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University IT Service Quality Benchmark Survey™

Staff Sector Report

7 December 2018

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Introduction

Once again, I am pleased to be able to provide you with the sector wide results of the IT Service Quality Benchmarking (ITSQB) staff survey. It's been great to see an increased number of universities taking us up on our offer to discuss the results with you in person or over the phone, and even to provide our first podcast of the results. For those of you who haven't been able to meet with myself or one of our senior consultants so far, I encourage you to do so whenever convenient.

You will however notice that, unfortunately, participation has dropped off this year with 10 universities participating in the current round of the survey. The reasons for this are a little unclear, but may be due to some clients switching to a two year cycle rather than surveying every year, and a lot of changes in Service Desk Manager and IT Director positions. Additionally, a number of our clients have also undertaken a university wide engagement survey with us this year, and so wanted to avoid any overlap between the two. In any event, we are intending to put in place some strategies to boost participation again in 2019. Some of these will include: a low-cost (no frills) option for universities that would like to participate but are unsure of the value yet, a proposal to deidentify the bottom few performers in the sector report (although we would appreciate your views on this), recognising not just the highest result but also the university that has achieved the greatest change (launched this year), and more active promotion of the survey to clients that have not taken part for some time.

You will also find a couple of new items in the report this year, with details around satisfaction with Audio/Visual equipment and remote AV support now being included, as well information on what channels people are using to access self-help support. As always, we are interested in any further information that can be included in subsequent surveys, so please feel free to let us know of any improvements you would like to see to the survey or the reports.

And finally, our two awards for the survey go to the **University of Adelaide** for the highest benchmark score, and **Flinders University** for the highest year-on-year improvement. These details will be published in the next CAUDIT newsletter.

Kind Regards,

Ben Eastment

Senior Consultant

Executive Summary

Background

2018 is the tenth year of the University IT Service Quality Benchmark survey, and is the third year in which the survey has been conducted by Voice Project (following the acquisition of the survey from Systems Thinking). Participation was lower than in 2017, with 10 universities included in the current report (compared to 18 previously). To maintain the open and collaborative spirit of the ITSQB project, universities are only provided with a copy of the current report if they participated in the current year and have their results included in the report. There are 21 separate universities that have taken part in the survey since 2016.

All university level results in this report are now rounded to the nearest whole percentage point, whilst sector level results are reported to one decimal place. For the sake of ranking and sorting results, the graphs and charts presented still reflect the data in its raw form, so those with a ruler and a sharp eye may see some slight discrepancies between universities on apparently the same score, but we wouldn't recommend reading much into such differences.

Methodology

An invitation email containing a link to the survey was sent to a total of 57,056 members of university staff, resulting in 12,457 responses (compared to 23,864 in 2017). The average response rate across universities was 24.3%. This is consistent with the previous result of 22.3%, but still substantially above the historical average of around 16% - 17% prior to 2016. It is pleasing to see that the increase continues to be maintained, and thus appears to represent a real shift in ongoing staff participation.

As in previous years, most universities offered an incentive, although it was the use of frequent targeted reminder emails that seemed to have the strongest impact on response rates. Most surveys were open for a two-week period, with some extending in to a third week or longer.

Changes in the benchmark

In 2018 participating universities achieved benchmark scores ranging from 74% T2B to 84% T2B (where T2B, or Top Two Box, is the proportion of responses falling in the top two categories for any question's response set). This is something of an improvement on the previous range of 67% to 86%, but likely reflects the smaller cohort this year. The average benchmark has shifted up from 74.5% in 2017 to 78.1% in 2018. Similarly, the median (or mid-score) in 2018 is 77.4%, up noticeably from the previous median of 73.1%.

As in previous years, in 2018 the benchmark score has been calculated by assessing satisfaction with the service streams of Phone, On-site Support, Remote Assistance Support, and the impact of Third-Tier teams. The benchmark is the mean T2B score of questions asking about technical skills, helpfulness, understanding of impact, and questioning skills across each of the service streams. The third-tier teams are those that become involved when the issue to be resolved is complex, or requires higher technical capability than normally available at the initial support tiers.

The sector view

Overall, in 2018 ten universities (100%) have achieved a service quality benchmark score that is in the green target zone of greater than or equal to 70%. The University of Adelaide has again achieved the highest benchmark (84), however they are closely followed by both Griffith University and Victoria University. Flinders University showed the greatest year on year improvement, with a 7-point shift in their benchmark score since 2017.

We continue to see that generally the universities with lower scores are pulled down by the impact on service quality of the third-tier teams (Infrastructure, Data Base, Applications, etc). These third-tier teams can have a significant impact on service quality measures when involved in providing support for complex or on-going problems. In many instances, these teams are perceived to have poor communication processes, lack effective communication skills, and tend not to believe they have support responsibilities. The lower performing universities also tend to have noticeably lower results on phone support than those that achieved higher overall benchmark scores. As phone support tends to be the first instance in which customers encounter IT Support, a poor response here may often lead to lower impressions overall.

Detailed demographics are available in the Appendices, but are summarised below:

Cohort size and response rates

	Cohort Size	Number of Responses	Average Response Rate
Total	57,056	12,457	24.3%

When averaging across universities, the average response rate was 24.3%, ranging from a high of 44% to a low of 16%. All universities had more than the minimum required 350 responses to the survey. The cohort size and response rate figures are based on the number of participants invited to the survey, and may differ from total reported staff numbers (see appendix F).

Time at university

	Less than a year	Between 1 & 3 Years	More than 3 Years
Sector Mean	14.3%	20.3%	65.4%

Almost two thirds of the respondents had been at the university for more than three years.

English as a second language

	English is first language	English is not first language
Sector Mean	79.8%%	20.2%%

Across universities, there was a wide range in the percentage of staff who reported that English was not their first language (from 11.6% to 28.8% reporting English as a second language).

Gender

	Female	Male	Other / Prefer not to say
Sector Mean	60.3%	35.5%	3.3%

The ratio of female to male respondents is typical for most university surveys conducted in Australia and New Zealand, where the ratio is around 60:40 female to male respondents.

Preference for support type

	Self-help	Email	Live chat	Web Portal	Phone	Remote Desktop	Walk-up / On-site visit	None of these
Sector Mean	6.7%	21.3%	15.2%	7.8%	31.8%	16.8%	13.9%	0.6%

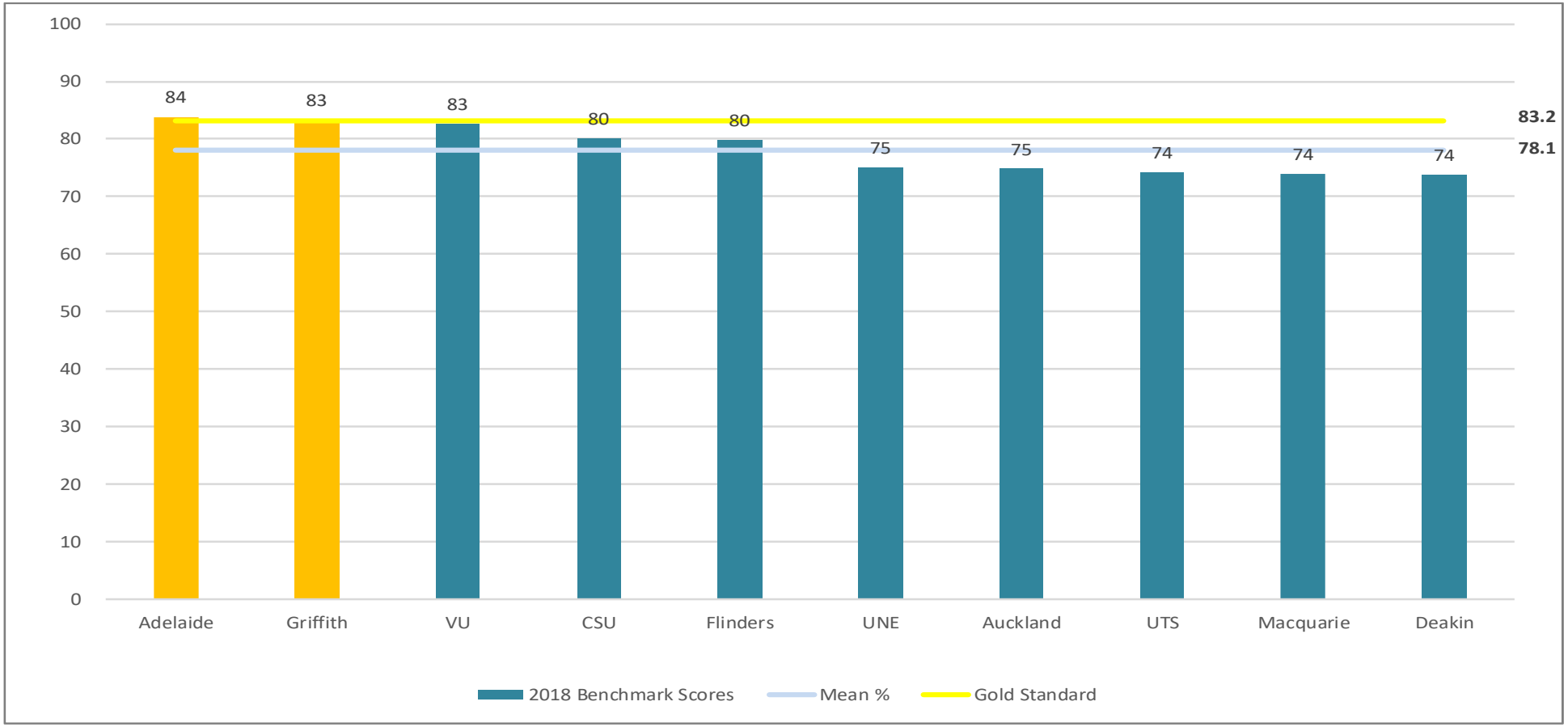
The sector wide support channel preference is still strongly favouring phone support. Email is second with Remote Assistance third. Preference for on-site visits has dropped slightly to 13.9% (previously 14.6%), and appears to be trending downwards. This may reflect an increase in effectiveness of the other support streams.

2018 Benchmark results ranking table

University	2018 Benchmark Score	2018 Rank
Adelaide	84	1
Griffith	83	2
VU	83	3
CSU	80	4
Flinders	80	5
UNE	75	6
Auckland	75	7
UTS	74	8
Macquarie	74	9
Deakin	74	10

All universities in the current cohort are providing a high level of service (T2B score of 70% or higher) to the staff service consumers. The universities with the highest results are generally providing top quality consistent support across most measured service channels. Universities with lower results are often providing relatively poorer communication back to the service consumers for on-going or complex problems and receive lower results on phone support (both of which are key drivers of general satisfaction with IT support).

All universities 2018 benchmark score



On any given chart in this report, the gold standard is the mean of the top quartile scores, and any results at or above this level are coloured as such. It indicates the highest level of service quality achieved across the sector. Any remaining results in the high range of 70% and above are shown in blue, the middle range of 50% to 70% are shown in amber, and those below 50% are shown in red. The median benchmark score in 2018 is 77.4% and the mean is 78.1%. The mean can be considered a useful target as it typically represents a balance between service quality and resource allocation.

The remainder of this document provides a comparison of the individual support functions and various other metrics that are covered by the survey.

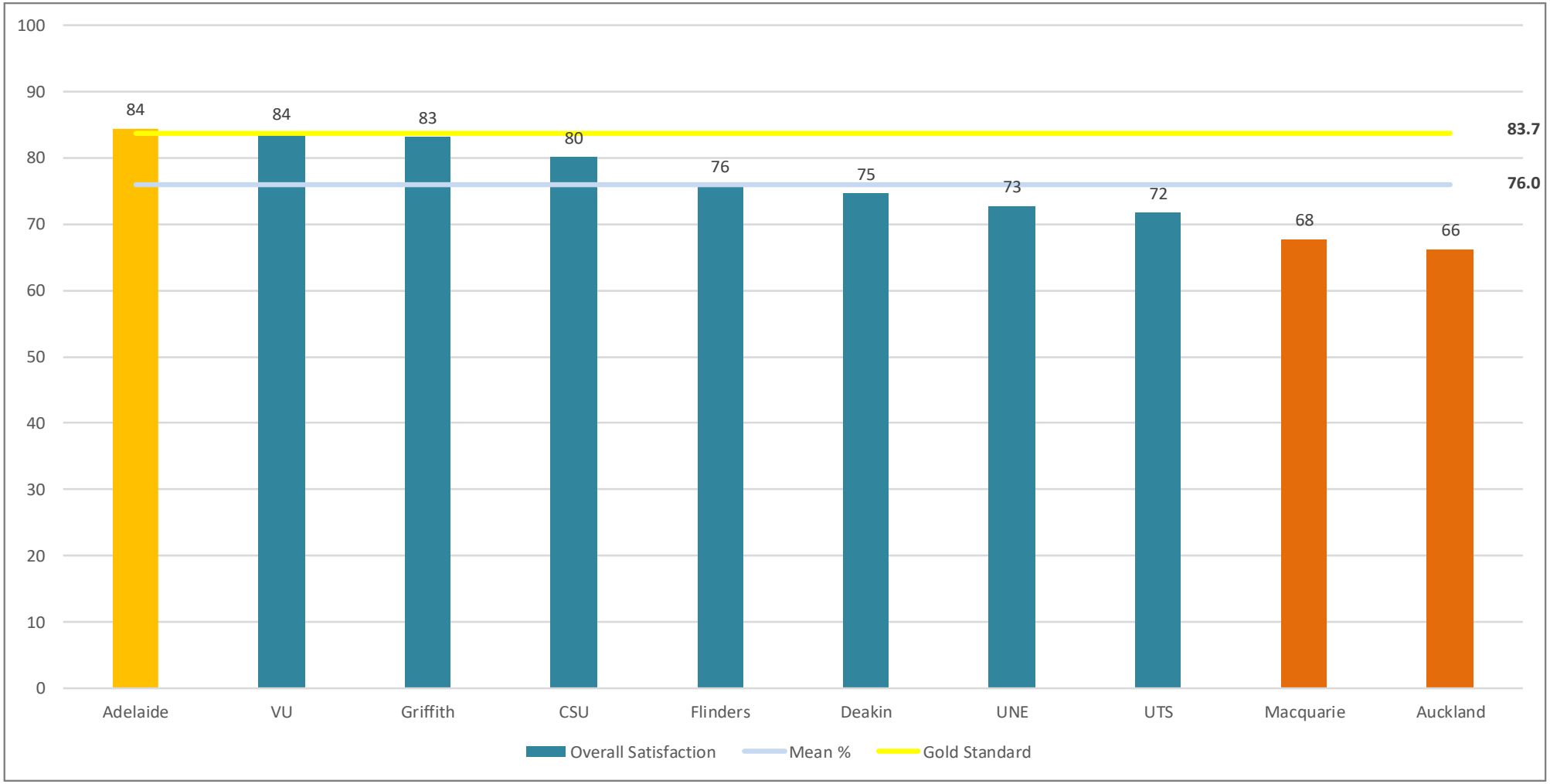
Overall Service Quality

The first question respondents are asked is for their overall satisfaction with IT Support Services. This captures their initial response, before moving on and asking for details about various aspects of the service quality for different delivery modes (the exception being UTS, who place this question at the end of their survey). Overall satisfaction is not used in the benchmark calculation as it should track closely with the individual service mode scores.

Overall satisfaction usually correlates very highly with the phone support results for most universities. This is because phone support is generally the most frequently used by those seeking IT support, often the first point of contact, and generally the most popular method. Therefore, when initially asked about their impression of IT service, people's first thought tends to be focussed on phone support. Whilst satisfaction with ongoing or complex issues is also a strong predictor of overall satisfaction, fewer people experience these types of issues and those that do are generally less satisfied overall. Once other support modes are asked about individually (self-help, remote assistance, on-site support, and third-tier impact) the scores for the support lines tend to diverge from the overall satisfaction score.

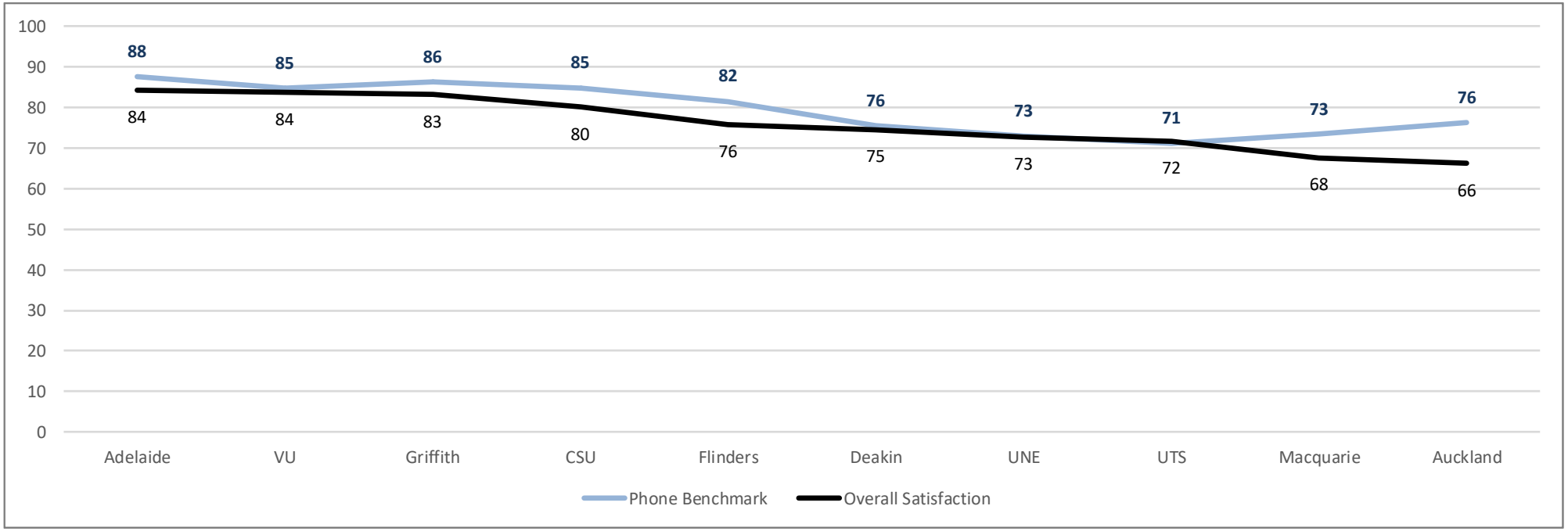
The chart on the following page shows the scores for all universities for overall satisfaction. No results were in the low region (below 50%), and indeed most fell into the high region (70% and over). Apart from third-tier support, the overall impression scores are lower than each of the individual service measures and may indicate expressions of dissatisfaction caused by changes within the universities such as restructures, moving IT staff around etc, rather than actual dissatisfaction with the IT Support service in those universities. Alternatively, it could indicate a role for better managing the impression of IT Support generally, as staff tend to be happier with the individual support services that they deal with than with IT as a whole.

Service quality measured by overall satisfaction



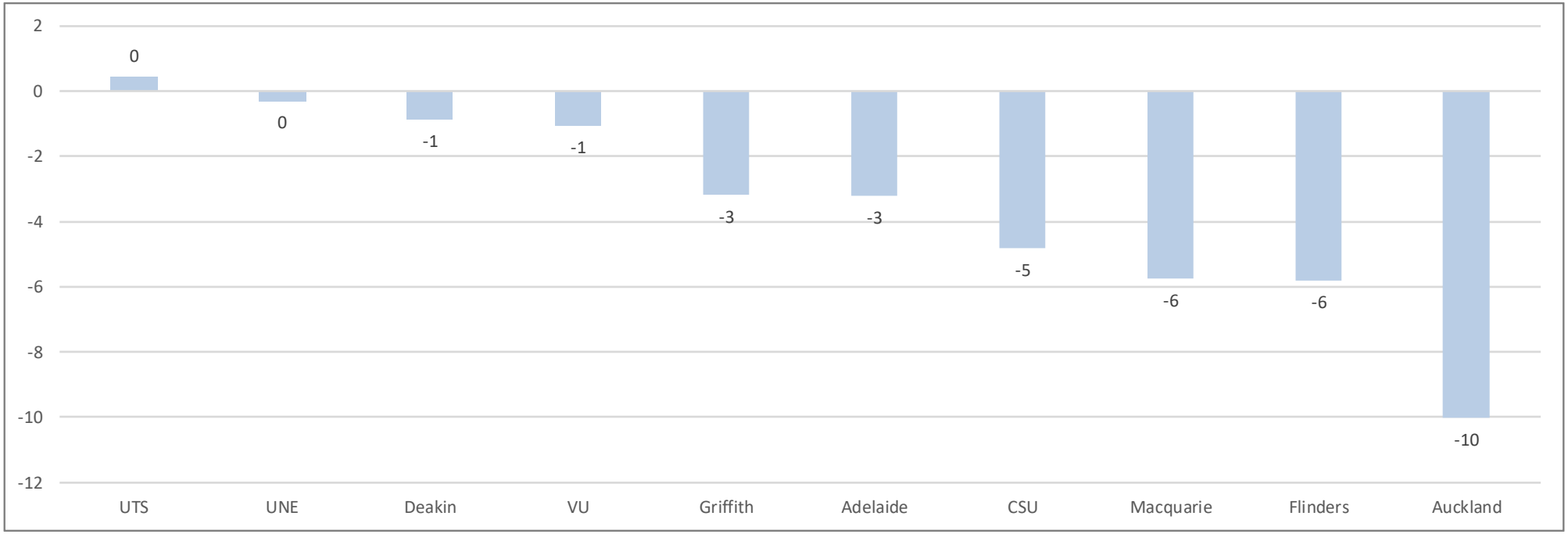
Question 1 (Overall satisfaction) is not a benchmark question.

Phone benchmark score vs overall satisfaction



Whilst strongly correlated, the phone benchmark scores tend to be above the overall satisfaction scores. This may suggest a role for managing staff's perceptions of IT as a whole, or could indicate that other factors are impacting on overall satisfaction instead. Typically, these would be restructuring or significant change within the university, but might also reflect a high bad experience ratio or a very low third-tier impact rating.

Difference between overall satisfaction and phone benchmark



A larger negative score indicates the phone support functions may be operating relatively well, but there is weaker satisfaction with IT as whole that is likely due to some issue other than the phone support team's service delivery.

