

Kern Community College District

Learning Services Center Service Quality Survey

Fall 2002

Report on Survey Results

Introduction

This report provides the results of an employee survey conducted by the Kern Community College District in Fall 2002. The purpose of the survey was to gather information on the quality of services provided by the district's Learning Services Center (aka LSC, formerly known as the district office). The data in this report will be used by LSC staff and district-wide shared governance committees to improve the services provided by the Center. In addition, this survey will provide baseline data to measure progress over time. It will be repeated every 3 to 4 years in the future and the results compared.

Survey Methods

In the fall of 2000, the Kern Community College District commissioned the KH consulting group to perform an organizational audit to assess the level of organizational efficiency and operational effectiveness. Several recommendations came from this audit, two of which were:

III-6: The Learning Cooperative should conduct routine Customer Satisfaction Surveys, focused on performing value-added services to meet College needs.

and

IV-10. The ITS Department should implement an annual IT customer satisfaction survey and measure progress made in meeting users' needs.

These two recommendations were combined into one action plan for implementation beginning in the fall 2002 term. The Chancellor's Administrative Council was named as the implementation team and Chancellor Walt Packard and Michael Carley (Director of Institutional Research at Porterville College) were named co-chairs for the project.

The implementation team designed a 6-page survey instrument (included as an Appendix to this document beginning on page 19) which included questions designed to elicit information that could be used to improve services provided by the district's Learning Services Center. Several of the questions focused on information technology issues, but

other areas of the Center’s operation were covered as well. The survey instrument was presented to the Chancellor’s Cabinet, the broadest shared-governance group in the district and modifications were made based on their input.

The survey was conducted via the district’s internet web site. Letters were placed in the campus mailboxes of full-time faculty notifying them of the survey web site and the dates it would be open (September 13th through September 30th, 2002). A letter was sent to the homes of adjunct faculty containing the same information. In addition, an email was sent by the Chancellor to every email address in the district system with information on the survey including descriptions of its purpose and how the results would be used. The survey was made available to all employees whether full or part time, at all locations in the district and including all categories of employment (faculty, classified, confidential/management).¹ Reminders were sent via email and the original survey date was extended by two weeks through October 11th.

For those employees who do not have regular internet access or who are not comfortable with technology, paper versions of the survey were provided at each of the campus information desks. In the four weeks the web site was open, 248 surveys were completed via the web and an additional 52 were completed on paper for a total of 300.

Response Rates and Caveats

Of a total of 1,467 employees, 300 surveys were completed for an overall response rate of 20.4%. The two tables below show the response rates by college and employee type.

Table 1: Response Rates by Employee Location

	Total Employees	Survey Participants	Percent
Bakersfield	882	138	15.6
Cerro Coso	206	53	25.7
Porterville	315	75	23.8
Learning Services Center	64	25	39.1
Total	1467	291	19.8

Note: Total survey participants do not add to 300 because some employees failed to answer the question in the survey about the location of their employment.

¹ The only category of employees intentionally excluded from the surveys were student workers. One other category was intended for inclusion, but were mistakenly excluded from mailings. These were the teachers at our child care centers.

Table 2: Response Rates by Employee Type

	Total Employees	Survey Participants	Percent
Full-time Faculty	370	91	24.6
Adjunct Faculty	337	37	11.0
Classified	697	138	19.8
Confidential/Management	63	26	41.3
Total	1467	292	19.9

Note: Total Survey participants do not add to 300 because some employees failed to answer the survey questions about their employee category.

There are however, a couple of important caveats regarding these response rates. First, as noted in the tables above, the response rates were for different employee locations and types were determined from the answers to questions 9-11 from the survey regarding their employee type and the college or entity for which they worked. Several employees did not answer one or more of these questions, so they are not included in the tables above. Thus while the overall response rate was 20.4%, the totals in the above tables are slightly lower due to the fact that some surveys did not include information about employee type or location.

In addition, there were two unexpected problems during administration of the survey. First, we learned only after sending the survey to all employees via mail and email, that most of Cerro Coso's adjunct faculty had not been input into the Human Resources system and thus did not receive the survey letter. We sent letters to only 18 Cerro Coso adjunct faculty (compared to 130 at Porterville College, which has a similar enrollment size and a higher proportion of full-time positions). For this reason, many adjunct faculty working for Cerro Coso very likely never heard of the survey unless they found out through other means. Given this, Cerro Coso's response rate above is probably slightly exaggerated as most of their adjuncts were not included in the denominator of that equation.

Finally, one technical problem came up after the survey period began. Several employees attempting to complete the survey online reported a problem typing into the field created for open-ended responses. A 'run-time' error came up for these employees. This error was reported at both Porterville College and Cerro Coso, but it may have existed elsewhere as well. We were unable to quickly resolve the problem, so eventually we turned off the JavaScript language that was used to limit responses to 600 characters. Due to this error, it is likely that some employees submitted the survey without open-ended responses they would otherwise have included and that others simply did not complete the survey at all out of frustration. It is impossible to know the extent of the error, but it most likely affected less than 50 responses.

Survey Questions

The survey was six pages long and included questions on a wide variety of services provided by the Learning Services Center. Many of the questions focused on information technology services. The survey itself is duplicated as an appendix to this document, beginning on page 19.

The survey began with a series of 15 questions (question 1) asking employees to rate a variety of Learning Services Center functions on a 5-point scale ranging from “Excellent” to “Poor”.

The second set of questions (question 2) sought to learn the extent to which a variety of information technology services are used by employees. Employees were asked about the extent to which they used each of 14 IT services on a 4-point scale ranging from “Use Regularly” to “Never Used”.

Next came a series of questions rating various IT services. Question 3 asked employees to rate Banner systems and internet resources on three key measures: *availability* (how available the service is when needed), *functionality* (usefulness of the service to your needs), and *performance* (speed of service/system response time). Users rated each of these measures on a 5-point scale from “Excellent” to “Poor”. Those who had never used a particular service were allowed to opt out of these questions by selecting “Have not used”.

Questions 4, 5, and 6 were similar to question 3, but the topics and measures were slightly different. Question 4 asked users to rate the availability and functionality of telecommunications services. Question 5 asked that they rate the LSC Help Desk on availability, *response time* (how quickly you receive help), and *quality* (overall value of help provided). Question 6 asked users to rate the Banner training they had received on availability, quality, and *suitability* (appropriateness of training you received to the work you do).

Question 7 pertained to the priorities for new projects to be undertaken by district information technology staff. Employees were asked to rank several projects on a 5-point scale ranging from “Very High Priority” to “Not a priority”.

