



**DoIT**

DIVISION OF INFORMATION TECHNOLOGY  
UNIVERSITY OF WISCONSIN-MADISON

# DoIT Computing Survey 2017

## Main Report

July 2017

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## 2017 Computing Survey Main Report

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### Additional Reports

Academic Technology – Satisfaction and awareness levels of Learn@UW services

Communications – Usefulness of DoIT Information Channels

Cybersecurity – Data security perceptions and practices

Enterprise Internet Services – Satisfaction and awareness levels of productivity and storage services;  
file storage and versioning preferences

User Services – Satisfaction and awareness levels of User Services; InfoLabs functional usages;  
IT support options usage

## DoIT Computing Survey 2017

### Objective

Determine a broad view of Faculty, Staff, and Student perceptions of DoIT services at UW–Madison.

### Format

20-question survey in Qualtrics (includes open comment sections and demographic questions)

Administered to 2000 student and 2000 faculty/staff recipients, randomly selected from campus-wide email distribution lists for DoIT communications

Four(4) student respondents randomly selected to receive \$25 Amazon gift card

### Survey window

April 5, 2015 – May 5, 2017

### Responses

Faculty and Staff\*: (256) 13% response rate

Students: (258) 13% response rate

\*Note: Fewer faculty and instructional staff responded to this year's survey than in the past. A table on slide 4 shows the unequal balance of Faculty and Instructional Staff in relation to other Academic Staff and University Staff. In the interest of directly reporting the results that respondents provide, the results are not weighted for any subgroups. Except when specifically indicated otherwise, this report includes results collectively as "Faculty & Staff" or "Fac/Staff."

### Changes in this year's survey

Small tweaks in word choice, additional questions, and new question items are noted within this report. The most evident change is the introduction of a "Neutral" response option for all questions with ordinal scales. In 2016, no neutral option was provided – requiring respondents to choose a positive or negative rating. The researchers hypothesized that some lukewarm respondents opted instead to indicate insufficient experience to give an informed rating ("Don't know enough to judge"). The introduction of the "Neutral" option in ordinal scales in 2017 is intended to provide more reliable tabulations of those respondents who are aware of a service or tool but have not used it enough to provide a rating.

## Key Findings

### Improvement in all high-level performance ratings

- DoIT rated higher in 2017 on all high-level performance ratings among faculty, staff, and student respondents: Provides high-quality IT services (+7% fac/staff, +2% students), Provides high-quality IT support (+8%, +4%), Meets my IT-related needs (+5%, +2%), Is in touch with campus needs (+5%, +8%), Is up-to-date with the state of IT (+6%, +1%).
- DoIT also held strong or improved on most of the big-picture services it provides. Over 80% of faculty, staff, and student respondents report that DoIT provides high-quality services – up 13% for fac/staff and 11% for students compared to 2016 results.

### Positive associations with DoIT experiences

- Faculty and staff's most frequently selected descriptions of DoIT: Useful, Helpful, Important, High-quality, Effective, Customer-centered, dependable, and respectful.
- Students' most frequently selected descriptions: Helpful, Flexible, High-quality, Effective, Dependable, Open, and Smart.
- For both groups, 7 of the top 8 most commonly selected descriptions were also among the top 8 selected in 2016 (with slight variations in order), suggesting a persistent favorable view of DoIT among faculty, staff, and students.

### Trusted communication

- Respondents trust the information that DoIT provides. They find DoIT to be reliable (76% fac/staff, 76% students), accurate (75%, 75%), current (71%, 76%), and timely (65%, 67%).

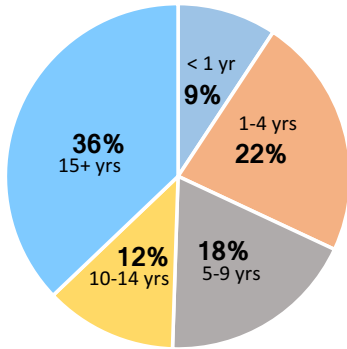
### Early majority adopters of new technologies

- While a full-range of tendencies are represented, the average fac/staff and average student respondents are considered "Early Majority" adopters of new technologies. On the willing side of the middle of the adoption curve, they embrace new technologies when there are clear benefits and when they can see how these technologies fit into their lives.

