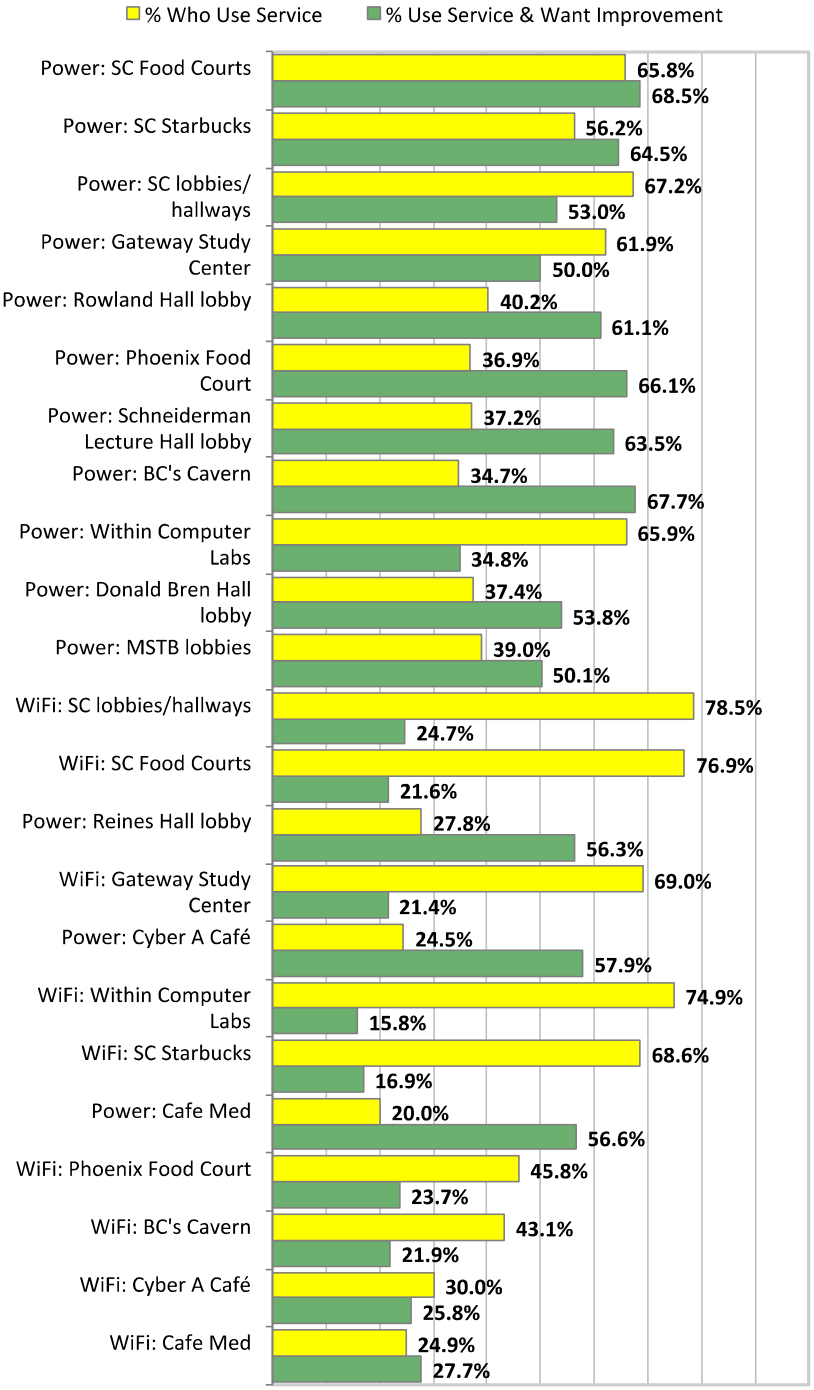
The Winter 2012 eTech feedback survey ran from January 21 through February 21. After removing multiple responses from the same person and responses from graduate students, faculty, and staff, there were 1,536 responses from undergraduates, which are discussed below. This discussion also incorporates information received from email, other surveys, and focus groups engendered by this survey.