In addition to the above questions, several open-ended questions were provided to allow respondents to give more detail on specific issues. Questions 1, 3, 4, 5, and 6 all had follow-up questions asking employees to explain the reasons for their answers if they had chosen “fair” or “poor” as their response. In addition, two other open-ended questions were asked. Following question 7, employees were asked to identify any additional information technology services not currently provided by the LSC that they felt would be useful. Similarly, question 8 asked employees to list other requested non-technology services not currently provided by the LSC.

Finally, several demographic questions were asked. Question 9 asked for the respondent's employee category (faculty, classified, etc). Question 10 asked if the employee worked full or part time. Question 11 asked which college or entity (such as the LSC) the employee worked for and question 12 asked for the specific location at which the employee worked.

Results

The results of most of the questions are provided in 12 charts included in this document beginning on page 12. The charts begin with the demographic questions. Chart 1 shows the percentage of employees by employee category. Almost half of the employees surveyed (47.1%) were classified, 43.7% were faculty and 9.2% were confidential/management. In chart two, you can see that nearly four fifths of those surveyed (79.7%) were full-time employees, while 20.3% were part time. Charts 3 and 4 depict the college or entity each person works for and the location where they perform most of their work. Almost half the respondents (47.1%) work for Bakersfield College, while 19.0% work at Cerro Coso Community College, 25.4% work at Porterville College, and 8.5% work at the Learning Services Center. Chart 4 shows this information in greater detail, outlining where respondents do most of their work. In addition to the above, Delano College Center, Eastern Sierra College Center (Bishop/Mammoth), Kern River Valley Center, and the Weill Institute were represented. We did not get any respondents from the South Kern Center (Edwards Air Force Base).

The remaining charts represent questions that were on a five-point scale, or in the case of question 2, a four-point scale. Each of these charts shows the mean (average) score on that scale for each question. Note that for question 1 and questions 3 through 6 (charts 5 and 7 through 11 respectively) the scales were ranked 1-5 representing "Excellent" to "Poor". Thus for these questions, lower mean scores represent better performing service areas. Similarly, question 2 (chart 6) used a scale of 1-4 for "Used Regularly" to "Never Used". For this question, lower scores indicate higher average levels of employee use of that service. Finally, the scale for question 7 (chart 12) was from 1-5 for "Very High Priority" to "Not a Priority". Lower mean scores for this question indicate higher priority items.

Chart 5 shows the mean scores for the 15 services listed under question 1. The best rated service area was item 1E, Payroll (mean score of 2.33). Four items ranked near one another as the poorest performing service areas. These were 1A, Budget Development Process (3.81), 1B, Budget Maintenance, Updating (3.81), 1J, Strategic Planning (3.79), and 1L, Research (3.70).

Question 2 measured the average level of use of various information technology services. The results for this question are depicted in chart 6. By far, the items that are used most by employees are 2L, telephones (mean=1.49), 2I, email (1.52) and 2J, internet access (1.59). Three of the Banner systems were among the least used items. These were 2E, Banner Financial Aid (3.74), 2C, Banner Accounts Receivable (3.55), and 2D, Banner Human Resources (3.51). Note that employees who do not use certain items listed in

question 2 were instructed to skip the parts of questions 3-6 that pertain to those items. Thus, the number of people who responded to the items in questions 3-6 varied greatly.

Question 3 measured the availability, functionality and performance (see definitions above) of two key areas: Banner systems and internet resources. The mean performance scores for Banner systems are shown in chart 7. Mean scores for Banner systems ranged from 2.01 to 3.00. Some key trends emerge from these data. First, note that for all six Banner systems, availability rates better than functionality or performance. Also note, that for most of these, functionality rates the worst of the three measures. Finally, it appears that those Banner systems that are used by the highest number of employees (Banner Student and Banner Web) score better on all three measures than those used by fewer employees.

Chart 8 shows the same measures for internet resources. Again, availability was rated better for all three types of internet resources. This time, functionality was better than performance. However, all of these differences were minimal. Overall, the ratings for email and internet access (mean of 1.72-1.83) were better than those of web site hosting services (mean of 2.15-2.22). Usage for web site hosting was less than half of that of the other two services.

Question 4 measured availability and functionality for telecommunications services. The mean scores for these areas are provided in chart 9. For all three services (telephone, teleconferencing, and videoconferencing) availability outperformed functionality. Telephone was the best performing of the three areas and videoconferencing the worst.

Chart 10 shows the results of question 5 which measured the availability, response time, and quality of the district Help Desk services. These scores ranged from 2.17 to 2.27. Availability was the best performing and response time the worst, but the difference here is small.

Question 6 measured the availability, quality, and suitability of Banner training employees had received. The scores here (in chart 11) ranged from 2.54 to 2.72. This time, quality ranked best and availability ranked worst.

Question 7 asked respondents to rank several possible new information technology projects in terms of priority. In these rankings, three items scored as higher priority: 7A, Improve Virus Protection (mean=1.95), 7D, Banner Improvements (2.12) and 7E, Increase Data Reporting and Access to Information (2.16). The two areas that ranked as lower priority were 7C, Improve Videoconferencing System (2.99) and 7G, Web-based purchasing (2.81).

Open-Ended Questions

A separate document, "open ended edited document.doc", provides all of the responses to the open-ended questions. The only edits that were made in this document were to protect the confidentiality of either the survey respondent or another district employee.

There are only two such edits in all of the document and both are clearly noted in the document. This section provides a summary of the open-ended responses, focusing on the patterns found. Here we focus, not on individual responses, but those that appeared multiple times in the list.

Open-ended questions were placed at the end of questions 1, 3, 4, 5, 6, and 7. In addition, question 8 was also open-ended. Some questions generated more responses than others. In particular question 1, because it appeared early in the survey and addressed many different services provided by the Learning Services Center, elicited more and more varied responses than other questions.

For the questions following 1, 3, 4, 5, and 6, respondents were asked to note the question number and letter when responding. Compliance with this request was sporadic, so in many cases, the question each response pertained to was determined by the text of the response.

Question 1: Various LSC Services

1A: Budget Development Process

This item garnered several responses. Three general patterns emerged from these. First, many employees feel that the new budget allocation model is incomplete, but has been implemented anyway. Some also feel that the new model is unfair to the smaller colleges. Finally, respondents indicated that a great deal of confusion and lack of information exists regarding the budget development process and the new allocation model.