## Faculty and Staff

respondents: 256

UW–Madison Tenure

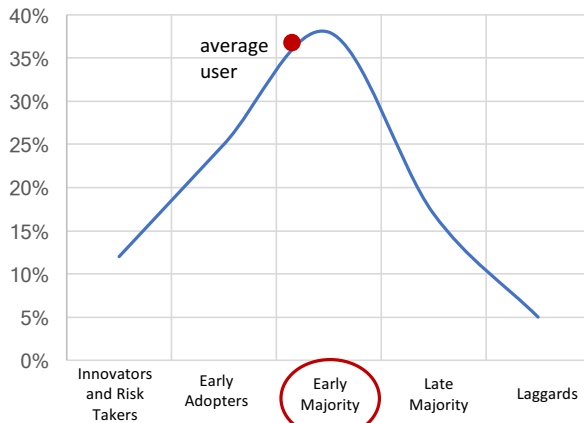


16% Faculty and Instructional Staff  
 39% Academic Staff (non-instructional)  
 34% University Staff  
 3% Limited Appointees and Employees in training  
 5% Other

77% Social majority (White)  
 13% Traditionally underrepresented groups  
 7% Prefer not to answer

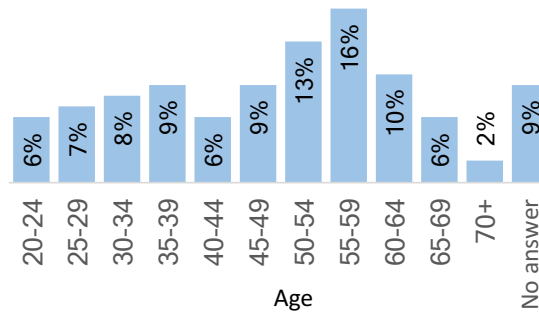
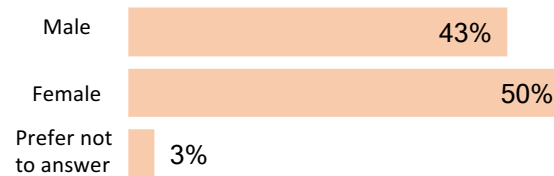
Field of Primary Appointment	
17%	Health sciences (including professional programs and UW hospital)
11%	Biological / life sciences
10%	Not connected to or serving a specific discipline or field
9%	Computer and information sciences
8%	Other discipline or field not listed
6%	Education (including Kinesiology and Physical Education)
6%	Engineering and architecture
6%	Agriculture and natural sciences
5%	Business, management, and marketing
5%	Physical sciences and mathematical sciences
4%	Social sciences
2%	Communications / journalism
2%	Humanities
2%	Public administration, legal, social, and protective services
1%	Fine and performing arts
1%	Liberal arts / general studies
1%	Manufacturing, construction, repair, or transportation

Willingness to Adopt New Technologies



### Early Majority adopters of new technologies

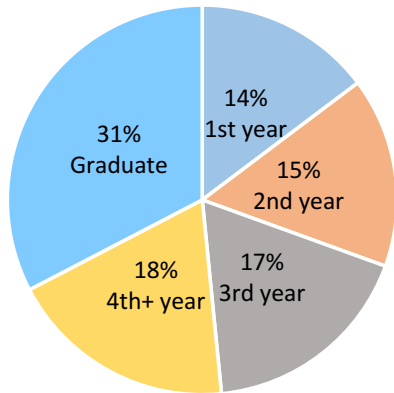
On average, respondents are on the willing side of “early majority” adopters. They welcome new technologies as long as they understand how they fit in their lives.



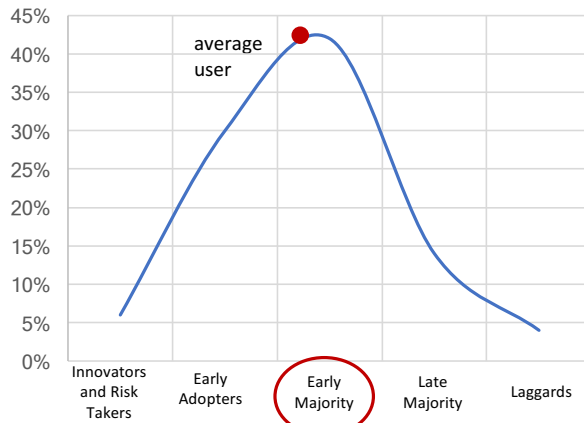
Note:

While the social majority (white) and traditionally underrepresented groups, collectively, are proportionately represented in the sample, the total count for respondents from underrepresented groups is small enough that data breakdowns based on race and ethnicity are not recommended.

## Students respondents: 258



### Willingness to Adopt New Technologies



#### **Early Majority** adopters of new technologies

On average, respondents are on the willing side of "early majority" adopters. They welcome new technologies as long as they understand how they fit in their lives.

#### Enrollment Status

Full time	94%
Part time	4%

#### Current Residence

University housing	20%
Off-campus (e.g. nearby apartment)	74%
Outside of Madison area	3%

#### Sex of Respondent

Male	37%
Female	59%
Prefer not to answer	1%

#### Racial or Ethnic Background

Social majority (white)	64%
Traditionally underrepresented groups	30%
Prefer not to answer	2%

#### Nationality

International students	14%
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Discipline / Field of Major	
18%	Biological / life sciences
12%	Health sciences (including professional programs)
11%	Social sciences
9%	Business, management, and marketing
9%	Engineering and architecture
6%	Computer and information sciences
6%	Other area not listed
5%	Education (including Kinesiology and Physical Education)
5%	Humanities
5%	Physical sciences and mathematical sciences
3%	Agriculture and natural sciences
3%	Communications / journalism
3%	Liberal arts / general studies
2%	Public administration, legal, social, and protective services
2%	Undecided
0.5%	Manufacturing, construction, repair, or transportation

1 <sup>st</sup> Generation College Students	24%
Pell Grant Recipients	14%

## Descriptions of DoIT

Prompt: How would you describe DoIT? Select all that apply.

