shared these comments with Marketing and Communication to help raise awareness of navigation issues on the College website. IT also provides websitemaintainers with access to analytics to help identify buried or unused content. Upon request, IT can provide a visual map of a website to help web maintainers identify structural navigation issues.

- MyCharleston will be updated to a new software platform by fall of 2014. This new platform will allow more user control of content and layout and improved organization of content. Information Technology is currently reviewing the most frequently used content in MyCharleston in order to make that content more accessible in the new version.

- Several comments identified navigation issues with third party systems like Banner, OAKS, eProcure, and TouchNet. While IT does not have access to directly change the code and navigation of many of these systems, IT does have the ability to file suggestions and enhancements with our vendors. IT will better communicate with our constituencies to collect this kind of feedback and pass recommendations along to our vendors.

WEBSITE SEARCH:

- The College’s Google Search Appliance processes and average between 100,000 and 200,000 searches per month. Information Technology will make available the reports for successful and unsuccessful searches from the College’s website for website owners starting in January 2014. This information can be used to better position content for search engine optimization.

- Information Technology continues to work with Marketing and Communications to encourage website managers to develop content with search engine optimization in mind. Efforts to refer content creators to resources like Google’s Search Engine Optimization (SEO) Starter Guide have had little impact since search was identified as an issue again this year. IT will make more concerted effort to put SEO resources into the hands of content creators in hopes of improving search results.

ONLINE SERVICES SEARCH:

- While not all systems support an integrated search, Information Technology will leverage opportunities to enable and integrate search functionality where
possible. For example, while the current and future frameworks that enable MyCharleston do not offer search functionality within the portal, IT has submitted a feature request to add such functionality.

**CONTENT FRESHNESS:**

- In October 2013, IT upgraded the College’s content management system Cascade Server to version to 7.6. A new feature in that release was Stale Content Reporting, an option to report on assets that have not been updated recently within a website. IT will communicate more about this feature to encourage website owners to review their sites for stale content.

- IT has collaborated with Marketing and Communication to identify College blogs that have not been updated within the last year. Specific blog owners were notified in November 2013 that their abandoned or unused blogs would be archived for a month and then deleted in January 2014 unless the owner requested the blog be kept.

**BROKEN LINKS:**

- Information Technology is working with Marketing and Communications to identify broken links across the College’s website and online resources. Results are shared with the website owner, who is then responsible for repairing or removing the broken link. IT will continue to regularly scan for broken links going forward.

**MOBILE ACCESS:**

- The College’s app CofC Mobile will be upgraded in the first quarter of 2014. IT Web Strategies is in the process of updating the framework that makes the mobile app possible. The updated app will include more faculty resources, multiple calendars, places to eat on campus, and more.

- MyCharleston will be updated to a new software platform by fall of 2014. This new platform will support a better experience from mobile devices.

- Mobile support for third party systems like Banner, OAKS, eProcure, PeopleAdmin, and TouchNet is largely up the vendor, especially if the solution is hosted on their resources. IT opts to implement mobile friendly, responsive design where possible; however some third party solutions may lag in the adoption of a mobile strategy.
CENTRAL CALENDAR AND RESERVATION SYSTEM

- This topic is being submitted to the IT Strategic Advisory Committee (ITSAC) for evaluation. The goals of the ITSAC are to align investment of IT resources and talent to best support the College Strategic Plan and to engage the College leadership in articulating the campus’ most important requirements and expectations for availability and utilization of technology.

SUPPORT AND TRAINING:

SURVEY QUESTIONS:

#9 Technology support staff who are consistently courteous and thoughtful.
#10 Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.
#11 Getting timely resolution to problems that I am experiencing with campus technology services.
#12 Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.
#13 Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.

FEEDBACK SUMMARY:

Overall, the suggestions were very positive for the pleasantness of the support staff. However, many responses pointed out the varying levels of technical ability among Helpdesk technicians. There was a positive change noticed regarding technicians’ ability to support Apple products, although concerns still exist.

Though not defined by the survey as a service deficit, many users expressed the need and desire to have additional technology training to be made available to them. They wanted updated “How to” documentation, extended training sessions on particular programs, and monthly emails about new tutorials and upcoming trainings. Another common request was Instant Messaging (IM) sessions with a live support technician.