1B: Budget Maintenance, updating

This item gathered many responses. Most concerned a perception that their budgets in Banner are often inaccurate or not up-to-date (or inaccurate because they are not up-to-date). Some respondents mentioned the inefficiency and other problems that budget inaccuracies can create. Here is one typical response:

“It takes a long time to get final budget information after approved. We don't get follow up budgets, changes in budgets in an easy way. Banner is not user friendly to get updates so we keep a "hard copy" budget--which is silly because of duplication of effort.” (respondent 2048)

1C: Purchasing & 1D. Bill Payment Process

These items gathered perhaps the most comments of all. Many respondents combined their responses to items C and D or addressed them as one issue. Many of the employees responding believed the purchasing and bill payment processes to be slow and inefficient. Some mentioned specific bureaucratic impediments in the process that they felt were unnecessary. Several respondents felt that purchase orders are often held up or even lost

at the LSC. A couple of people mentioned the difficulties this creates in their work, including problems with vendors. Here are some common responses:

“For questions C and D, I answered the way I did because many times my purchase requests have been "held up" by district mis-steps, and nearly every time I do purchase anything through district channels, the vendor ends up waiting an extremely long time to be paid for their merchandise. It just seems very, very slow and inefficient.” (respondent 2029)

“Purchasing and bill paying seems like double or triple work - it is a system that cries out to be revised and streamlined” (respondent 2187)

“c and d: The delay in getting purchases through the LSC causes tension between campuses and vendors” (respondent 2003)

“d. I've had vendors tell me they will not do business with the college because it takes too long to be paid” (respondent 2085)

“I try to purchase in bulk when items are at a reduced price, by the time I get a purchase order number the special offer price is expired.” (respondent 2091)

“1c. Too many restrictions on purchasing items. I could have purchased a \$500.00 item for \$200.00 at a conference, if I were allowed to be reimbursed. Instead I ordered it for \$400.00, it did not arrive before the district deadline, so I lost the \$400.00 and had to use another budget to spend another \$400. End result, it cost me \$800.00 out of my funds for something that could have been purchased for \$200.00.” (respondent 2091)

1E: Payroll

Payroll elicited few responses. (As mentioned above, payroll had the best mean rating from employees of all those in question 1). The only pattern detectable was that some employees would like to see more detail provided on their check stubs (such as vacation and sick leave).

1F: Communicating with Campuses

This item generated some responses, but few specific suggestions. Most of those who responded felt that communication was non-existent, insufficient, or restricted only to certain areas.

1G: District Training and Workshops (except Banner Training)

There were only a few responses to this item and in general, they indicated that some employees did not know of any non-Banner training available from the LSC. (District staff knew that little such training had occurred when the survey was constructed, but chose to include the question anyway in order to provide baseline data for future comparison.)

1H: Special Project Accounting

The responses to this item were few and were mostly similar to those of items 1c and 1d above. In addition, some respondents mentioned specific problems that can be created when special project accounting is less than optimal. Here is one such response:

“Special project funding is another red-tape nightmare sometimes being stalled for a very long time at the district, creating problems when the grantor is demanding deadlines.” (respondent 2035)

1I: Communication of Employee Benefit Information

Some respondents mentioned that they had not received sufficient information about their benefits, but did not provide details. No specific patterns emerged from the responses.

1J: Strategic Planning

The few who mentioned strategic planning did not believe it was occurring at the district level—or that if it was, it was not being communicated broadly.

1K: Participatory Governance

There were only a few comments in this area and no patterns were detectable. Participatory governance was mentioned sporadically in responses to other areas as well.

1L: Research

Most of those responding in this area felt that this was a service that was not currently provided at the district level. Some felt that research needed more resources and were concerned that research data did not sufficiently inform the district planning process. Some complained of inaccurate data. A couple of respondents felt that research resources should be focused at the district level (the LSC) instead of or in addition to the campus level.

1M, N, & O. Access to data/information on students, human resources or finance

There were few comments in this area. The only pattern found was that respondents feel that data access should be improved and expanded.

Question 3: Banner Systems and Internet Resources

Questions 3 and beyond generated far fewer responses than question 1. Most of the responses to question 3 were related to the functionality of Banner systems. No real patterns emerged in the responses, but here are a couple that were typical:

“Looking for information in Banner is not always easy or logical - too many screens with information spread all over.” (respondent 2123)

“Overall interface to Banner Production is awkward and hard to follow. BannerWeb is a great interface; there is no ambiguity about what is needed.”
(respondent 2222)

Question 4: Telecommunications Services

Several respondents consider the videoconferencing system to be unreliable. However, some of those felt that it would not be a useful or efficient technology even if it was fully operational.

Several problems were mentioned regarding telephones, many of which seem to be campus issues. Some respondents questioned the long-distance rules on their campuses. Others said that they had problems getting their telephones installed or serviced. A few respondents requested specific new phone or voicemail features, but these were not consistent.

Question 5: LSC Help Desk

There were only a few responses to this question and no substantial pattern other than that some employees did not know that the LSC Help Desk existed.

Question 6: District Banner Training

The most common response to question 6 was that more training sessions need to be scheduled. In addition, some respondents felt that training should be more detailed and specific to the needs of users in a certain area. Some also requested more handouts or “cheat sheets”.

Question 7: Additional Information Technology Services

There were several comments on this question, but the only pattern was the request for a campus-wide imaging system.

Question 8: Other Additional LSC Services

Two patterns were found here. First, several respondents repeated the request from question 7 for campus-wide imaging systems. Others called for additional district resources for research.

Additional Documents

The survey form itself is attached as an appendix to this report, beginning on page 19. In addition, there are two other documents that accompany this report. The first, “open ended edited document.doc” provides a list of all of the open-ended comments for the entire survey. This would be useful for those who wish to see the responses in greater detail than is provided in the summary above. Second, “frequencies.doc” provides a