Availability of WiFi Wireless and Power Outlets

Figure 1



The first four questions asked about the availability of wireless network access (WiFi) and power outlets on campus, each in two different formats: one rating the quality at particular locations (good/adequate or in need of improvement) and one allowing students to specify other places where the service needed improvement.

The results for the locations listed in the survey are shown in Figure 1 with the locations and type of service listed in the order of improvement needed rather than that in which the survey presented them.

Figure 2 summarizes the locations most often identified in students' text comments as needing improved WiFi or power outlets.

Figure 2

WiFi	1357		Power	628	
Student Housing	354	26.1%	All Classrooms	188	29.9%
Aldrich Park	168	12.4%	Langson Library	72	11.5%
Science Library	91	6.7%	Student Housing	39	6.2%
Parking lots & structures	81	6.0%	Science Library	27	4.3%
All Classrooms	67	4.9%	Outdoors, outside of buildings	23	3.7%
Engineering Lecture Hall	56	4.1%	Student Center	22	3.5%
Langson Library	45	3.3%	Physical Sciences Lecture Hall	18	2.9%
Ring Road	45	3.3%	Computer Science Lab	16	2.5%
Social Sciences Lecture Hall	38	2.8%	UCI Libraries	15	2.4%
All locations	25	1.8%	Aldrich Park	15	2.4%
Rowland Hall	20	1.5%	All locations	15	2.4%
Outdoors, outside of buildings	19	1.4%	Engineering Hall	13	2.1%
Engineering Gateway	18	1.3%	Miscellaneous comments	11	1.8%
Social Sciences Lab	18	1.3%	Bio Sci 3	10	1.6%
The ARC	16	1.2%	Ring Road	10	1.6%
Bio Sci 3	16	1.2%	Humanities Gateway	9	1.4%
Other	280	20.6%	Social Sciences Lecture Hall	9	1.4%
			Donald Bren Hall	8	1.3%
			Social Sciences Lab	8	1.3%
			Gateway Study Center	7	1.1%
			Social Science	7	1.1%
			Engineering Gateway	6	1.0%
			Other	80	12.7%

The text comments show students very clearly expressing the need to improve WiFi and power outlets in classrooms and the libraries. Subsequent investigations of the power outlet situation by survey (regarding Gateway Study Center), reading of the text responses, focus group comments, and other sources of student input show that existing power outlets may be unknown, inconveniently located, of limited capacity (duplex only), or defective. WiFi coverage in classrooms is being revisited in view of increasing and changing use including the types of devices. WiFi outdoors and in student housing are both areas where additional thought and effort are called for.

Availability of Software

Questions 5 and 6 asked about the use and availability of various software listed in the survey. Figure 3 shows the results for the listed software in decreasing order of the percent of all respondents who indicated insufficient access to the software in labs (i.e., not just those who report using the software).

