Employee Technology Survey Report
2008 - 2009

Office of Information Technology

The report is for the campus community and Northwest Association of Accreditated Schools response teams. It summarizes the results of the survey the Office of Information Technology (OIT) conducted in November 2008 and details how OIT will address the concerns employees communicated in their responses.

For more information, visit **http://oit.unlv.edu/about_us/survey.html**

UNLV
UNIVERSITY OF NEVADA LAS VEGAS

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Sample

On October 2, 2008, UNLV employed 4,004 individuals. OIT e-mailed the survey to 2,744 randomly selected employees. With 930 (34%) respondents, OIT is 99% confident in the results, with a 3.7% error level. See Graph 1 to view the number and percentage of respondents based upon their primary roles at UNLV.

On October 2, 2008, the human resources department exported the names and e-mail addresses of all current UNLV employees. The list totaled 4,004 employees. Of those, 593 (15%) records did not include e-mail addresses and were extracted from the list of possible participants. A total of 3,411 possible participants remained.

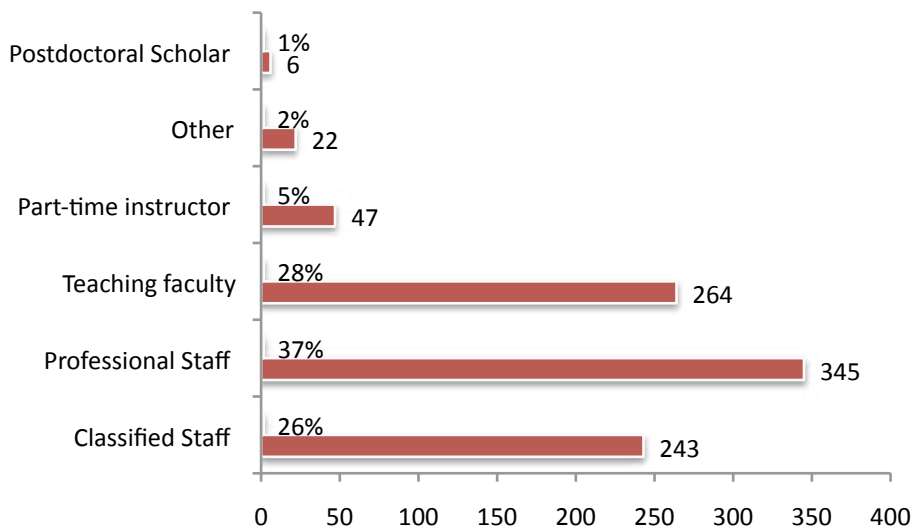To randomize and select the sample, OIT:
1. Added a random number field to an alphabetized list of 4,004 employees.
2. Inserted code to create a random number in each cell.
3. Sorted by e-mail address and removed 593 employees without e-mail records.
4. Sorted again in ascending order by the Random Number field and selected the first 2,744 records.

OIT used the "Survey Random Sample Calculator" available at Custominsight.com to determine confidence and error levels.

Limitations of the Study

The opinions of employees without e-mail accounts in the HR system are not included in this survey. A few employees indicated that the survey loaded slowly; this may have decreased response rates.

Sample Summary
2,774 sample
930 respondents
34% response rate
99% confidence
3.7% error

Limitations
Responses do not reflect opinions of employees who do not provide an e-mail address in UNLV's Human Resource (HR) records

Graph 1: Which classification reflects your PRIMARY role at UNLV?

Overall Impression

Most employee respondents agree (84%) and some (6%) disagree that they have the technology they need to be successful employees (see Graph 2). When asked to list the first word that comes to mind when they think of OIT, as shown in Table 1, many 47% listed positive words such as awesome, friendly, reliable, and competent; 37% wrote neutral words like computers and help; 18% listed negative words, such as inefficient, frustrating, and slow.

While respondents indicate that OIT serves its mission, research is perhaps the area least supported by OIT (see Table 2). Competency and eagerness to help are two of OIT's highest ranking qualities.

Graph 2: Overall, UNLV provides the technology I need to be a successful employee.

Category	%	Value
Strongly Disagree	1%	11
Disagree	5%	44
Neutral	10%	95
Agree	57%	519
Strongly Agree	27%	245

Service Satisfaction

Overall OIT meets most needs with a high level of satisfaction, but with room for improvement (see tables and graphs on next page). While the percentages are low, 55 respondents do not think they are provided the technology needed to be a successful employee. The most common open-ended answer given for satisfaction is being able to get help and technology when needed. If employees have the technology, and can easily get assistance when needed, they are satisfied. Reliability of the technology infrastructure is also important to employees.

Getting help is important to employees, so the help desk is frequently mentioned in open-ended responses. Network services and technology-enhanced classrooms (TECs) are sources of satisfaction. Respondents want more wireless (wi-fi) and TECs. Employees also value training offered by OIT. The most common terms employees use when describing why they are satisfied illustrate the importance of OIT being responsive, fast, efficient, reliable, and timely. While friendliness is important, resolution speeds are a top priority.

Table 5 on page 7 describes ways OIT will address concerns related to service.