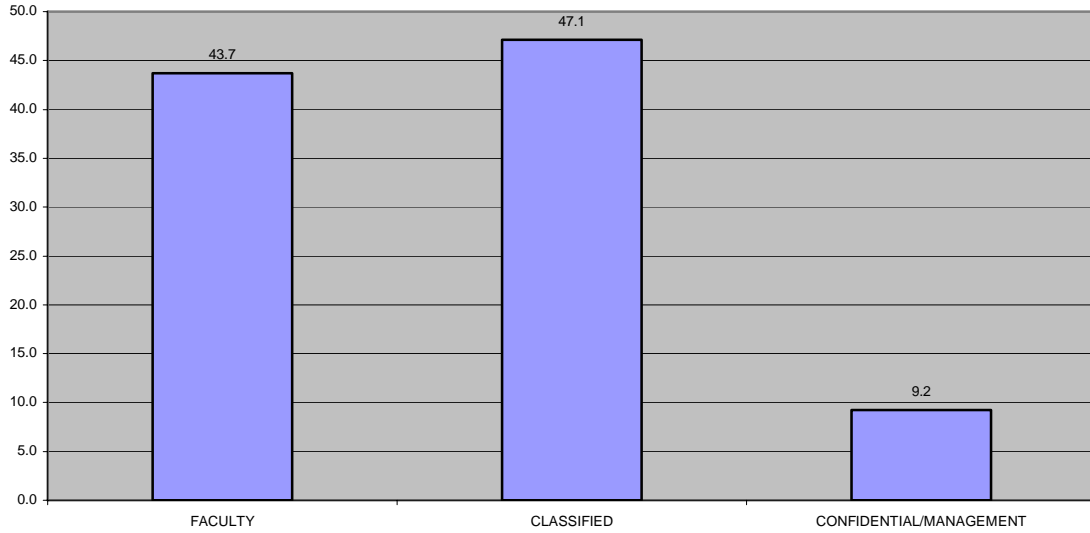
simple table depicting the results of each question asked on the survey. This may be useful for those who wish to see more detailed information showing the number and percentage of respondents who answered each question, rather than the means provided in the charts in this document.

Questions or Comments

This document was assembled by the Porterville College Office of Institutional Research, working with the KCCCD Chancellor's Administrative Council. Questions or comments can be sent to Pam Whitley at survey@kccd.cc.ca.us or (661-336-5109).

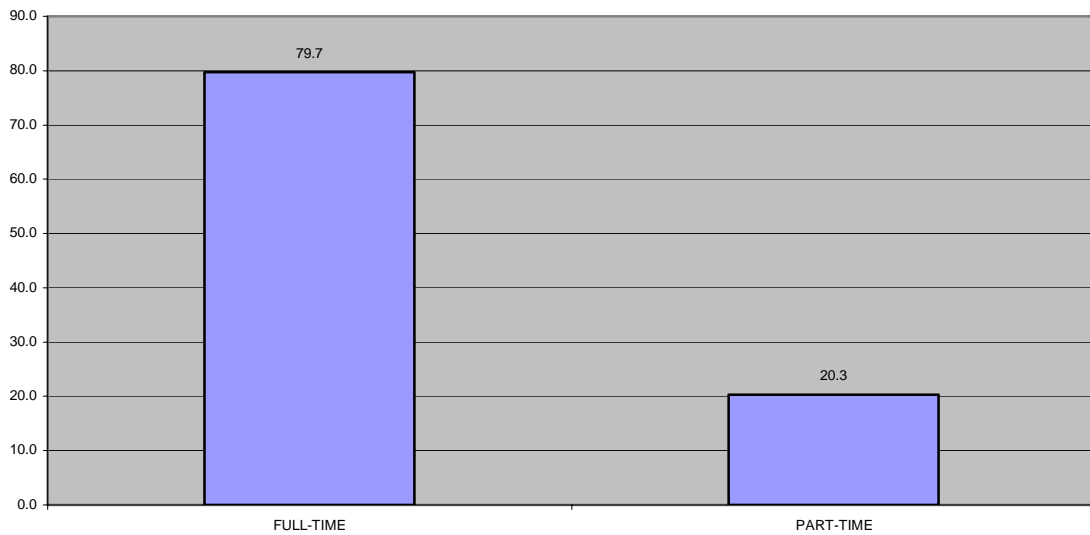
CHARTS

Chart 1: Percent of Employees by Employee Category



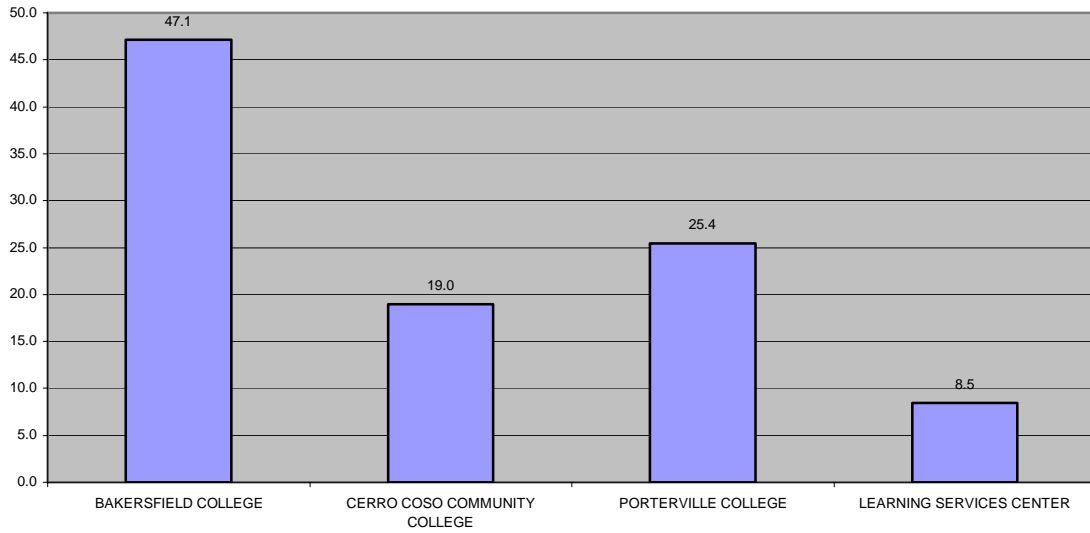
Note: N=293.

Chart 2: Percent of Employees by Full and Part Time



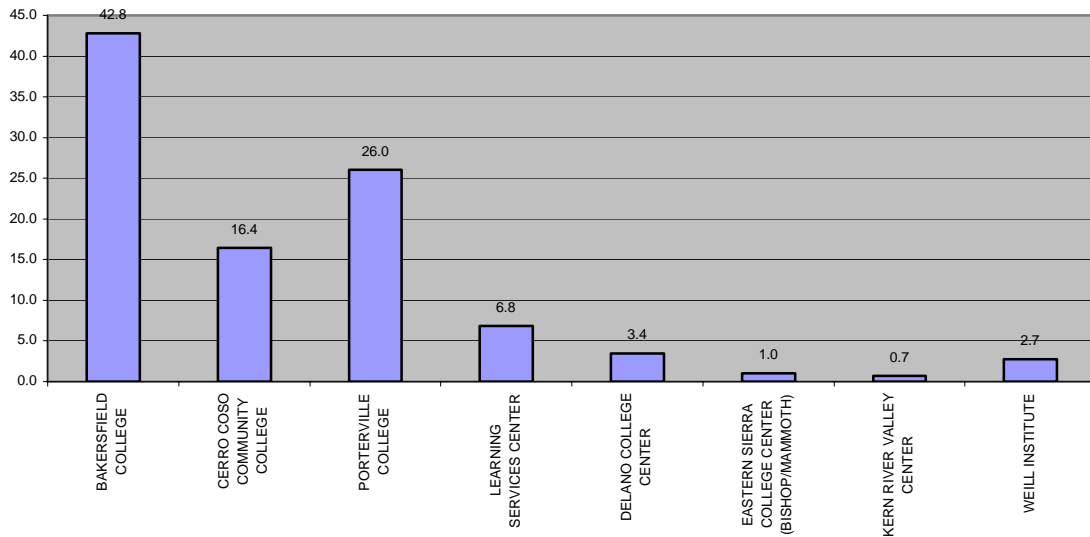
Note: N=296.

