

Rutgers Computing Services Survey

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Executive Summary

In Fiscal Year 1997, a survey was conducted to assess student, faculty, and staff satisfaction with the services provided by Rutgers University Computing Services (RUCS), to aid in the organization's focus on becoming a role model within the higher education community for customer satisfaction, service excellence, and efficiency. A comparable survey was conducted in Fiscal Year 2002. The current study indicated a significant improvement in the level of satisfaction with RUCS' services. The time between surveys coincided with a dramatic transformation in the delivery and accessibility of services through the RUNet project. This survey also predates the introduction of RIAS. A special report concerning satisfaction with RIAS will be released in the near future.

The most dramatic results of this study are the changes in user satisfaction over the five year period between the two surveys. In Fiscal Year 1997, percentages of those who were "Very Satisfied" (the top choice of a four point scale that included "Very Satisfied," "Somewhat Satisfied," "Somewhat Dissatisfied," and "Very Dissatisfied") with RUCS systems or services ranged from three percent among faculty at Douglass/Cook campuses to a high of 23% among faculty at Camden. The current survey indicates that, across campuses, 44% of staff, 36% of faculty, and 26% of students are "Very Satisfied." There are no instances where dissatisfaction is greater than satisfaction for any group on any campus. The following sections highlight the key findings of this report.

Email

Email is a service widely used by Rutgers students, staff, and faculty. Current satisfaction among students, faculty, and staff shows great improvement. Respondents indicating they

were "Very Satisfied" with any of the email services (Internet, Unix/ Mainframe, or Workstation) was limited to less than one-third of the respondents in the various campus settings in 1997. At that time, satisfaction was highest among those using Internet Mail; still, less than 30% of faculty, staff, and students reported that they were "Very Satisfied." Today, almost all respondents access email by logging into a Rutgers computer: 95% of students, 90% of staff, and 84% of faculty. Levels of usage and satisfaction do not vary across campus locations. Current satisfaction is highest among staff (60% are "Very Satisfied") followed by 53% of faculty and 40% of students expressing this high level of satisfaction.

Telecommunications and Network Services

Satisfaction with telecommunications and networking has markedly increased. This was an area of dissatisfaction found in the prior study. Access to the Internet has maintained a constant high level of use over the period between the two studies with three-fourths or more using the Internet. Satisfaction with access to the Internet has doubled since 1997, with more than half of the current respondents expressing the highest level of satisfaction. The proportion of those expressing the highest level of satisfaction has more than doubled over this five year time period with approximately half of faculty, staff, and students with access indicating they are "Very Satisfied" with their direct connection from their lab or office. This high degree of satisfaction is found for most groups on most campuses for a wide variety of other user services, administrative service, and instructional services as well. While the use of dial-up modem services has declined over time as other options have become available, more users are satisfied with this service than are not (which was not the case in the previous study).

User Services

Computer Store

The Campus Computer Store is a newly evaluated service in the 2001 survey. Between 20% and 30% of faculty, staff, and students indicate they have used this service. Among students, one-in-five report being "Very Satisfied" with the Computer Store and approximately one-

third of faculty and staff are this satisfied. Overall satisfaction in New Brunswick is higher than in Camden and Newark.

Information and Training

There has been a slight increase in usage of RUCS telephone consulting service among students (approaching 50%) compared to the prior survey where four-in-ten sought help over the telephone. During this same period of time, faculty and staff's use of telephone consulting services has declined slightly. The proportion saying they are "Very Satisfied" has increased for all groups, ranging from 30% among students to 45% among staff members. The current survey focused on walk-in consultation exclusively compared to several services that were included as examples of services provided by the Information Center in the prior survey.

Four-in-ten students indicate they are "Very Satisfied" with walk-in consultation and six-in-ten faculty and staff express their satisfaction at this high level. Use of RUCS publications on paper has shown an even more dramatic decline in use of this service over this five year period. One-fourth or fewer report using this service. As with other services, satisfaction is higher.

As use of RUCS paper publications declines among all users and telephone consultation declines among faculty and staff, accessing RUCS information on the web has increased; approximately 60% now seek RUCS information on the web (up from levels of 25% to 35% in 1997). Currently, more than one-third say they are "Very Satisfied" with the information delivered on the RUCS website. Participation in RUCS Education Program classes and workshops also declined sharply from the previous period. Although the percentage of students indicating they are "Very Satisfied" with these classes/workshops has declined slightly (from 41% to 33%), the proportion of faculty and staff with this high level of satisfaction has tripled over the five year period (13% to 41% among faculty and 15% to 48% among staff).