IT PLANNED ACTIONS:

IT SUPPORT:

- In 2014, Helpdesk technicians will substantially increase training on various systems including Apple.
- IT Support staff and management will receive customer service training from the Helpdesk Institute (HDI).
• In March 2014, IT Support Services will be receiving Desktop Support Technician training to improve their on-site customer interaction.
• IT will continue to encourage the use of active listening and professional communication skills when interacting with our customers and colleagues.

COMMUNICATIONS:
• In Summer 2013, IT hired a part-time Communications & Customer Advocacy Director to enhance the overall campus experience with IT through:
  o Developing mutual dialogue and partnerships with faculty, staff and students
  o Providing frequent and informative communication to students, faculty and staff
  o Ensuring IT processes and projects include levels of user involvement and knowledge
• IT distributes important information and updates using blogs such as the IT blog (http://blogs.cofc.edu/it), the Teaching, Learning and Technology (TLT) blog (http://blogs.cofc.edu/tlt), the OAKS blog (http://blogs.cofc.edu/oaks/), and the Student Computer Support blog (http://blogs.cofc.edu/scs). IT encourages users to check these sites often or subscribe via email to receive email announcements.
• IT also posts information on various social media accounts such as Facebook and Twitter. For a list of IT accounts, please visit http://blogs.cofc.edu/it/2013/09/24/it-is-now-on-social-media/.
• In the fall 2013, IT started publishing a monthly newsletter to faculty and staff. These newsletters are available on the IT blog and are published monthly via the Faculty and Staff Listserv.
• TLT publishes a monthly newsletter and training calendar that is sent to the academic departments and is sent from the individual Instructional Technologists.
• TLT also communicates event and important date information via an opt-in text messaging service (Remind101). To subscribe, text @TLTNEWS to 843.628.2187.

USER TRAINING:
• TLT offers tutorials, face-to-face training sessions and one-on-one and small group consultations for educational technology applications. Faculty who prefer to learn at their own pace are encouraged to visit http://blogs.cofc.edu/tlttutorials/ for step-by-step written and video tutorials and links to additional resources. Those who prefer face-to-face training sessions are encouraged to visit http://tlt.eventbrite.com for a training calendar and registration. TLT is currently researching the ability to offer sessions in an online webinar format in hopes of getting a program launched this year. Note: Face-to-face sessions and consultations are intended for faculty only.
• TLT offers the Faculty Technology Institute (FTI) twice annually. The FTI is a week-long professional development opportunity designed for faculty to analyze their own teaching methodologies while exploring best practices in teaching and technology applications to supplement pedagogy. To find out more information and to apply for the FTI please visit: http://blogs.cofc.edu/tlt/learning/faculty-technology-institute/.

• TLT also offers an online Faculty Distance Education Readiness Course (FDER) for faculty wishing to teach an online course for the first time. This eight week professional development course allows faculty to experience an online course from the student perspective while allowing them to reflect and re-work a course for an online format. The FDER is offered during the Fall and Spring semesters. For more information please visit: http://blogs.cofc.edu/tlt/learning/distance-education.

ADDITIONAL QUESTIONS

SURVEY QUESTION:

Current online communication options at the College include email, listserv, web forums (Google Groups), instant messaging (Google Chat), blogs, and social media tools. However, a successful online community requires more than just software. Please select the characteristics and features you would prefer to see in the way the College communicates as an online community.

1) Searchable content and archives 887 57%
2) Desktop, application, and whiteboard sharing 771 49%
3) Real-time interaction (e.g. audio and video chat) 647 41%
4) Conduct polls and simple surveys 604 39%
5) Web based discussion forums 539 34%
6) Email based discussion forums 518 33%
7) Subscribe to notification of new content 466 30%
8) Required Terms of Use to use online community tools 212 13%

Please expand on any other features or characteristics that you'd like to see in an online community.
**FEEDBACK SUMMARY:**
A multiple answer question was asked regarding preferred characteristics of an online community. The top three desires were searchable content, desktop and online whiteboard sharing, and real-time interactions.

The population responded in an agreement that mass emails and ListServs are not a good communication option. They clutter inboxes and allow important messages to go overlooked. Suggestions showed that the community wants an online tool that helps facilitate in-person communication and activities.