Table 1: Overall Impression of OIT

The first word that comes to mind when you think of OIT	#	%
Positive adjectives--general	112	20%
Helpful	74	13%
Staff recognition	26	5%
Competent	12	2%
Efficient	9	2%
Good	9	2%
Smart	8	1%
Knowledgeable	6	1%
Friendly	5	1%
		47%
Negative adjectives--general	76	13%
Slow	6	1%
Frustration	4	1%
Who?	4	1%
Inefficient	3	1%
		17%
Neutral adjectives--Computers	79	14%
Help	76	13%
Service & support	32	6%
Help desk	18	3%
Understaffed	6	1%
		37%
Total	565	

Table 2: Agreement Rates to Assess OIT's Mission and Values

OIT....	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot assess	Response Total
Supports teaching	22.62% (195)	39.68% (342)	14.15% (122)	1.74% (15)	0.46% (4)	21.35% (184)	862
Supports research	12.40% (106)	28.07% (240)	22.69% (194)	4.68% (40)	1.29% (11)	30.88 % (264)	855
Supports administration	22.87% (196)	39.91% (342)	15.75% (135)	1.63% (14)	0.35% (3)	19.49% (167)	857
Staff are competent	35.08% (302)	46.81% (403)	11.96% (103)	2.32% (20)	0.70% (6)	3.14% (27)	861
Staff are eager to help	35.64% (309)	43.14% (374)	14.42% (125)	2.77% (24)	0.92% (8)	3.11% (27)	867

Table 3: Service Satisfaction Rates

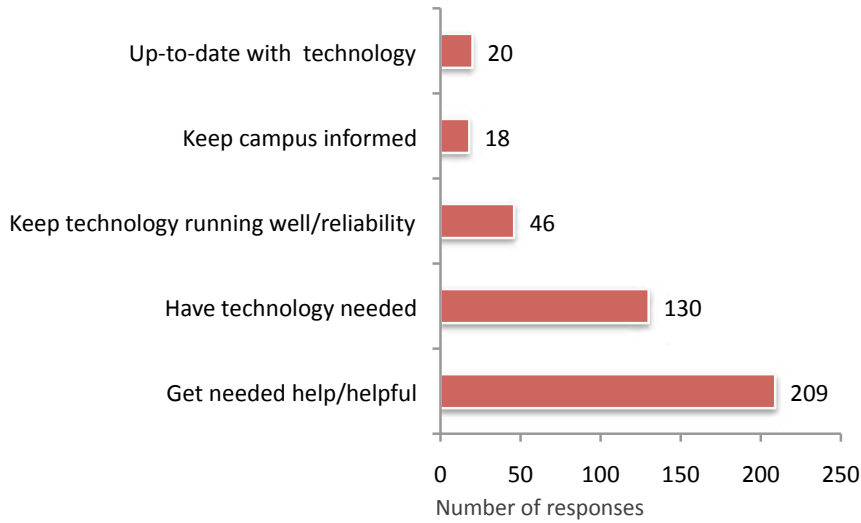| Please rate your SATISFACTION with the items listed below.	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Don't know	Never used	Response Total
IT Help Desk	41.03% (343)	38.76% (324)	8.85% (74)	2.87% (24)	0.72% (6)	0.60% (5)	7.18% (60)	836
Computer delivery & set up	23.86% (198)	32.77% (272)	13.37% (111)	3.37% (28)	1.57% (13)	2.05% (17)	23.01% (191)	830
Computer repair	22.14% (184)	27.20% (226)	13.24% (110)	3.49% (29)	1.20% (10)	1.68% (14)	31.05% (258)	831
Software acquisition	15.66% (130)	30.36% (252)	16.99% (141)	5.66% (47)	1.45% (12)	3.61% (30)	26.27% (218)	830
Software training	11.71% (97)	24.52% (203)	23.19% (192)	3.14% (26)	0.85% (7)	2.29% (19)	34.30% (284)	828
Software information on OIT's website	12.36% (102)	29.33% (242)	21.33% (176)	4.73% (39)	0.61% (5)	4.61% (38)	27.03% (223)	825
Network port activation	10.09% (83)	23.57% (194)	18.23% (150)	2.43% (20)	0.36% (3)	12.03% (99)	33.29% (274)	823
Network file storage & servers	13.61% (112)	33.05% (272)	16.77% (138)	3.89% (32)	0.73% (6)	8.14% (67)	23.82% (196)	823
Student Information System (SIS)	7.26% (60)	17.53% (145)	18.02% (149)	7.86% (65)	4.96% (41)	4.72% (39)	39.66% (328)	827