Administrative Services

Almost all students use the web to access grades, transcripts, and class schedules (96%). Overall, seven-in-ten are "Very Satisfied" with this service. Half of all students are also "Very

Satisfied" with the ability to check their financial aid award status and their statement of financial accounts online. Course registration on the web is currently used by almost all students (93%), with six-in-ten indicating they are "Very Satisfied" with this service. Students universally access the schedule of classes on the web and two-thirds are "Very Satisfied" with this service. Approximately one-third of students use online directory management to restrict display of directory data in some way. Six-in-ten are "Very Satisfied" with this service.

The Rutgers Online Directory (Find People) is another popular service among faculty, staff, and students. More than 80% of the respondents have used this service and report 60-70% levels of extreme satisfaction. In the prior survey, approximately one-in-ten faculty used the Financial

Information System or the Accounts Receivable System. Those indicating they were "Very Satisfied" with either system was below 10%. Use among staff for these services was higher at the time (39% used the Financial Information System and 20% used the Accounts Receivable System) and their satisfaction was higher as well; although not exceeding 20% reporting they were "Very Satisfied." Fewer than 10% of faculty use student mail services, the first year sectioning system, NJAS, the graduate admissions system, the student information management system, the course analysis system, FASIP, HR information, pay for performance, the online financial information system, the online working budget system, the financial accounting system, PBP (payroll) system, or the financial aid system. Most of these services received a "Very Satisfied" rating between 25% and 38% from faculty.

The Online Financial Information System is used by 18% of staff and one-third report they are "Very Satisfied" with this service. Staff sometimes fill in the faculty survey for a faculty member (18%) and half are "Very Satisfied" with this site. Faculty do use three services.

Four-in-ten use the web for class rosters and more than half are very satisfied with this service. Some 43% report using the web to complete the faculty survey and one-third are very satisfied with this service. Fewer reported (14%) using the web for student grades and transcripts and six-in-ten were "Very Satisfied."

Many of the services evaluated here are more likely to be used by Rutgers staff, however, a few are used by less than 10%: Student mail services, the first year sectioning system, the undergraduate and graduate admissions systems, the student information management system, the course analysis system, FASIP, the online working budget system, the financial accounting system, PBP (payroll) system, and the financial aid system. Even so, percentages of those reporting they are "Very Satisfied" fall between 30% and 60%. Currently the most popular sites used by Rutgers staff are "Pay for Performance" and "HR Information" (evaluated by 38% and 24%, respectively). More than 40% of the staff are "Very Satisfied" with these sites. Satisfaction is even greater for the approximately 20% of staff using the web for student grades and transcripts or class rosters where the highest level of satisfaction is assigned by 75% of the staff to the former and 69% to the latter.

Instructional Facilities and Services

Less than 20% of faculty, staff, and students were "Very Satisfied" with public computing facilities hardware, software, or consulting in 1997. Assessment of the public computing labs has improved markedly for each of these three groups. Among the 80% of students using the labs, one-third report they are "Very Satisfied" with the labs. Approximately 20% of staff and faculty use the labs and with almost half of staff and one-quarter of the faculty indicating this high level of satisfaction.

Requested Improvements

Several areas for improvement were cited by survey respondents. Approximately half of faculty and staff place "computing staff support in your department" at the top of their choice of improvements to their computing environment. This is the fifth ranked choice among students as well with one-in-five including it among their three top improvements. Twenty to thirty-five percent of faculty and staff would like "support for departments providing information on RUCS World Wide Web servers" and "assistance with office PC's, courses in how to maintain, fix, add/delete software."

"A phone help line for basic questions or problems that come up during regular business hours" ranks in the top five for faculty and staff while "telephone consulting during evening

hours" was chosen by one-fourth of the students. "Dial-in modem services and access" are cited by more than one-in-five students and staff and one-third of faculty. Nearly one-half of students indicate that "PC computers [as opposed to Apple computers or Unix workstations] in public computing facilities" should be a top priority.

