



Online Survey Analysis Administrative Software Study

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Over 300 people respond; twice as many were staff as faculty.

System satisfaction

The first set of questions requested ratings of administrative systems. More than 65% of the respondents had never used any system, except for registration related systems (registration, course scheduling and instructor scheduling), where between 44% and 57% had used the systems.

Among users, financial aid and payroll received the highest relative marks for working well and being easy to use. Travel expense, budgeting, event scheduling, and text ordering, in that order, received the lowest relative marks.

The largest *numbers* of people saying that a system was not easy to use or worse were for class scheduling, student registration, and travel expense. The counts of people who found event scheduling and textbook ordering difficult was not far behind.

Finding: The two third-party systems (financial aid and payroll) were rated as relatively easier to use (but one comment faulted the number of screens that an HR office person had to work through in the HR/payroll system). In face-to-face interviews with the consultant, the systems most faulted by academic division and departmental administrative assistants (text ordering, class scheduling, and budget management) were also perceived as being difficult by respondents.

Upgrades

The second set of questions asked about the importance of upgrades. More than 50% of respondents said they used registration, class scheduling and data extraction. Fewer than 31% said they used payroll or student billing.

Among those using each system, the highest proportions of users who said that an upgrade was less important were the payroll, financial aid, billing, and hiring users. Among those using each system, the highest proportions of users who said that an upgrade was important were the data extraction, class scheduling, budgeting, admissions, and registration users.

The largest *number* of people saying that a system should be upgraded noted the data extraction, class scheduling, registration, admissions, and instructor scheduling systems.

Finding: Data extraction got a surprising number of votes for an upgrade. More people are doing or wish to do analysis than expected. The next highest vote getters are important facets of student

service: class scheduling, registration and admissions. Two were, once again, important to the efficiency of academic administrative assistants: class and instructor scheduling.

Online Services

The third set of questions asked about the ease of use of online services. 70% or more of respondents had not used the online student aid application, online billing, or online payment systems. 60% or more of respondents (but less than 70%) had not used the online registration, grades, admissions application, or course set up.

Among users of each online system, good ratings for use were given to grades, unofficial transcripts, course instruction, online course set up, and online grades. The hardest to use was the online room scheduling system. A nearly equal split between acceptable or better and not acceptable was found for online applications, registration, billing and payment.

Finding: It is heartening that online course instruction received a good rating. The good rating for online course set up appears anomalous. Straight-forward systems, like grades and transcripts, appear to be working well. Online room scheduling appears to be a burden.

Resource Allocation

The fourth set of questions asked whether more or fewer resources should be given to an area. More than 40% of the respondents had no opinion on the purchasing, accounting & budgeting, human resource & payroll, and online student financial aid systems. 94% of respondents had an opinion on resources for the web site.

If we add the number requesting that more resources be allocated (the two highest categories), the top vote getters are: the College web site, online instructional delivery, student information system, and high technology classrooms.

If we add the number requesting that resources be kept the same or reduced (the lowest three categories) the highest vote getters are: interactive TV instructional delivery, high technology classrooms, online student registration, add and drop, and human resources and payroll system.

High technology classrooms got a lot of votes in both directions. If we subtract the number of less or the same resources votes from the more resources votes, we find that online instructional delivery, the College web site, and the student information system are greatly favored. We also find that more people would like to see the same or fewer resources going to human resources/payroll and purchasing. In both of these cases the majority favored keeping resources the same, not reducing them.

Finding: The responses seem to favor “meat and potatoes” over “frills.” More support is desired for online instruction, the web site and the student information system. These should be viewed as core technology systems. There was also good support for student recruiting, in line with strategic needs. Other forms of instructional and faculty support were favored, as well, although not as strongly: high tech classrooms and faculty resource centers. All more narrowly-focused areas seemed to have less support for investments.

Summary

1. Respondents would favor a replacement of the student information system.
2. Respondents do not want such a project to take resources from technology areas that support instruction.
3. Respondents believe the web site is making some progress but needs considerable improvement.
4. Third-party systems (financial aid and human resources/payroll) are working adequately.
5. Online scheduling is a “hot button” area.
6. There is a base of support to improve the technology of student recruiting.