Chart 3: Percentage of Employees by College/Entity of Employment



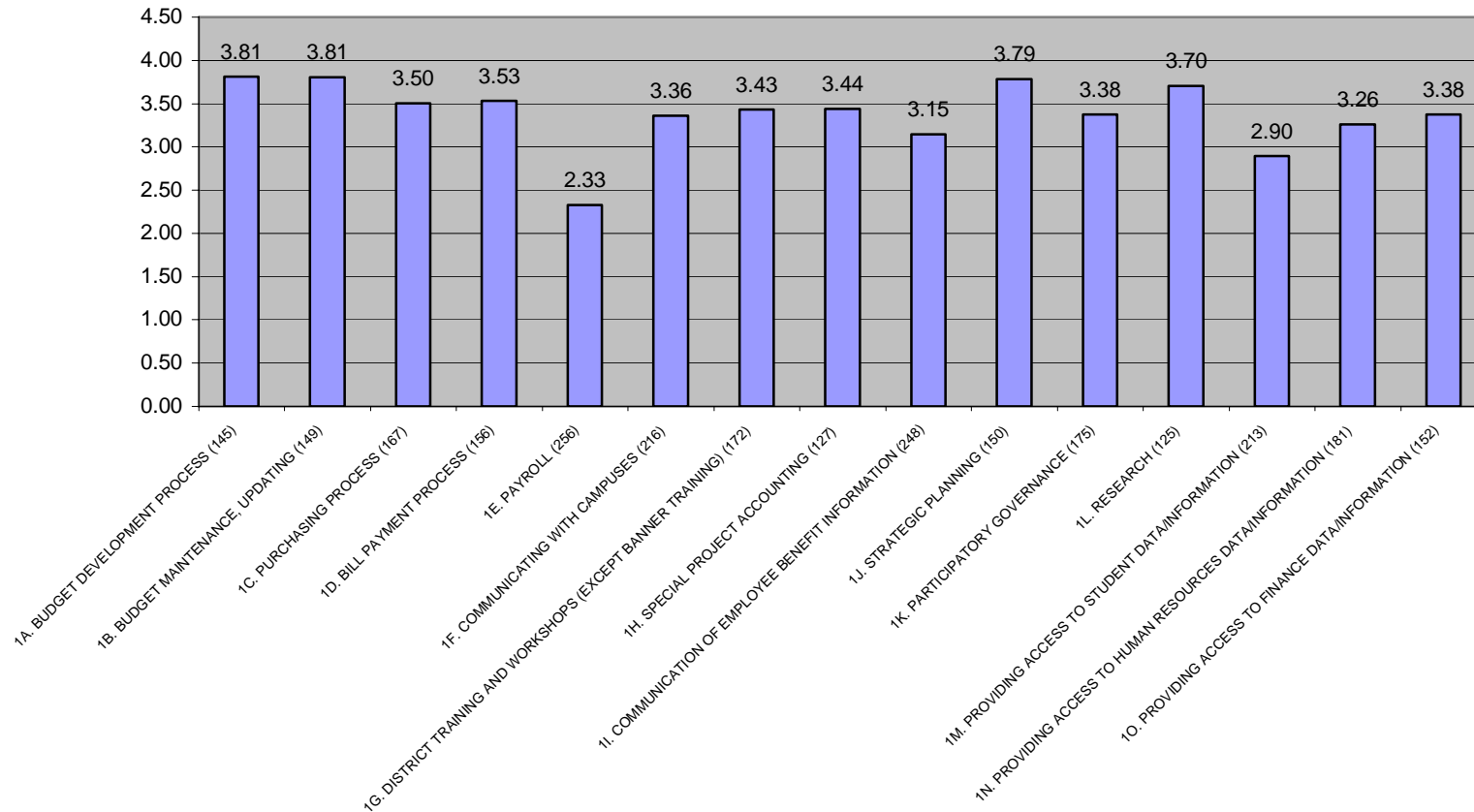
Note: N=295.

Chart 4: Percentage of Employees by Location of Employment



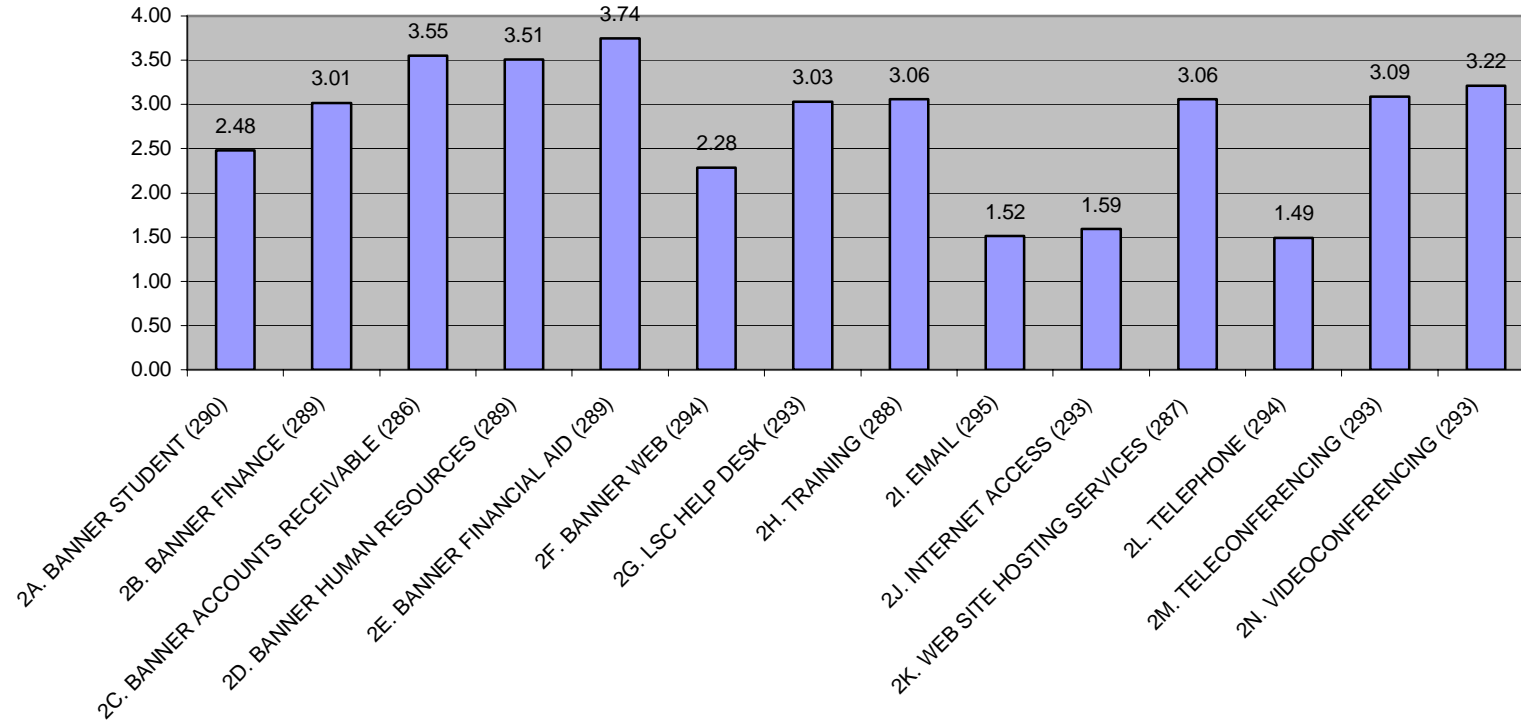
Note: N=292.