### Most frequently selected descriptions by Fac/Staff, and Students (Top Quartile)

Fac/Staff		Students	
Useful	58%	Helpful	57%
Helpful	56%	Useful	55%
Important	43%	Flexible	37%
High-quality	41%	High-quality	37%
Effective	36%	Effective	33%
Customer-centered	35%	Dependable	33%
Dependable	33%	Open	33%
Respectful	30%	Smart	32%

Useful, Helpful, Important, and High-quality were also the top 4 descriptions selected by faculty and staff in 2016's Computing Survey.

Fac/staff and students both had seven of the top eight descriptions consistent across 2016 and 2017 (albeit in different orders).

This consistency in descriptions across different respondent pools demonstrates a persistent favorable view of DoIT in general.

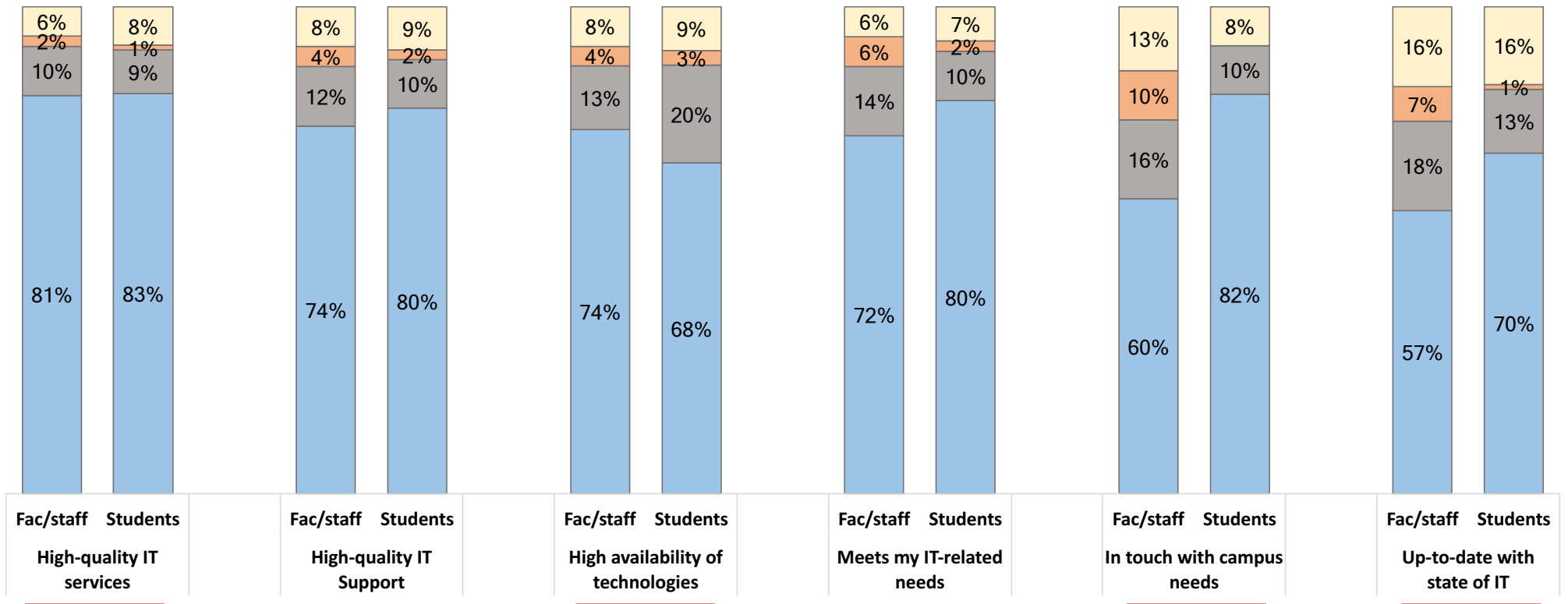
2017	Fac/Staff N = 256	Students N = 258
Useful	58%	55%
Helpful	56%	57%
Important	43%	29%
High-quality	41%	37%
Effective	36%	33%
Customer-centered	35%	29%
Dependable	33%	33%
Respectful	30%	23%
Smart	27%	32%
Positive	27%	25%
Efficient	24%	24%
Flexible	22%	37%
Bureaucratic	20%	3%
Respected	20%	22%
Secure	18%	14%
Collaborative	18%	10%
Open	17%	33%
Rule-bound	14%	4%
Energetic	13%	12%
Caring	13%	10%
Innovative	13%	4%
High-profile	11%	5%
Interesting	10%	10%
Rigid	9%	3%
Inefficient	8%	3%
Happy	8%	8%
Closed	6%	2%
Dull	3%	3%
Lazy	1%	0%
Unfriendly	1%	1%

## High-level View of DoIT Performance

- Agree or Strongly Agree
- Neutral
- Disagree or Strongly Disagree
- Don't know enough to judge

Most respondents are pleased with DoIT services and support. Students are consistently more positive than their faculty and staff counterparts, except in terms of technology up time. Students are much more positive than faculty and staff with regards to DoIT being in touch with campus IT needs.