**IT PLANNED ACTIONS:**

**ONLINE COMMUNITY**

- A subcommittee of the Faculty Education Technology Committee (FETC) will explore the topic of the online community at the College. Working with representation from the Staff Advisory Committee (SAC), Student Government Association (SGA), and the Graduate Student Association (GSA), the subcommittee will incorporate the TechQual+ feedback with assessed needs for online communication and apply that data to a matrix of currently available communication solutions. The outcomes should provide policy and services which meet the identified needs. Information Technology will serve the role of service provider and system administrator where applicable.
APPENDICES

Below is a terse summary of the report delivered by the Higher Education TechQual+ Project. A list of participating institutions can be found at https://www.techqual.org/docs/participants.aspx.

Radar Graph – The radar graph shows the **perceived** to **desired** and the **perceived** to **minimum** adequacy ratings.
**Data Table** – The rows shaded in red indicate a negative service adequacy gap score which means current *perceived* service level is less than the *minimum* expectations.

### Connectivity and Access

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

<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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Having a campus Internet service that is reliable and that operates consistently across campus.</td>
<td>Mean 6.83</td>
<td>8.70</td>
<td>6.49</td>
<td>-0.31</td>
<td>-2.22</td>
<td>1512</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev 1.67</td>
<td>0.70</td>
<td>1.73</td>
<td>1.77</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.</td>
<td>Mean 6.20</td>
<td>8.64</td>
<td>6.63</td>
<td>-0.17</td>
<td>-2.00</td>
<td>1507</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev 1.67</td>
<td>0.79</td>
<td>1.70</td>
<td>1.70</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Having wireless Internet coverage in all of the places that are important to me on campus.</td>
<td>Mean 6.44</td>
<td>8.55</td>
<td>6.52</td>
<td>-0.31</td>
<td>-2.02</td>
<td>1492</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev 1.78</td>
<td>0.93</td>
<td>1.77</td>
<td>2.06</td>
<td>1.87</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Support for accessing the campus Internet service using my tablet or other mobile device.</td>
<td>Mean 6.51</td>
<td>8.24</td>
<td>6.58</td>
<td>0.08</td>
<td>-1.66</td>
<td>1372</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev 1.85</td>
<td>1.19</td>
<td>1.74</td>
<td>1.60</td>
<td>1.72</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* = Total Respondents Who Completed Item; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas.

### Technology and Collaboration Services

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

<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>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Having campus Web sites and online services that are easy to use.</td>
<td>Mean 6.76</td>
<td>8.43</td>
<td>6.89</td>
<td>0.13</td>
<td>-1.53</td>
<td>1419</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev 1.56</td>
<td>0.94</td>
<td>1.44</td>
<td>1.44</td>
<td>1.40</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Accessing important campus Web sites and online services from my tablet or other mobile device.</td>
<td>Mean 6.46</td>
<td>8.21</td>
<td>6.58</td>
<td>0.12</td>
<td>-1.63</td>
<td>1328</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev 1.75</td>
<td>1.21</td>
<td>1.63</td>
<td>1.75</td>
<td>1.65</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Having campus technology services available that improve and enhance my collaboration with others.</td>
<td>Mean 6.21</td>
<td>7.94</td>
<td>6.64</td>
<td>0.43</td>
<td>-1.30</td>
<td>1358</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev 1.87</td>
<td>1.37</td>
<td>1.59</td>
<td>1.57</td>
<td>1.49</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.</td>
<td>Mean 6.72</td>
<td>8.30</td>
<td>6.76</td>
<td>0.04</td>
<td>-1.54</td>
<td>1400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev 1.76</td>
<td>1.15</td>
<td>1.54</td>
<td>1.79</td>
<td>1.56</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* = Total Respondents Who Completed Item; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas.
Support and Training
Tell us about your experiences when obtaining assistance with technology on campus.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Technology support staff who are consistently courteous and thoughtful.</td>
<td>Mean: 7.11</td>
<td>8.52</td>
<td>7.67</td>
<td>0.56</td>
<td>-0.85</td>
<td>1399</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev: 1.63</td>
<td>0.90</td>
<td>1.39</td>
<td>1.46</td>
<td>1.28</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.</td>
<td>Mean: 7.36</td>
<td>8.64</td>
<td>7.60</td>
<td>0.24</td>
<td>-1.04</td>
<td>1341</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev: 1.52</td>
<td>0.80</td>
<td>1.36</td>
<td>1.34</td>
<td>1.24</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Getting timely resolution to problems that I am experiencing with campus technology services.</td>
<td>Mean: 7.29</td>
<td>8.51</td>
<td>7.41</td>
<td>0.12</td>
<td>-1.20</td>
<td>1324</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev: 1.54</td>
<td>0.81</td>
<td>1.40</td>
<td>1.41</td>
<td>1.35</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.</td>
<td>Mean: 6.89</td>
<td>8.33</td>
<td>7.40</td>
<td>0.51</td>
<td>-0.94</td>
<td>1363</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev: 1.68</td>
<td>1.05</td>
<td>1.44</td>
<td>1.50</td>
<td>1.35</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.</td>
<td>Mean: 6.27</td>
<td>7.98</td>
<td>6.83</td>
<td>0.57</td>
<td>-1.06</td>
<td>1276</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dev: 1.85</td>
<td>1.36</td>
<td>1.59</td>
<td>1.57</td>
<td>1.47</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* = Total Respondents Who Completed item; Mean = Statistical Mean, Dev = Standard Deviation, Red Color = Perceived < Minimum, Green Color = Perceived > Desired, Yellow Color = Potential Problem Areas.
Chart 1: Service Adequacy Ratings by Role (Faculty, Staff, Students). Adequacy Gap is the difference between Minimum Expectations and Perceived Service Level.
Chart 2: Service Adequacy Ratings 2012/2013 Comparison. Adequacy Gap is the difference between Minimum Expectations and Perceived Service Level.