Figure 3

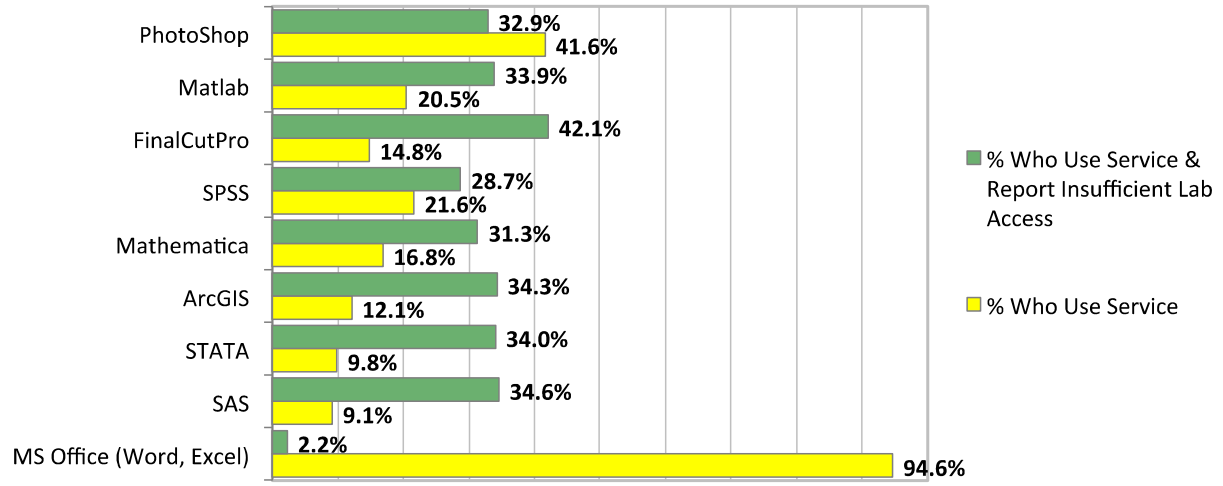


Figure 4 summarizes the software most often identified in students' text comments.

Figure 4

Software	292	
Miscellaneous Software	51	17.5%
Solid Works	27	9.2%
AutoCAD	20	6.8%
Microsoft Office	16	5.5%
Spartan	15	5.1%
Miscellaneous comments	12	4.1%
Adobe Illustrator	10	3.4%
Photoshop	9	3.1%
Video or Film software	8	2.7%
Adobe Premiere	8	2.7%
DreamWeaver	7	2.4%
Eviews	7	2.4%
After Effects	6	2.1%
ChemDraw	6	2.1%
Eclipse	6	2.1%
Adobe suite as a whole	5	1.7%
InDesign	5	1.7%
Google Chrome	4	1.4%
Macromedia Flash	4	1.4%
Video Games	4	1.4%
MSProject	4	1.4%
Music Department	4	1.4%
Macintosh Computers	3	1.0%
R (program)	3	1.0%
Xcode	3	1.0%
Other	45	15.4%

The availability of special/area-specific (as opposed to general/widely-used) software is the major concern that emerges from these responses. Some students report successful use of specially priced student editions of certain software, but information about such software or even the availability of software in computer labs is not always disseminated well either by instructors, postings on the web, or in computer labs themselves. Unmet need in this area seems less than is the case with WiFi and power outlets.

Sources of Help

Questions 7 and 8 asked about the helpfulness of resources student may consult for help when they problems or questions. Figure 5 shows the results the order of effectiveness.