Fac/staff N = 256  
Student N = 258





## High-level View of DoIT Performance, 2017 vs. 2016

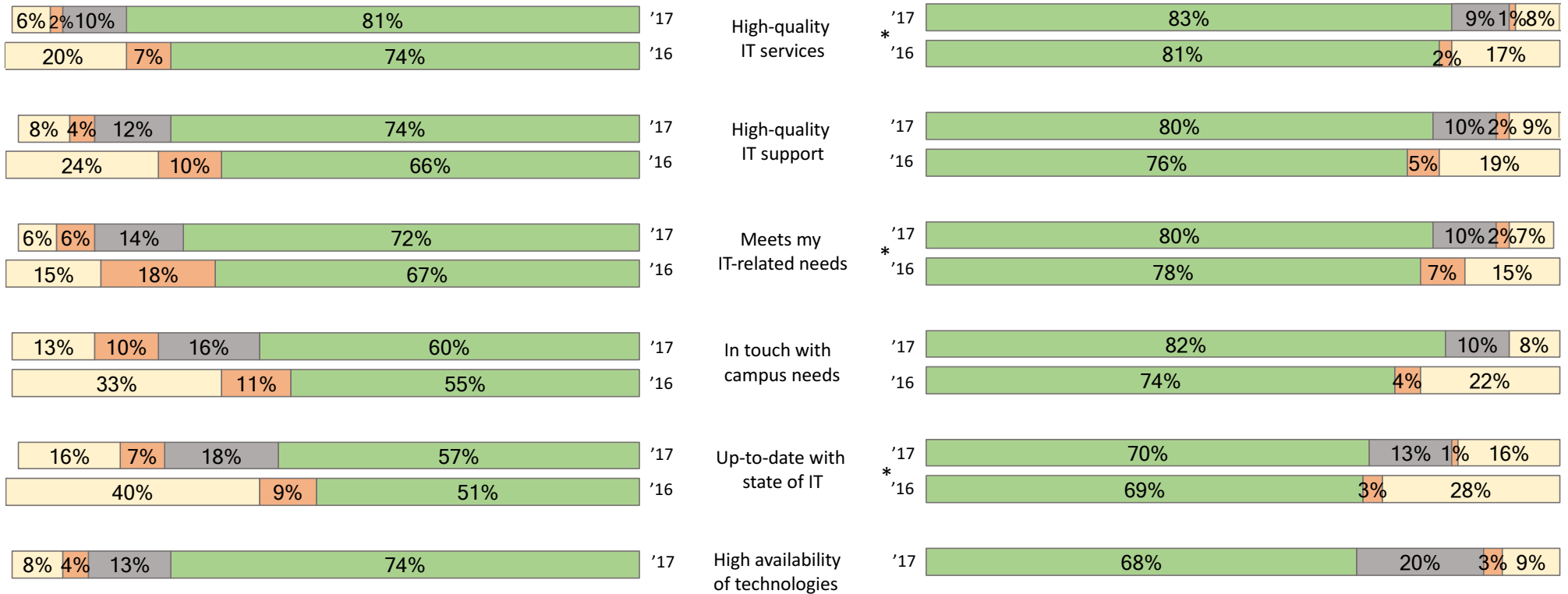
■ Agree or Strongly Agree    ■ Disagree or Strongly Disagree  
■ Neutral    ■ Don't know enough to judge

High-level performance ratings have increased, across the board.

Fac/Staff N, 2017: 256    Student N, 2017: 258  
 Fac/Staff N, 2016: 303    Student N, 2016: 193