2013 College of Charleston Technology Service Adequacy Ratings Over Time 2012-2013

-1.25 -1 -0.75 -0.5 -0.25 0 0.25 0.5 0.75

- 1 Reliable Internet
- 2 Fast Internet
- 3 Wireless Coverage
- 4 Mobile Internet Support
- 5 Easy to Use Campus Websites
- 6 Campus Services on Mobile Devices
- 7 Campus Technology for Collaboration
- 8 Classroom Technology
- 9 Courteous Support
- 10 Knowledgeable Support
- 11 Timely Problem Fixes
- 12 Timely IT Communications
- 13 Training Access
# Chart 3: Service areas measured by the 2013 TechQual+ survey

## Connectivity and Access

1) Having a campus Internet service that is reliable and that operates consistently across campus.
2) Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.
3) Having wireless Internet coverage in all of the places that are important to me on campus.
4) Support for accessing the campus Internet service using my tablet or other mobile device.

## Technology and Collaboration Services

5) Having campus Web sites and online services that are easy to use.
6) Accessing important campus Web sites and online services from my tablet or other mobile device.
7) Having campus technology services available that improve and enhance my collaboration with others.
8) Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.

## Support and Training

9) Technology support staff who are consistently courteous and thoughtful.
10) Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.
11) Getting timely resolution to problems that I am experiencing with campus technology services.
12) Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.
13) Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.
**Chart 4: College of Charleston Additional Questions**

14) Current online communication options at the College include email, listserv, web forums (Google Groups), instant messaging (Google Chat), blogs, and social media tools. However, a successful online community requires more than just software. Please select the characteristics and features you would prefer to see in the way the College communicates as an online community. (Multiple Answer Question)

- **a)** Real-time interaction (e.g. audio and video chat)  
  - **657**  
  - **41%**

- **b)** Desktop, application, and whiteboard sharing  
  - **775**  
  - **49%**

- **c)** Web based discussion forums  
  - **546**  
  - **34%**

- **d)** Email based discussion forums  
  - **528**  
  - **33%**

- **e)** Conduct polls and simple surveys  
  - **610**  
  - **39%**

- **f)** Searchable content and archives  
  - **894**  
  - **57%**

- **g)** Subscribe to notification of new content  
  - **470**  
  - **29%**

- **h)** Required Terms of Use to use online community tools  
  - **214**  
  - **13%**

15) Please expand on any other features or characteristics that you'd like to see in an online community. (Open-ended Question)