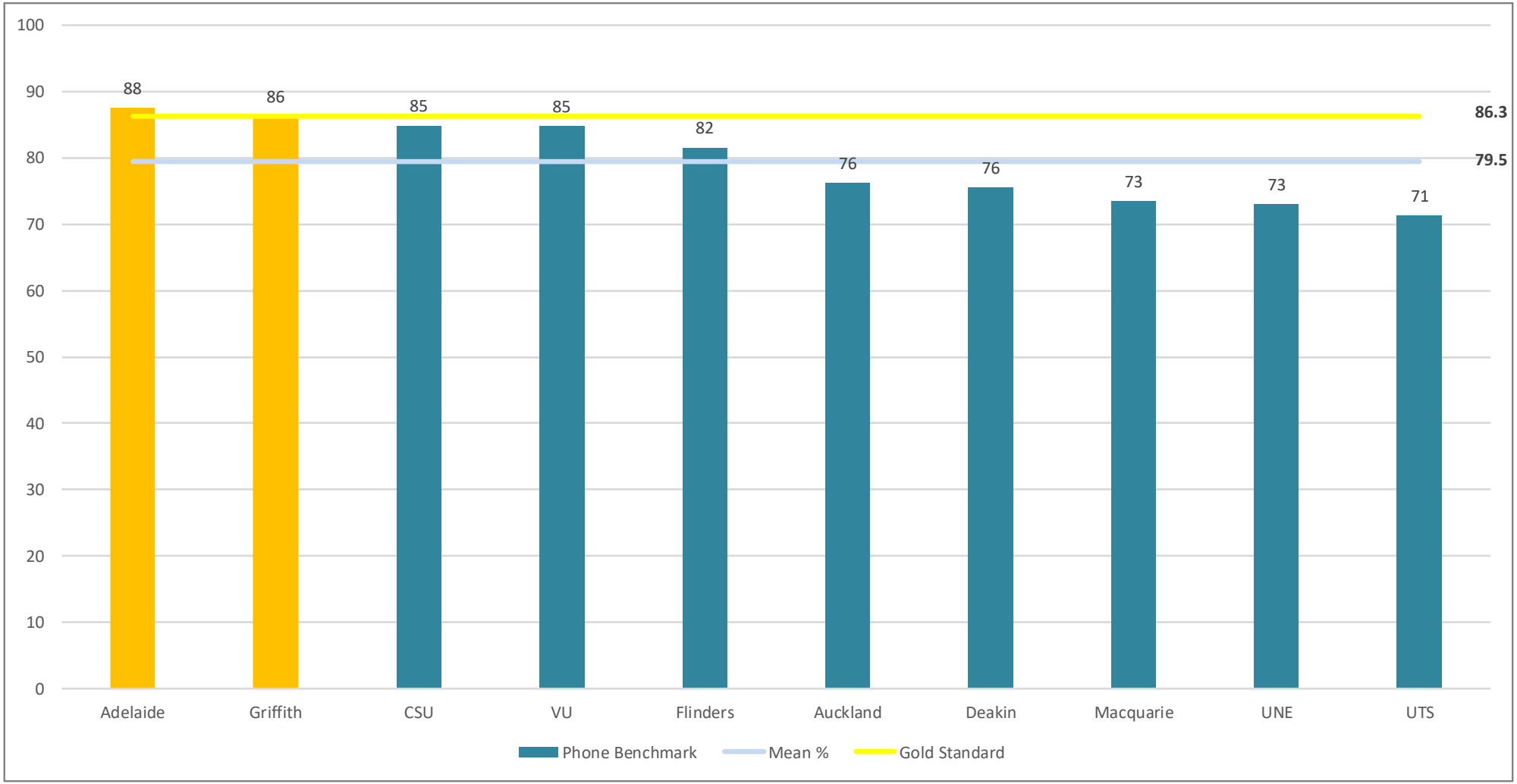
Phone Support Section

There are four questions to assess aspects of service quality for phone support. Two metrics relate to technical capability and the other two to interpersonal or relationship metrics. Questions to ascertain the quality of the phone support benchmark metrics up to and including 2018 are:

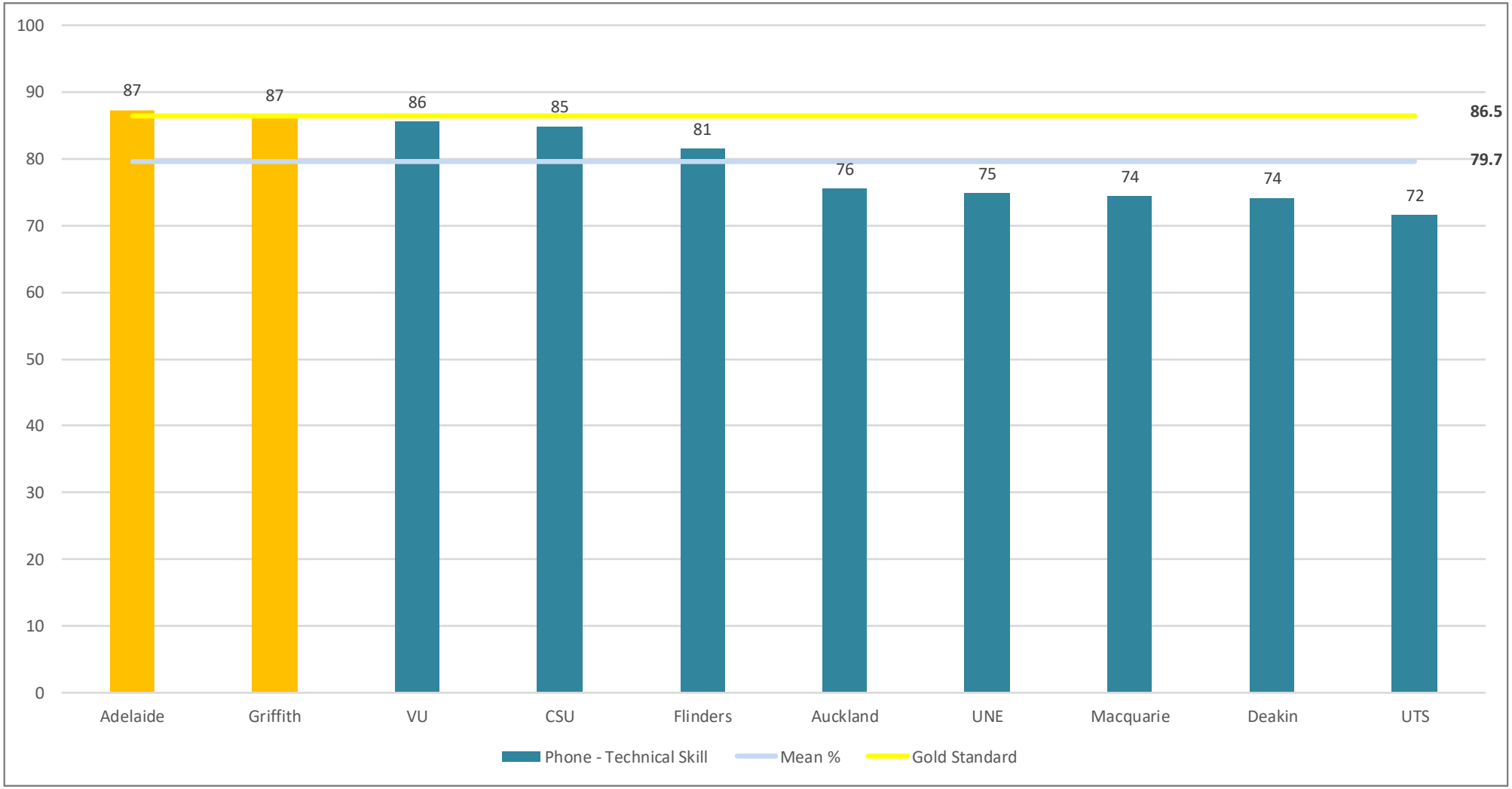
Question
The phone support team's technical skills are **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
The phone support team's helpfulness is **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
The phone support team's understanding of the impact of your problem is **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
The phone support team's questioning skills to identify and understand the nature of the problem are **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**

The following pages show the individual metric scores (mean %T2B) for each of the benchmark questions.

Phone benchmark score

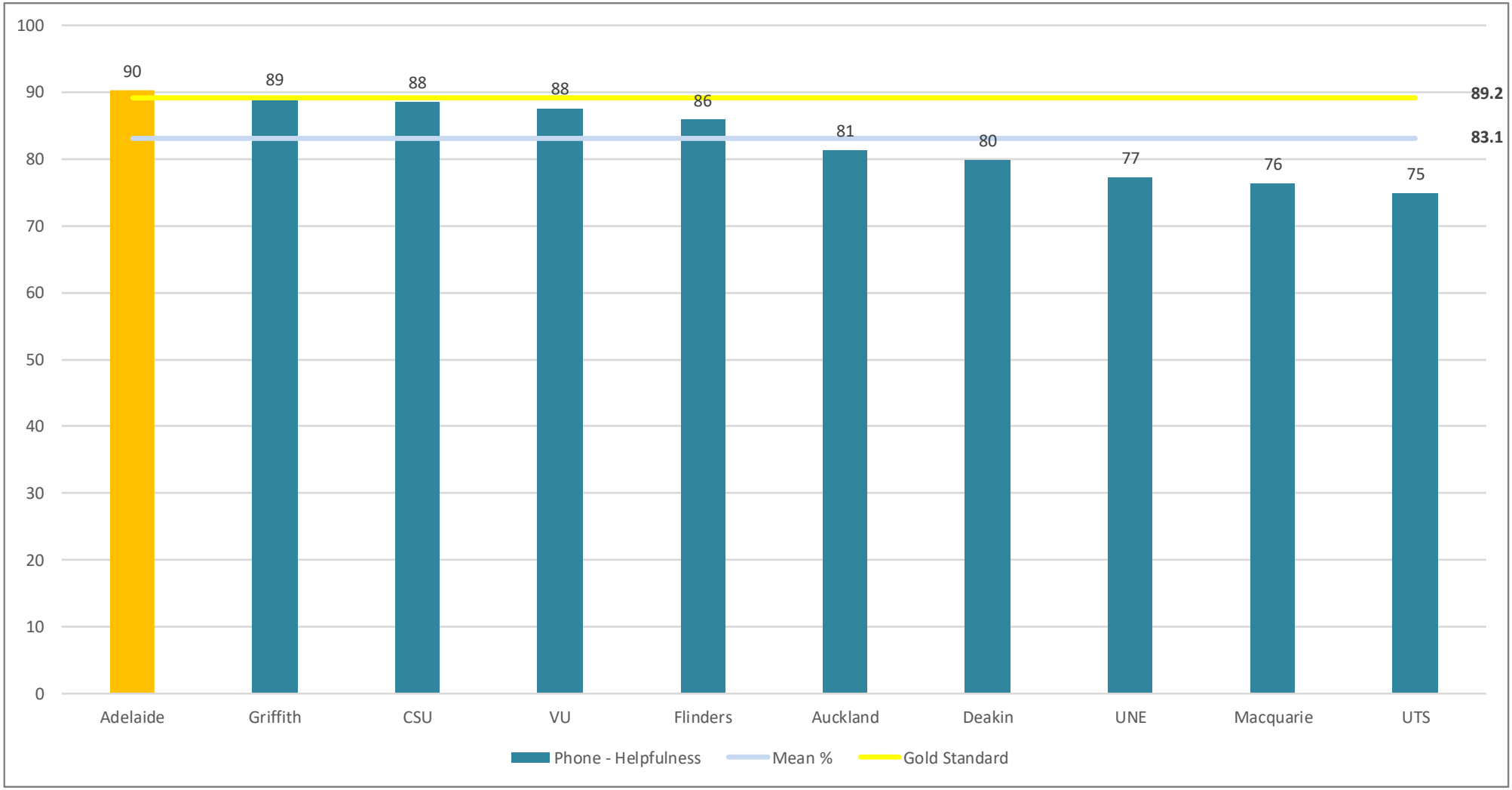


Phone technical skill



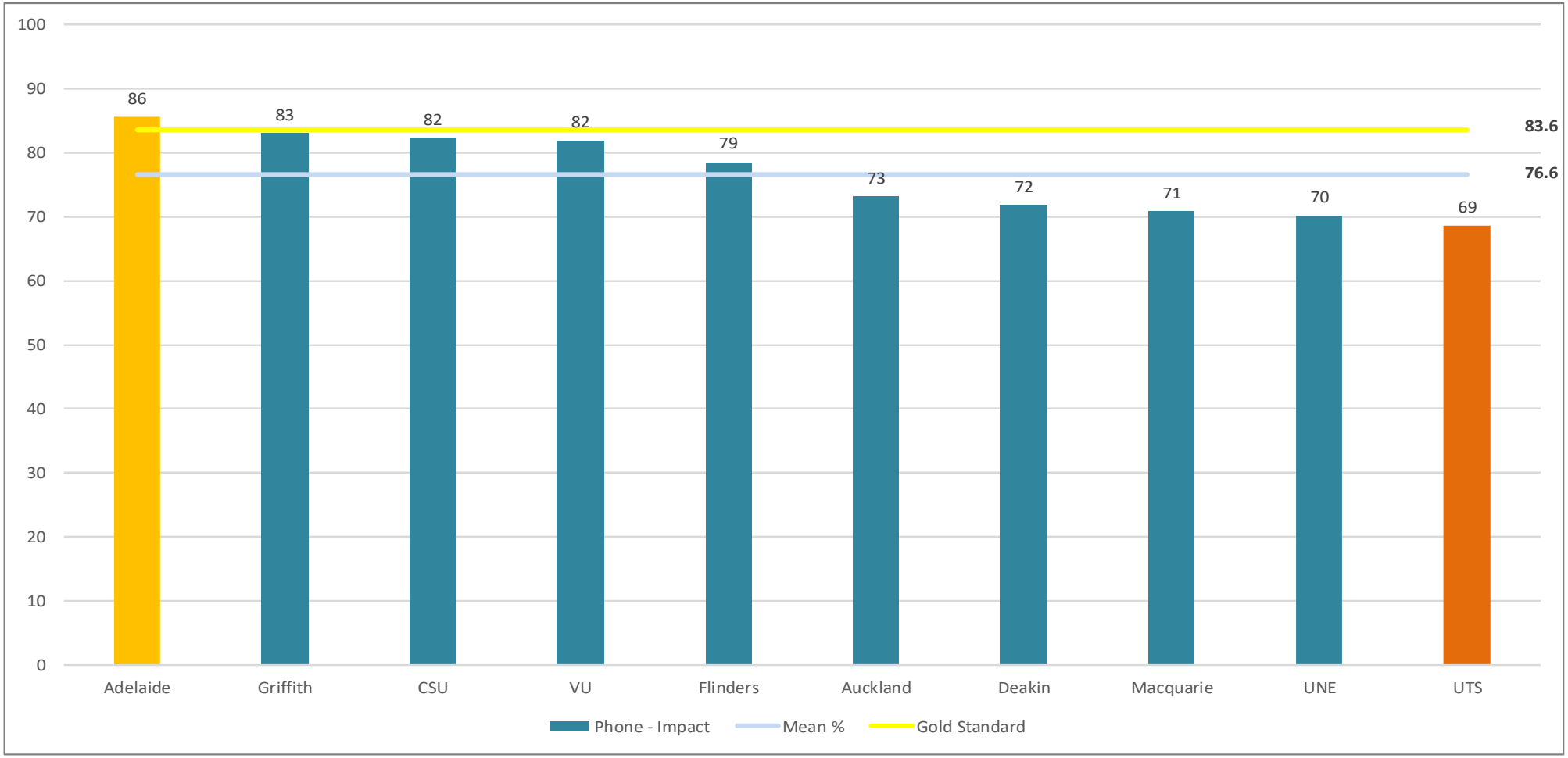
All universities are achieving results in the high range (>=70%) for perceived technical skills of the phone support teams.

Phone helpfulness



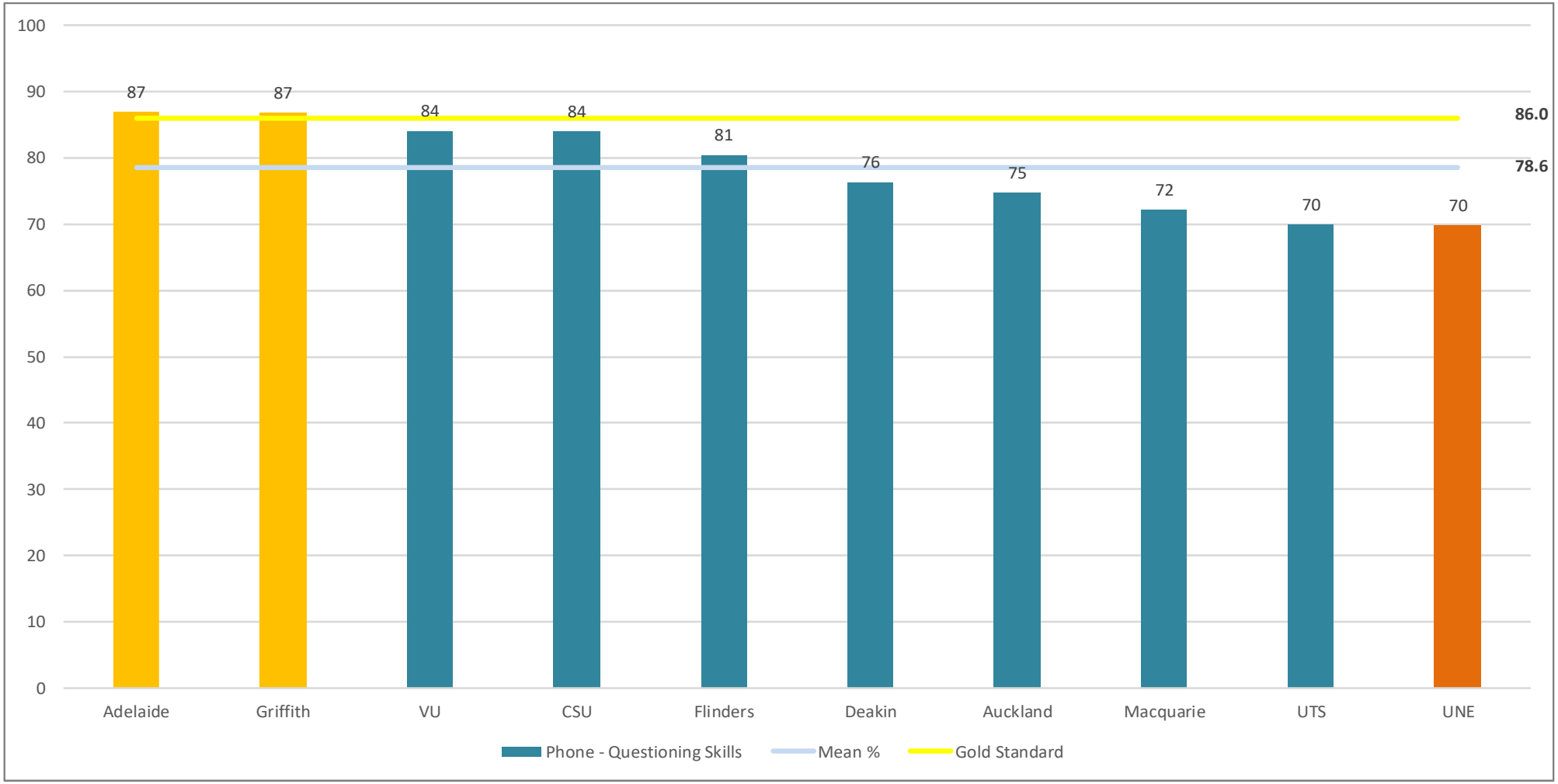
Helpfulness scores are all in the high range. This should be a very straightforward high scoring metric for motivated teams.

Phone understand the impact on the service consumer



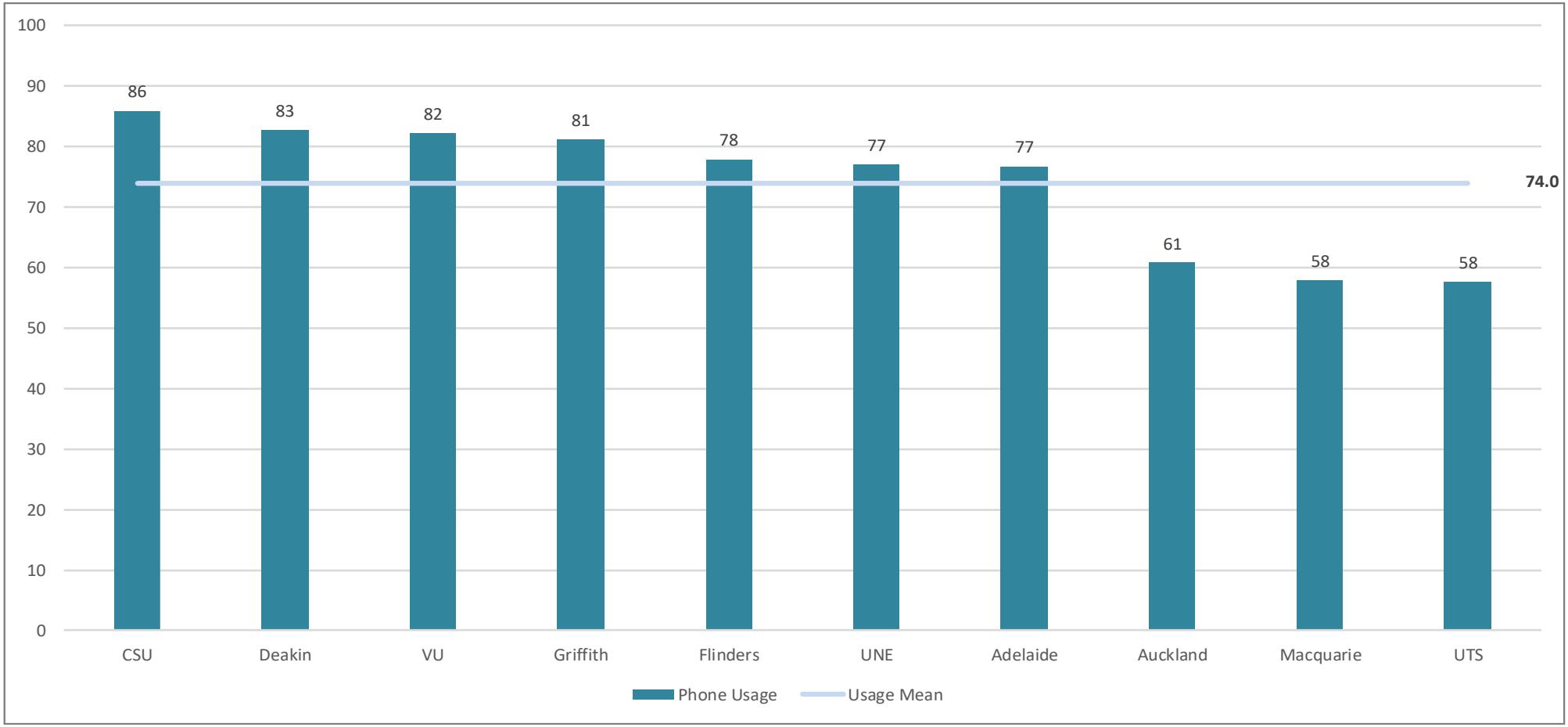
Like helpfulness this metric should be high, but we see here that it is actually the lowest performing measure for phone support teams. Asking the end user about timing and impact when the issue type is non-standard, complex or urgent will significantly lift this score. Teams can develop help scripts to assist in ensuring the end users see consistent quality service and feel that their situation is appreciated.

Phone questioning skill



As with the previous item, universities with lower results may benefit from introducing some standard scripts and questions to help identify the issue. There may also be a role for training in trying to get at the root cause of an issue.

Percentage of cohort responding to phone support



This chart shows the proportion of people who indicated they had used the phone support service as a percentage of the total number of respondents. The range is from CSU where 86% of the respondents indicated they received support via a phone based interaction, to UTS where only 58% of the respondents indicated having experienced IT phone support services. Overall, usage of phone support services has dropped by about 3 percentage points since 2016, which may indicate a shift instead towards self-help or online support.