Areas of Dissatisfaction

The summary ranges of dissatisfaction in this survey are considerably lower than reported for 1997 which included ranges of 40-54%, 55-69%, 70-84%, and 85% or greater. Current ranges use summary categories of 25-34%, 35-44%, 45-54%, and 55% or greater. Not one service fell in this final category. Both the number of services and the levels of dissatisfaction reported by respondents from Newark are higher than found at either New Brunswick or Camden. This is especially apparent among students. This is a pattern repeated from the prior study, although as mentioned above, the levels of dissatisfaction are greatly reduced. Faculty and staff in Camden are quite satisfied with all services and one-fourth to one-third of Camden students express dissatisfaction with their email service, the campus computer store and telephone and walk-in consultation services. Email consulting for all users in Newark and for students in New Brunswick could be improved for at least one-fourth of these respondents. As described earlier, this is an area where RUCS is continuing to examine ways for improving this service. Dial-up modem services have relatively high rates of dissatisfaction for students and faculty at Newark and New Brunswick and for staff in New Brunswick. Students on all campuses have levels of 30% or greater dissatisfaction with the residence hall direct network connection.

Introduction

INTRODUCTION

The world of computing continues to experience the tremendous transformations that were evident in the last decade of the twentieth century. Personal computers continue as a necessary tool in work, education, and leisure activities, the rapid growth of informational technology, and the increasingly pervasive reach of the Internet and the World Wide Web into many aspects of daily life. These changes have been particularly acute in the field of higher education, where faculty, staff, and students have come to rely heavily on computers for their everyday tasks. Computer usage by these various constituencies of a higher education institution depends largely on the operation of a centralized computing service department. These departments are often responsible for effectively providing a wide range of computing activities. In addition, these departments are charged with the mission of developing and implementing improvements to their current inventory of computing operations.

With the rapid evolution of computing technology, especially in the areas of telecommunications and informational technology, the achievement of these dual tasks of maintaining present computing services and developing new computing systems has become even more difficult. If an institution is to be successful in the delivery of computing services, it is critical to have feedback from the users of these services. Eliciting user feedback provides valuable information about present computing usage, levels of satisfaction among users of these operations, and areas where improvement is needed. The administration of the Rutgers Computing Services Computing Survey (RCSS) during late 2001 and early 2002 to faculty, students, and staff is one effort at Rutgers, The State University of New Jersey to continue to obtain such user feedback.

METHODOLOGY

The current web-based Rutgers Computing Services Survey was designed to obtain patterns of usage and perceptions of satisfaction of the many different computing services offered by Rutgers University Computing Services (RUCS). The survey was adapted from a similar survey administered to the Rutgers faculty, staff, and students in the academic year 1996/1997. The current survey was designed to measure changes in satisfaction with services offered five years ago compared to similar services currently available and also includes additional questions that reflect the broader range of services now offered by RUCS.

The questionnaire asked respondents about various areas of RUCS computing operations including electronic mail, telecommunication and network services, user services, administrative services, and instructional facilities and services. The survey instrument also asked respondents to indicate what improvements were needed in the operations of RUCS to enhance the overall computing environment at Rutgers. At the end of the questionnaire, respondents were given the opportunity to comment on any aspect of RUCS operation.

The information obtained from the administration of the RCSS will be used by RUCS administrators as a comparison of computer usage and user satisfaction to the levels found in

the baseline survey administered in 1996/1997 and provide baseline evaluations for the new services that have been added over the last five years.

The RCSS was administered to all full-time faculty, all staff with email addresses, and undergraduate and graduate students. Each potential respondent was contacted via email with a cover memo from the Vice President for Institutional Research and Planning explaining the purpose of the survey. Faculty and Staff were initially contacted late in the Fall semester (2001) and students were contacted in the Spring of 2002. A second email was sent to all individuals who had not gone online and filled out the web survey. The surveys were closed out on May 18, 2002.

Because of the differential response rates for the three different user groups, we do not provide responses based on the total across all user groups. To do so would bias the result in favor of faculty and staff who have higher response rates compared to students. Moreover, when looking at the results of a specific group of users, we must also be aware that the lower the response rate of that group, the greater the uncertainty that the respondents are representative of that group's population.