Table 4: Categorization of Comments about Table 3 Rates, Above

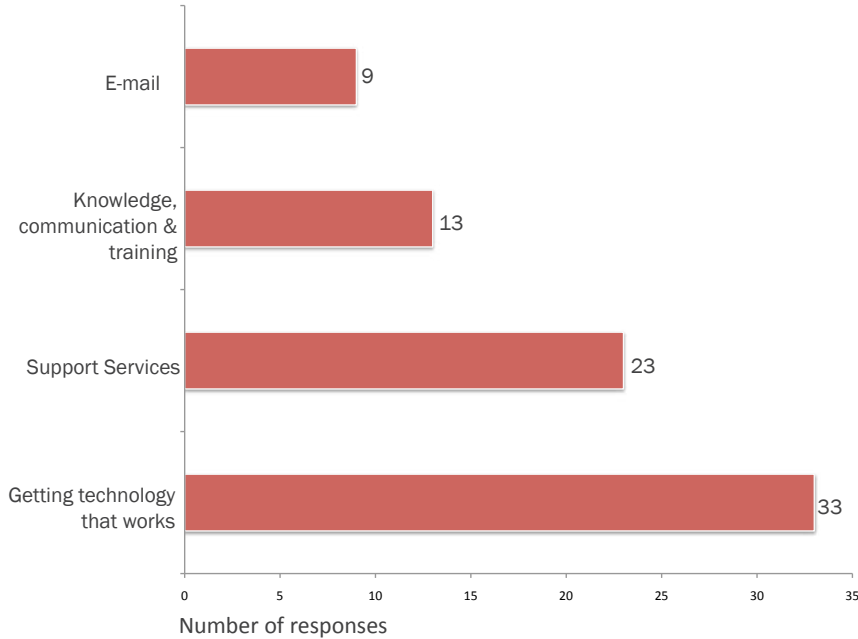| Category	Positive	Negative
Help Desk	80.79	3.59
Computer delivery	56.63	4.94
Repair	49.34	4.69
File storage	46.66	4.62
Software acquisition	46.02	7.11
Software website information	41.69	5.34
Software training	36.23	3.99
Port activation	33.66	2.79
SIS	24.79	12.82

Although 34% of respondents have never used training, many request more training in open-ended responses. OIT plans to add and advertise more training opportunities with a variety of delivery methods and scheduling options.

Table 3 shows that the greatest areas needing improvement are Student Information Systems (SIS), software acquisition and information, and also computer delivery and set-up speeds. Table 5 shows the action items resulting from the analysis of data related to service.

Graph 3: Categorization of open-ended responses to question: What is OIT doing well?

Category	Number of responses
Up-to-date with technology	20
Keep campus informed	18
Keep technology running well/reliability	46
Have technology needed	130
Get needed help/helpful	209

Number of responses

Graph 4: Categorization of open-ended responses to question: What is OIT NOT doing well?

Category	Number of responses
E-mail	9
Knowledge, communication & training	13
Support Services	23
Getting technology that works	33

Number of responses

Table 5: Service Action Items

Key Issue/Insight	Objective	Method	Timeframe	Lead Person
Service satisfaction rates and OIT reputation can be improved.	Increase overall satisfaction rating from 84% to 90% for 2009; decrease "disagree" responses from 6% to 4% or less.	• Achievement of this objective is related to many other objectives described throughout this document. • Publish service levels and proactively communicate expected resolution times.	Fall 2010	All OIT staff
Software acquisition (46%) and information (42%) satisfaction rates need improvement	Increase satisfaction rates by 2%.	• Create a software group in OIT that meets to discuss licensing, web information and other software issues. • Continue to improve information available on the website.	Meetings begin Spring 2009	Georgia Stergios

Network

Employees report high levels of satisfaction with wired network reliability and functionality (85% satisfaction rate for wired internet; 83% satisfaction rate on wired connectivity reliability). Satisfaction rates for wireless internet (wi-fi) service show lower scores (61% satisfaction rate; 33% have never used the service). Suggestions for improvement of wireless internet services are detailed in Table 8 on the following page.

Table 6: Network Satisfaction Rates

Service	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Never Used	Response Total
Speed of campus wired internet connection meets my needs	40.38% (344)	44.72% (381)	5.75% (49)	3.29% (28)	1.06% (9)	4.81% (41)	852
My wired internet connection is reliable	39.43% (334)	42.98% (364)	7.44% (63)	3.07% (9)	1.06% (9)	6.02% (51)	847
Campus wireless internet services meet my needs	12.37% (104)	24.02% (202)	17.00% (143)	10.34% (87)	3.09% (26)	33.17% (279)	841
UNLV should create more wireless (wi-fi) locations	33.06% (278)	27.82% (234)	21.17% (178)	1.07% (9)	0.00% (0)	16.88% (142)	841

Open-ended responses to the question, "Please describe examples of why you rated UNLV's network services the way you did," in reference to the question matrix in Table 6, were provided by 380 employees. As shown in Table 7, the responses included 125 positive remarks explicitly regarding the network and another 27 positive statements about OIT staff. Many customers (94) request more wireless access points and improvements to the wireless log in system. A few customers reported problems with network speed and reliability and problems with connectivity to Lotus Notes.