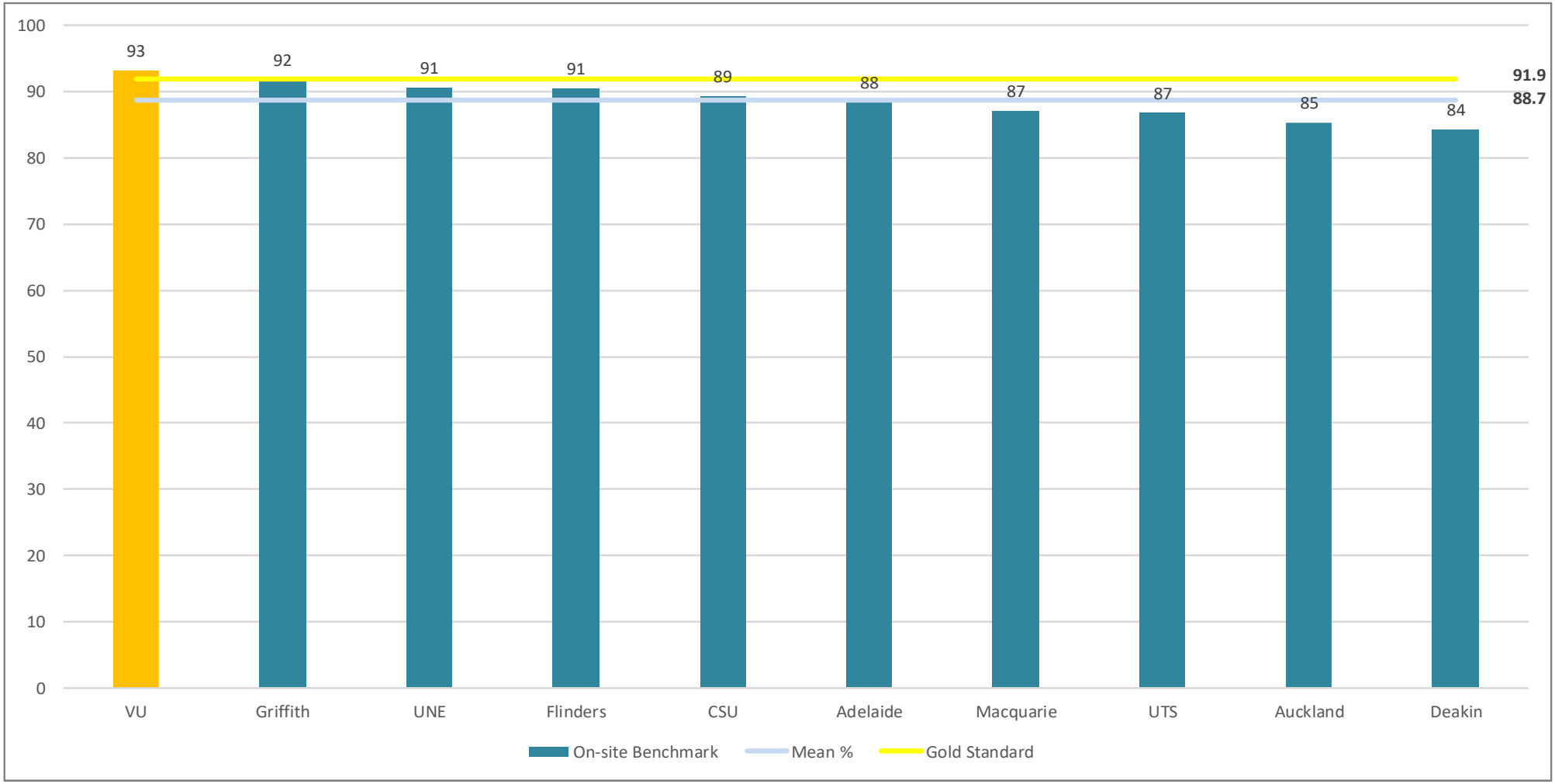
On-site Support

There are four questions to assess aspects of service quality for On-site support. Two metrics relate to technical capability and the other two to interpersonal or relationship metrics. Questions to ascertain the quality of the phone support benchmark metrics up to and including 2018 are:

Question
The On-site support team's technical skills are **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
The On-site support team's helpfulness is **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
The On-site support team's understanding of the impact of your problem is **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
The On-site support team's questioning skills to identify and understand the nature of the problem are **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**

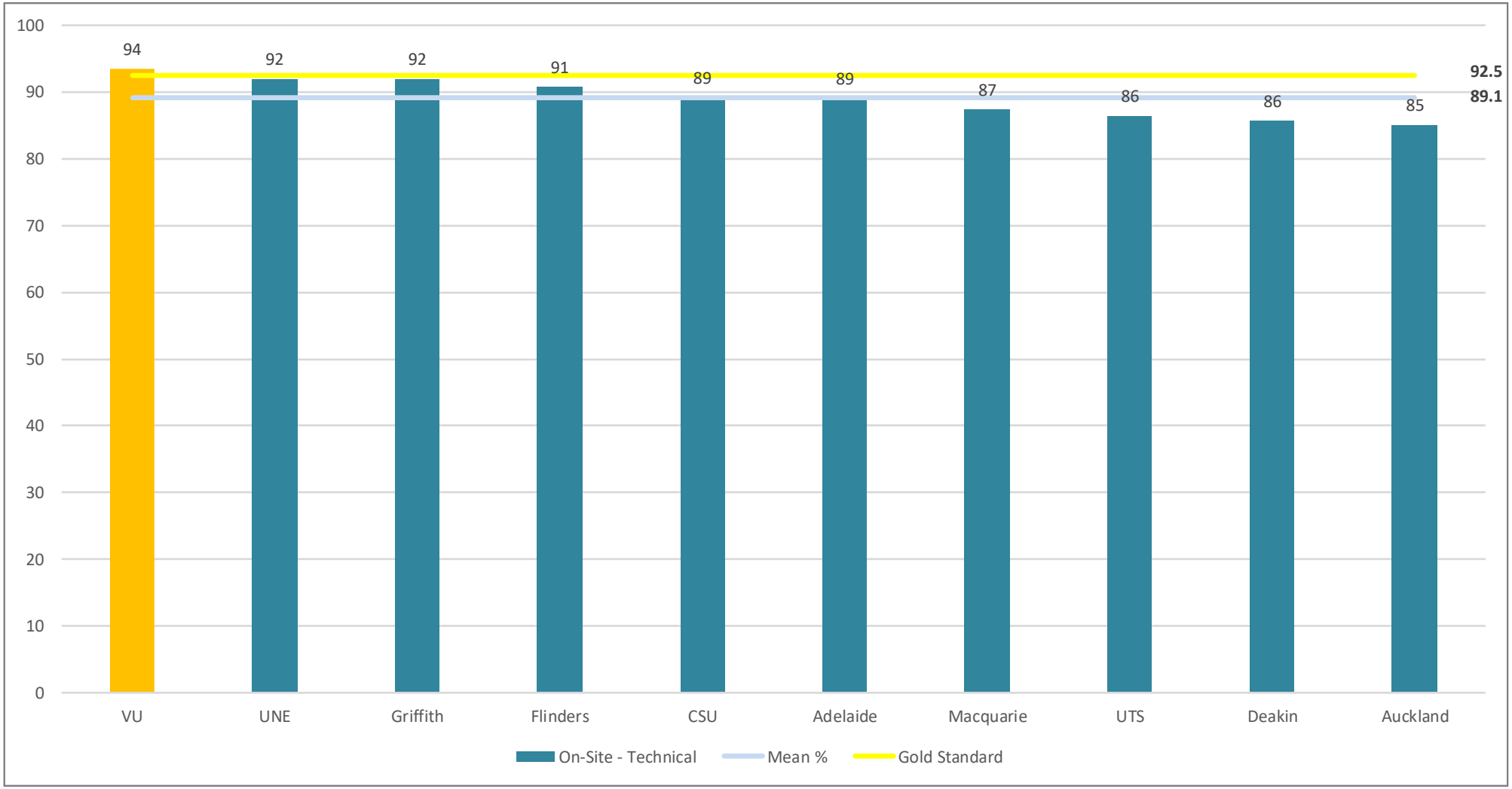
The following pages show the individual metric scores (mean %T2B) for each of the benchmark questions.

On-site benchmark score

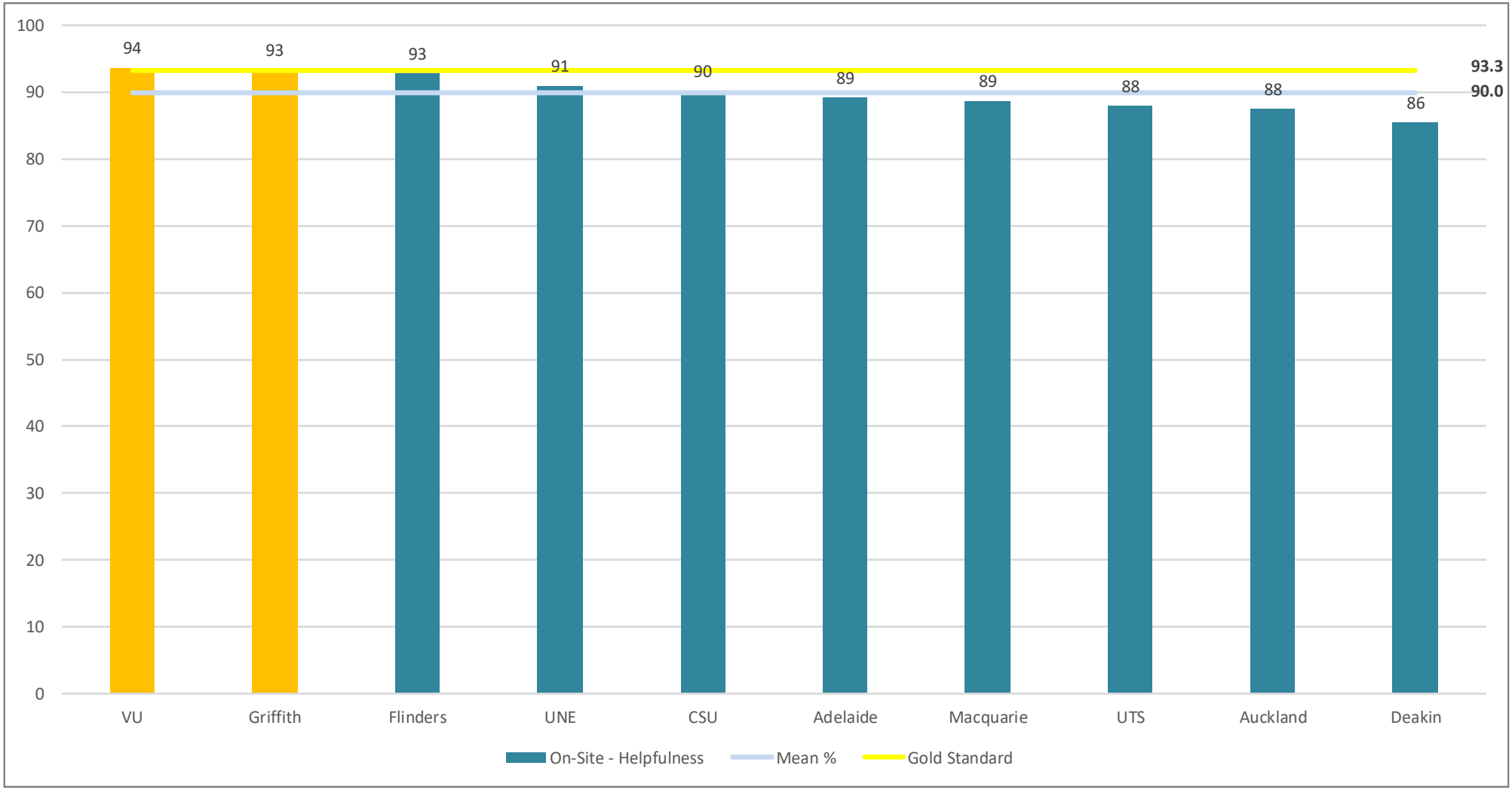


Once again, the On-site support teams achieved the highest average ratings (88.7) across the benchmark measures, which is likely due to the more personal nature of a call-out visit. However, remote support is now almost identical at 88.2. All universities scored in the high range for on-site support.

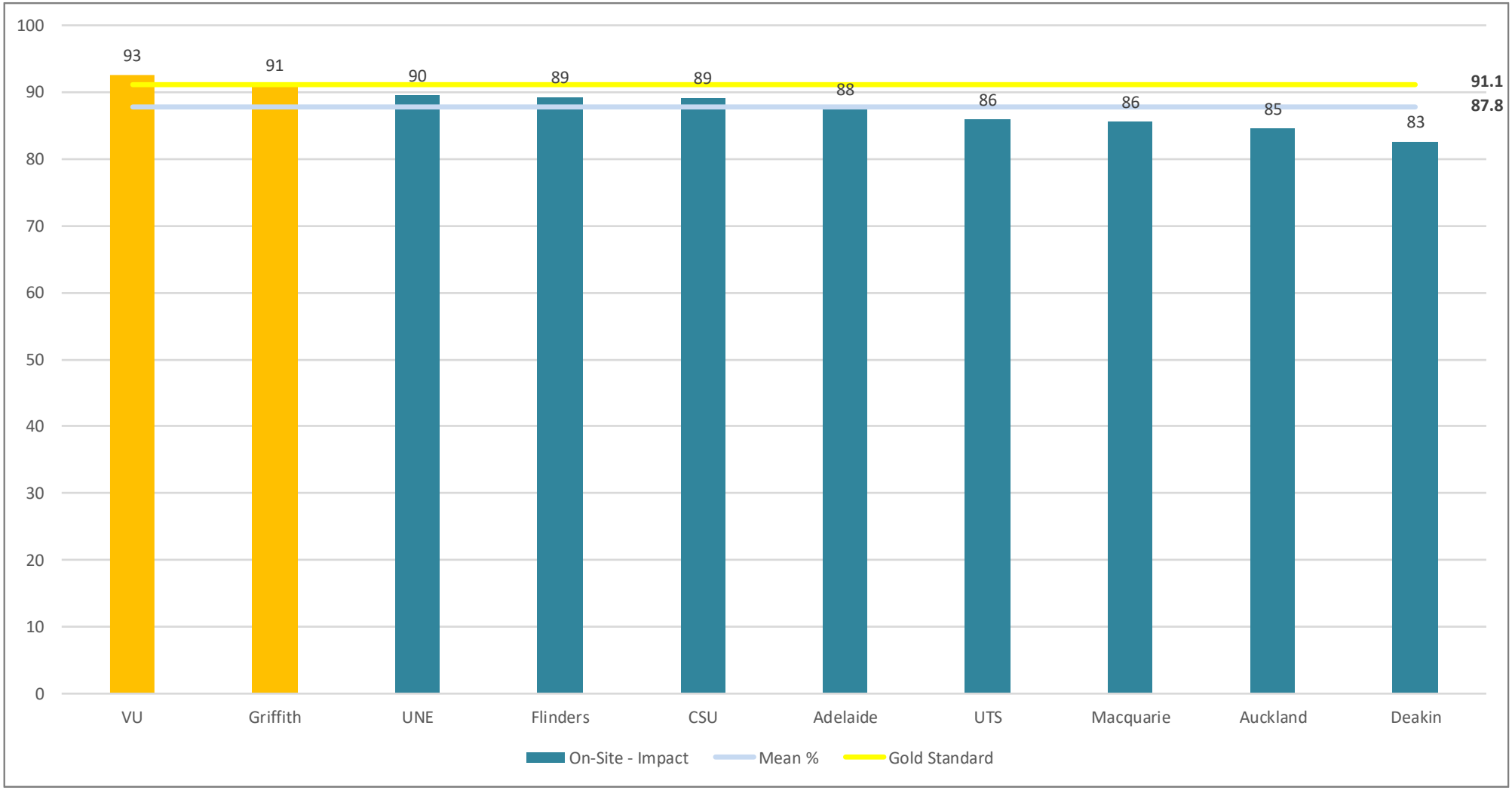
On-site technical skill



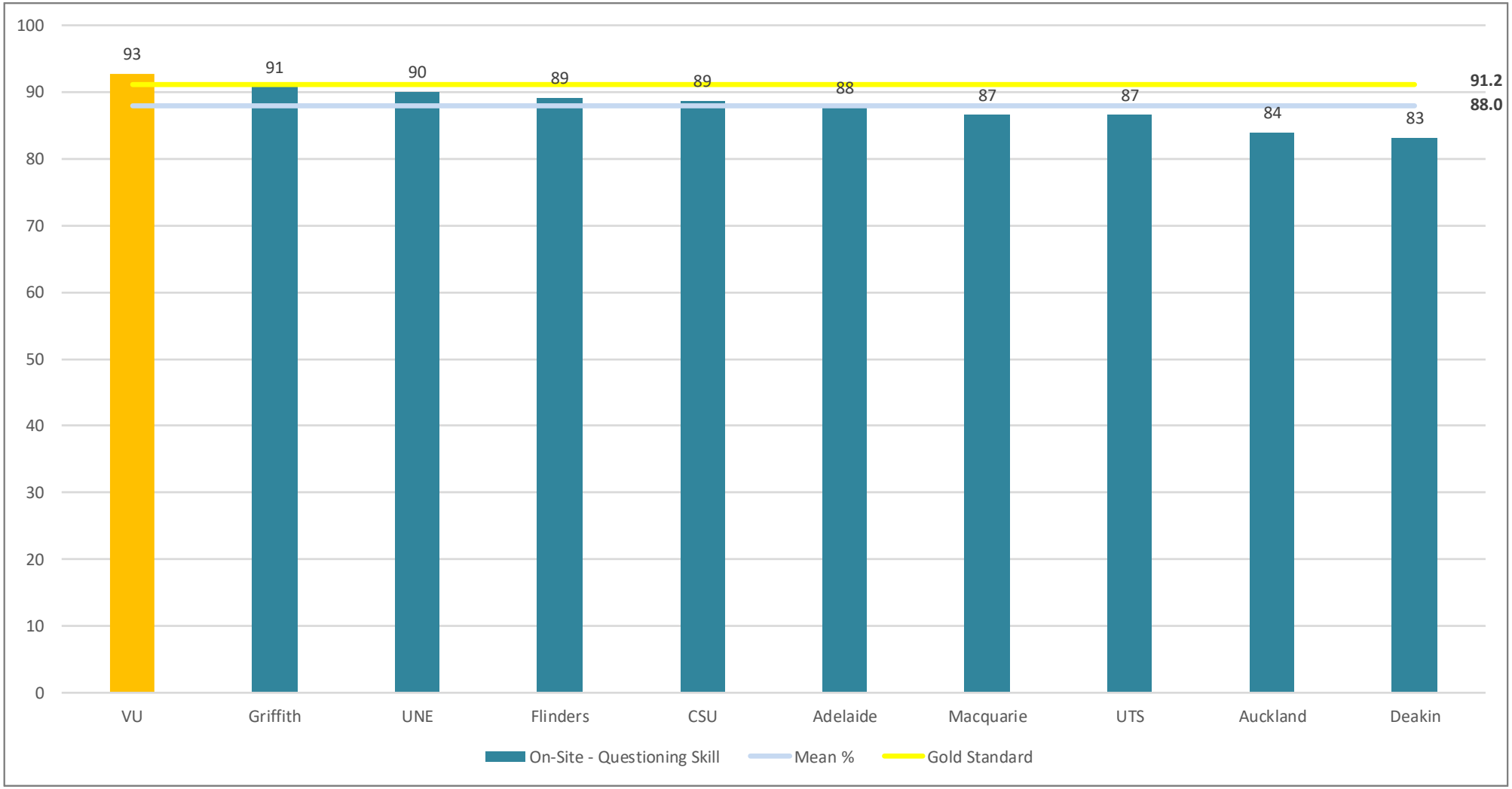
On-site helpfulness



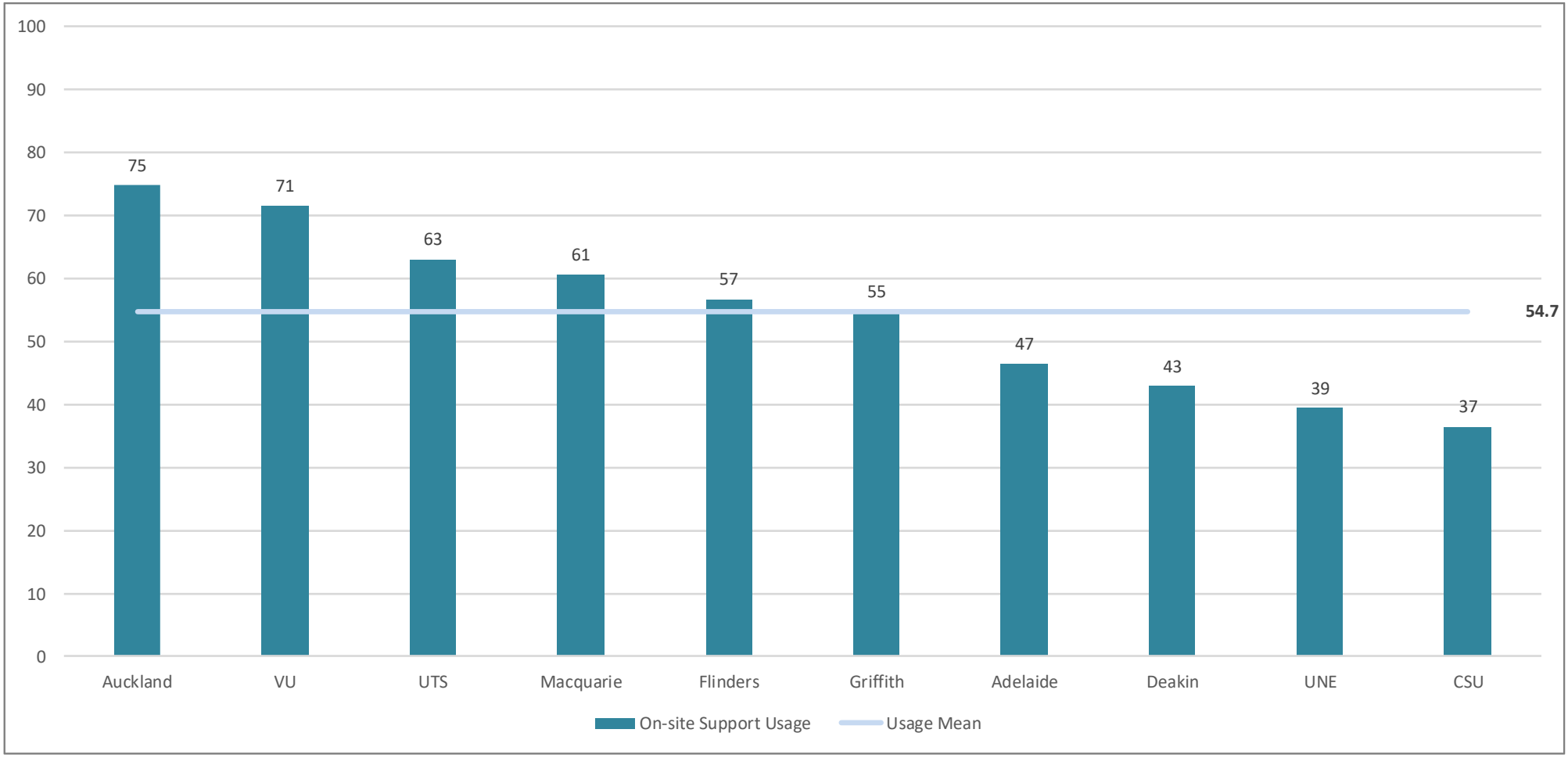
On-site understand the impact on the service consumer



On-site questioning skill

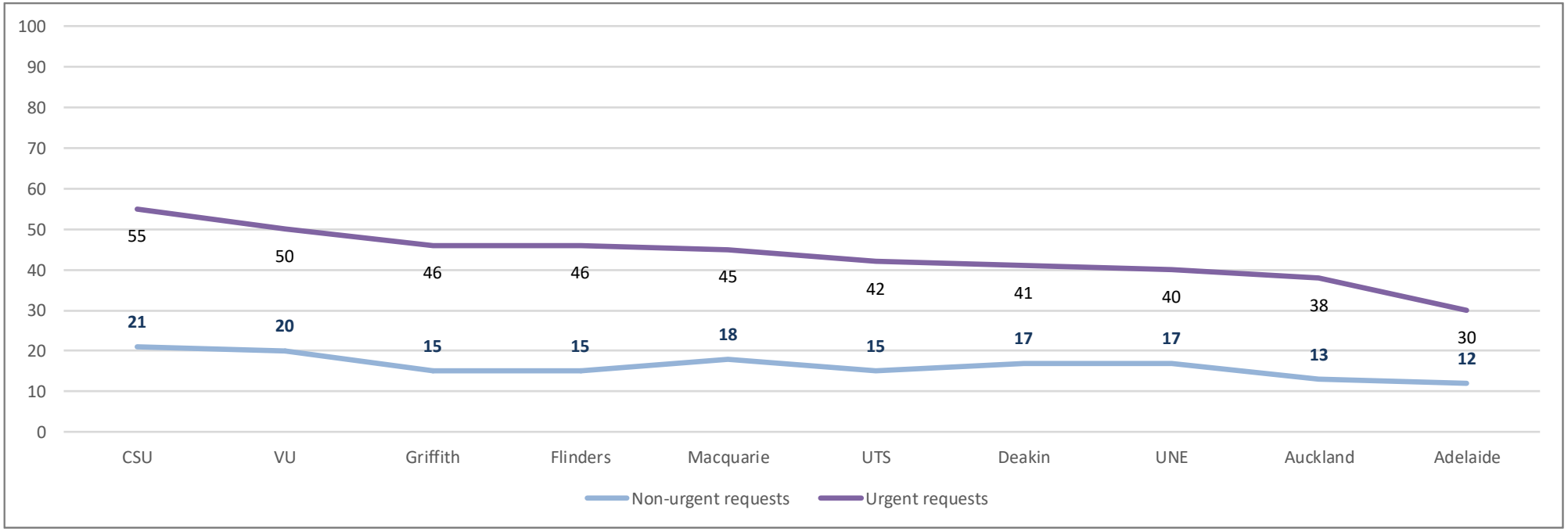


Percentage of cohort responding for on-site support



The higher the number of the respondents receiving On-site support, the more expensive the support mode. There is a shift occurring across the sector toward self-help and remote support, although this varies widely. At Auckland 75% report receiving On-site support compared to 37% at CSU.

Response times – percentage of staff indicating support was on-site within 4 hours



There is an often an 'unofficial' standard in place that urgent support requests requiring an on-site visit should be responded to within four hours. Historically, around 65% percent of survey participants across the sector have indicated that support came on-site for urgent problems within this timeframe. In 2016, this figure fell dramatically to just 38.9%, which was a consistent drop across all universities in the survey. As noted previously, this could be due to different types of support in the first instance, a better allocation of resources, or a broader demographic of people responding alongside the increased response rates that we are now achieving. Whatever the cause, the pattern was repeated in 2017, and similarly again with 43.3% of people now indicating that support came on-site for urgent problems within 4 hours.