In general, response rates for the various groups are about half of what they were in the survey conducted five years ago. This is most likely due to two factors: the general decline in survey response that is in evidence in all surveys conducted at Rutgers and in the broader higher education community over the past decade and the change in the mode of administration (web vs. paper). We believe that the web administration actually targets the appropriate user population for RUCS and that non-responders are more likely to be those who use RUCS less. Furthermore, by offering the survey to the entire population, we give all users (either light or heavy) the opportunity to provide useful feedback. The fact that the response rates for the three user groups in each of the campuses are approximately half of the rates found in AY 1996/1997, gives us confidence that even though the rates are lower, the data are comparable.

ORGANIZATION OF THE REPORT

The report is organized around the seven main sections of the survey, with results to each question presented for each user group and each campus.¹ The results are given in narrative and tabular formats. A summary of the results of the survey is also included.

¹ A minimum of 10 responses are required on breakout tables before percentages are given.

General Information

GENERAL INFORMATION

The first part of the RCSS sought to obtain general information about computer usage at Rutgers. Respondents were asked about their overall usage of RUCS services, the importance of and satisfaction with RUCS services, and their levels of computer competency.

The distribution of the amount of time a person used computers each week for various periods of time is presented in Table 2.1 for On-Campus use and Table 2.2 for Off-Campus use. In AY 1996/1997, although students used computing service (on-campus and off-campus combined) at slightly higher rates than did faculty and staff, higher percentages of students used computers for shorter periods of time during an average week compared to faculty and staff. Current data repeat this pattern for use of computing services from on-campus. However, off-campus usage among students and staff is 5 hours or less a week for two-thirds of these respondents compared to 43% of the faculty who use the services this infrequently. Obviously, the main reason for less off-campus use is because most students reside on campus. However, University College students are like the general student population in that fully 63% use services 5 hours or less from off-campus a week..

In AY 1996/1997 most respondents at the university characterized themselves as intermediate computer users (68%). (See Table 2.3) A similar proportion of faculty and staff have this view of themselves in AY 2001/2002. However, many more students now believe they are at the “expert” level (34%) compared to the one-in-five (19%) who indicated expert status in AY 1996/1997. Although not as dramatic, a greater proportion of faculty and staff also believe they have achieved expert status compared to five years prior.

Three questions were added to the AY 2001/2002 survey exploring connectivity to the internet and the timing of dialing in to the RUCS modem pool. Approximately half of Rutgers students report their primary residence connection as direct wire from their dorms. (See Table 2.4) College Avenue students are right at this halfway mark (51%), however, approximately two-thirds of Douglass/Cook and Livingston/Busch compared to less than one-in-five Newark or Camden students have direct wire dorm connections. Nearly four-in-ten Camden and University College staff report using a cable modem service. Two-thirds of Newark and New Brunswick faculty connect from home by use of modems, equally divided by Rutgers’ and non-Rutgers modems. Camden faculty favor non-Rutgers modems. Students are less likely to dial-in to the RUCS modem pool on weekends and holidays from 8am to noon than are faculty and staff and more likely to be online from Midnight to 8am. (See Table 2.5) Six-in-ten faculty and staff use the RUCS modem pool to dial-in between 8pm and Midnight on weekdays compared to half of Rutgers’ students. (See Table 2.6)

HOW IMPORTANT ARE THESE SERVICES TO YOUR WORK?

The importance of RUCS computing systems and services to respondents is shown in Table 3.1. The percentage of respondents who indicated this year that these services were “Very Important” to their work was quite high for all groups of users on each campus and across campuses, although at a lower level than in AY 1996/1997. Overall, 89% of all respondents

stated that these services were important to their work five years ago and 82% indicated the importance of RUCS computing systems and services to their work this year (not shown).

Staff and faculty indicated that RUCS computing systems and services are important to their work at slightly higher rates than students. The “Importance Indicator” is calculated by dividing the total number indicating the services are important by the total number who do not feel the services are important. We can see that among staff, in the current survey, ten staff members indicate the services are important for every one who does not. Comparable numbers are six-to-one among faculty and four-to-one among students. In AY 2001/2002, the students indicating these services are “Very Important” ranges from 33% among University College students to 40% for those at Camden. Faculty rates range from 50% on Livingston/Busch campuses to 72% in Camden and staff from 44% on Douglass/Cook campuses to 55% on the College Avenue campus.

Table 3.2 shows the usage and satisfaction levels among users of RUCS systems and services. Nine out of ten current survey respondents report using some computing system or service offered by RUCS, as they did in AY 1996/1997. Usage is nearly universal at 98% among student respondents in both time periods. Faculty use remains around 92% and the staff shows a slight increase from 90% to 94% over this time period.