Table 7: Content Analysis of Open-ended Network Question

Please describe EXAMPLES of why you rated UNLV's network services the way you did	Quantity	Notes
General positive comments on network speed/reliability	125	
Wireless expansion requests/weak signal by location:		
General Campus	64	
FDH	7	
HFA	4	
CBC	4	
Other	15	TBE =1, BHS=1, SSC=2, Facilities and Mechanical Spaces=1, PAR=2, BMC=1, JBT=1, RWC=1, HWB=1, BSL=2, BDC=1
Subtotal wireless expansion requests	**94**	
Wireless account and login problems	31	
Lotus Notes connectivity and responsiveness problems	10	
General campus internet speed or responsiveness problems	26	
WebCampus problems	6	
Application problems and support requests	6	Munis =1, Engineering College=2, iPhone = 3
Kudos to help desk, WebCampus, desktop support or network staff	27	

Table 8: Network Action Items

Network Key Issue/Insight	Objective	Method	Time frame	Lead Person
Employees request more wireless access points. Most often cited locations for employees were FDH, CBC, HFA.	Improve the 'agree' and 'strongly agree' response to a combined total of 40% on the statement: Campus wireless internet services meet my needs.	• Expand wireless access as funding permits. • Prepare pricing and plans for full wireless overlay in CBC and FDH. Provide this documentation to OIT Leadership for funding requests. As an interim measure, use stock wireless access points to provide additional wireless coverage in areas like BEH. • Obtain pricing and coverage options for HFA, meet with OIT and Fine Arts administration to review methods for providing wireless in this location.	June 2009 for BEH December 2009 for pricing and full wireless overlay plan to be forwarded to leadership	David Peers Network Development & Engineering
Wireless login system is difficult to use and not available to guests.	Create wireless 'guest' network with no login requirement. Improve the 'agree' and 'strongly agree' response to a combined total of 40% on the statement: Campus wireless internet services meet my needs.	• OIT staff will propose a guest wireless service with some limitations on speed and services to meet guest needs. • OIT will explore options for streamlining log in processes. Improved tools may make it necessary to log in to the network only once per day.	Complete by December 2009	Cam Johnson
Network speed is reported as slow by some customers. Campus' wired network speeds should meet nearly every need for employees. Tools need to be available to provide deterministic information about network speed.	Provide support staff with additional tools to quantify customer network speeds. Improve support staff's ability to quickly assess and report problems. Improve the 'agree' and 'strongly agree' response to a combined total 88% on the statement: Campus wired internet connection speeds meet my needs.	• An easy-to-use network speed test tool has been developed. OIT staff will use this tool to quickly determine if slow network issues are due to the network or the service being accessed by customers.	Meet with Desktop Support Services to review the use of the tool by April 2009	David Peers IT Help Desk and Desktop Support Services

E-mail

UNLV supports two e-mail systems on campus: Lotus Notes and Rebelmail. Some departments may use their own mail systems. 60% of Lotus Notes users are satisfied or very satisfied with the product; 10% are neutral; 18% are dissatisfied;11% of employees have never used Lotus Notes. 7% use Rebelmail as their primary way to receive university e-mail. To increase satisfaction rates OIT will be upgrading to the latest version of Lotus Notes. The new version has new functionality and a variety of upgrades to improve robustness.

While IBM formerly has not provided strong support for Mac users via the web, this has changed significantly in Domino 8 where support for the Mac has been brought into line with that of Windows-based PCs. Upgrading end users to Notes 8.5 with 8.x mail templates should address these issues as well as allow users to access their mail files from a variety of browsers as well as from iPhones.

Lotus Notes capabilities go well beyond the desktop client with the implementation of Domino 8. Domino 8.5 allows access via a variety of means including web browsers, POP clients, IMAP clients, iPhones and Windows Mobile devices including smart phones. OIT is considering support options for some of the more popular devices.

Table 9: E-mail Action Items

E-mail Key Issue/Insight	Objective	Method	Time frame	Lead Person
60% of users are "satisfied" or "very satisfied" with Lotus Notes.	Increase Lotus Notes satisfaction to 70% or above.	• Upgrade to Lotus Notes 8.5 • Enhance Lotus Notes training to include a variety of levels, targeted skills, and multiple delivery methods.	Fall 2009	DeAnna Schoen-dienst & Bob Fournier

Classroom Technology
The data below show teaching employees' use of Technology-Enhanced Classrooms (TECs), delivery of technology to classrooms, and computer teaching facilities.

Table 10: Use of Classroom Technology

In fall or spring 2008, did you...	Yes
Teach in a technology-enhanced classroom	71% (213)
Have OIT deliver technology to a classroom	25% (74)
Teach in a computer technology teaching facility	21% (62)

As shown in Table 11, overall, 72% of teaching employees are satisfied with technology-enhanced classrooms, 16% are neutral; 9% are not satisfied and 3% never use them. They are most satisfied with the quality of the technology and least satisfied with the lectern design. OIT has modified the lectern design since the original, and newer designs, such as in BEH and Greenspun Hall, may be more agreeable. OIT suspects that the negative comments are related to TECs with the outdated lecterns.

Teaching faculty identified several ways to improve the instructional technology environment:
- More TECs
- More Macs and Mac support
- Better remote controls that can travel in the room, allows better control over moving between slides
- Easier access to USB ports
- Clickers
- A room set up that allows professors to project content and write on the white board at the same time
- Art department would like an additional graphics arts lab

They also request additional features such as conference call capabilities, 3D, "virtual world" support and interactive screens.