### Faculty and Staff

### Students



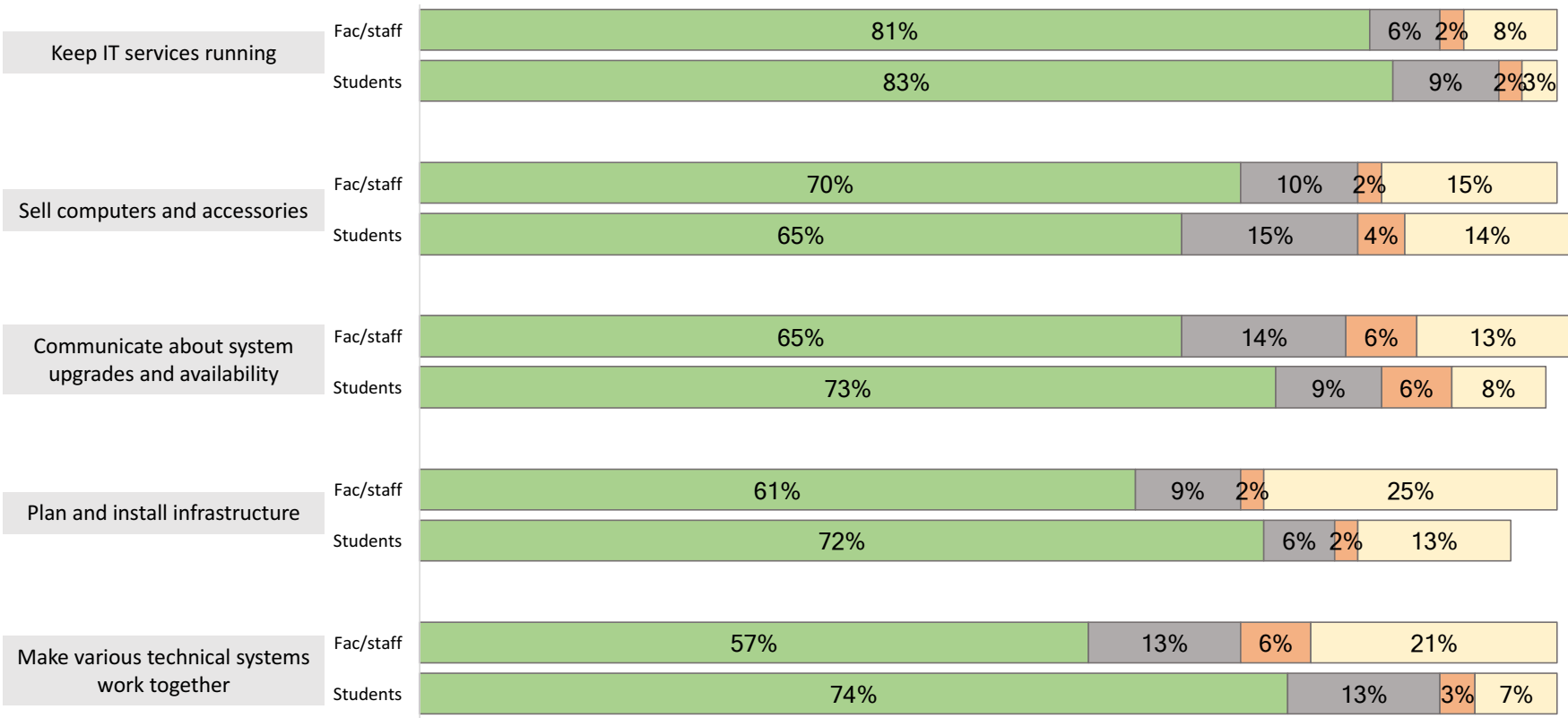
\*Note: When accounting for the margin of error there's a possibility that the percentages of "Agree or Strongly Agree" are the same over 2016 and 2017. For these data sets, Agree or Strongly Agree percentages separated by 4 or more percentage points (+/- about 2% each) are statistically different.

## Satisfaction with DoIT Services

Fac/Staff N, 2017: 256  
 Student N, 2017: 258

Generally, student respondents are more satisfied with DoIT services than faculty and staff, particularly with regard to making various technical systems work together.

■ Satisfied or Very Satisfied   
 ■ Neutral   
 ■ Dissatisfied or Very Dissatisfied   
 ■ Don't know enough to judge