The usage percentages were mirrored on Camden, Newark, and New Brunswick campuses, with only slight deviations from the university-wide distribution. Among the New Brunswick campuses, the Douglass/Cook faculty had the lowest percentage of users among all user groups (81%) in AY 1996/1997. Current use among this group is at the level of other faculty across the university.

The most dramatic results of this study are the changes in user satisfaction over the five year period between the two surveys. In AY 1996/1997, percentages of those who were “Very Satisfied” with RUCS systems or services ranged from three percent among faculty at Douglass/Cook campuses to a high of 23% among faculty at Camden. In some cases, the Satisfaction Index fell below 1.0, indicating that more people were dissatisfied with services than were satisfied. The current survey indicates that 44% of staff, 36% of faculty, and 26% of students are “Very Satisfied.” There are no instances where dissatisfaction is greater than satisfaction. Overall, staff members are most satisfied (thirteen-to-one), but faculty (six-to-one) and students (five-to one) are satisfied as well.

Among students, faculty and staff who indicate that RUCS services are “Very Important” to their work, the percent indicating that they are “Very Satisfied” with these services is markedly higher (36% for students, 43% for staff, and 50% for faculty). (Not shown)

OWNERSHIP OF A DESKTOP COMPUTER

In AY 1996/1997, approximately eight out of ten respondents indicated that they personally owned a desktop computer. (See Table 4.1) Faculty were most likely to personally own a computer both university-wide (94%) and on each of the main campuses (97% of Camden

faculty, 95% of Newark faculty, and 93% of New Brunswick faculty). Staff were most likely not to personally own a desktop computer among the three users groups, both overall (28%) and on the Camden, Newark, and New Brunswick campuses (38%, 33%, and 26% respectively).

Five years prior, the type of computer personally owned by most respondents used the DOS/Windows operating systems. University-wide 61 percent of all respondents indicated ownership of computers that operate DOS/Windows software while 13 percent of all respondents own a Macintosh computer and only two percent own a machine that is Unix-based.

By AY 2001/2002 staff members have approached the high levels of home computer use (82%) that is evidenced by students and faculty (90% each listed one or more operating systems on their computers at their residence). (Not shown) Faculty (93%) and staff (92%) currently have higher levels of computer use at work than do students (69%). (Not shown) Table 4.2 shows that operating systems used at home are overwhelmingly Windows 95/98/2000 or NT based, although a sizeable minority of New Brunswick faculty (20%) have Macs. More than 10 percent list more than one operating system on their home computers. The same type of operating systems are used at work by students, faculty and staff, with more than 10 percent using more than one. (See Table 4.3)

Email

FREQUENCY OF EMAIL USING RUTGERS ACCOUNT

With the exception of University College students, those who currently use Rutgers accounts for their email, access their email several times a day – nine out of ten faculty and staff do so, as do more than half of all students. Even so, many University College students do check their mail at least once a day (46%). See Table 5.1

Tables 5.2 and 5.3 present satisfaction levels of email services offered currently and in the Academic Year 1996/1997. Current satisfaction among students, faculty, and staff shows great improvement. Respondents indicating they were “Very Satisfied” with any of the email services (Internet, Unix/Mainframe, or Workstation) was limited to less than one-third of the respondents in the various campus settings in AY 1996/1997. At that time, satisfaction was highest among those using Internet Mail; still, less than 30% of faculty, staff, and students reported that they were “Very Satisfied.”

Today, almost all respondents access email by logging into a Rutgers computer: 95% of students, 90% of staff, and 84% of faculty. Levels of usage and satisfaction do not vary across campus locations. Current satisfaction is highest among staff (60% are “Very Satisfied”) followed by 53% of faculty and 40% of students expressing this high level of satisfaction.

TELECOMMUNICATIONS AND NETWORK SERVICES

SATISFACTION WITH SELECTED ONLINE SERVICES

Tables 6.1 and 6.2 present levels of use and satisfaction among faculty, staff, and students for new services added over the last few years. The Calendar of Events is popular among students with two-thirds accessing this service on the web. University College students are especially happy with this service; 72% indicating they are “Very Satisfied.” More than half of all students and staff express this level of satisfaction as well. By way of comparison, only one-third of faculty access the Calendar of Events with 44% of those reporting they are “Very Satisfied.”