The chart below shows that there was little difference in overall staff satisfaction if the problem was responded to within 4 hours as opposed to a same day response. Indeed, satisfaction was slightly higher for a same day response. This is may be reflecting more noise in the data given fewer universities participating this year, however a similar pattern (albeit not quite to this extent) was also seen last year, and as such it will be interesting to see if this pattern persists ongoing. If so, it may be the case that there is something unusual about urgent problems that are responded to within 4 hours, or perhaps that are incentives or requirements to close such problems within this time frame. In any event, given the now consistent finding that satisfaction remains generally good as long the problem is responded to the same day, those universities that are seeing a similar pattern in their own data may want consider a shift in service level requirements to reflect this.

Response times – overall staff satisfaction with on-site by response time

Third-Tier Impact on Service Quality

The third-tier teams or domain specialty teams such as Application Support, Database Administration, Infrastructure, Communications or Server Specialists have an impact on service quality when called upon to handle situations that are beyond the technical capability or experience of the Phone and On-site support teams.

Key complaints from service consumers regarding these teams generally relate to poor communication.

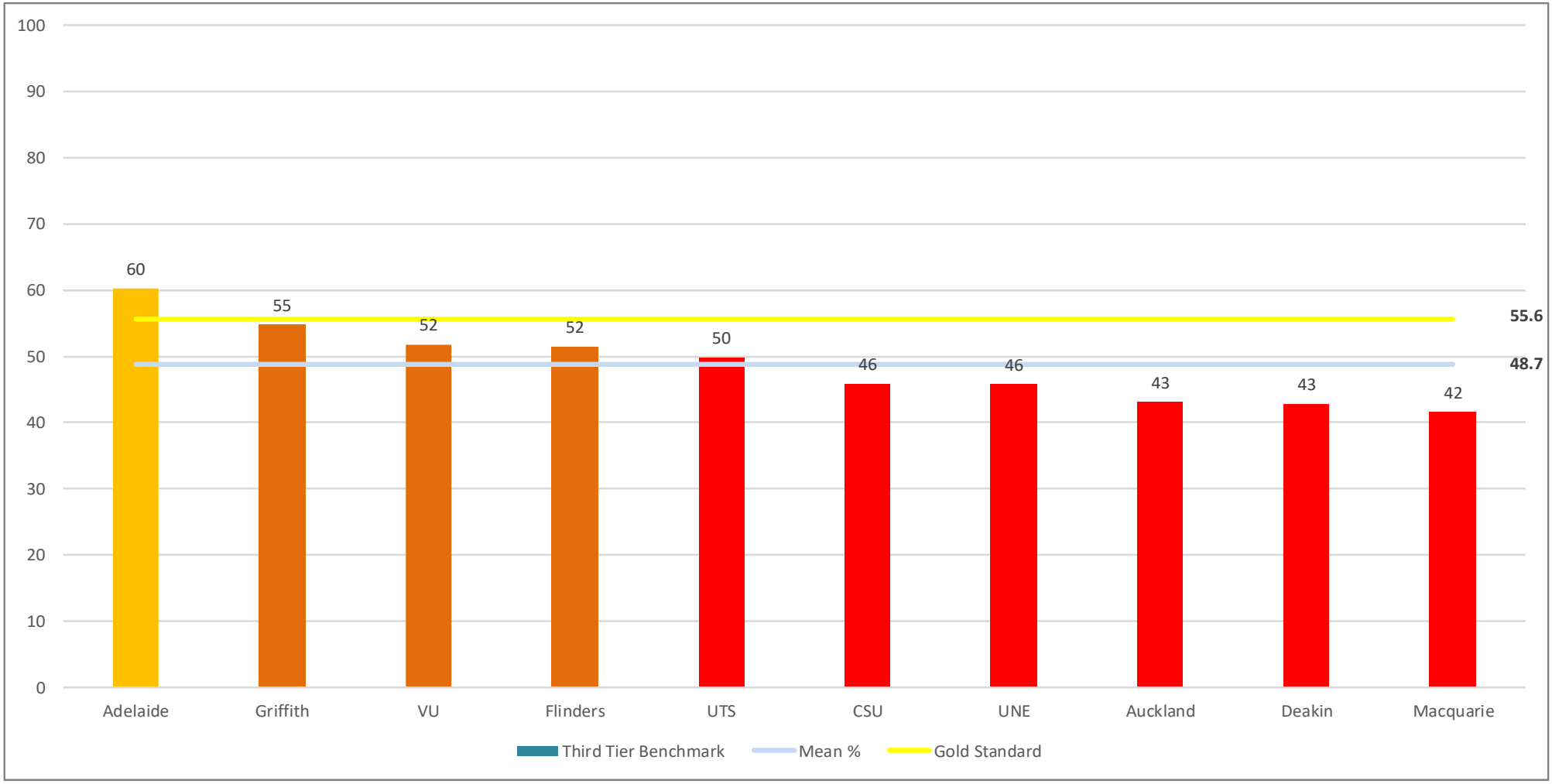
However, specialists in these teams often do not see themselves as having a responsibility to communicate with the client, or may see little point in doing so until the problem is resolved. The reason this is a problem for the service consumers experiencing difficult to resolve, on-going or complex problems, is that without any communication they do not know whether to implement work arounds or backup strategies.

There may also be a tendency by domain specialists not to check back to see if there were any changes (especially if they have had to make several changes in the resolution effort). They often prefer to move on as the technical solution may be of more importance to them than the frame of mind of the service consumer.

Question
If your problem was not fixed on the first attempt, were you kept advised via regular feedback of progress? **Never, Infrequently, Only when I chased them up, Most of the time, Nearly always, Always**
Did someone from the team check back after the final resolution of the multi-contact problem to ensure that the issue had not recurred? **Never, Infrequently, Some of the time , Most of the time, Nearly always, Always**
When the support team closed the ticket, how satisfied were you that the issue was fully resolved? **Completely dissatisfied, Dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Satisfied, Completely satisfied**

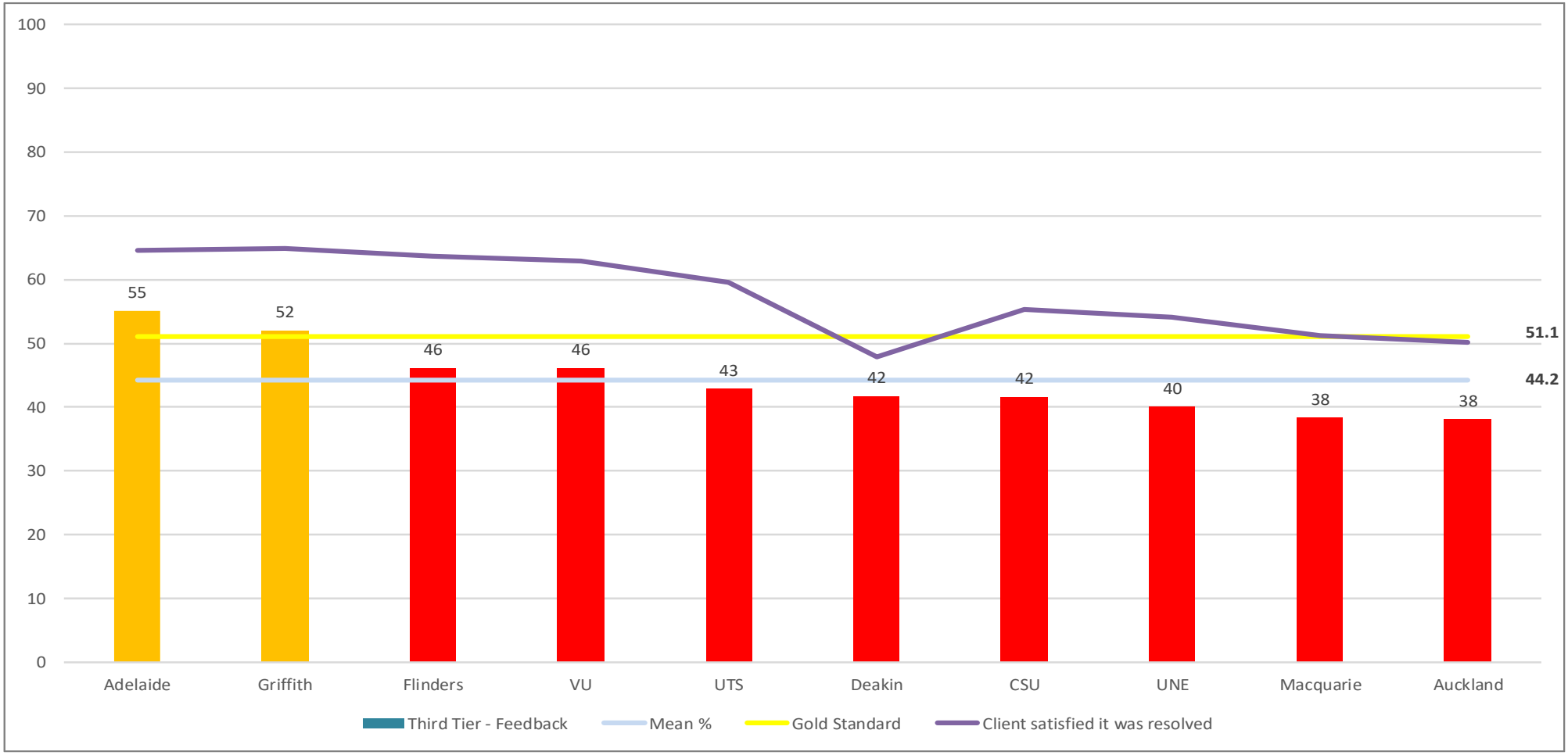
In the early years of the benchmark project, almost all universities were scoring in the high twenties to low thirties in this area. An increased focus on communication with other support modes and between specialists and service consumers has gradually lifted most results into the 40-50% range.

Third-tier benchmark score



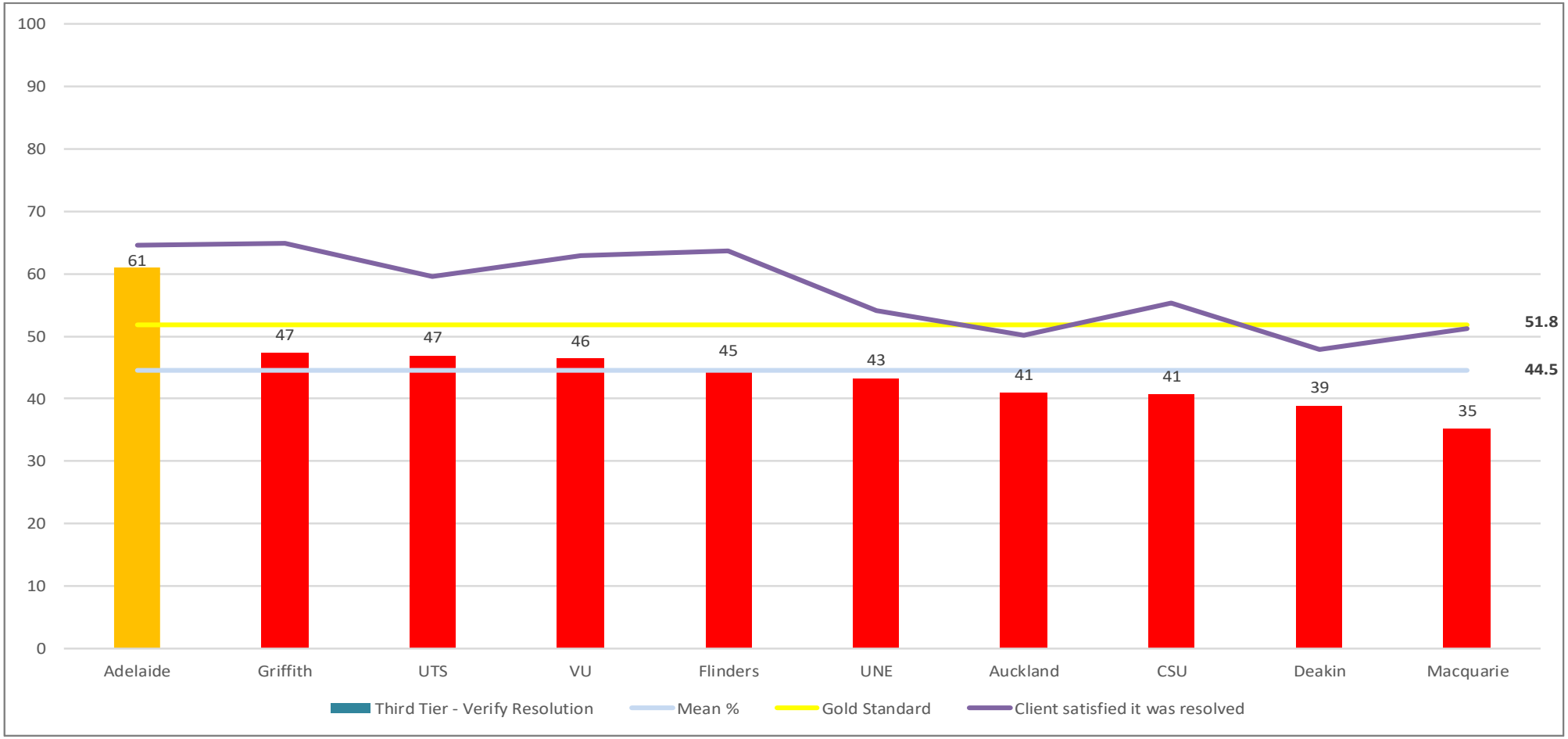
Universities scoring low on this metric should ensure effective communication protocols are in place for the specialty teams to communicate with the service consumer for status and updates, either directly or via a service desk or reporting mechanism.

Third-tier update status during resolution



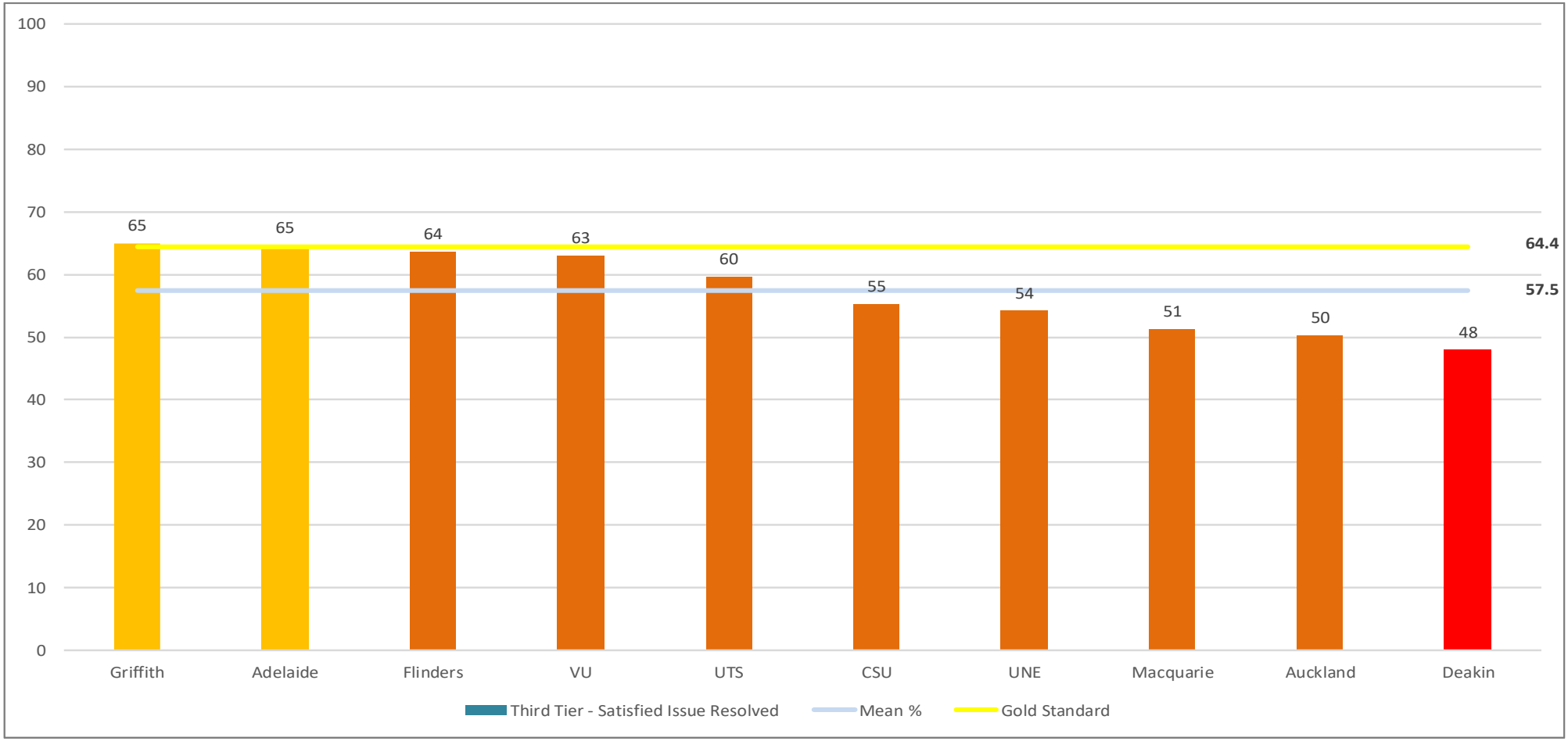
Any result approaching 50% in this metric is relatively good, as third-tier specialists are often focussed on the problem resolution rather than the impact on the service consumer or updating the service consumer. Implementing a regular status update mechanism for third tier issues can be a relatively easy way to improve results in this area.

Third-tier verify an issue was resolved



Both status updates during resolution and checking back after a problem was resolved to ensure it had not recurred showed a strong relationship with consumer satisfaction that the problem had indeed been resolved. A simple check with the customer upon resolution of the issue will tend to improve client satisfaction, and at the same time prevent further problems from occurring.

Third-tier client satisfied that the issue was fully resolved



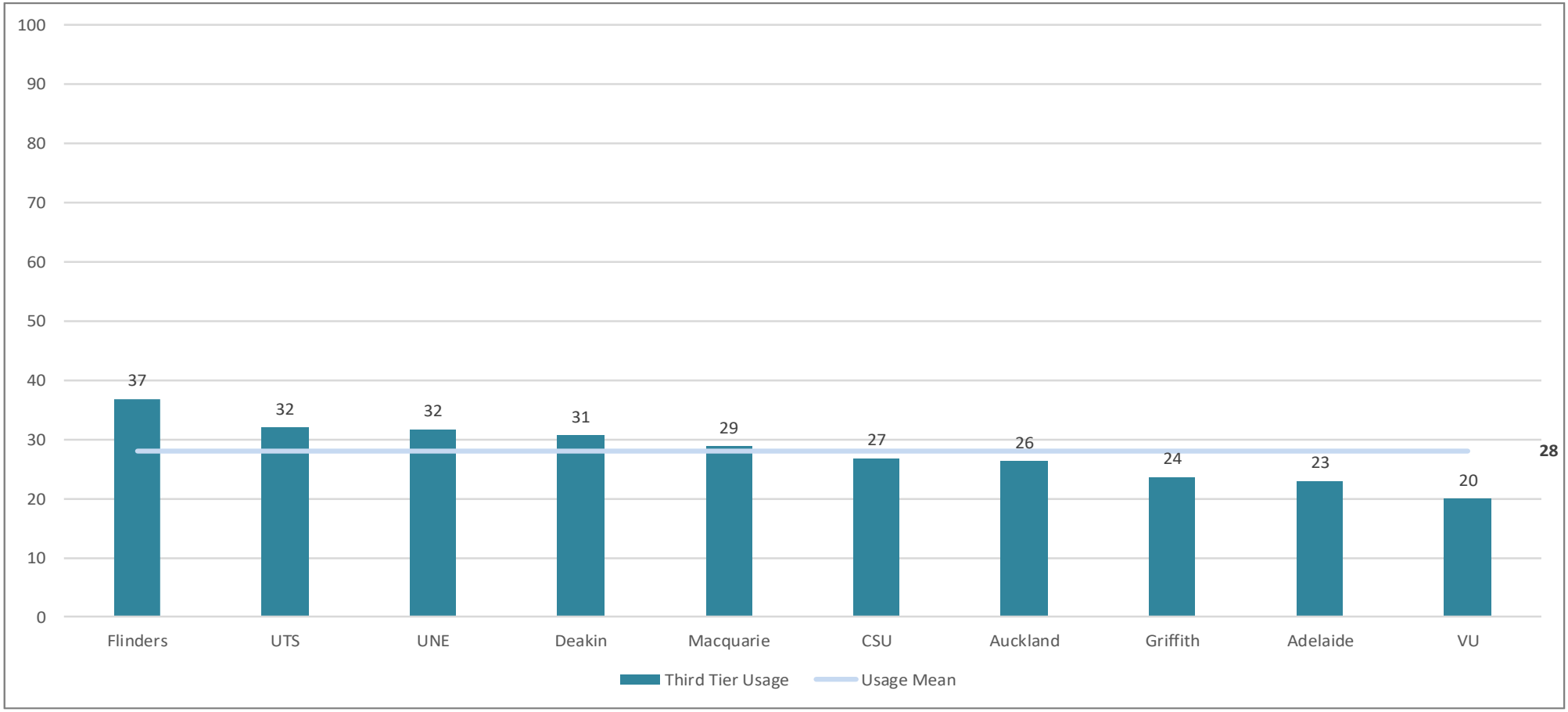
Results tend to be a little higher on this item as it uses a satisfaction rating scale rather than a frequency scale like the previous two. Regardless though, the higher scores probably also indicate an awareness of the technical capabilities of support specialists. It is not surprising that these results remain relatively low, as the general low level of communication with the client on complex support issues leaves them with little confidence that the issue has been dealt with.

Third-tier understand the source of the issue

Participants were asked whether they knew if the problem was resolved internally or if it required an external vendor to address. Most people (59.6%) believed that problem was resolved internally, with only 11.5% indicating that an external vendor was involved. However, 25.9% were not sure about the nature of the issue. Where the proportion of people that were not aware is high, this may indicate a need to better inform service consumers when an external vendor is required to solve the issue. As these types of problems usually have a strong negative impact on overall satisfaction, ensuring that staff are aware when issues relate to an external vendor may improve their satisfaction with internal IT services and staff. Care needs to be taken though to ensure that staff understand that the issue inherently lies with the vendor, rather than internal IT not having the capability to resolve it.

University	Resolved Internally	Resolved Externally	Not Sure
Macquarie	50	14	32
Deakin	56	12	30
Auckland	56	12	29
CSU	57	13	27
UNE	59	13	26
VU	60	13	23
Griffith	63	10	22
Adelaide	64	12	22
Flinders	71	6	20

Cohort percentage reporting third-tier resolution required



Universities where the involvement of specialists is greater than 30% should investigate the referral rate and involvement of teams other than the Service Desk and the On-site teams. There are times when the Service Desk or On-site Support will have to make follow-up contact, and that will be reflected in these metrics, but more than 33% of the cohort reporting repeat, complex or on-going problems is probably too high unless there are substantial system-wide changes being implemented. A high third-tier response rate could result in a poor perception of IT service generally, in addition to a drain on resources.

Remote Assistance Support

Remote Assistance support is now in wide use and is a cost-effective replacement for the On-site support visit. In most universities Remote Assistance support is conducted by all support tiers (Service Desk, On-site Support and Third-Tier specialist teams), whilst some universities have a level 1.5 team that specialises in provision of Remote Assistance support.