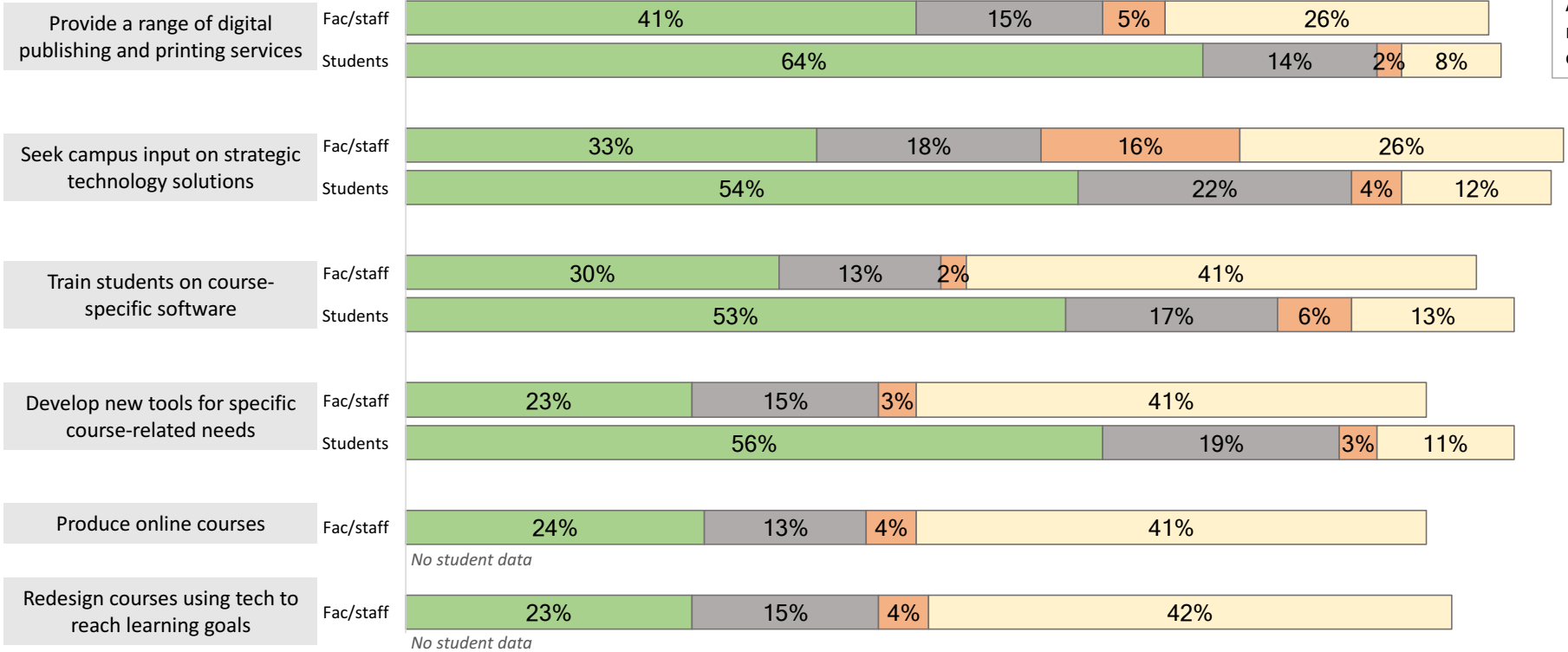
Awareness results presented on slide 12.

## Satisfaction with DoIT Services (cont.)

Fac/Staff N, 2017: 256  
 Student N, 2017: 258

Student respondents report higher satisfaction levels than faculty and staff with these DoIT services.

■ Satisfied or Very Satisfied   ■ Neutral   ■ Dissatisfied or Very Dissatisfied   ■ Don't know enough to judge



Awareness results presented on slide 13.

## Satisfaction with DoIT Services: Faculty & Staff, 2017 vs. 2016

Fac/Staff N, 2017: 256 Fac/Staff N, 2016: 303		Satisfied or Very Satisfied	Neutral	Dissatisfied or Very Dissatisfied	Don't know enough	Awareness
Keep IT services running	2017	81%	6%	2%	8%	98%
	2016	68%		4%	23%	96%
Sell computers and accessories	2017	70%	10%	2%	15%	98%
	2016	73%		5%	20%	99%
Plan and install infrastructure	2017	61%	9%	2%	25%	98%
	2016	58%		5%	31%	95%
Make various technical systems work together	2017	57%	13%	6%	21%	98%
	2016	45%		10%	40%	96%
Train students on course-specific software	2017	30%	13%	2%	41%	87%
	2016	28%		3%	59%	92%
Develop new tools for specific course-related needs	2017	23%	15%	3%	41%	83%
	2016	22%		6%	61%	90%
Produce online courses	2017	24%	13%	4%	41%	84%
	2016	23%		4%	60%	89%
Redesign courses using technology to reach learning goals	2017	23%	15%	4%	42%	85%
	2016	24%		4%	61%	90%
Communicate about system upgrades and availability	2017	65%	14%	6%	13%	99%
Provide a range of digital publishing and printing services	2017	41%	15%	5%	26%	89%
Seek campus input on strategic technology solutions*	2017	33%	18%	16%	26%	95%

Cells in green indicate increases in 2017 in the percentage of respondents who are satisfied or very satisfied with that service.

For these data sets, "Satisfied or Very Satisfied" percentages separated by 4 or more percentage points (+/- about 2% each) constitute a statistically significant difference. (Non-overlapping intervals at 90% confidence levels.)

Awareness levels are high for all services.

The percentages of respondents without enough experience to judge a service are highest for instructional services that only pertain to a portion of the survey audience.

\*Note: The 2016 item "Make IT decisions for technology usage on campus" was replaced in 2017 to better gauge DoIT's role in gathering input for IT decisions that are made at a *campus* level (not at the divisional level).

## Satisfaction with DoIT Services: Students, 2017 vs. 2016

Student N, 2017: 258 Student N, 2016: 193		Satisfied or Very Satisfied	Neutral	Dissatisfied or Very Dissatisfied	Don't know enough	Awareness
Keep IT services running	2017	83%	9%	2%	3%	97%
	2016	72%		4%	19%	95%
Make various technical systems work together	2017	74%	13%	3%	7%	96%
	2016	63%		5%	22%	91%
Plan and install infrastructure	2017	72%	6%	2%	13%	93%
	2016	64%		9%	22%	91%
Sell computers and accessories	2017	65%	15%	4%	14%	98%
	2016	68%		4%	23%	95%
Develop new tools for specific course-related needs	2017	56%	19%	3%	11%	88%
	2016	46%		2%	32%	81%
Train students on course-specific software	2017	53%	17%	6%	13%	90%
	2016	49%		2%	32%	90%
Communicate about system upgrades and availability	2017	73%	9%	6%	8%	95%
Provide a range of digital publishing and printing services	2017	64%	14%	2%	8%	88%
Seek campus input on strategic technology solutions*	2017	54%	22%	4%	12%	92%

Cells in green indicate increases in 2017 in the percentage of respondents who are satisfied or very satisfied with that service.