The University Schedule of Classes is used universally by students (95%) and two-thirds are “Very Satisfied” with this service. Less than half of faculty (45%) and staff (41%) use the schedule, but the satisfaction is high with 70% of staff and 51% of faculty reporting the highest level of satisfaction with this service.

The Rutgers Online Directory (Find People) is another popular service among faculty, staff, and students. More than 80% of the respondents have used this service and report 60% to 70% levels of extreme satisfaction.

Although levels of use are lower for the address update feature offered to update this information online, more than 50% of faculty, staff, and students report they are “Very Satisfaction” with this capability.

SATISFACTION WITH TELECOMMUNICATIONS AND NETWORKING

RUCS supports access to and use of various network information services and tools. More than one-third of the faculty, staff, and students in both AY 1996/1997 and AY 2001/2002 used RUCS to host their personal web pages. Table 7.1 shows that five years prior, less than 25% of respondents indicated that they were “Very Satisfied” with this service compared to the 44% or more who express this high level of satisfaction currently.

Access to the World Wide Web (WWW) has maintained a constant high level of use over the period between the two studies with three-fourths or more using the WWW. Satisfaction with access to the WWW has increased dramatically, with more than half of the current respondents expressing the highest level of satisfaction compared to less than three-in-ten who were satisfied at this level in AY 1996/1997. (See Table 7.2)

The use of mailing lists services offered by RUCS (Table 7.3) has declined slightly as users tend to manage their own list using their email software. However, those who currently use this RUCS service are markedly more satisfied at the highest level of satisfaction (with 40% or more reporting they are “Very Satisfied”) than were users in the prior survey.

In AY 1996/1997, one-third or more respondents used Usenet news groups. Again, while use of this service has decline to less than 15%, satisfaction at the highest level has double when compared to the previous study.

Table 7.5 compares use and satisfaction levels for the use of Rutgers dialup modem services. Use has declined over time as other options have become available. More users are satisfied with this service than are not, which was not the case in AY 1996/1997. Furthermore, the percent of those “Very Satisfied” has tripled for faculty, staff, and students. However, compared to other services offered by RUCS, satisfaction is lower.

A similar pattern exists for access to Rutgers from ISP, cable modems, etc. where satisfaction now outweighs dissatisfaction. (See Table 7.6) However, the percent who are “Very Satisfied” are at approximately 40% compared to the 20% to 30% range found for the Rutgers dialup modem services.

Table 7.7 indicates that office or lab direct network connections are currently used by six-in-ten faculty (approximately at the same usage level as in the previous study) and more than 40% of staff and students (a slight increase from the prior study for staff and students). Again, the proportion of those expressing the highest level of satisfaction has more than doubled over this five year time period with approximately half of faculty, staff, and student indicating they are “Very Satisfied” with their direct connections from their lab or office.

Approximately half of all students report having a direct network connection from their residence hall, a new service provided by RUCS. Three-in-ten indicate they are “Very Satisfied” with this service. (See Table 7.8).

User Services

SATISFACTION WITH USER SERVICES

The Campus Computing Store is a new service offered by RUCS. Between 20% and 30% of faculty, staff, and students indicate they have used this service. Among students, one-in-five report being “Very Satisfied” with the Computing store and approximately one-third of faculty and staff are this satisfied. (See Table 8.1)

There has been a slight increase in usage of RUCS telephone consulting service among students (approaching 50%) compared to the prior survey where four-in-ten sought help over the telephone. During this same period of time, faculty and staff’s use of telephone consulting services has declined slightly. The proportion saying they are “Very Satisfied” has increased for all groups, ranging from 30% among students to 45% among staff members. (Table 8.2)

Use and satisfaction with email consulting reflects the pattern reported here for so many other services; as need for use drops – satisfaction among users rises. One-third to one-half report being “Very Satisfied” with RUCS email consulting services. (See Table 8.3)

Use of RUCS publications on paper has shown an even more dramatic decline in use of this service over this five year period. One-fourth or fewer report using this service. As with other services, satisfaction is higher. (See Table 8.4)

As use of RUCS paper publications and telephone consultation declines, accessing RUCS information on the web has increased; approximately 60% now seek RUCS information on the web (up from levels of 25% to 35% in AY 1996/1997). Currently, more than one-third say they are “Very Satisfied” with the information delivered on the RUCS website. (Table 8.5)

Table 8.6 shows that participation in RUCS Education Program classes and workshops declined sharply from the previous period. Although the percentage of students indicating they are “Very Satisfied” with these classes/workshops has declined slightly (from 41% to 33%), the proportion of faculty and staff with this high level of satisfaction has tripled over the five year period (13% to 41% among faculty and 15% to 48% among staff).