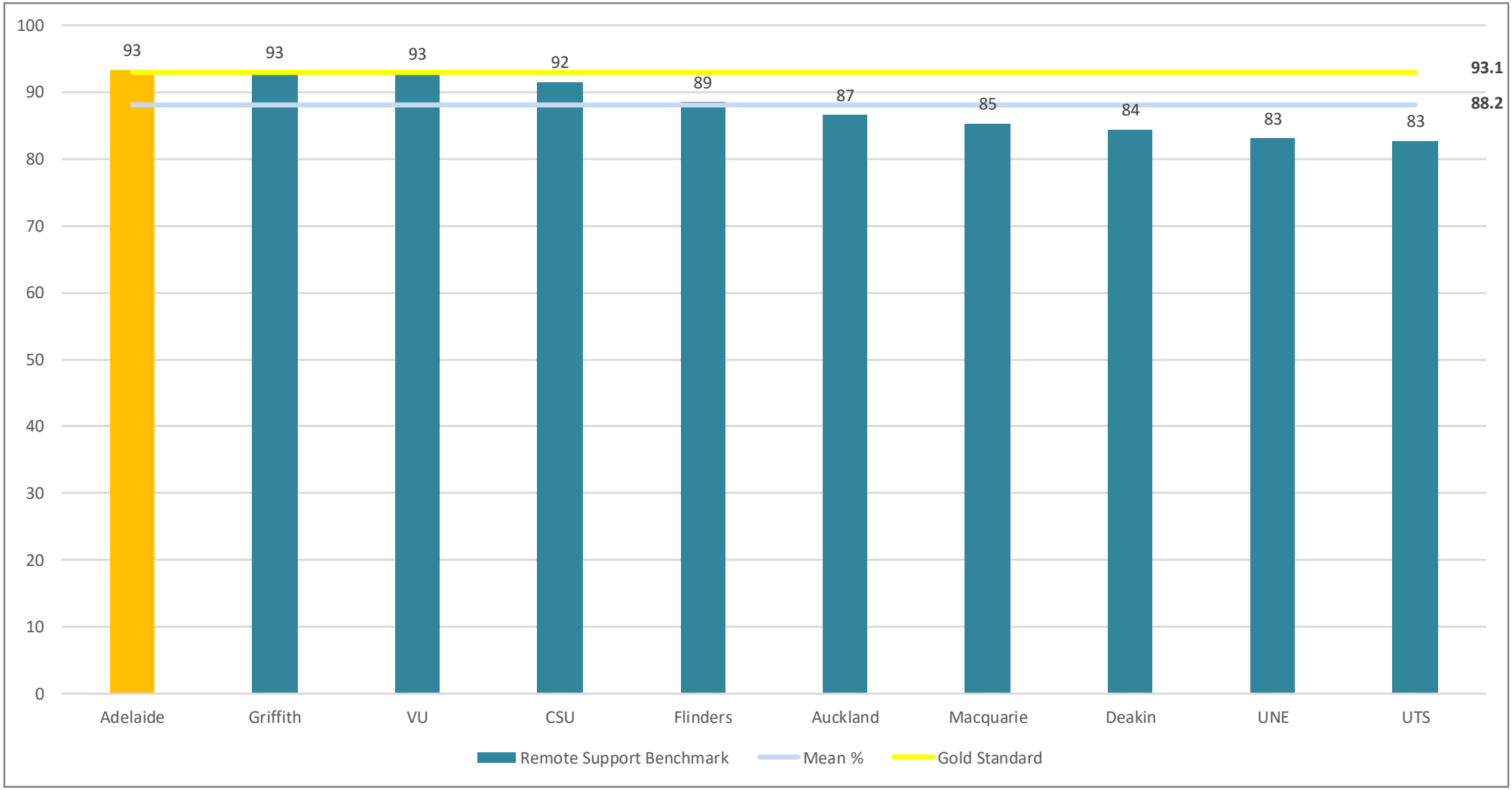
There has been in the past a reluctance from end users to allow remote takeover of their workstation, but the concept has now become widely accepted and indeed is almost preferred by many customers now as it is seen as more convenient. End users now rate satisfaction with Remote support similarly to On-site support.

In previous iterations of the survey remote assistance support was often referred to as remote desktop support, but has since been changed to reflect any type of remote screen control technology rather than just Windows Remote Desktop. In 2018, we also added a definition of this type of technology to avoid any confusion with support that is simply provided onsite at a remote location.

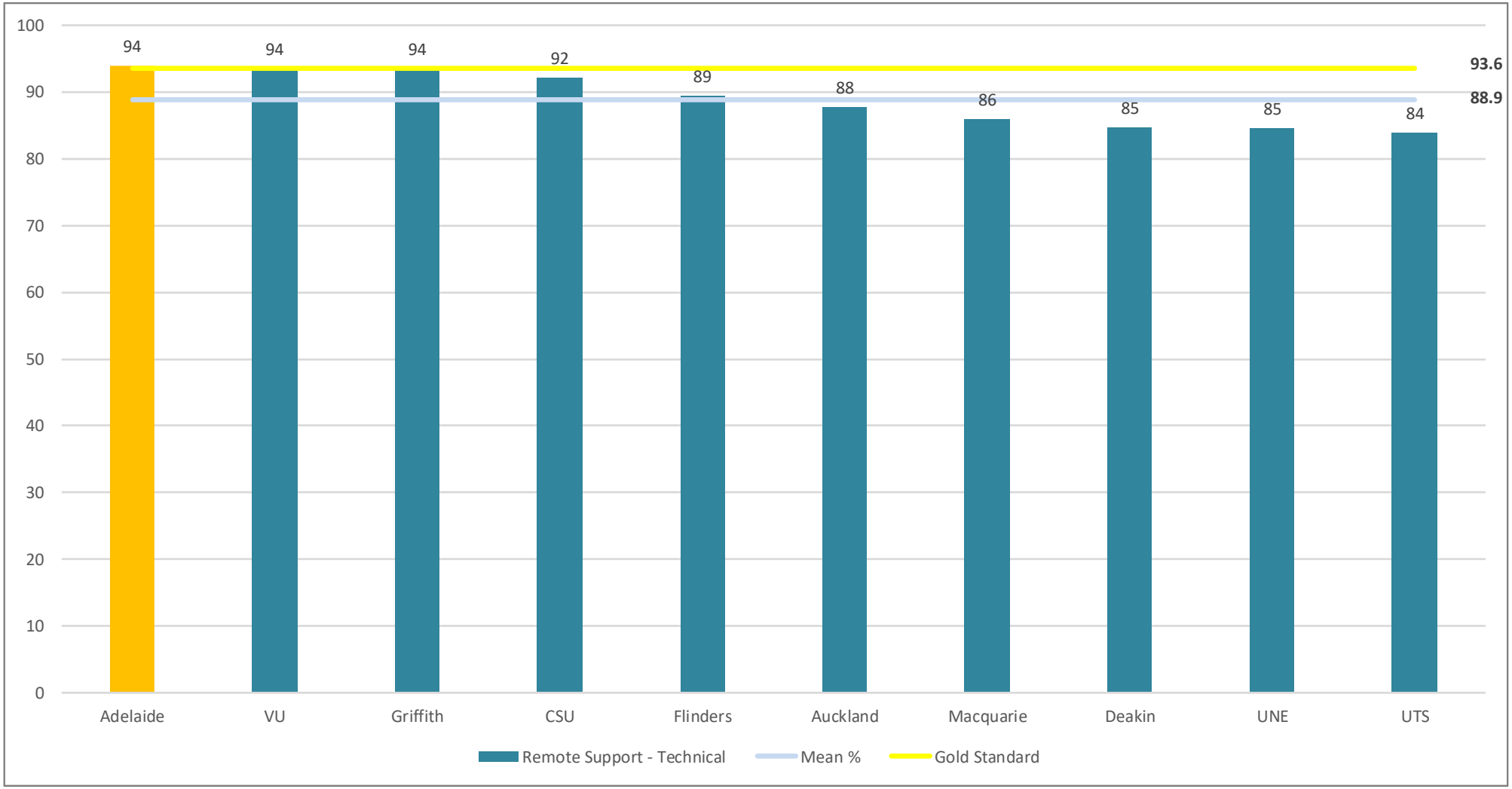
The metrics examined in 2018 were:

Question
Remote support's technical skills are **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
Remote support's helpfulness is **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
Remote support's understanding of the impact of the problem is **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
Remote support's questioning skills to identify the nature of the problem are **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**

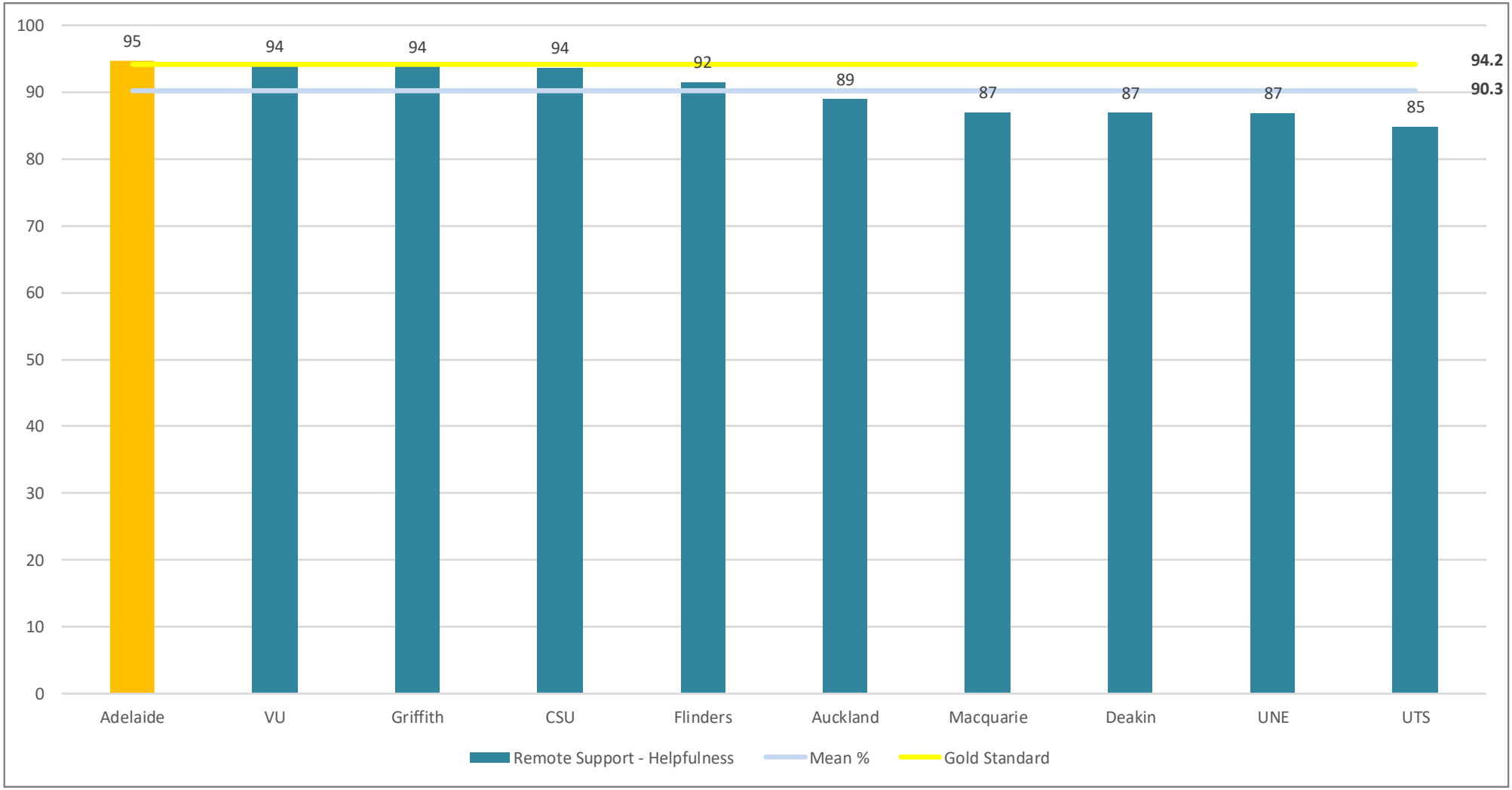
Remote Support benchmark score



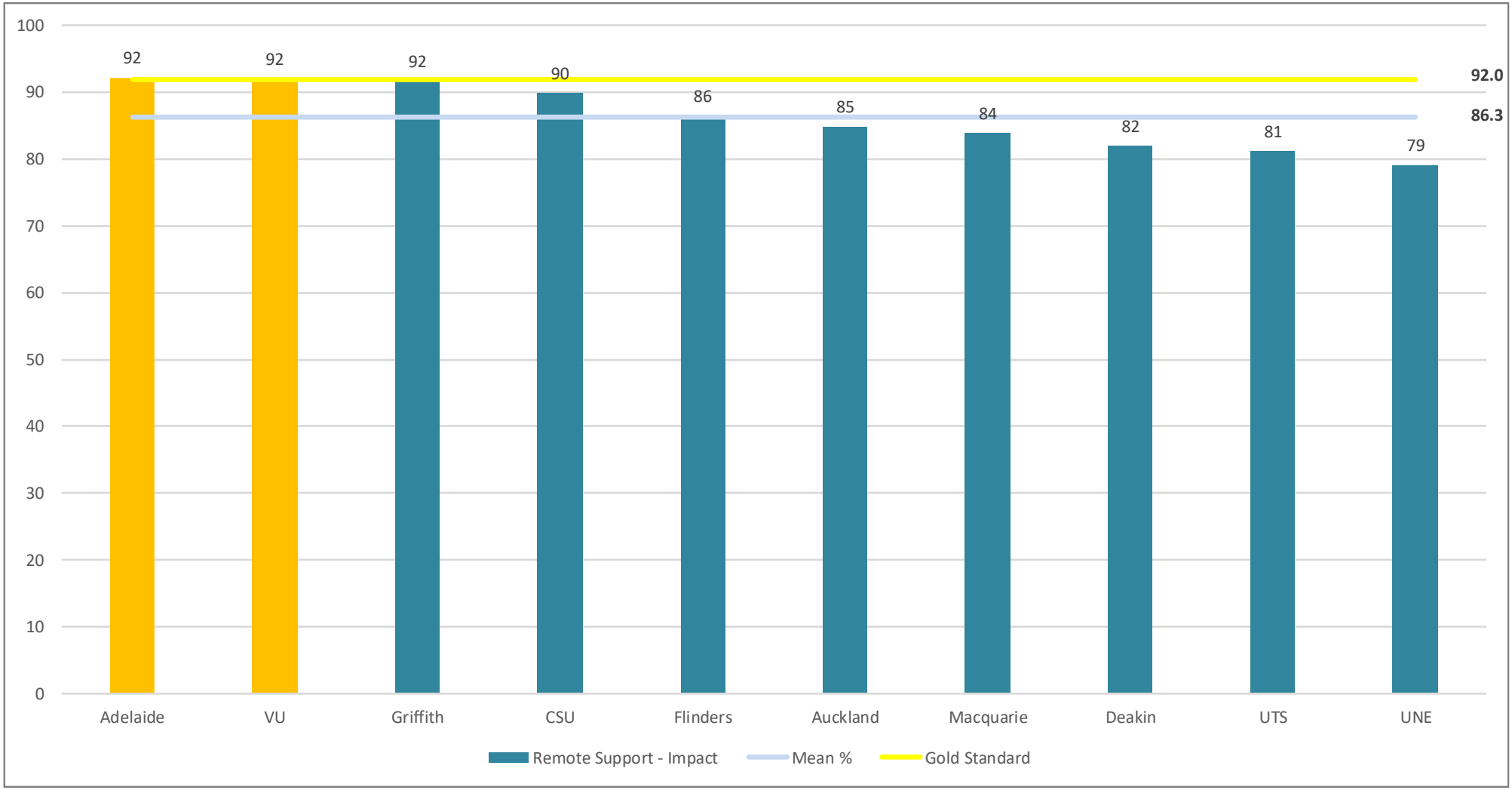
Remote Support technical skills



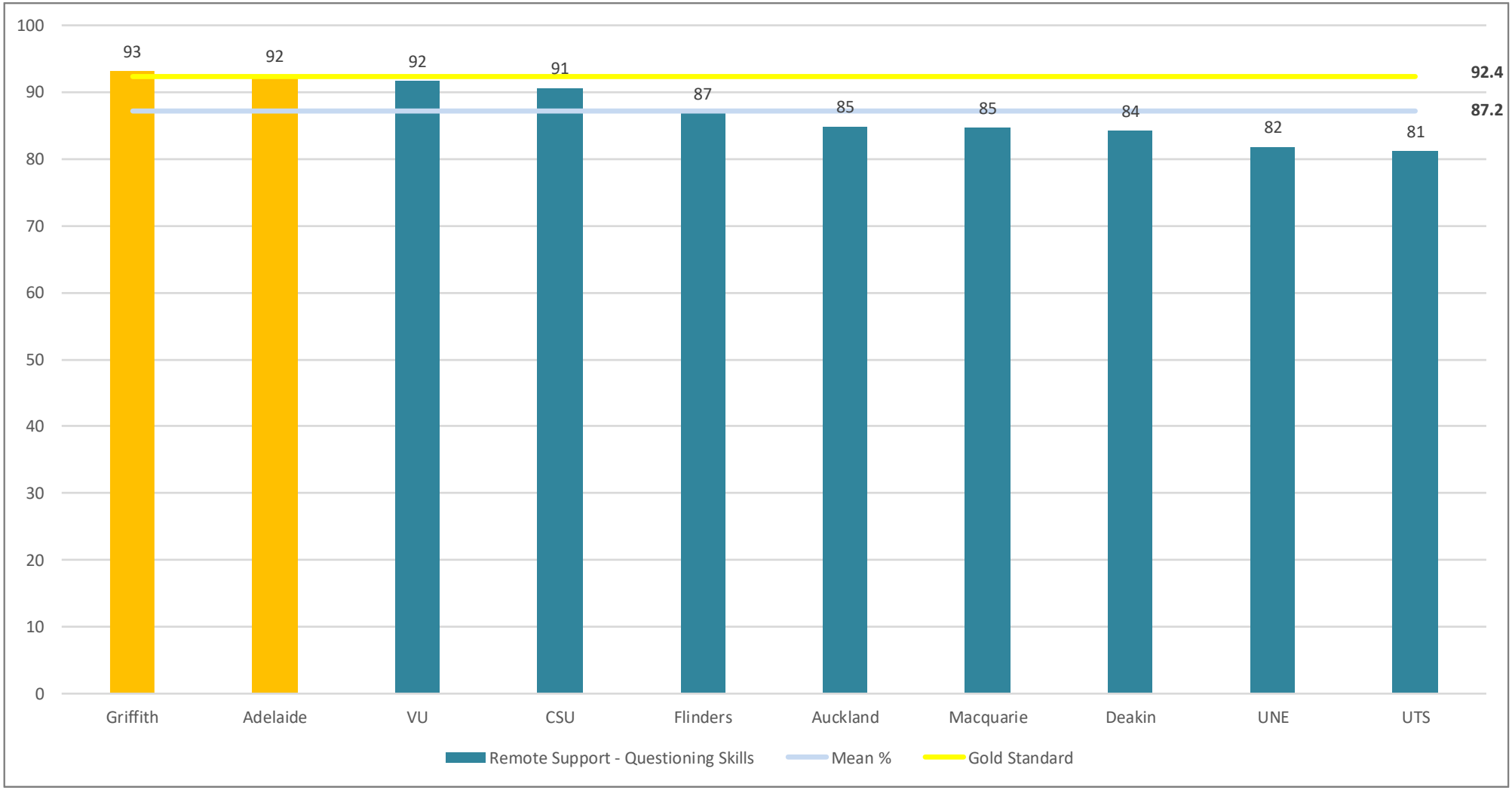
Remote Support helpfulness



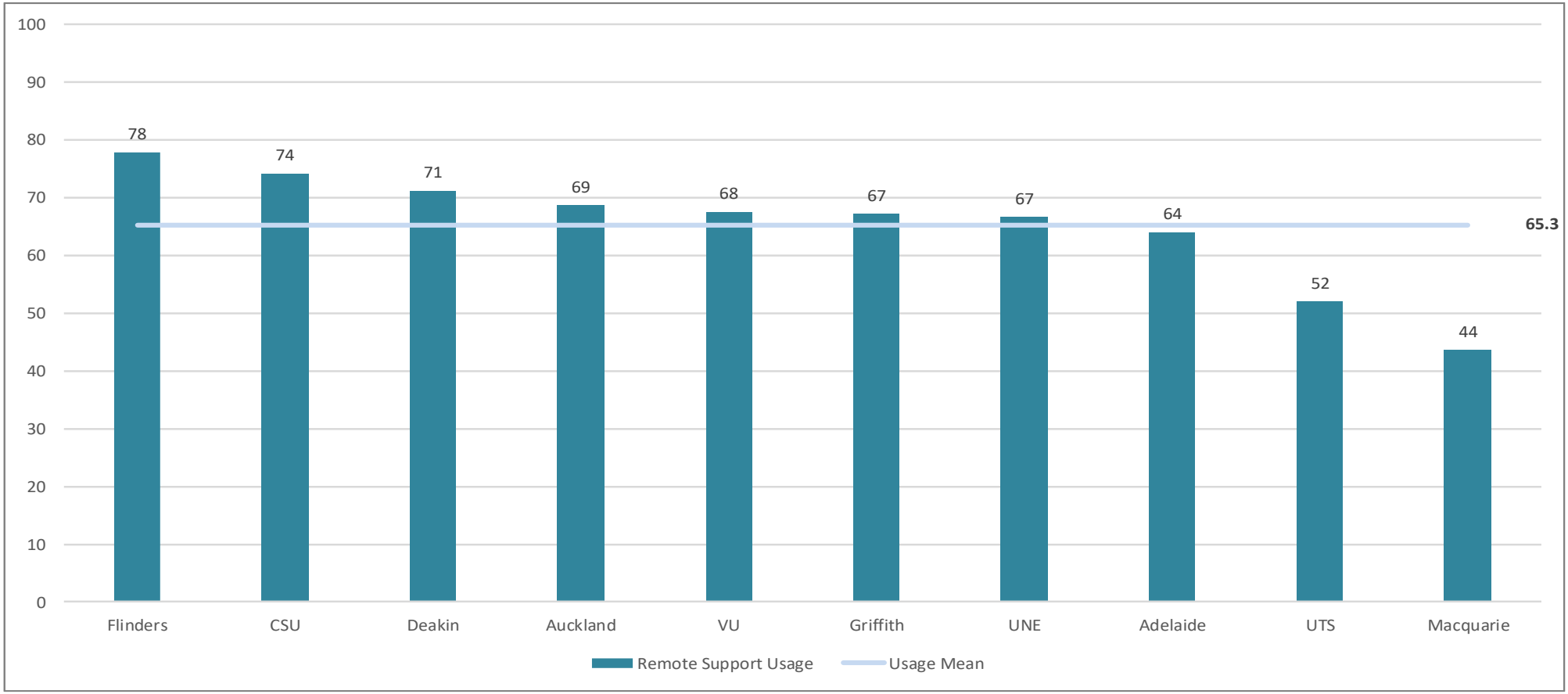
Remote Support understand the impact of the problem



Remote Support questioning skills



Remote Support percentage responding



Universities where a significant proportion of the cohort received remote support are likely to be operating a more cost-effective service model. Remote support is cheaper to conduct than On-site desktop operations for applicable classes of problems. Despite this, usage of remote support had been decreasing until 2017, when it jumped up about 10 percentage points to 65.7%, and we are seeing this result essentially maintained in 2018. This coupled with the increasing level of satisfaction with remote support is very encouraging. However, universities should be mindful that remote support has the potential to result in lower job satisfaction and engagement for IT support professionals compared to an on-site visit, and ensure that there are sufficient initiatives in place to counter this.

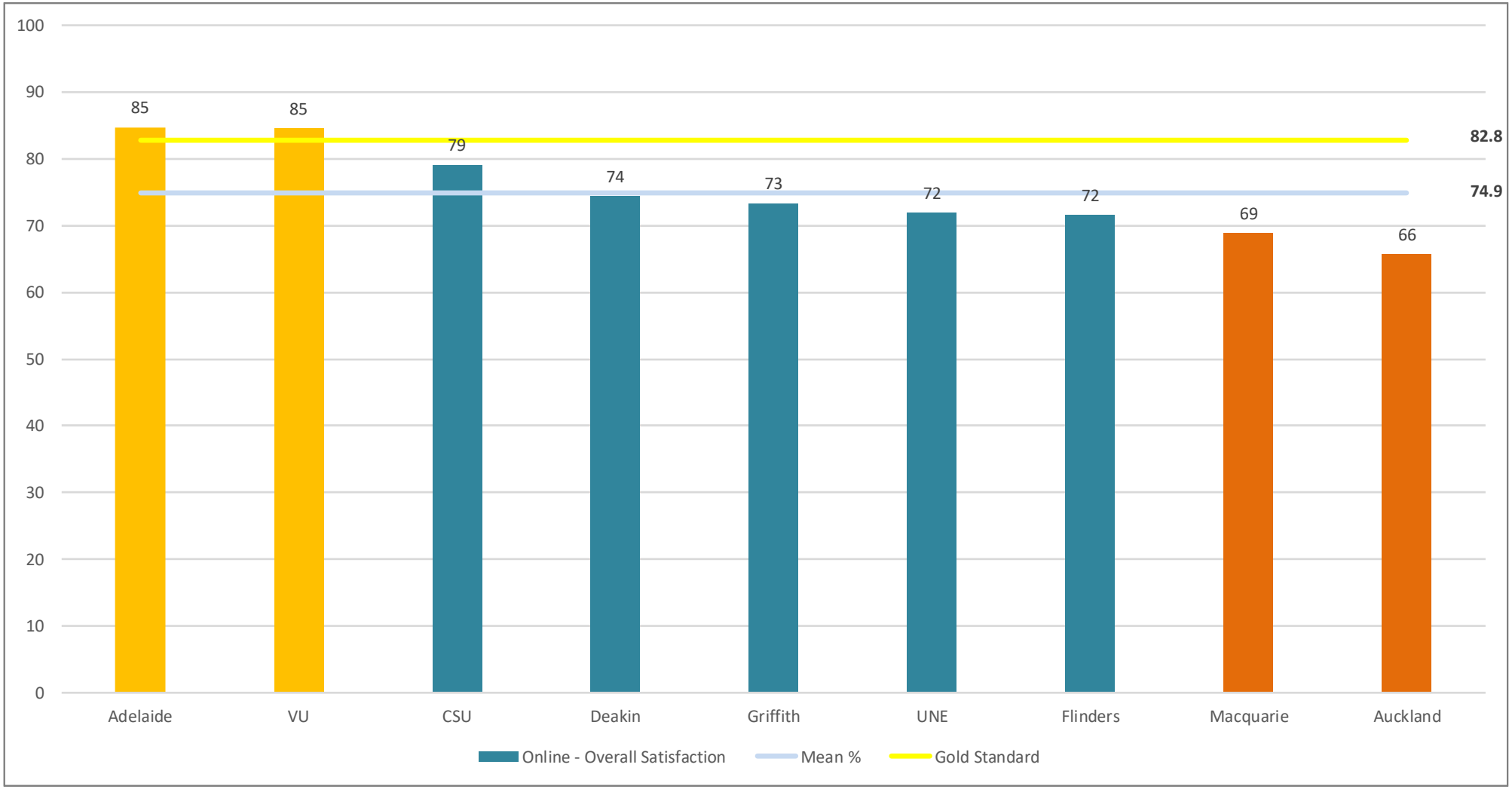
Online Support and Self-Help Support

The following pages detail the responses to online (email or web portal) support and self-help support. Note that these questions are not used in the benchmark calculation at this stage. This section was called 'electronic support' prior to 2017, but has since been adjusted to reflect 'online' as the more commonly used terminology.