Figure 5

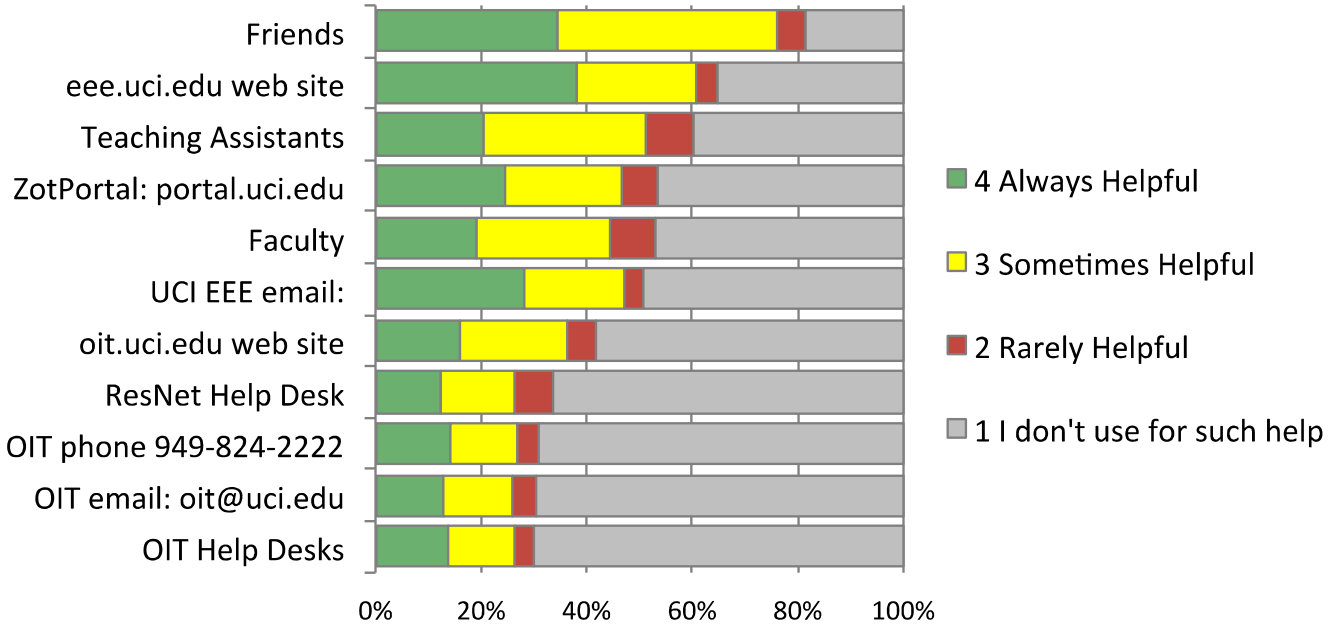


Figure 6 summarizes other sources of help most often identified in text comments:

Figure 6

Help	122	
Google	37	30.3%
Miscellaneous comments	19	15.6%
Student Housing	13	10.7%
Family members	7	5.7%
Friends	7	5.7%
Website-related	6	4.9%
UCI Libraries	5	4.1%
OIT Help Desk	7	5.7%
The Internet	4	3.3%
Miscellaneous negative comments	3	2.5%
Computer Store	2	1.6%
Faculty	2	1.6%
Other	10	8.2%

Existing sources of help seem to be doing a reasonable job in meeting student needs.

Overall Effectiveness

Questions 9 though 11 asked for overall ratings of how well campus educational technology services, areas of greatest strength, and areas most in need of improvement. Figures 7 and 8 show the results.