For these data sets, “Satisfied or Very Satisfied” percentages separated by 5 or more percentage points (+/- about 2.5% each) constitute a statistically significant difference. (Non-overlapping intervals at 90% confidence levels.)

Awareness levels are high for all services.

\*Note: The 2016 item “Make IT decisions for technology usage on campus” was replaced in 2017 to better gauge DoIT’s role in gathering input for IT decisions that are made at a *campus* level (not at the divisional level).

Fac/Staff N, 2017: 256 Student N, 2017: 258  
 Fac/Staff N, 2016: 303 Student N, 2016: 193

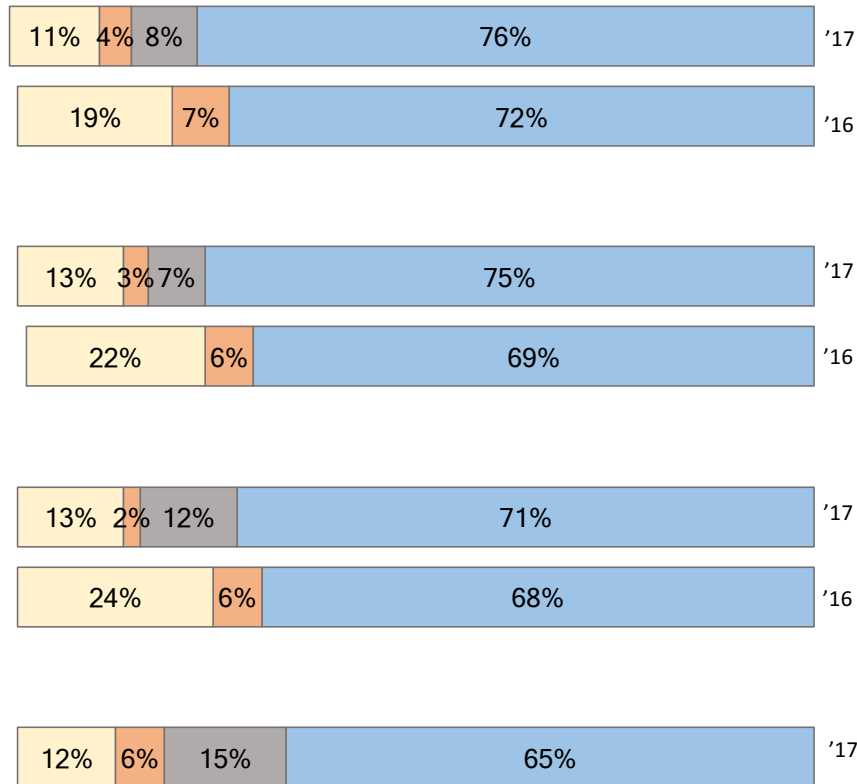
## Descriptions of Communication from DoIT

■ Agree or Strongly Agree 
 ■ Disagree or Strongly Disagree  
■ Neutral 
 ■ Don't know enough to judge

Faculty, staff, and students trust the information they receive from DoIT. Ratings for reliable, accurate, and current information all stayed high or slightly increased in comparison to 2016. "Timely" was introduced as a question item in 2017.