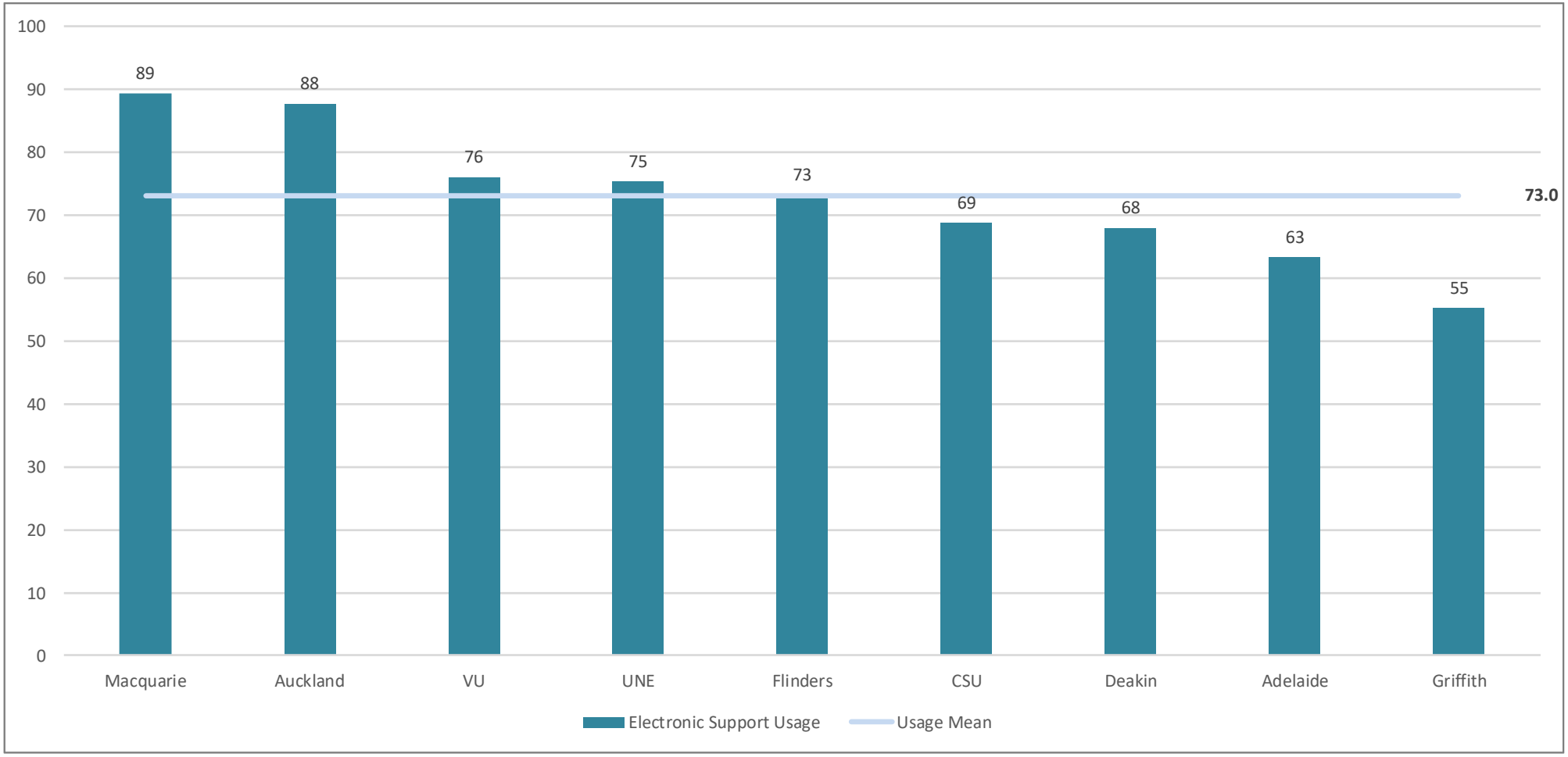
Question
What is your overall satisfaction with IT support via online means? **Very dissatisfied, Dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Satisfied, Very satisfied**

Question
Your overall satisfaction with IT Self-Help Resources/Knowledge Base? **Very dissatisfied, Dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Satisfied, Very satisfied**

Online Support – overall satisfaction

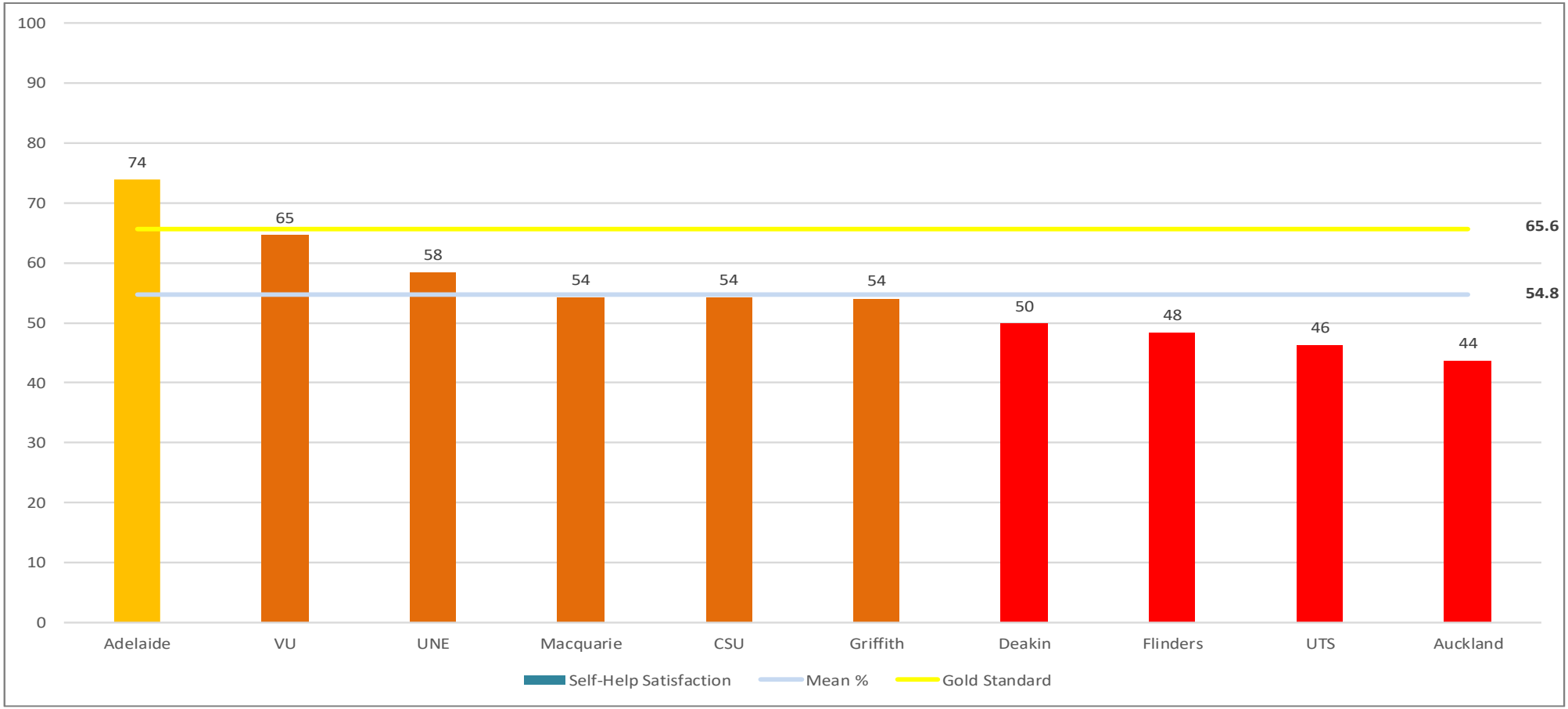


Online Support percentage of cohort responding



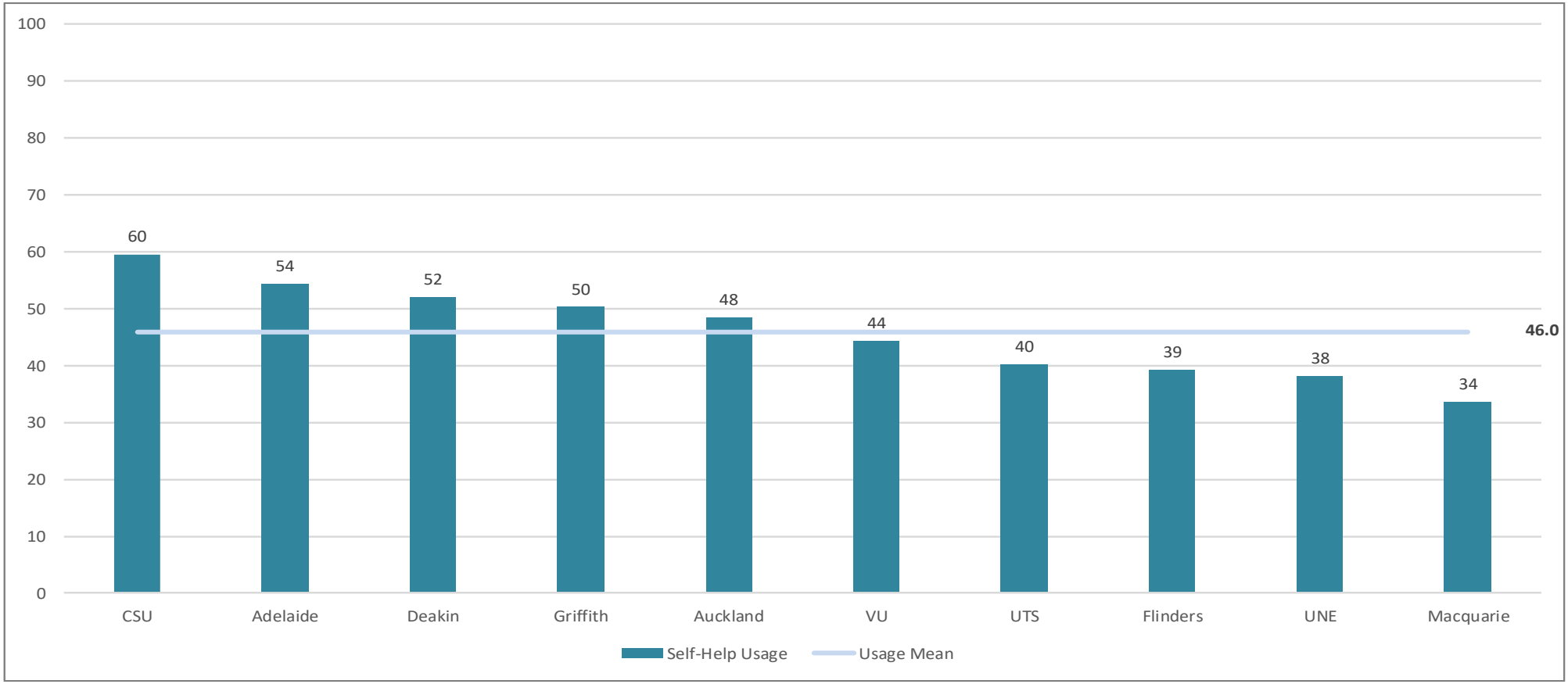
After trending downward slightly in earlier years, usage and satisfaction with online support remained reasonably constant in 2016 and 2017. However, it seems the trend may have resumed, with this year's figure almost 3 points below the 2017 results. It will be interesting to see if this continues in 2019.

Self-Help Resources / Knowledge Base overall satisfaction



Satisfaction with self-help resources / knowledge base is slightly higher than the previous result of 52.4%. After a clear downward trend in earlier years, the current result confirms that this metric has now stabilised. This should be seen as a positive result in the context of increasing expectations amongst staff for more highly developed online support resources.

Self-Help percentage of cohort responding



Usage of self-help resources has dropped slightly since last year (2.5 points), but is still considerably higher than in earlier years. Although relatively expensive to implement, self-help and knowledge base resources have the potential to significantly reduce the number of service requests through other avenues. Given that staff expectations and comfort with this type of resource appear to be increasing, investment in self-help may offer an attractive longer-term return on investment. However, it is worth noting that some of the universities with a high proportion of usage in this area also have lower levels of overall satisfaction, and there may thus be a risk that staff don't see IT as having helped them when they make use of these resources (even though IT have developed the resources). The most common source of self-help was via intranet access (see appendix B).

Bad Experience

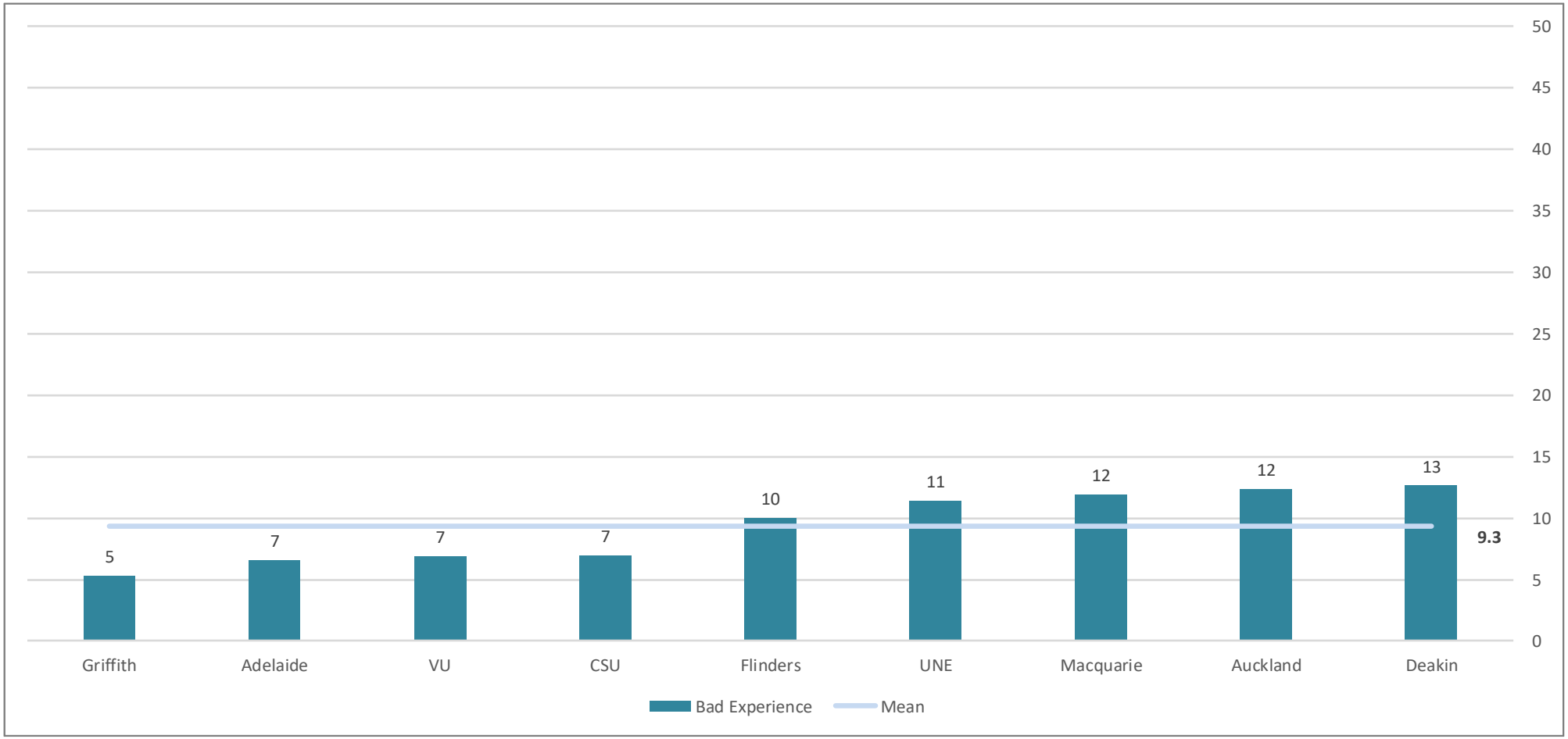
The bad experience metric is not part of the benchmark scoring. It is asked for two reasons:

1. It gives service consumers an opportunity to get this event "off their chest" and move on.
2. It provides valuable written feedback to the IT Support Services on where there have been instances of poor support practices, communication, or human behaviour.

Every service consumer has their own independent definition of what constitutes a "bad" or "poor" service interaction. Often this event can occur as a result of the different views and objectives of the service interaction. The technician wants to get the issue solved as soon as possible and move on; the service recipient often wants to "explain" a whole lot of what the technician considers a side issue to resolving the problem.

Universities with very good results should expect the bad experience percentage to be around 10% or less. A bad experience score of 20% or greater (1 in 5 interactions) is getting too high and requires investigation as to the reasons.

Bad Experience percentage of cohort responding



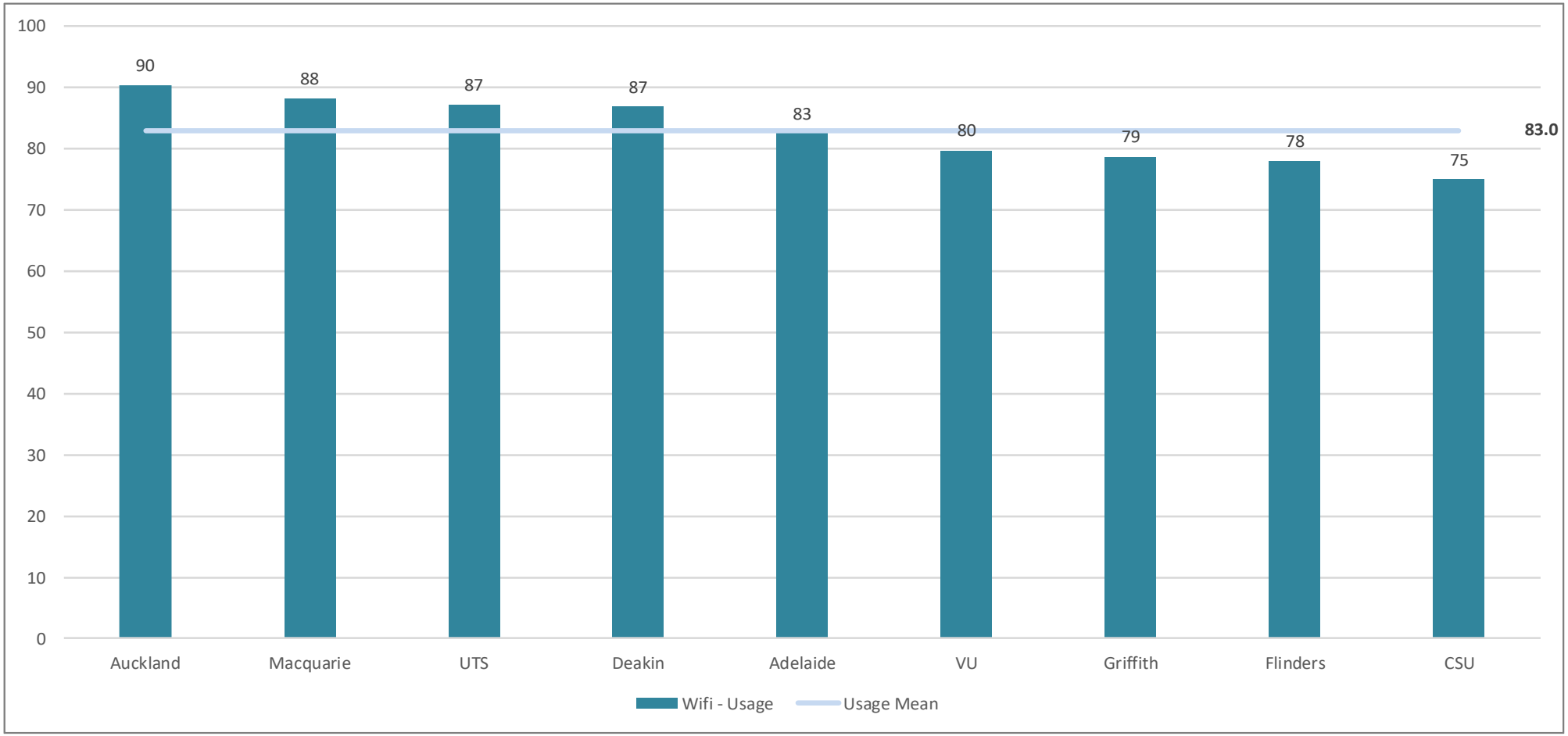
All participating universities in 2018 achieved acceptable results on this measure.