Figure 7

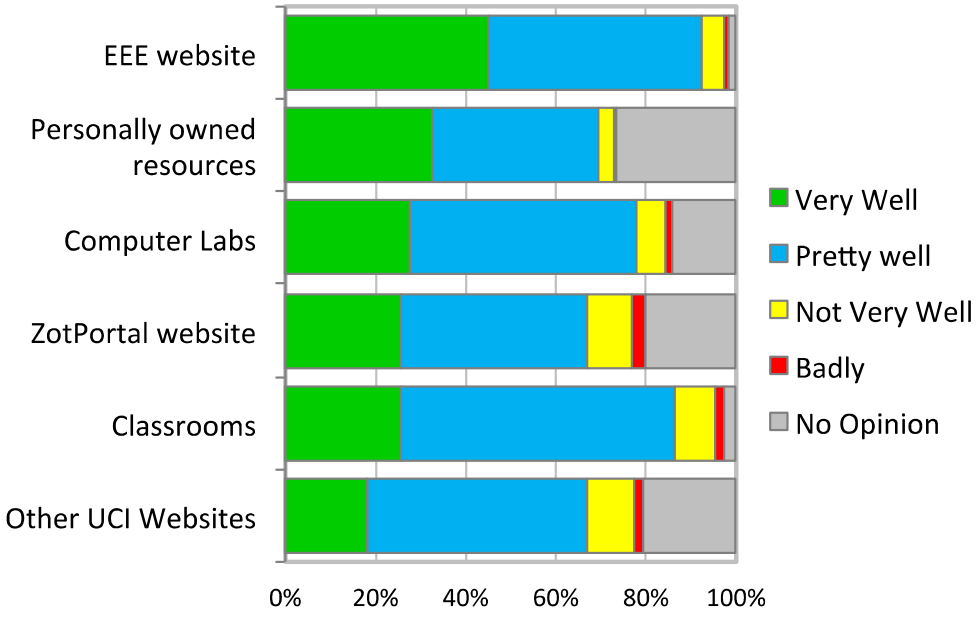


Figure 8

Strengths	818		Where to Improve	835	
EEE	272	32.9%	WiFi Availability & Quality	127	15.2%
Wifi Availability & Quality	202	24.4%	Power strips, plugs	115	13.8%
All UCI computer labs	93	11.2%	Nothing to Add	72	8.6%
OIT Help Desk	48	5.8%	Network Speed	60	7.2%
Ease of finding the right resources	35	4.2%	Student Housing	56	6.7%
Network Speed	32	3.9%	All UCI computer labs	47	5.6%
Website-related	20	2.4%	Website-related	38	4.6%
Classrooms	18	2.2%	Webmail	37	4.4%
Miscellaneous positive comments	15	1.8%	EEE	36	4.3%
Webmail	12	1.4%	Registrar	35	4.2%
ZotPortal related	11	1.3%	ZotPortal related	33	4.0%
Programs	10	1.2%	Related to fees	27	3.2%
Power strips, plugs	8	1.0%	Classrooms	23	2.8%
Other	52	6.3%	Programs	21	2.5%
			Miscellaneous comments	19	2.3%
			OIT Help Desk	18	2.2%
			Neutral comments	12	1.4%
			Ease of finding the right resources	11	1.3%
			Other	48	5.7%

Follow-up

Questions 12-13 solicited recommendations for how best to assess students' education technology needs and gave students a final opportunity for any remaining feedback. Figure 9 shows the results.

Figure 9

How Get Opinions	663	
Use a survey	331	49.9%
Suggestions	95	14.3%
Ask students in any way	45	6.8%
Community Forums	36	5.4%
Gather data on usage	26	3.9%
Webmail	20	3.0%
Related to fees	20	3.0%
Award prizes	18	2.7%
Website-related	15	2.3%
Miscellaneous comments	13	2.0%
Facebook	12	1.8%
Have staff talk with students	12	1.8%
Use of advertisements	11	1.7%
Other	9	1.4%

Other Comments	418	
Miscellaneous positive comments	86	20.6%
Related to fees	69	16.5%
Power strips, plugs	37	8.9%
WiFi Availability & Quality	35	8.4%
Student Housing	25	6.0%
Speed of the network	24	5.7%
Nothing to Add	22	5.3%
All UCI computer labs	20	4.8%
Suggestions	17	4.1%
Semi-positive response	12	2.9%
Website-related	9	2.2%
Programs	8	1.9%
OIT Help Desk	6	1.4%
UCI Replay	6	1.4%
Applications or programs	5	1.2%
About Classrooms	5	1.2%
EEE	5	1.2%
Webmail	5	1.2%
Use of advertisements	4	1.0%
Other	18	4.3%

Student responses about how to gather student opinion largely endorsed the strategies currently being pursued. Here and elsewhere comments on fees ranged from the very negative (the most consistent and vocal) to comments about its implementation (timing, procedural, mandatory vs optional, etc.) to praise for the services (things are fine, why is a fee needed) to almost positive (no argument with the fee, but it needs to deliver).

To continue gathering student feedback, OIT is conducting small student focus groups. Surveyed students were also asked if they would be interested in participating; 17% of those who responded to the question expressed interest.

In spite of this expression of interest, the actual number of focus group participants has proved very limited. However, those students who participated have provided valuable insights in areas ranging from preferred locations of power outlets in classrooms to the value of WiFi in outdoor locations to ways in which resources currently available (e.g., lab software, existing power outlets) can be made more readily known and accessible. The focus groups are also leading to additional meetings with and involvement by students.