Table 11: Technology-Enhanced Classroom Satisfaction Rates

Please rate your SATISFACTION with the following TEC related services	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Never used	Response Total
Quality of the technology	24.06% (51)	56.60% (120)	9.91% (21)	4.72% (10)	2.36% (5)	2.36% (5)	212
Reliability of the technology	17.70% (37)	52.15% (109)	13.40% (28)	11.00% (23)	3.35% (7)	2.39% (5)	209
Ease of use of the technology	20.48% (43)	50.95% (107)	16.19% (34)	8.10% (17)	1.90% (4)	2.38% (5)	210
Lectern design	12.32% (26)	34.12% (72)	19.43% (41)	16.59% (35)	9.00% (19)	8.53% (18)	211
On-call support	16.51% (35)	34.43% (73)	15.09% (32)	5.19% (11)	5.66% (12)	23.11% (49)	212
Instructional publications	5.71% (12)	10.95% (23)	21.90% (46)	2.86% (6)	2.86% (6)	55.71% (117)	210
Online videos	2.84% (6)	11.85% (25)	13.74% (29)	3.32% (7)	1.90% (4)	66.35% (140)	211
Individual instruction provided by technicians	6.60% (14)	14.62% (31)	15.57% (33)	1.42% (3)	1.42% (3)	60.38% (128)	212
Overall satisfaction	17.14% (36)	54.76% (115)	15.71% (33)	7.14% (15)	2.38% (5)	2.86% (6)	210

Table 12: Technology-Enhanced Classroom Action Items

TEC Key Issue/Insight	Objective	Method	Time frame	Lead Person
Lectern design satisfaction rates could be higher for faculty (26% dissatisfaction rate) & usability of TECs needs continual assessment	Gather ideas for improvements from faculty, based on the newest lectern design. Create sustainable feedback mechanisms for TEC users.	• Host a focus group including the most dissatisfied faculty members to critique the latest design and to determine how they use the control panels; modify for usability. • If funding becomes available, use the new design and recommendations to replace old lecterns in classrooms (60% of TECs have the outdated lectern designs). • Create more means of feedback in all TEC facilities.	Begin discussions by June 2009	Darrell Lutey
Faculty request new functionality in TECs	Determine if supporting interactive screens is valuable and feasible for UNLV. Test new remote control styles.	• Pilot test interactive screens on campus to assess use and support. • Explore more remote control technologies and test with faculty (Spring 2009).	Fall 2009	Darrell Lutey
Faculty request more Macs in TECs	Determine the feasibility of Macs in classrooms.	• Work to incorporate Macs into classrooms by discipline.	Ongoing	Darrell Lutey
Graphic design professors want more lab space	Decrease negative responses related to graphics labs by 50%.	• Create a graphics lab.	Fall 2009	Darrell Lutey
Faculty want more TECs	It is unlikely that OIT will receive funding to renovate additional classrooms. OIT will prepare plans in theh event funding becomes available.	• Work with planning and construction and AV contractors to develop plans and costs for upgrading TECs in two additional high priority buildings on campus (BHS and CEB). • Allocate as many resources as possible to renovate classrooms. OIT hopes to convert all classrooms in BEH and BHS by the end of summer.	Have project plans, scopes of work, and quotes in place by December 2009	AJ Robinson
The process for scheduling TECs is unclear to several departments	Help departments understand how to use of AdAstra to schedule TECs.	• Analyze existing AV delivery and AdAstra scheduling data to determine which departments need help with scheduling and, with the help of the academic scheduling office, demonstrate ways to fix those issues. • Work with departments to ensure that TEC requests are placed correctly.	Meet with departments prior to fall; scheduling taking place March 2009	Darrell Lutey working with Enrollment Services and appropriate administrative assistants
Faculty would like to see clickers in class-rooms	Build and launch clicker support website to help faculty understand click-ers and explore options.	• Launch the clicker website. • Host a forum on clickers.	Spring 2009	Darrell Lutey, TLC, Faculty Technology Advisory Board

Multimedia Deliveries

While faculty would like all classrooms on campus to be technology enhanced, funding and infrastructure requires that OIT continue to provide multimedia equipment via carts. Negative comments related to multimedia deliveries suggested improving service response times, ensuring the proper equipment is delivered, and ensuring that the equipment is operable. Installing more TECs is a better solution to these delivery issues.

WebCampus

WebCampus is UNLV's supported course management system used to support distance education and supplement face-to-face instruction by increasing access to course materials, decreasing printing, and facilitating online communication and assessments. Table 13 shows that 60% of employees used WebCampus to assist with teaching in either the spring or fall 2008 semesters. Of these WebCampus users, satisfaction levels with the tools and services available were favorable. However, a number of those tools were never used (see Table 15). Therefore, throughout 2009 an emphasis will be placed on informing users of available tools and support services such as training, open labs, phone support and more.