While use of the services provided by the Microcomputer Support Services Group remains at about the same level, satisfaction has risen sharply. The questions are not strictly comparable as AY 1996/1997 asked about software distribution exclusively and the more recent question includes the name of the group itself and a further example including site licenses as well as software distribution. One-third of the students and nearly six-in-ten faculty and staff are “Very Satisfied” with the group’s services in AY 2001/2001. (See Table 8.7)

The current survey focused on walk-in consultation exclusively compared to several services that were included as examples of services provided by the Information Center in the prior survey. This, most likely, accounts for the decline by more than one-half of usage on the part of faculty, staff, and students. Four-in-ten students indicate they are “Very Satisfied” with walk-in consultation and six-in-ten faculty and staff express their satisfaction at this high level. (See Table 8.8)

Administrative Services

STUDENT SATISFATION WITH ADMINISTRATIVE DATA SERVICES

Almost all students use the web to access grades, transcripts, and class schedules (96%). Overall, seven-in-ten are “Very Satisfied” with this service. This high level of satisfaction is most apparent among University College students (82%). Table 9.1 also indicates this high level of satisfaction (half of all students are “Very Satisfied”) with the ability to check their financial aid award status and their statement of financial accounts.

Course registration on the web is currently used by almost all students (93%), with six-in-ten indicating they are “Very Satisfied” with this service. Course registration using the Touch Tone Telephone Registration (TTTR) system is still popular among students (more than half currently use this system). This use declined from the prior period where usage was at 85%, but the proportion of students saying they are “Very Satisfied” with the service has increased from 33% to 42%. (See Table 9.2)

Approximately one-third of students use online directory management to restrict display of directory data in some way. Six-in-ten are “Very Satisfied” with this service. (See Table. 9.3)

FACULTY/STAFF SATISFACTION WITH ADMINISTRATIVE DATA SERVICES

Tables 10.1 through 10.10 show results based on use and satisfaction levels among faculty and staff for a wide variety of services currently offered by RUCS and two offered in AY 1996/1997. In the prior survey, approximately one-in-ten faculty used the Financial Information System or the Accounts Receivable System. This survey predates the introduction of RIAS. A special report concerning satisfaction with RIAS will be released in the near future. Those respondents indicating they were “Very Satisfied” with either system was below 10%. Use among staff for these services was higher at the time (39% used the Financial Information System and 20% used the Accounts Receivable System) and their satisfaction was higher as well; although not exceeding 20% reporting they were “Very Satisfied.” (See Table 10.8)

A wide range of services has been added in the ensuing years. In general, although use is low for many of the services among faculty and staff, those who do use these services evaluate them at a much higher level. Fewer than 10% of faculty use student mail services, the first year sectioning system, NJAS, the graduate admissions system, the student information management system, the course analysis system, FASIP, HR information, pay for performance, the online financial information system, the online working budget system, the financial accounting system, PBP (payroll) system, or the financial aid system. Most of these services receive a “Very Satisfied” rating between 25% and 38% from faculty.

Faculty do use three services. Four-in-ten use the web for class rosters and more than half are very satisfied with this service. (See Table 10.4) Some 43% report using the web to complete

the faculty survey and one-third are very satisfied with this service. (See Table 10.5) Fewer (14%) reported using the web for student grades and transcripts and six-in-ten were “Very Satisfied.” Many of the services evaluated here are more likely to be used by Rutgers staff, however, a few are used by less than 10%: Student mail services, the first year sectioning system, the undergraduate and graduate admissions systems, the student information management system, the course analysis system, FASIP, the online working budget system, the financial accounting system, PBP (payroll) system, and the financial aid system. Even so, percentages of those reporting they are “Very Satisfied” fall between 30% and 60%.

Currently the most popular sites used by Rutgers staff are “Pay for Performance” and “HR Information (evaluated by 38% and 24%, respectively). More than 40% of the staff are “Very Satisfied” with these sites. Satisfaction is even greater for the approximately 20% of staff using the web for student grades and transcripts or class rosters where the highest level of satisfaction is assigned by 75% of the staff to the former and 69% to the latter.