Chart 5: Mean (Average) Employee Ratings of Learning Services Center Performance in Various District Activities (Range=1-5, Excellent-Poor; lower mean scores are better performing service areas)



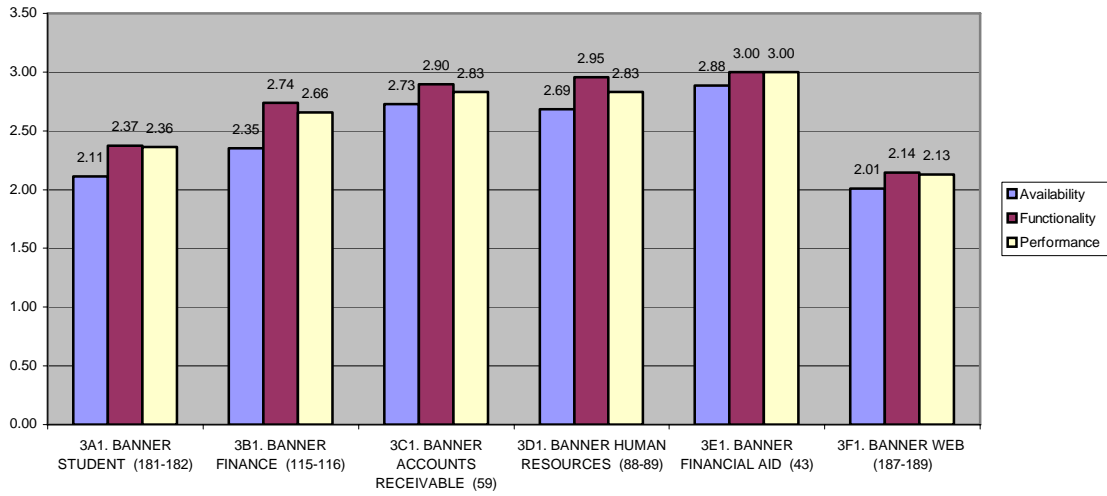
Note: Number responding to each question is in parentheses after the question topic.

Chart 6: Mean (Average) Employee Use of Various Information Technology Services (Scale=1-4, Use Regularly-Never Used; lower mean scores indicate greater use)



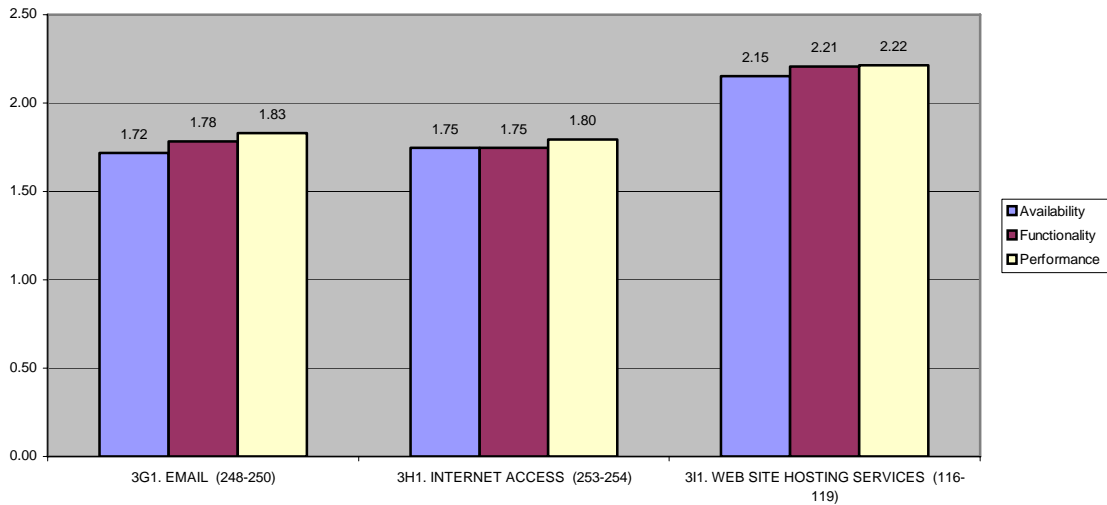
Note: Number responding to each question is in parentheses after the question topic.