Table 13: WebCampus Use

Did you use WebCampus to assist with teaching in fall or spring 2008?	
Yes	179 (60%)
No	120 (40%)

Table 14: WebCampus & Support Satisfaction Rates

Please rate your SATISFACTION with the items listed below.	Very Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied	Never Used	Response Total
Open Labs	5.71% (10)	16.57% (29)	9.71% (17)	0.00% (0)	0.57% (1)	67.43% (118)	175
Training	14.37% (25)	33.91% (59)	14.94% (26)	4.02% (7)	0.57% (1)	32.18% (56)	174
Ease of use	12.50% (22)	44.89% (79)	17.61% (31)	14.20% (25)	4.55% (8)	6.25% (11)	176
Online self help materials	5.71% (10)	28.57% (50)	22.29% (39)	12.00% (21)	4.57% (8)	26.86% (47)	175
Phone support	19.89% (35)	27.84% (49)	10.23% (18)	9.09% (16)	3.98% (7)	28.98% (51)	176

Table 15: WebCampus Components Satisfaction Rates

Please rate your satisfaction with using the following components:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Never Used	Response Total
Syllabus	20.45% (36)	35.23% (62)	12.50% (22)	5.68% (10)	2.84% (5)	23.30% (41)	176
Grade Book	17.42% (31)	35.39% (63)	10.11% (18)	14.04% (25)	7.87% (14)	15.17% (27)	178
Discussions	16.38% (29)	30.51% (54)	11.30% (20)	4.52% (8)	2.82% (5)	34.46% (61)	177
Mail	26.82% (48)	35.20% (63)	12.29% (22)	10.61% (19)	6.15% (11)	8.94% (16)	179
Quizzes & Surveys	17.51% (31)	25.42% (45)	8.47% (15)	1.69% (3)	2.82% (5)	44.07% (78)	177
Assignments	18.64% (33)	33.90% (60)	10.73% (19)	2.26% (4)	2.26% (4)	32.20% (57)	177
Learning Modules	19.21% (34)	25.99% (46)	12.99% (23)	2.26% (4)	2.26% (4)	37.29% (66)	177
Announcements	26.97% (48)	38.76% (69)	9.55% (17)	3.37% (6)	1.69% (3)	19.66% (35)	178
Media Library	5.11% (9)	18.75% (33)	12.50% (22)	1.14% (2)	2.84% (5)	59.6% (105)	176
File Manager	13.71% (24)	40.57% (71)	14.86% (26)	12.00% (21)	4.57% (8)	14.29% (25)	175
Selective Release	19.89% (35)	32.39% (57)	9.66% (17)	2.84% (5)	3.98% (7)	31.25% (55)	176

The table below summarizes open-ended responses as to why 40% of respondents do not use WebCampus. The four top reasons that faculty have not used WebCampus are:

- Another tool is being used: many faculty members are using either a publisher site for providing content to students or have chosen to use the faculty web server to post course content.
- WebCampus is viewed as unnecessary: many faculty teaching smaller sections feel that it would be more work to use the system for a smaller population.
- Training: many have identified a need for training on the system before using.
- Not easy: several have identified the system as being difficult to use and non-intuitive.

Table 16: Reasons Why Faculty Do Not Use WebCampus

Can you tell us a little bit about your decision not to use WebCampus?	Response total of comments in the category
I use another tool	25
WebCampus is not needed for my course	16
Need training on WebCampus	15
WebCampus is not easy to use	11
I am not teaching	9
Not sure how useful WebCampus actually is	6
Need more resources to use WebCampus	5
Negative hearsay about WebCampus	3
Do not like WebCampus	2
WebCampus is unstable	1
More templates are needed before use	1

Table 17: WebCampus Action Items

WebCampus Key Issue/Insight	Objective	Method	Time frame	Lead Person
Low use of support services Students request more consistency in the design of course materials inside WebCampus; 20% of open-ended comments suggested faculty need training on the product	Increase satisfaction in phone support and self-help support materials by 5%. Increase the number of trained faculty by 5%.	• Explore additional days/times that may be more suitable to faculty for open labs • Evaluate and update self-help materials and provide additional training for tier 1 phone support technicians. • Provide additional promotion of training services and opportunities offered by the Teaching and Learning Center. • Consider creating enhanced course templates that faculty may model.	Spring 2009 Summer/Fall 2009	Wonda Yuhasz; Course Management System Implementation Committee

Grade book and mail features are the least satisfying features	Understand user issues with these features and the overall ease of use of WebCampus.*	• Conduct usability tests resulting in possible:
		  • Modification requests for Blackboard
		  • Implementation of PowerLinks or custom built solutions
		  • Modification of support materials and training information.
			Spring 2009	Wonda Yuhasz

*In addition to these objectives, OIT will continue, as requested, to support the retention effort.

Security

OIT needs to encourage and enforce strict passwords and will do so in a security campaign planned for 2009. While many employees report using at least 8 characters and 4 different character types, many do not (see Table 18). In other sections of the survey, users request information on computer security.

Table 18: Use of Strong Passwords

I use at least 8 character passwords with at least four different character types to log in to university systems.	Response Total	%
Strongly Agree	247	28%
Agree	272	31%
Neutral	124	14%
Disagree	189	21%
Strongly Disagree	48	5%

In open-ended comments throughout the survey, employees express interest in knowing more about computing security issues.