Wifi

Questions covering wireless network coverage, speed and satisfaction are now included as standard for most surveys:

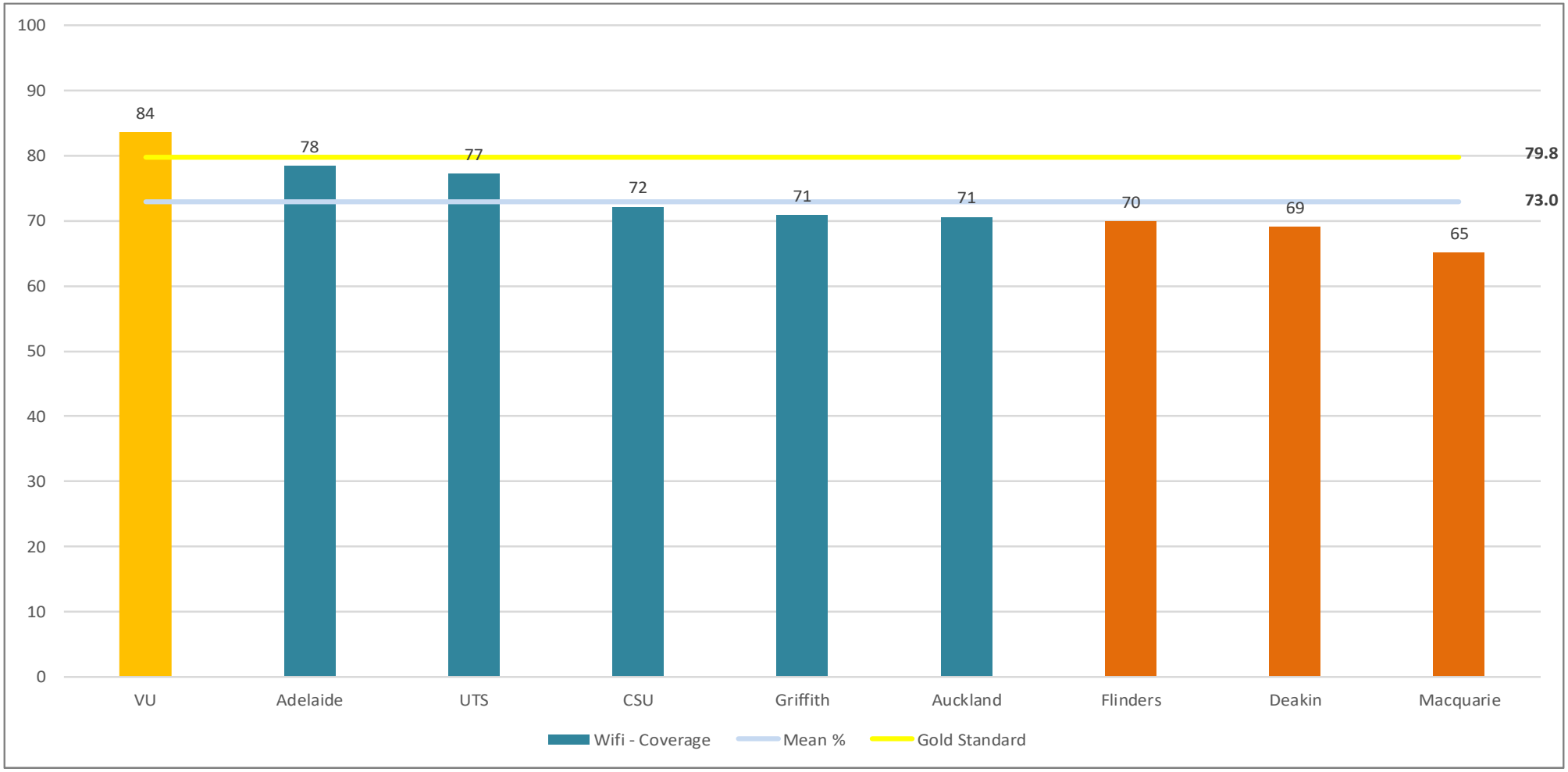
Question
The wifi coverage is sufficient for me to use **Strongly disagree, Disagree, Mostly disagree, Mostly agree, Agree, Strongly Agree**
The wifi speed is sufficient for me to use **Strongly disagree, Disagree, Mostly disagree, Mostly agree, Agree, Strongly Agree**
How satisfied are you overall with the University's wireless network **Very dissatisfied, Dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Satisfied, Very satisfied**

Wifi usage

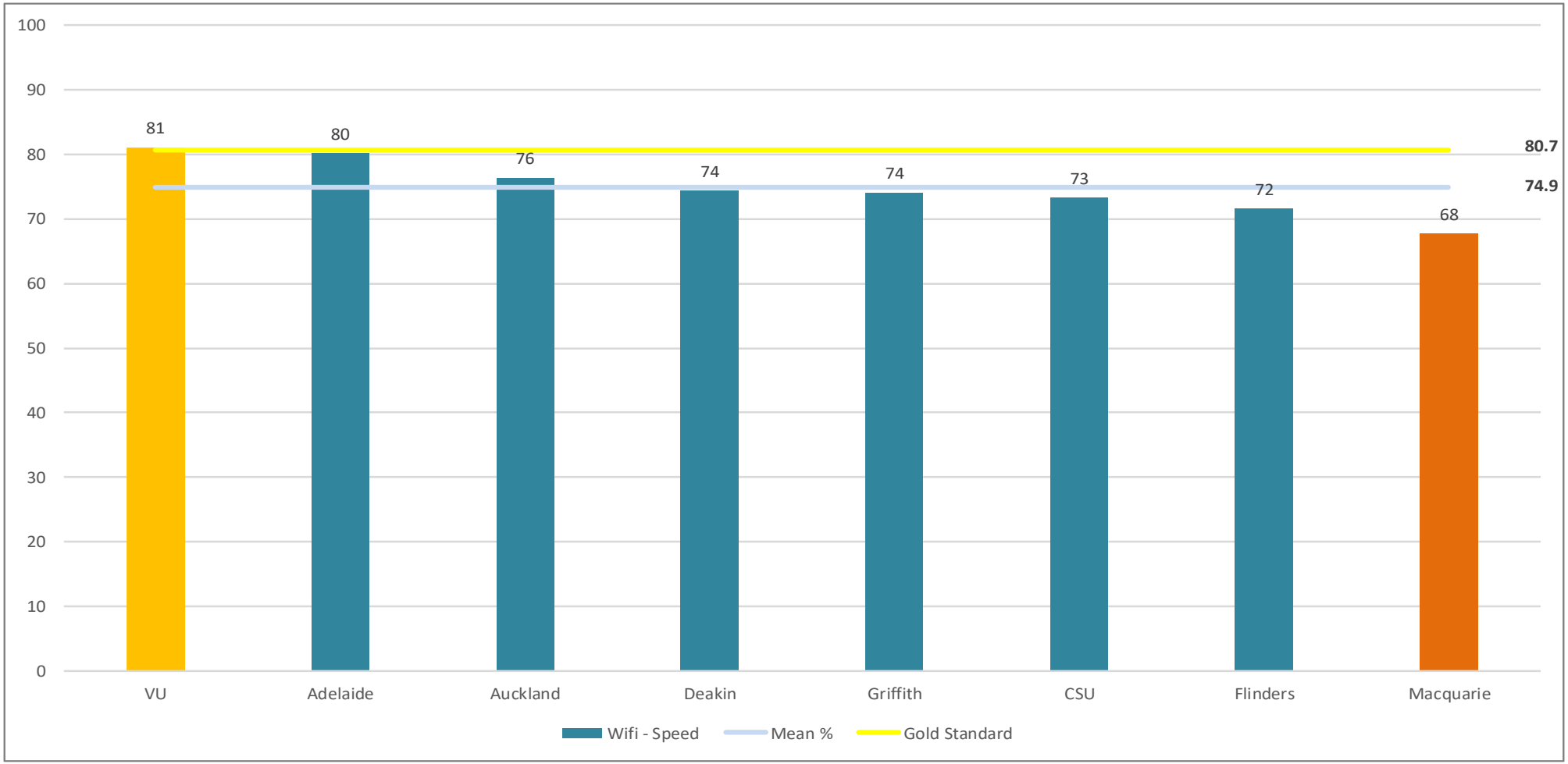


Overall wifi usage is consistent with last year's result.

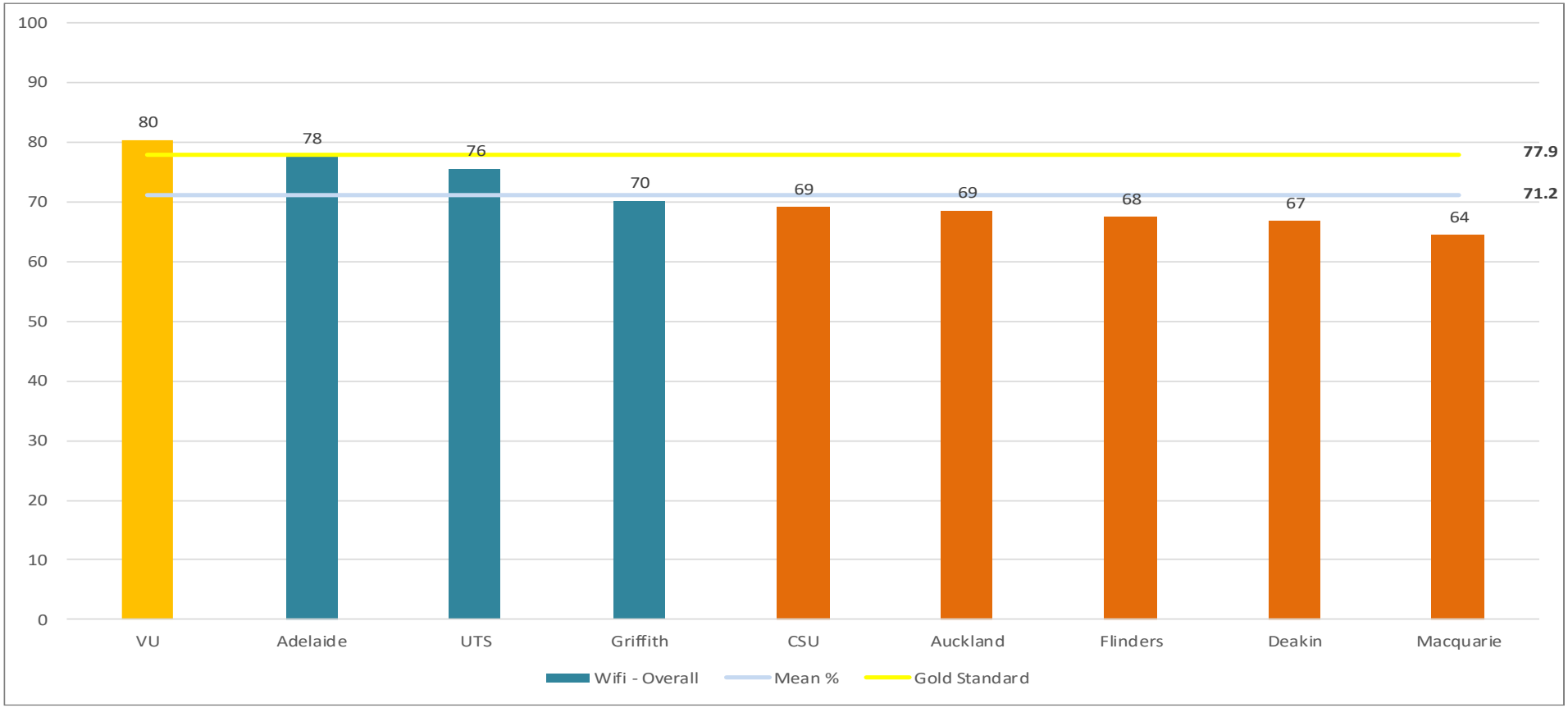
Wifi coverage



Wifi speed



Wifi overall satisfaction



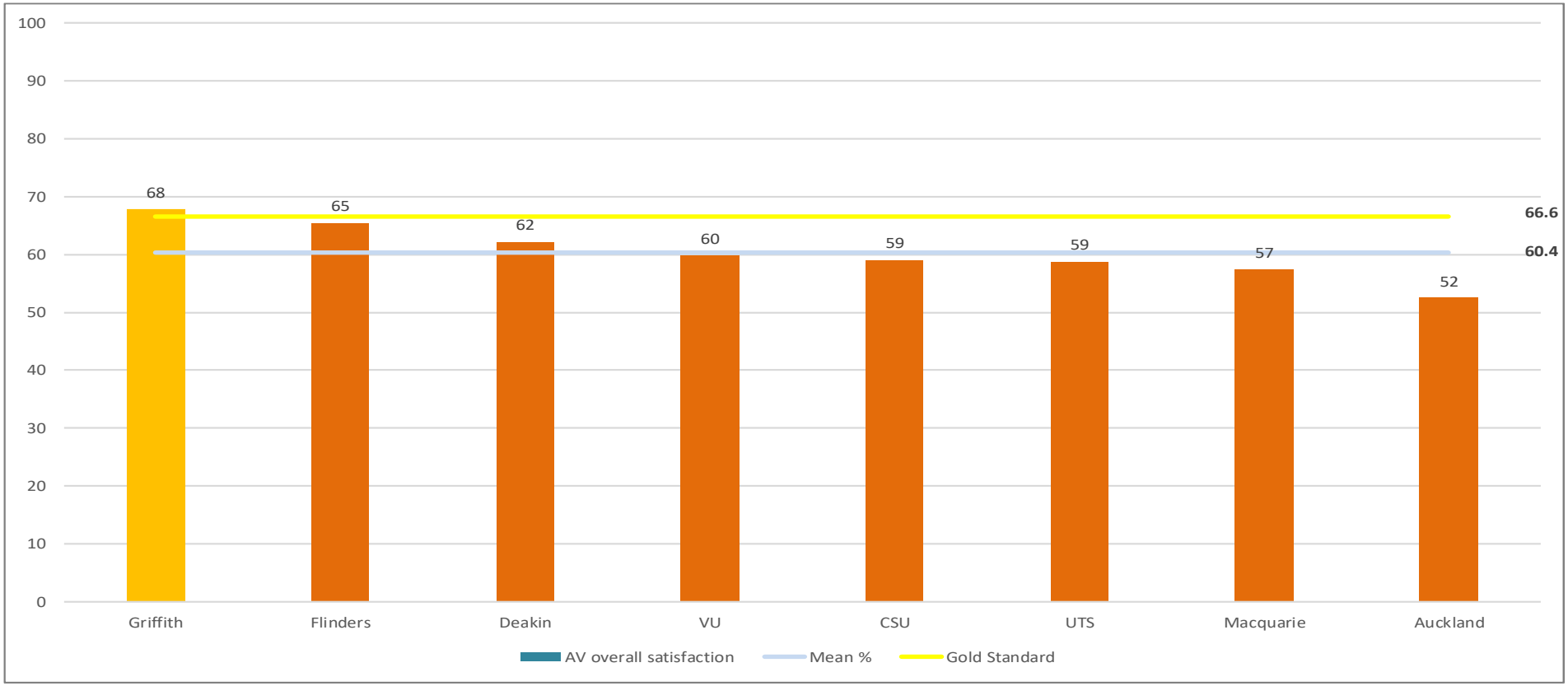
Both wifi coverage and speed have increased markedly since 2017, consistent with anecdotal reports of universities investing more heavily in developing their wireless network systems. The investment seems to have paid off, as satisfaction has also increased substantially (up 7.8 points) since the previous result.

Audio/Visual Services

Most universities are now also asking questions relating to teaching space AV equipment and support, as well remote A/V support

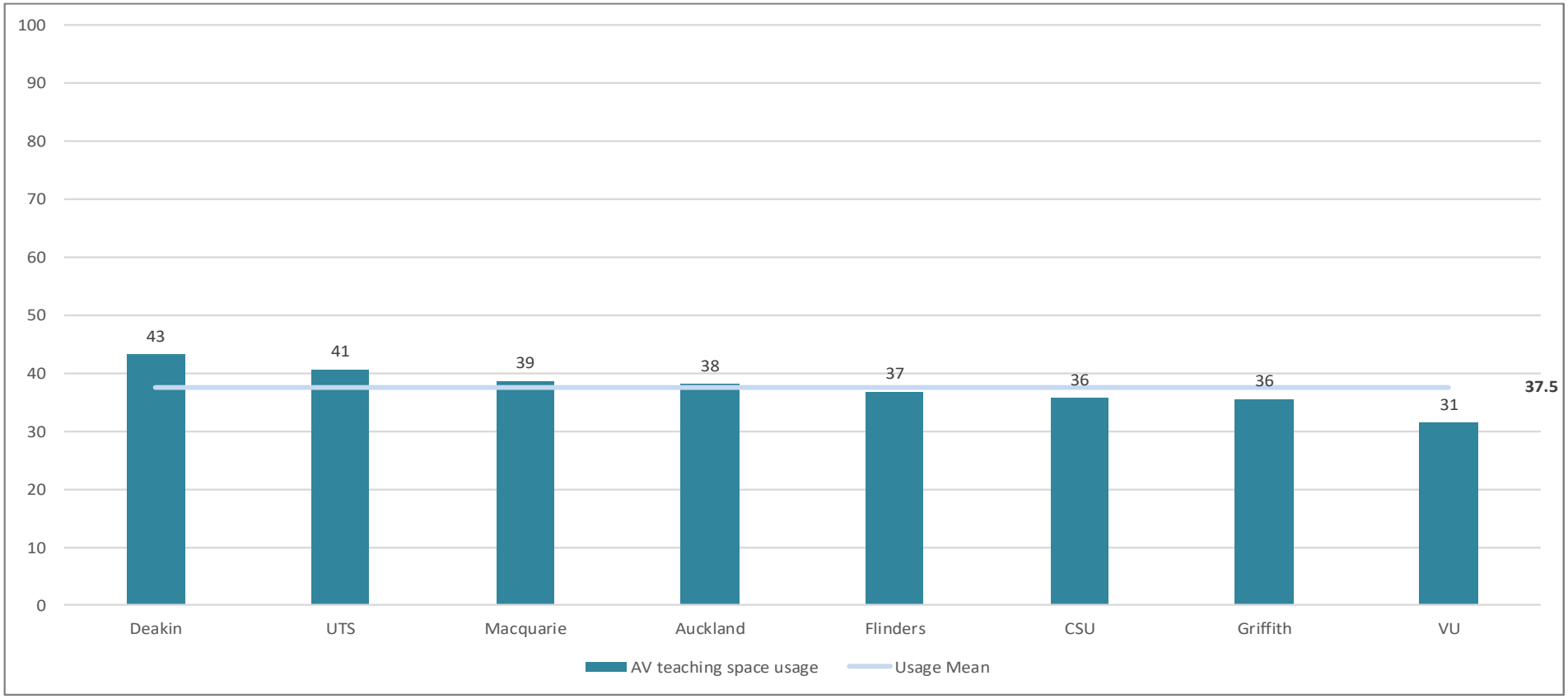
Question
How satisfied are you overall with the University's teaching space audio/visual technology? **Very dissatisfied, Dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Satisfied, Very satisfied**
Have you received remote support when using the University's teaching space audio/visual technology? (i.e. when a support person connects to the room or equipment from offsite to try and solve the problem **Yes, No**
Remote AV support's technical skills are **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
Remote AV support's helpfulness is **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
Remote AV support's understanding of the impact of the problem is **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**
Remote AV support's questioning skills to identify the nature of the problem are **Unacceptable, Below standard, Variable - mostly poor, Variable - mostly good, Good, Very good**

A/V overall satisfaction



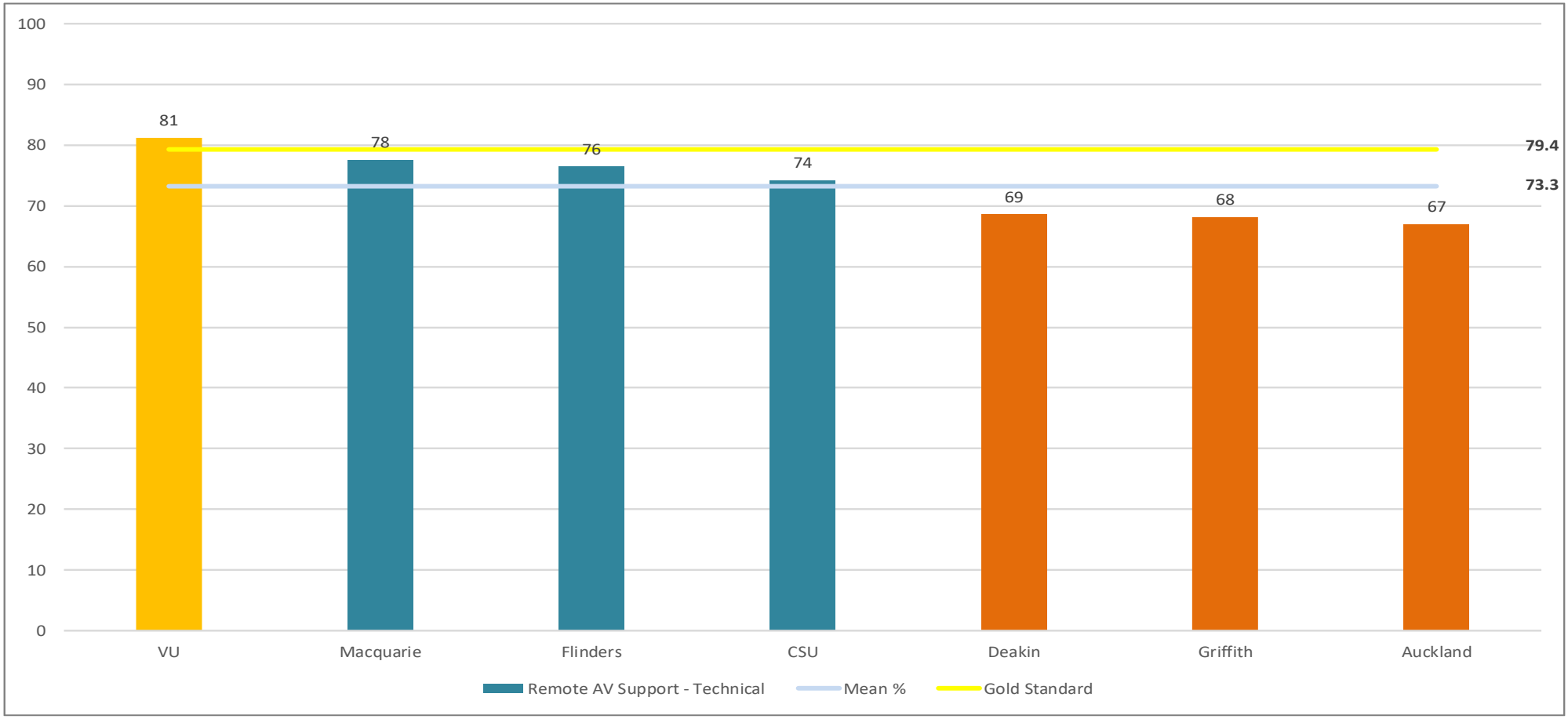
This item is looking at general satisfaction with A/V equipment, and is more a reflection of resources than satisfaction with IT support levels.

A/V teaching space usage

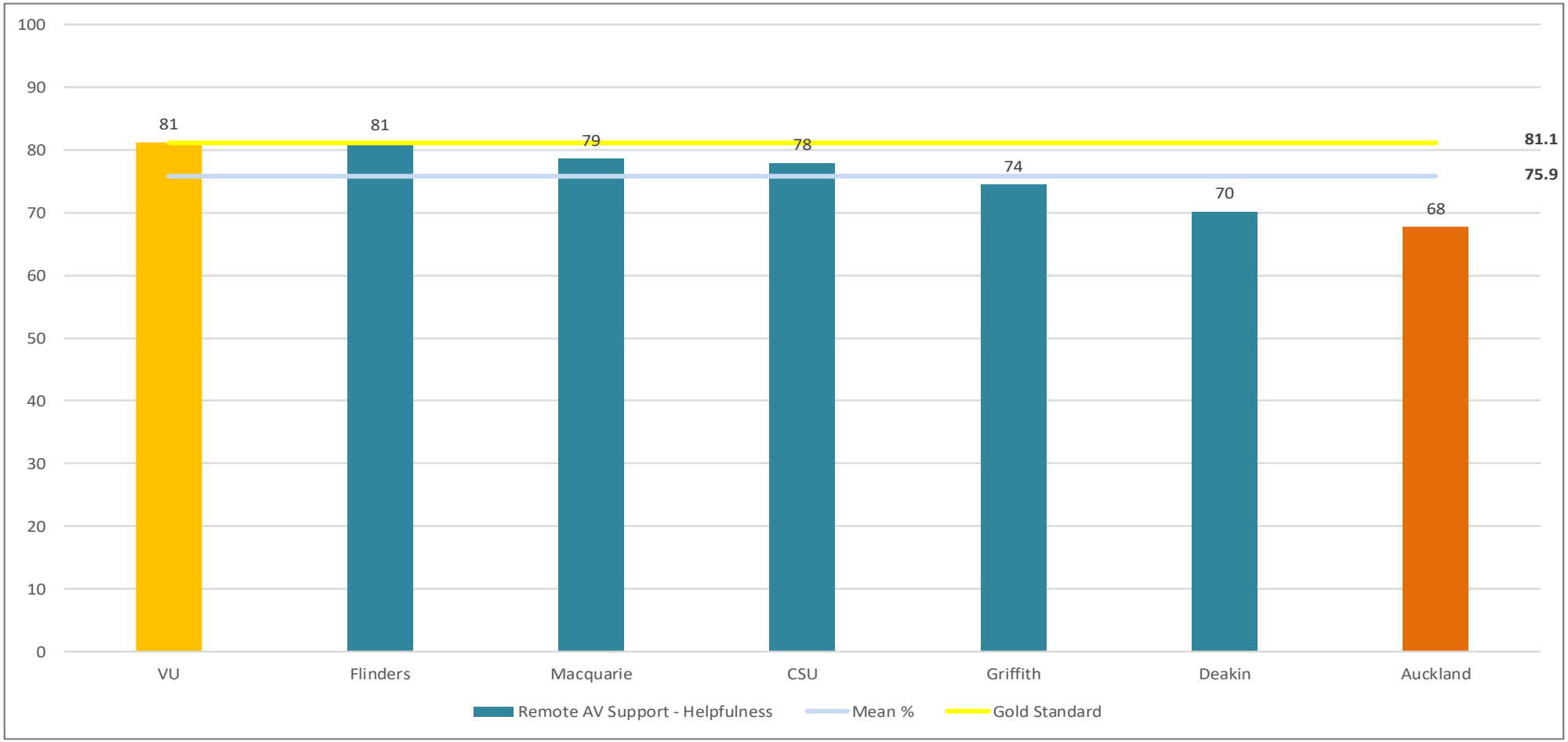


The usage of A/V teaching space equipment is reasonably consistent across universities, with around 38% of participants indicating that they use it.