Chart 7: Mean (Average) Scores for Availability, Functionality and Performance of Banner Systems (Scale=1-5, Excellent-Poor; Lower Scores are Better)



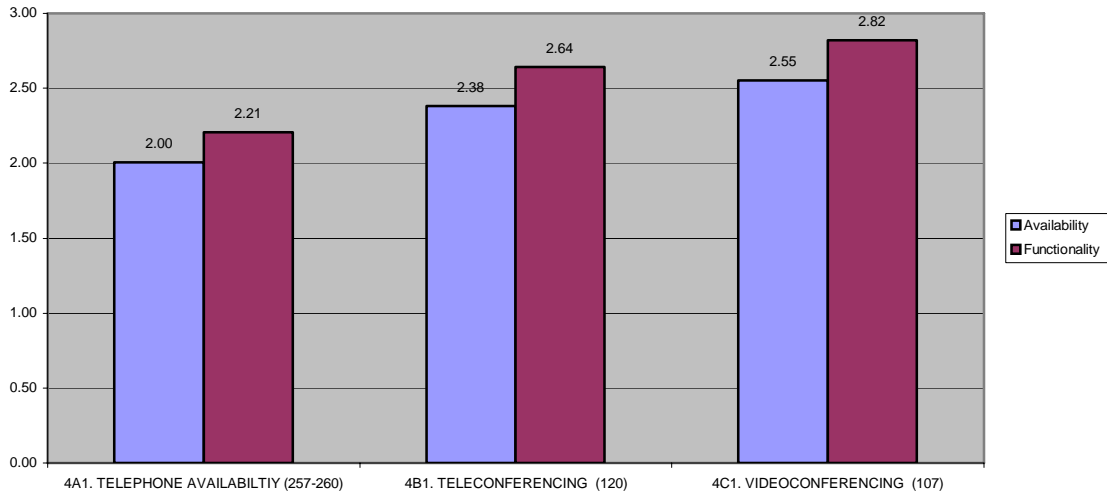
Note: Number responding to each question is in parentheses after the question topic.

Chart 8: Mean (Average) Scores for Availability, Functionality and Performance of Internet Resources (Scale=1-5, Excellent-Poor; Lower Scores are Better)



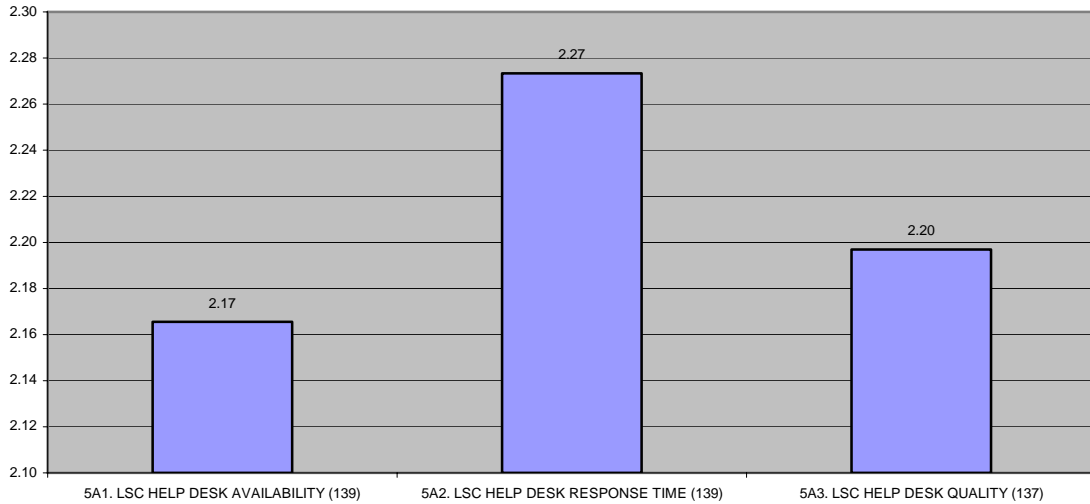
Note: Number responding to each question is in parentheses after the question topic.

Chart 9: Mean (Average) Scores for Availability and Functionality of Telecommunications Services (Scale=1-5, Excellent-Poor; Lower Scores are Better)



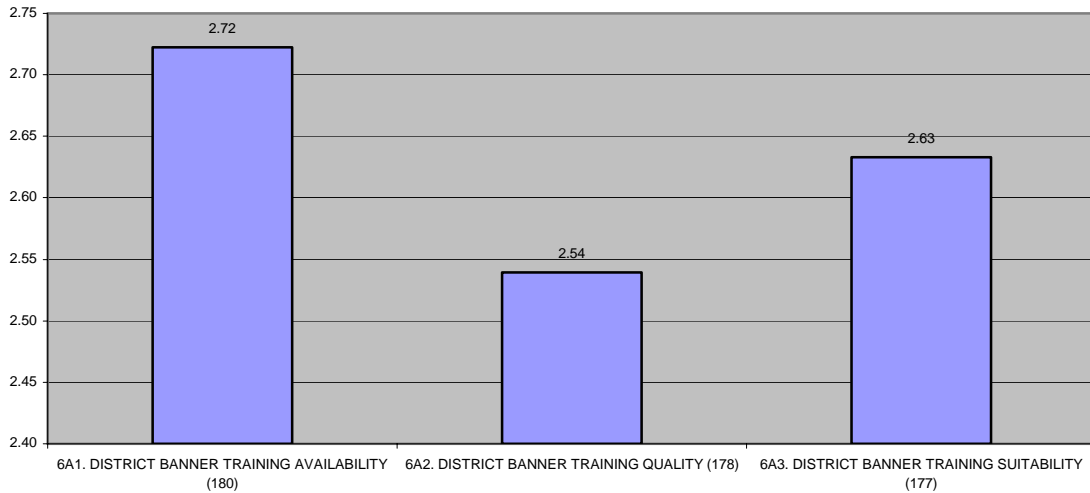
Note: Number responding to each question is in parentheses after the question topic.

Chart 10: Mean (Average) Scores for Availability, Response Time, and Quality of Learning Services Center Help Desk (Scale=1-5, Excellent-Poor; Lower Scores are Better)



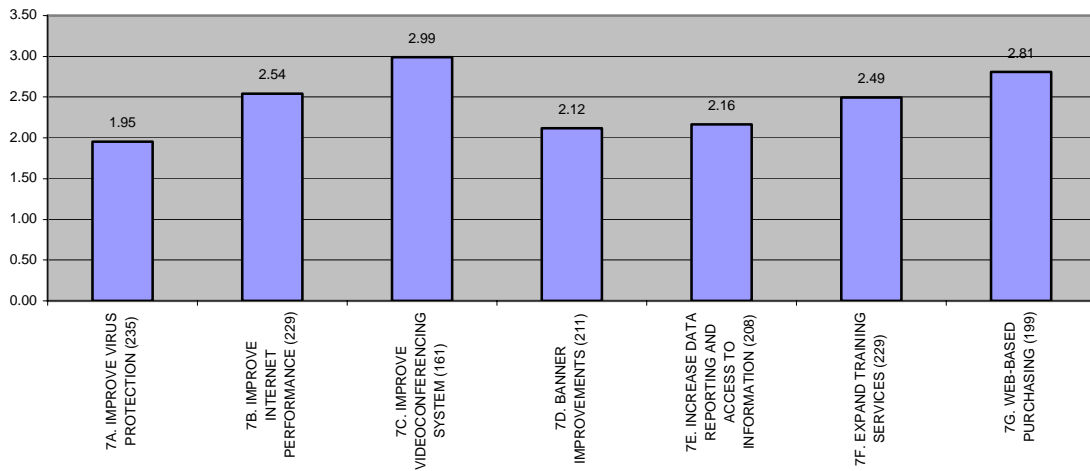
Note: Number responding to each question is in parentheses after the question topic.