Table 19: Security Action Items

Security Key Issue/Insight	Objective	Method	Time frame	Lead Person
Employees are concerned about computing security issues	Increase user knowledge and awareness regarding strong passwords, computer updates, virus protection, and malware. Increase the percentage of respondents who agree or strongly agree to use strong passwords from 59% to 64%.	• Host security campaign that includes practical instruction, information and resources regarding malware, viruses, peer-to-peer file transfers and more. • Define "strong password." We went from 10-4 to 8-4 to 8-3 in one year. • Develop additional measures to assess user computer security behaviors. • Increase communications to ensure users are aware of security policies and their responsibilites regarding security-related matters	Ongoing	Client Services and Communication Services Lori Temple
Peer-to-peer file sharing remains an issue		• Create a group that will discuss P2P issues and create a plan to address them.	Meet spring 2009; plan ready December 2009	Lori Temple

Desktop Management

OIT was interested in determining user preferences for managing desktops. Table 20, below, shows that 15% of users prefer to handle all aspects of software management themselves. Others (48%) prefer OIT install varios types of software on their behalf. A subset (5%) of respondents currently have technicians in their department who manage their desktops. Desktop management software may resolve some issues related to computer inventory, security and maintenance. It may also save users the time associated with installing upgrades, patches, and performing other computing maintenance activities.

Table 20: Desktop Management Preferences

Which of the following options would you prefer for your UNLV desktop computer?	Response Total	Response Percent
OIT installs software and security patches and does not permit you to install software.	92	12%
OIT installs security patches automatically. You or OIT installs other software as necessary.	378	48%
OIT sends you software and updates. You choose whether or not to install.	160	20%
You manage all aspects of software installation and upgrades on your computer.	115	15%
Other, please specify*	38	5%

In "other," respondents primarily indicate that technicians in their areas already manage their desktop computers.

File storage

OIT offers file storage services to faculty and students. Some employees (25%) do not use network files storage and 8% did not know about the service. Approximately 4% of employees who do not access files remotely would like to do so in the near future. The table below describes how OIT will address these concerns.

Table 21: Objectives relate to File Storage

File Storage Key Issue/Insight	Objective	Method	Time frame	Lead Person
Some employees do not use network file storage, or do not know it exists and they may not know how to access files remotely	Understand employee needs and use of file storage.	• Name the file storage system. • Gather statistics about active accounts on Novell Netware; determine how those users are using the system. • Determine why employees do not use the current system.	Fall 2009	Client Services & Desktop Services

Technology Use & Ownership

Below is a summary of employee use and ownership of technologies:

- 60% use WebCampus to assist with teaching and their top two reasons for using it are to increase access to course materials (70%) and decrease printing (61%).
- 71% have used Technology-Enhanced Classrooms (TECs)
- 25% have classroom technology delivered, which highlights UNLV's continued need to convert more rooms into TECs. This figure matches the percentage of rooms that are not TECs, 25%.
- 21% use computer teaching facilities.

As shown in Table 22, many employees own wireless devices. OIT should consider this trend when planning spaces. Next year, OIT may also consider rephrasing the questions related to technology ownership.

Table 22: Technology Access for Employees and Students

Technology	Employees who personally own these technologies	Students who have the technology at home
Cell phone	86%	97%
High speed Internet (DSL, Cable)	71%	90%
External drive (USB, thumbdrive)	65%	87%
Wireless Internet	58%	80%
Digital audio (iPod, MP3 player)	57%	80%
Microsoft Office	52%	90%
Windows laptop computer	48%	73%
Digital recorder (TiVo, DVR)	47%	43%
Windows desktop computer	46%	68%
Adobe Creative Suite	23%	38%
Smart phone (Blackberry, iPhone, Palm)	26%	37%
Mac laptop computer	14%	19%
Mac desktop computer	11%	8%
Dial up Internet (modem)	8%	8%
LINUX/UNIX computer	5%	5%

Note that fewer employees "personally own" Microsoft Office than students because UNLV purchased the Microsoft Campus Agreement so that employees who do work at home may have a copy of the software for free.

Purchasing

The table to the right shows the types of technology employees plan to purchase in the near future. OIT should continue helping the campus select, acquire and configure technologies.

Table 23: Technology Purchases

My next technology purchase(s) in the work place, purchased with UNLV funds, will likely be:	Response Total	Response Percent
Smartphone (Blackberry, iPhone, etc.)	38	5%
Desktop computer	137	17%
Laptop computer	126	16%
Software	109	14%
Printer	71	9%
I'm not planning on making a purchase soon	429	54%
Other, please specify*	24	3%
Total Respondents	793	

*Other responses included scanners, external hard drives, and servers

Technology Information Sources & Learning

The table to the right shows employees' preferred sources for information about technology. The web was the most likely source followed closely by consulting with friends and family. OIT needs to continue to ensure that web content is correct, clear and findable. E-mail remains a viable vehicle for distributing information.