### Faculty & Staff

### Students

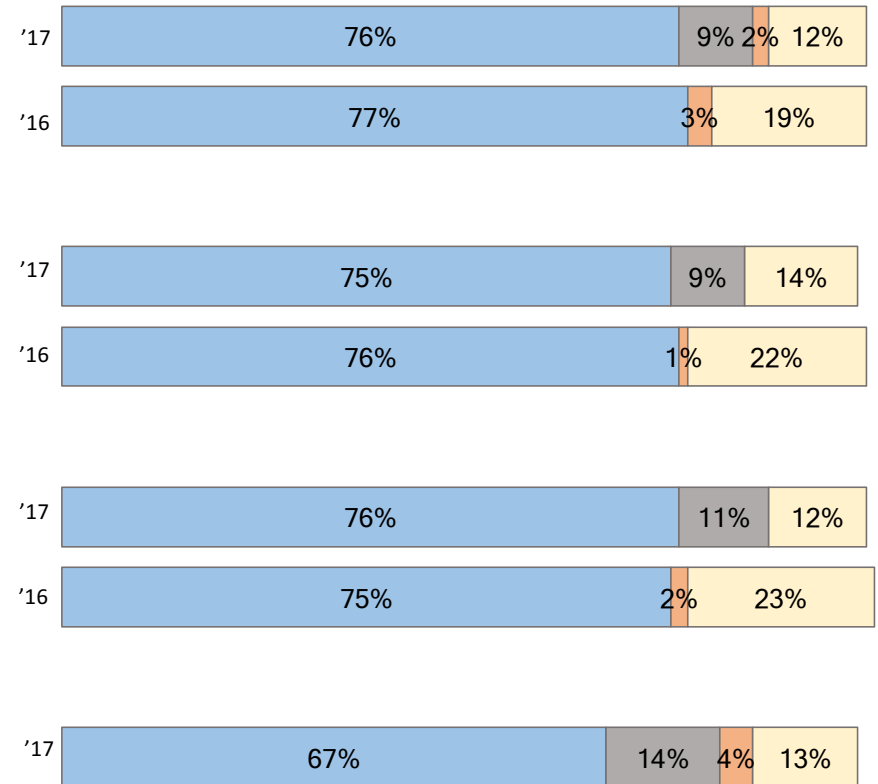


### Reliable

### Accurate

### Current

### Timely



## Open Comments Summary – Faculty & Staff

*What comments – if any – do you have about DoIT?*

An open comment section gives respondents the opportunity to vent frustrations and log complaints, praise good service, and make suggestions.

Comment summaries are paraphrased.

Numbers indicate how many commenters mentioned a topic; comments may address one or multiple topics.

**68 of 256** Fac/Staff respondents provided comments

### Praise

- 28 Thank yous and praise for good service and for performing a large and complicated role on campus. Some specific services praised:  
Help Desk, Repair, Tech Store, Online course production, Lynda.com, transition support for WordPress, (WiscWeb), Blend@UW, Print services, general operations

### Complaints

- 8 Software  
Including: 0365 transition and format, Canvas functionality, Symantec Endpoint with Macs, Box navigation, new phone system, and a call for open source access to UW developed tools and applications
- 6 Customer service  
Unfocused on target customers – instructors? researchers? students?  
Don't know who to contact for specific help  
Inconsistency – wonderful or terrible service depending on who responds to your request  
Instructional support services seem to follow a business model instead of a service model to help faculty
- 5 Administration / General  
No unified vision – DoIT does what it wants; lacks service level agreements  
Projects don't finish on time or within budget; billing (general)  
Slow and reluctant to change

### Campus IT Landscape

- 5 DoIT and Local IT support units  
Unclear support roles of central and local units for end users  
Unclear roles in campus IT decision making (sometimes creates an “us vs. them” perception)  
Local units provide more thorough, personal, and expert support (example given: Social Science Computing Collaborative)

### Suggestions from respondents

- Address cross-institutional file sharing (respondent suggested solution: Dropbox)  
Provide non-profit alternatives to Amazon Web Services and Bluehost for campus (or consortium of campuses)  
Provide a device trade-in service and make used devices available for purchase  
More flexible configuration options for campus computer purchases  
DoIT facilities are confusing and unpleasant – need a new building

## Open Comments Summary – Students

*What comments – if any – do you have about DoIT?*

**37 of 258** Student respondents commented

### Pleased with services

- 21 General comments on being pleased with services, including specific notes on Software Training for Students, Office 365, Help Desk, and Repair

### Complaints

- 2 Spotty Wi-fi connectivity
- 2 Tech store – not up-to-date on technology, rude employee
- 2 Repair – more expensive than Apple store; takes too long to do repairs
- 1 Help Desk not responsive to messages
- 1 Disagree with selling student emails to local vendors and the resultant spam
- 1 Too many course platforms – Learn@UW, Canvas, prof's personal websites, etc.

### Suggestions from respondents

- 1 Canvas training for TAs
- 1 “First consult is free” promotional campaign (in dorms) for Repair
- 1 Offer discounts (UW subsidized) on purchasing computers from DoIT
- 1 More reduced-price software
- 1 More info on switching between personal and school accounts (no specific service mentioned)

Comment summaries are paraphrased.

Numbers indicate how many commenters mentioned a topic; comments may address one or multiple topics.



## Appendix: MyUW and Bucky Backup, 2017

Again in 2017, MyUW received the highest satisfaction ratings of all specific services included in the survey. Effectively, 100% of respondents are aware of MyUW. (Percentages do not total 100% in these figures because they are not accounting for the number of respondents who skipped this particular question.)

		Awareness	Satisfied or Very Satisfied	Neutral	Dissatisfied or Very Dissatisfied	Don't know enough to judge
MyUW	Faculty & Staff	99.5%	82%	9%	4%	2%
	Students	99.5%	85%	9%	2%	0.5%
Bucky Backup	Faculty & Staff	47%	13%	9%	1%	32%

Note: All other results for individual services are provided within their respective departmental reports. MyUW results are also included in the Academic Technology report for the benefit of the MyUW–Madison Academic Application development team (AT) that creates applications within the MyUW environment. The MyUW service team is part of DoIT's Systems Engineering and Operations department.