Chart 11: Mean (Average) Scores for Availability, Quality, and Suitability of District Banner Training (Scale=1-5, Excellent-Poor; Lower Scores Are Better)



Note: Number responding to each question is in parentheses after the question topic.

Chart 12: Mean (Average) Employee Priority Ratings for New Information Technology Projects (Scale=1-5, Very High Priority-Not a Priority; Lower Scores Indicate Higher Priority Projects)



Note: Number responding to each question is in parentheses after the question topic.

APPENDIX
Kern Community College District
Learning Services Center (District Office)
Service Quality Survey
Fall 2002

Dear KCCD employee,

The following survey is designed to gather information that will help Kern Community College District improve in the services it offers through the Learning Services Center (formerly called the District Office). Your answers to the questions below will help us in determining service needs and areas for improvement. The survey is completely anonymous and confidential. If you have any questions, please contact Pam Whitley at (661) 336-5109 or survey@kccd.cc.ca.us.

FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION.
ERASE MARKS COMPLETELY TO MAKE A CHANGE.

1. Please evaluate how well the **Learning Services Center** (the KCCD District Office) performs in each of the following District activities.

<i>Category</i>	Excellent	Very Good	Good	Fair	Poor	Don't Know
a. Budget Development Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Budget Maintenance, updating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Purchasing Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Bill Payment Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Communicating With Campuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. District Training and Workshops (except Banner Training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Special Project Accounting (categorical funds, grants, contract education, enterprise funds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Communication of Employee Benefit Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Strategic Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Participatory Governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Providing Access to <i>Student</i> Data/Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Providing Access to <i>Human Resources</i> Data/Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Providing Access to <i>Finance</i> Data/Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered 'fair' or 'poor' for any of the above questions, please explain briefly below (*Note question letter with your explanation*):

2. Please describe how much you have used each of the following Learning Services Center (District Office) information technology services.

<i>Category</i>	Use regularly	Use occasionally	Used a few times	Never used
Banner systems				
a. Banner <i>Student</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Banner <i>Finance</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Banner <i>Accounts Receivable</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Banner <i>Human Resources</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Banner <i>Financial Aid</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Banner <i>Web</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT support services				
g. Learning Services Center (District Office) Help Desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet resources				
i. Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Internet Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Web Site Hosting Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telecommunications				
l. Telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Teleconferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Videoconferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please rate each of the following services in terms of *availability* (**how available the service is when needed**), *functionality* (**usefulness of the service to your needs**), and *performance* (**speed of service/system response time**). If you have not used a particular service, please mark “have not used” for all three items for that service.

<i>Category</i>	Excellent	Very Good	Good	Fair	Poor	Have not used
Banner systems						
a. Banner <i>Student</i>						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Banner <i>Finance</i>						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Banner <i>Accounts Receivable</i>						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Banner <i>Human Resources</i>						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Banner <i>Financial Aid</i>						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Banner <i>Web</i>						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet resources						
g. Email						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Internet access						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Web Site Hosting Services						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered ‘fair’ or ‘poor’ for any of the above questions, please explain briefly below (*Note question letter with your explanation*):

4. Please rate each of the following **telecommunications** services in terms of *availability* (**how available the service is when needed**) and *functionality* (**usefulness of the service to your needs**). If you have not used a particular service, please mark “have not used” for both availability and functionality for that service.

Category	Excellent	Very Good	Good	Fair	Poor	Have not used
a. Telephone						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teleconferencing						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Videoconferencing						
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered ‘fair’ or ‘poor’ for any of the above questions, please explain briefly below (*Note question letter with your explanation*):

5. Please rate the Learning Services Center (District Office) **Help Desk** service in terms of *availability* (**how available the service is when needed**), *response time* (**how quickly you receive help**), and *quality* (**overall value of help provided**). If you have never used the Help Desk, please mark “have not used” for all three measures.

	Excellent	Very Good	Good	Fair	Poor	Have not used
a. Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Response time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered ‘fair’ or ‘poor’ for any of the above questions, please explain briefly below (*Note question letter with your explanation*):

6. Please rate the **District Banner training** you have received in terms of *availability* (**how available training is when needed**), *quality* (**overall value of training**) and *suitability* (**appropriateness of training you received to the work you do**). If you have never received District Banner training, please mark “have not used” for all three measures.

<i>Category</i>	Excellent	Very Good	Good	Fair	Poor	Have not used
a. Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Suitability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered ‘fair’ or ‘poor’ for any of the above questions, please explain briefly below (*Note question letter with your explanation*):

7. In addition to maintaining the current infrastructure, Learning Services Center (District Office) Information Technology staff need your feedback to prioritize **new projects** for allocation of resources (staff time and funding). Please rate how high a priority each of the following items are to you.

<i>Category</i>	Very High Priority	High Priority	Medium Priority	Low Priority	Not a Priority	No Opinion
a. Improve Virus Protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Improve Internet Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Improve Videoconferencing System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Banner Improvements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Increase Data Reporting and Access to Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Expand Training Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Web-based Purchasing (bookstore, event tickets, foundation donations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What additional services, not currently provided by the Learning Services Center (District Office) Information Technology department, do you think should be added?

8. What additional services (**other than information technology**) not currently provided by the Learning Services Center (District Office), do you think should be added?

Demographics (these items are for statistical purposes only)

9. What category of employee are you? (select only one)

- Faculty
- Classified
- Confidential/Management
- Child Development Center Teacher

10. Is your employment with KCCCD full or part time? (select only one)

- Full-time
- Part-time

11. Which college/entity do you work for? (select only one)

- Bakersfield College
- Cerro Coso Community College
- Porterville College
- Learning Services Center (District Office)

12. At what location do you do most of your work? (select only one)

- Bakersfield College
- Cerro Coso Community College (IWV)
- Porterville College
- Learning Services Center (district office)
- Delano College Center
- Eastern Sierra College Center (Bishop/Mammoth)
- Kern River Valley Center
- South Kern Center (Edwards AFB)
- Weill Institute