Many UNLV employees rely upon their area's technician for information about technology. It is important for OIT to maintain a close relationship with campus technicians. The IT Help Desk and face-to-face training are valuable sources of information as well.

Brochures and subscription-based e-communication methods are not as popular, possibly because some respondents may not know what an "RSS feed" is or how it can be used. OIT's communications efforts should reflect these trends in user preferences.

Table 24: Preferred Sources of Information

To learn more about technology, how likely are you to...	Very Likely or Likely
Conduct web research	80%
Consult friends or family	72%
Read a message sent from UNLV	67%
Contact a technician in your department	63%
Contact a UNLV help desk	60%
Attend training on campus	60%
Watch an online tutorial	55%
Consult OIT's website	42%
Read articles in Inside UNLV	27%
Subscribe to a Listserv	19%
Subscribe to an e-newsletter	17%
Consult OIT brochures	15%
Subscribe to a RSS feed	9%

In Graph 5, many respondents express interest in learning more about specific campus information. For example, respondents want information about licensing, obtaining and purchasing software. Multiple respondents want more information about remote access and Virtual Private Networks (VPN) on campus.

See Table 25 on the next page for a description of action items related to these preferences.

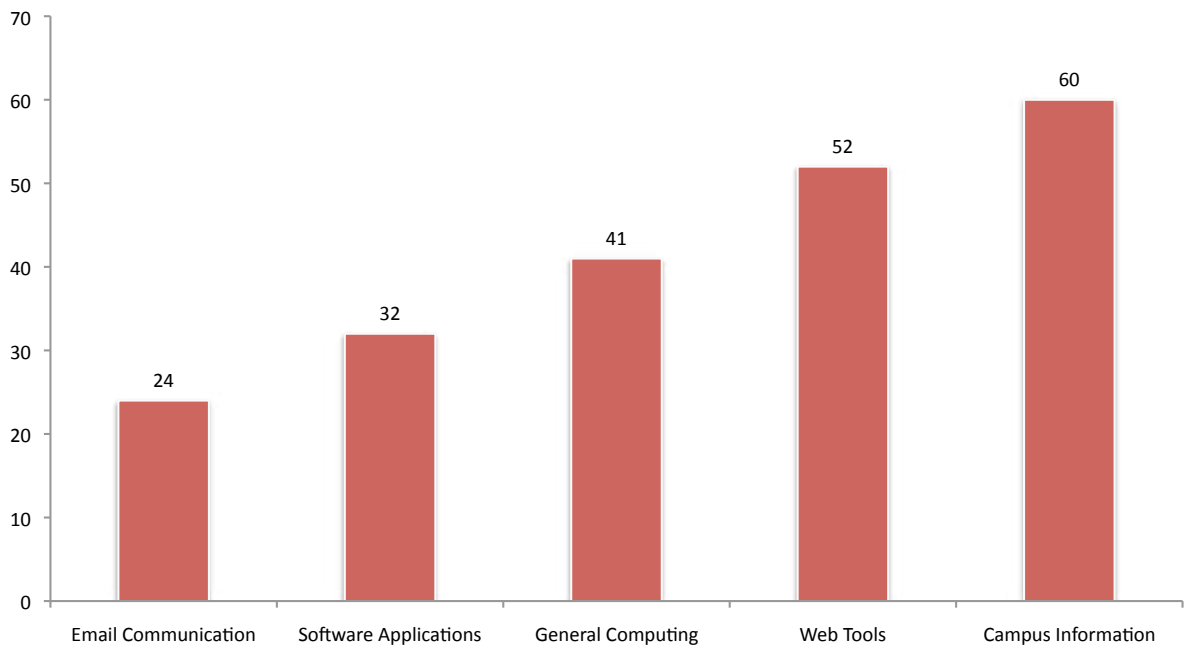Graph 5: What would you like to learn more about?

Table 25: Technology Information Resources Action Items

Communications/ Information Key Issue/Insight	Objective	Method	Time frame	Lead Person
Employees increasingly rely upon web research for answers to tech questions	Ensure that 95% of OIT websites adhere to a standard web development and review process.	• Edit and more comprehensively adopt web editing and development procedures within OIT by May 2009. • Adopt a more flexible content management system within OIT that allows staff to more easily update content without reducing the integrity of the website by the end of March 2009. • Remove outdated websites that continue to be located through Google searches by May 2009.	Ongoing	Joe Winton
Campus technicians remain an important source of information	Create and assess at least three channels of communication with campus technicians.	• Offer an incident notification system so that technicians are immediately notified of outages; post those to the web by end of April 2009 and assess effectiveness by December 2009, Cam Johnson. • Reconvened Tech Forum November 2008, Hector Ibarra. • Develop a technical knowledgebase available for campus technicians. Launch fall 2009, DeAnna Schoendienst.	Ongoing	See names by each bullet
Employees express an interest in learning more about technology	Continue seeking new venues and techniques for informing and training employees	• Continue to send tips and information through UNLV Today • Enhance training options and increase the channels and venues through which OIT offers the training.	Ongoing	Client Services with Communication Services