The Online Financial Information System is used by 18% of staff and one-third report they are “Very Satisfied” with this service. Staff sometimes fill in the faculty survey for a faculty member (18%) and half are “Very Satisfied” with this site.

Instructional Facilities and Services

SATSIFACTION WITH INSTRUCTIONAL FACILITIES AND SERVICES

Less than 20% of faculty, staff, and students were “Very Satisfied” with public computing facilities hardware, software, or consulting in AY 1996/1997 (not shown). Assessment of the public computing labs has improved markedly for each of these three groups. Among the 80% of students using the labs, one-third report they are “Very Satisfied” with the labs. Approximately 20% of staff and faculty use the labs and with almost half of staff and one-quarter of the faculty indicating this high level of satisfaction. (See Table 11.1)

Online courses are a new service offered since the prior survey was conducted. Two-thirds of students, one-fourth of faculty, and 14% of staff report using course web pages. Approximately four-in-ten students and staff are “Very Satisfied” with these services as are one-fourth of the faculty. (See Table 11.2)

Listserv or discussion lists are used by nearly three-in-ten students and one-third are “Very Satisfied” with this service. Use is lower among faculty and staff (less than 20%), but satisfaction is higher (almost half indicate they are “Very Satisfied”). (See Table 11.3)

Improvements

IMPROVEMENTS RUCS CAN MAKE TO THE RUTGERS COMPUTING ENVIRONMENT

Table 12 shows results from responses given by students, faculty, and staff when asked to indicate the three most important improvements RUCS can make to the Rutgers computing environment. There is considerable overlap in the ranking of improvements with occasional reference to requests unique to each group. Approximately half of faculty and staff place “computing staff support in your department” at the top of their choice of improvements to their computing environment. This is the fifth ranked choice among students as well with one-in-five including it among their three top improvements.

“A phone help line for basic questions or problems that come up during regular business hours” ranks in the top five for faculty and staff while “telephone consulting during evening hours” was chosen by one-fourth of the students. “Dial-in modem services and access” are cited by more than one-in-five students and staff and one-third of faculty. Twenty percent to thirty-five percent of faculty and staff would like “support for departments providing information on RUCS World Wide Web servers” and “assistance with office PC’s, courses in how to maintain, fix, add/delete software.”

Finally, nearly one-half of students indicate that “PC computers in public computing facilities” should be a top priority.

Summary

DISCUSSION

Up until now, this report has provided detailed information for each of the RUCS services asked in the AY 2001/2001 RCSS. Data detailing usage and satisfaction levels for different user types and campus affiliations were presented and briefly discussed and compared to data collected in AY 1996/1997. Because of the specificity of the data presented so far, little has been said about general patterns of user satisfaction. In this section of the report, emphasis will now be placed on ascertaining and describing the existence of such patterns.

Table 14 summarizes the results of the RCSS with regard to user satisfaction levels of RUCS services. Each shaded cell corresponds to a specified range of dissatisfaction of RUCS services by user and campus affiliations. The summary ranges of dissatisfaction are considerably lower than reported for RCSS AY 1996/1997 which included ranges of 40-54%, 55-69%, 70-84%, and 85% or greater. Current ranges use summary categories of 25-34%, 35-44%, 45-54%, and 55% or greater. Not one service fell in this final category.

Both the number of services and the levels of dissatisfaction reported by respondents from Newark are higher than found at either New Brunswick or Camden. This is especially apparent among students. This is a pattern repeated from the prior study, although as mentioned above – the levels of dissatisfaction are greatly reduced. Faculty and staff in Camden are quite satisfied with all services and one-fourth to one-third of Camden students express dissatisfaction with their email service, the campus computer store and telephone and walk-in consultation services.

Email consulting for all users in Newark and for students in New Brunswick could be improved for at least one-fourth of these respondents. Dial-up modem services has relatively high rates of dissatisfaction for students and faculty at Newark and New Brunswick and for staff in New Brunswick. Course web pages are not up to par according to faculty on all campuses and for students and staff in Newark.

Students on all campuses have levels of 30% or greater dissatisfaction with the residence hall direct network connection.

Appendix

Survey: Faculty and Staff AY 2001/2002

Survey: Students

AY 2001/2002