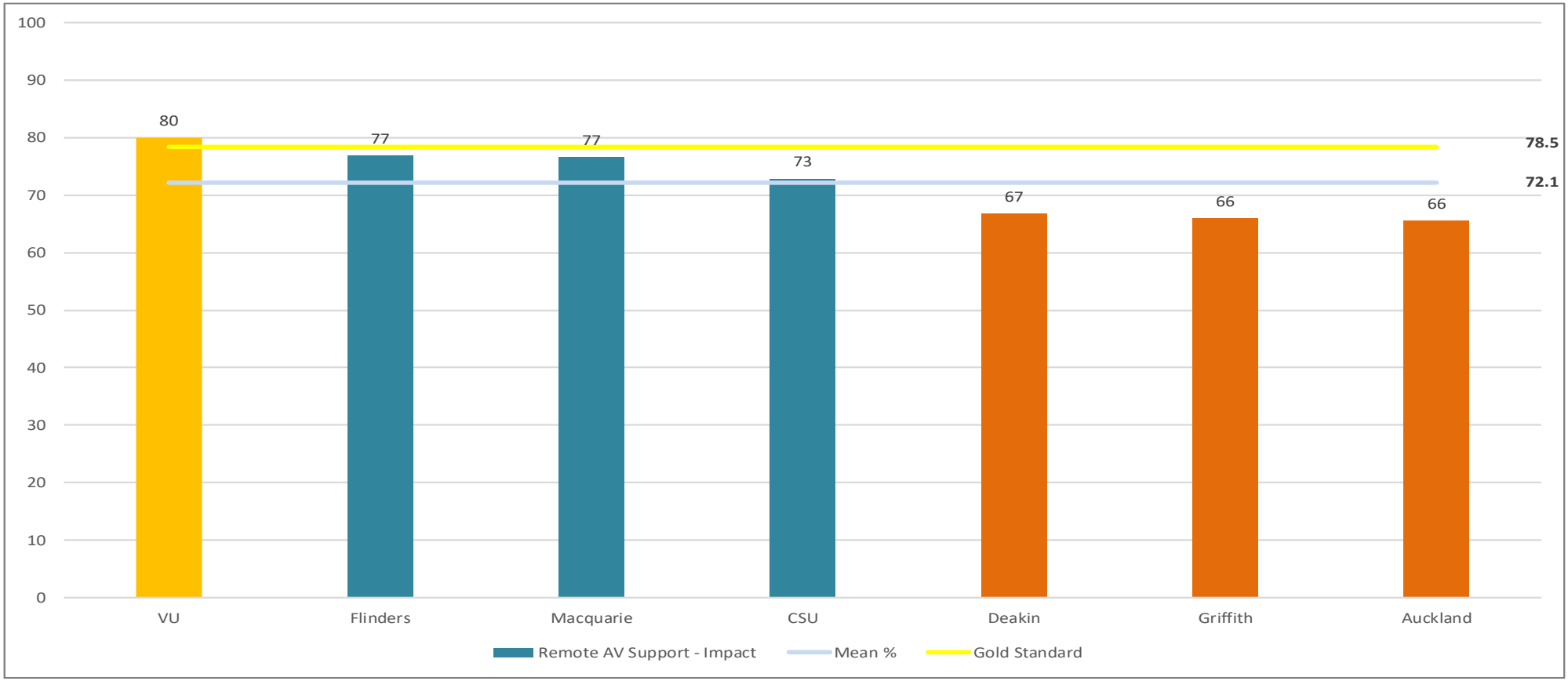
Remote A/V technical skill



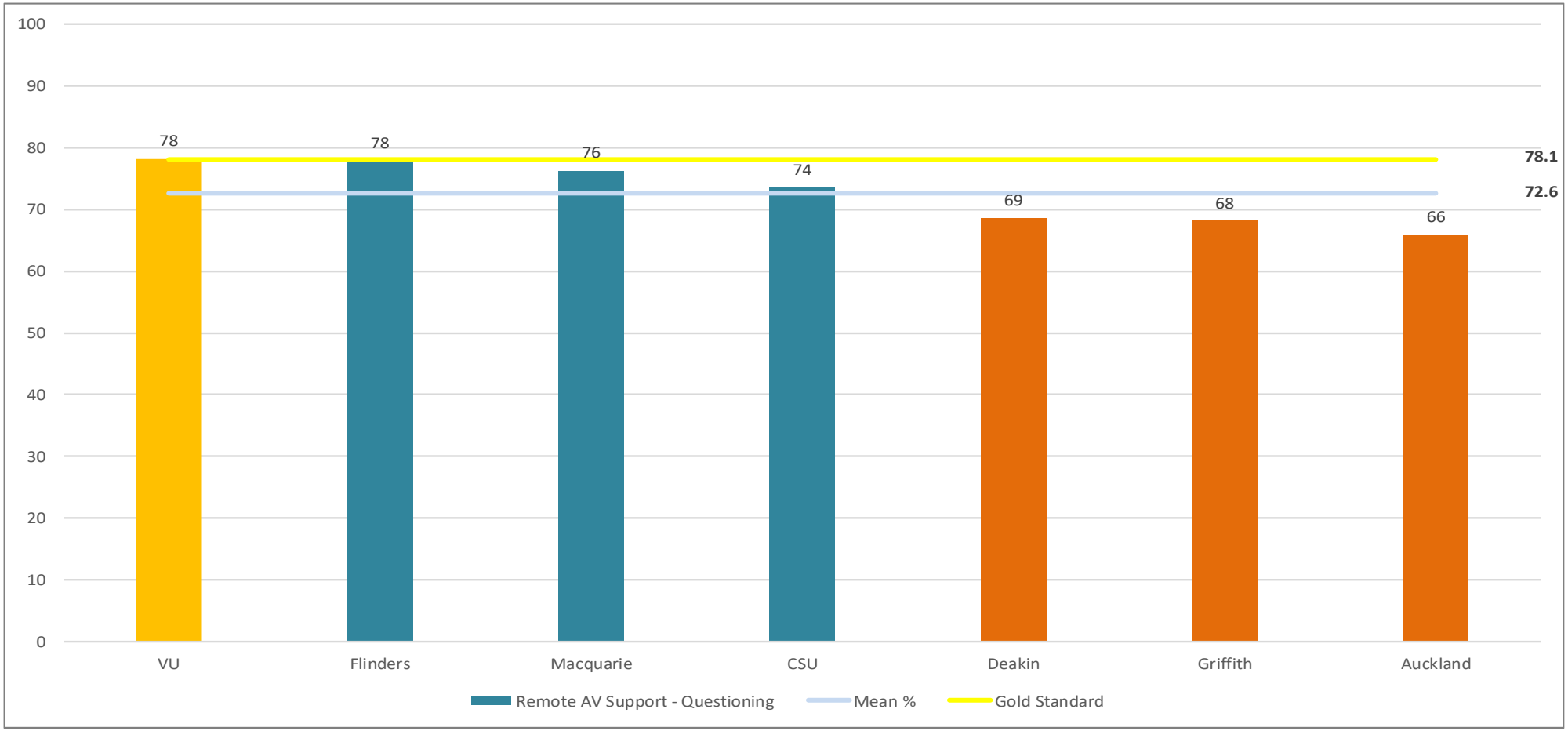
Remote A/V helpfulness



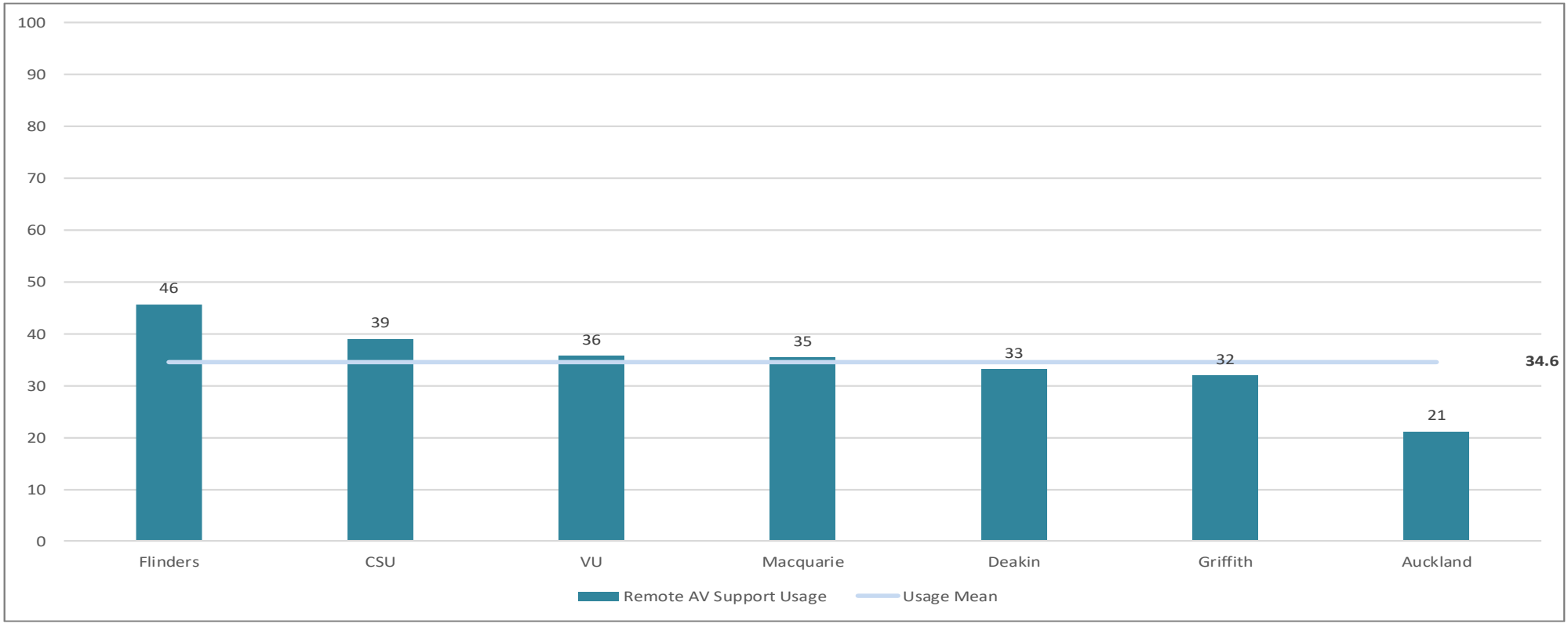
Remote A/V understand the impact on the service consumer



Remote A/V questioning skill



Remote A/V usage

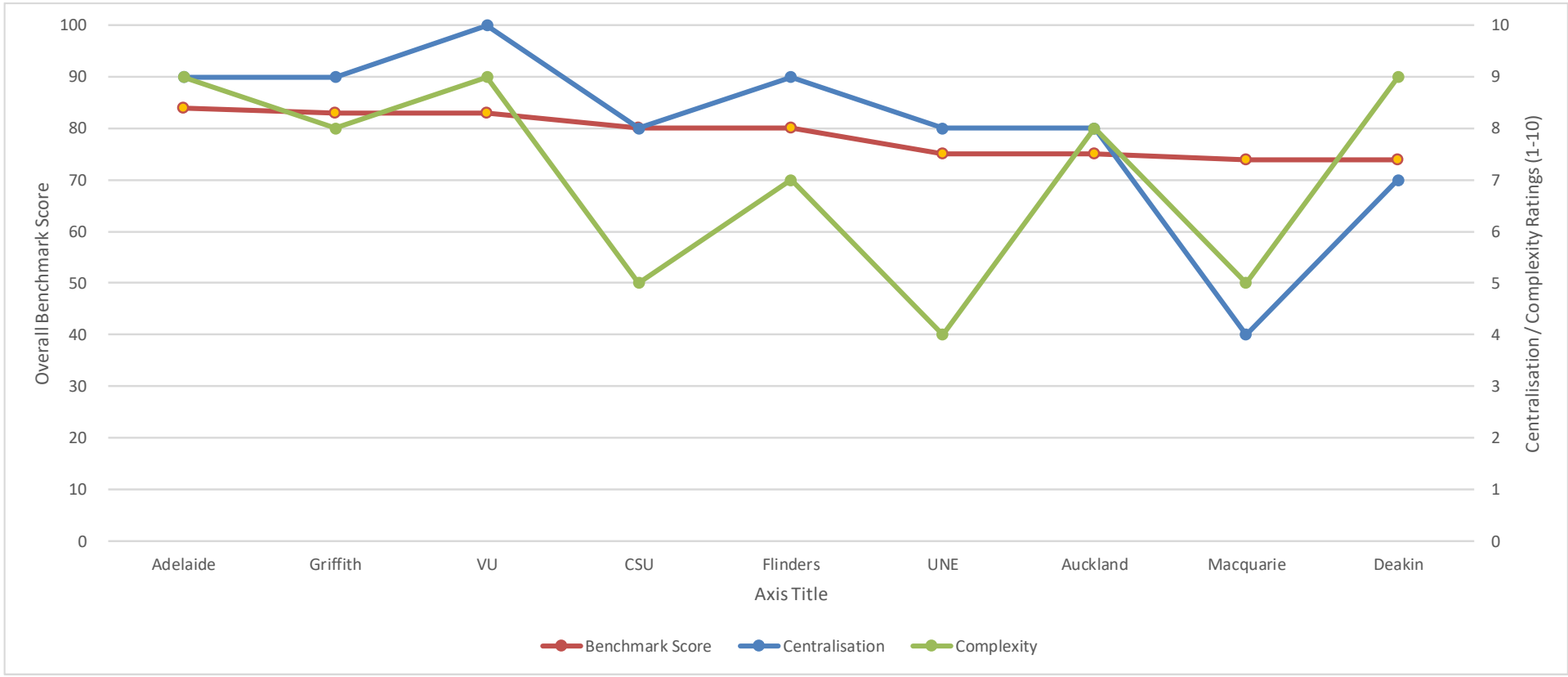


Satisfaction with remote A/V support was generally good across most universities. This is encouraging as it seems that most people who use the teaching space A/V equipment have required support for it at some stage. Remote A/V support potentially provides the capacity to resolve such issues promptly, which is important given the typically high impact environment of these issues.

Appendix A: Historical scores and centralisation/complexity

2018 Rank	University	2018 Score	Centralisation	Complexity	2017 Score	2016 Score	2018-2017 Change	2017-2016 Change	2018-2016 Change
1	Adelaide	84	9	9	85	86	-1	-1	-2
2	Griffith	83	9	8	DNP	79			4
3	VU	83	10	9	82	81	1	1	2
4	CSU	80	8	5	77	75	3	2	5
5	Flinders	80	9	7	73	DNP	7		
6	UNE	75	8	4	71	70	4	1	5
7	Auckland	75	8	8	71	67	4	4	8
8	UTS	74			72	69	2	3	5
9	Macquarie	74	4	5	71	68	3	3	6
10	Deakin	74	7	9	74	78	0	-4	-4

Note: Centralisation and complexity figures are self-ratings provided by the main contact at each university, and are not available in all cases.



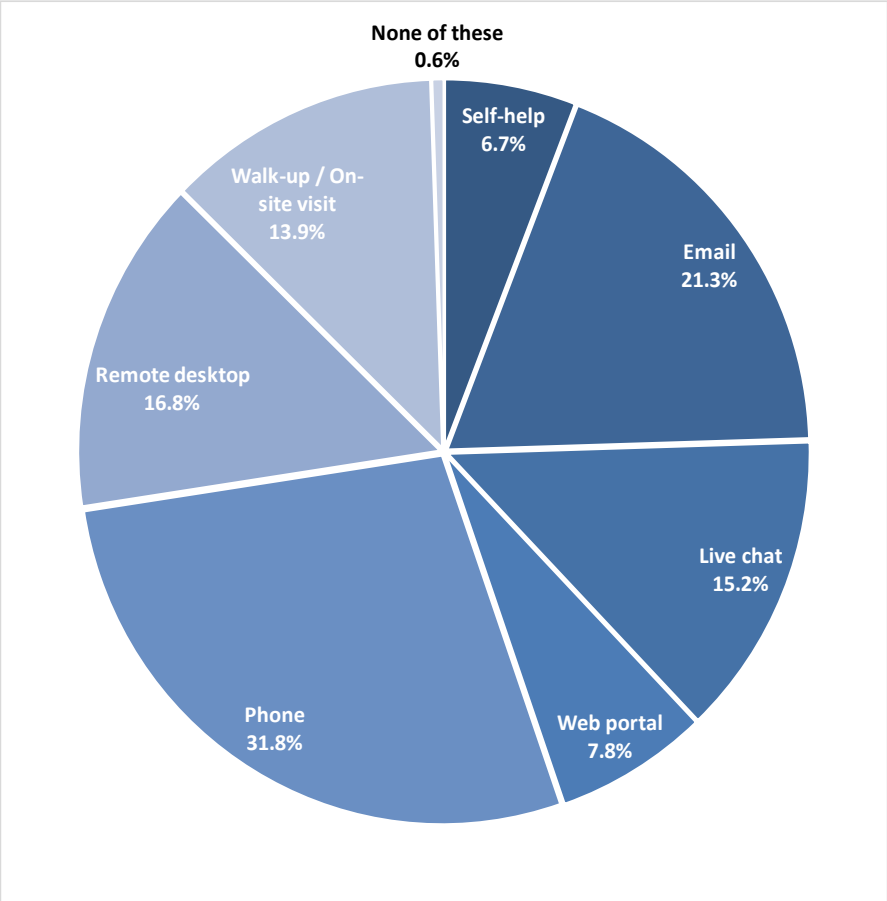
The above chart shows the overall benchmark score alongside centralisation and complexity ratings. Complexity and centralisation appear to go to hand-in-hand to some extent, but as with last year there is a slight tendency for more complex and centralised universities to have higher scores, although the results vary considerably.

Appendix B: Preferred support and learning methods

In 2018 service consumers were asked to identify their preferred method of receiving support. The table below shows the responses for each university (note that UTS did not include any demographic/research questions).

University	Self-help	Email	Live chat	Web portal	Phone	Remote desktop	Walk-up / On-site visit	None of these
Adelaide	10%	20%	7%	1%	38%	16%	7%	0%
Auckland	7%	22%	6%	4%	17%	18%	25%	1%
CSU	7%	N/A	N/A	18%	48%	19%	8%	1%
Deakin	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Flinders	7%	19%	6%	3%	31%	25%	9%	0%
Griffith	6%	16%	9%	3%	39%	16%	9%	1%
Macquarie	8%	32%	9%	4%	17%	9%	21%	1%
UNE	7%	19%	10%	4%	29%	20%	11%	1%
UTS	N/A	N/A	68%	32%	N/A	N/A	N/A	N/A
VU	4%	21%	7%	1%	34%	13%	20%	1%
Sector Mean	**7%**	**21%**	**15%**	**8%**	**32%**	**17%**	**14%**	**1%**

Support preference – sector means



Telephone is still clearly the most preferred form of receiving support across the sector, followed by Email. Remote support is slightly ahead of On-site support, as has been the case for the last few years. Despite the increased uptake and focus on self-help resources, staff's preference for this type of support has remained constant.

Support preference – self help

University	Intranet	Wiki	Faculty Web Pages	IT Knowledge Base Articles	Other	None
Adelaide	N/A	N/A	N/A	N/A	N/A	N/A
Auckland	95%	15%	53%	41%	8%	N/A
CSU	79%	8%	44%	50%	6%	N/A
Deakin	82%	62%	43%	53%	10%	N/A
Flinders	70%	25%	43%	30%	17%	6%
Griffith	N/A	N/A	N/A	N/A	N/A	N/A
Macquarie	76%	39%	45%	25%	14%	N/A
UNE	79%	21%	40%	43%	14%	N/A
UTS	N/A	N/A	N/A	N/A	N/A	N/A
VU	85%	N/A	28%	35%	14%	N/A
Sector Mean	**81%**	**28%**	**42%**	**40%**	**12%**	**6%**

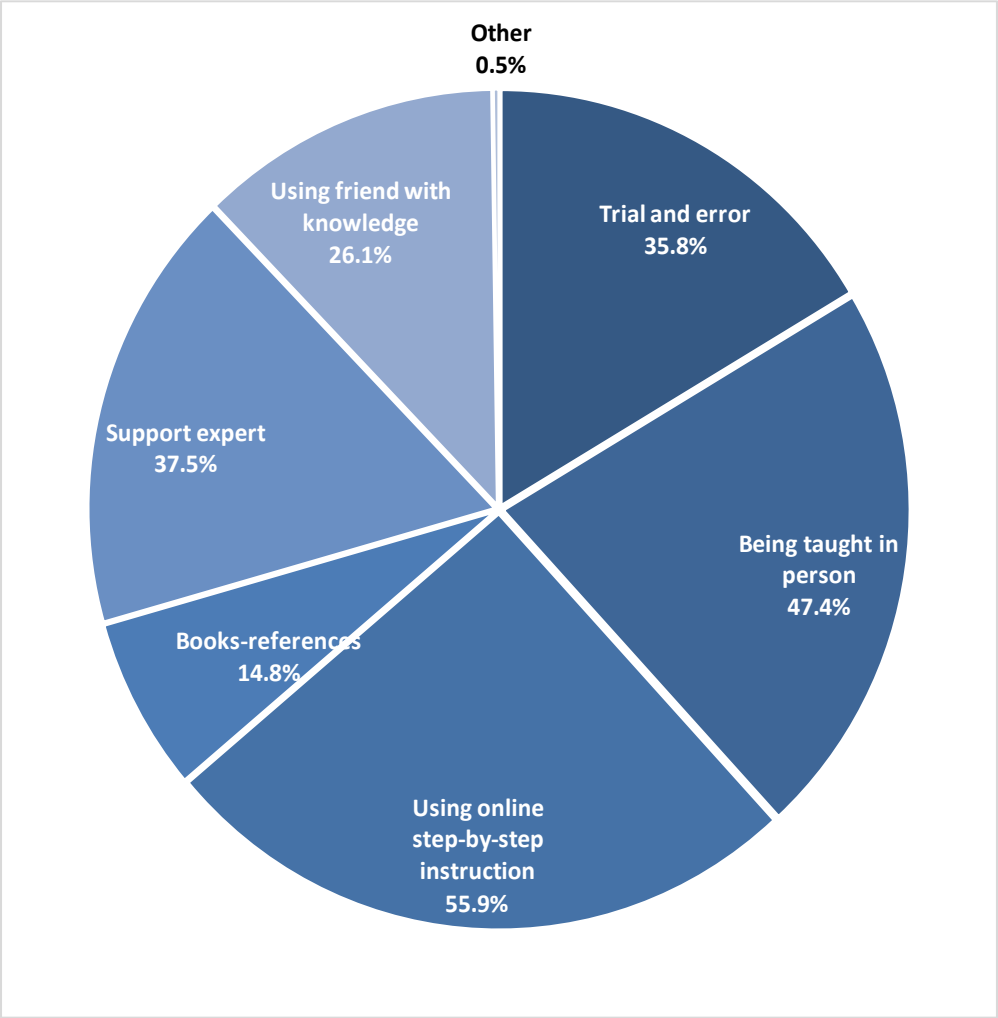
In 2018, a number of universities also asked participants how they accessed self-help resources. Participants could select multiple options, but the most common source selected was the staff intranet.

Learning preferences

In 2018 service consumers were also asked to identify their preferred mode of learning. The table below shows the responses for each university.

University	Trial and error	Being taught in person	Using online step-by-step instruction	Books-references	Support expert	Using friend with knowledge	Other
Adelaide	39%	43%	59%	N/A	36%	26%	0%
Auckland	38%	53%	58%	15%	39%	32%	0%
CSU	38%	49%	56%	15%	43%	29%	0%
Deakin	39%	51%	56%	18%	38%	29%	0%
Flinders	31%	39%	52%	11%	37%	19%	3%
Griffith	29%	43%	55%	N/A	35%	20%	0%
Macquarie	33%	49%	56%	14%	29%	23%	0%
UNE	37%	44%	55%	14%	35%	25%	0%
UTS	N/A	N/A	N/A	N/A	N/A	N/A	0%
VU	40%	56%	58%	17%	44%	32%	0%
Sector Mean	**36%**	**47%**	**56%**	**15%**	**38%**	**26%**	**0%**

Learning preference – sector means



Online instruction remains the most popular form of learning, with all categories being very similar to the 2017 results.

Note: Participants could select multiple responses, and the percentages shown indicate the proportion of total respondents that selected each category.

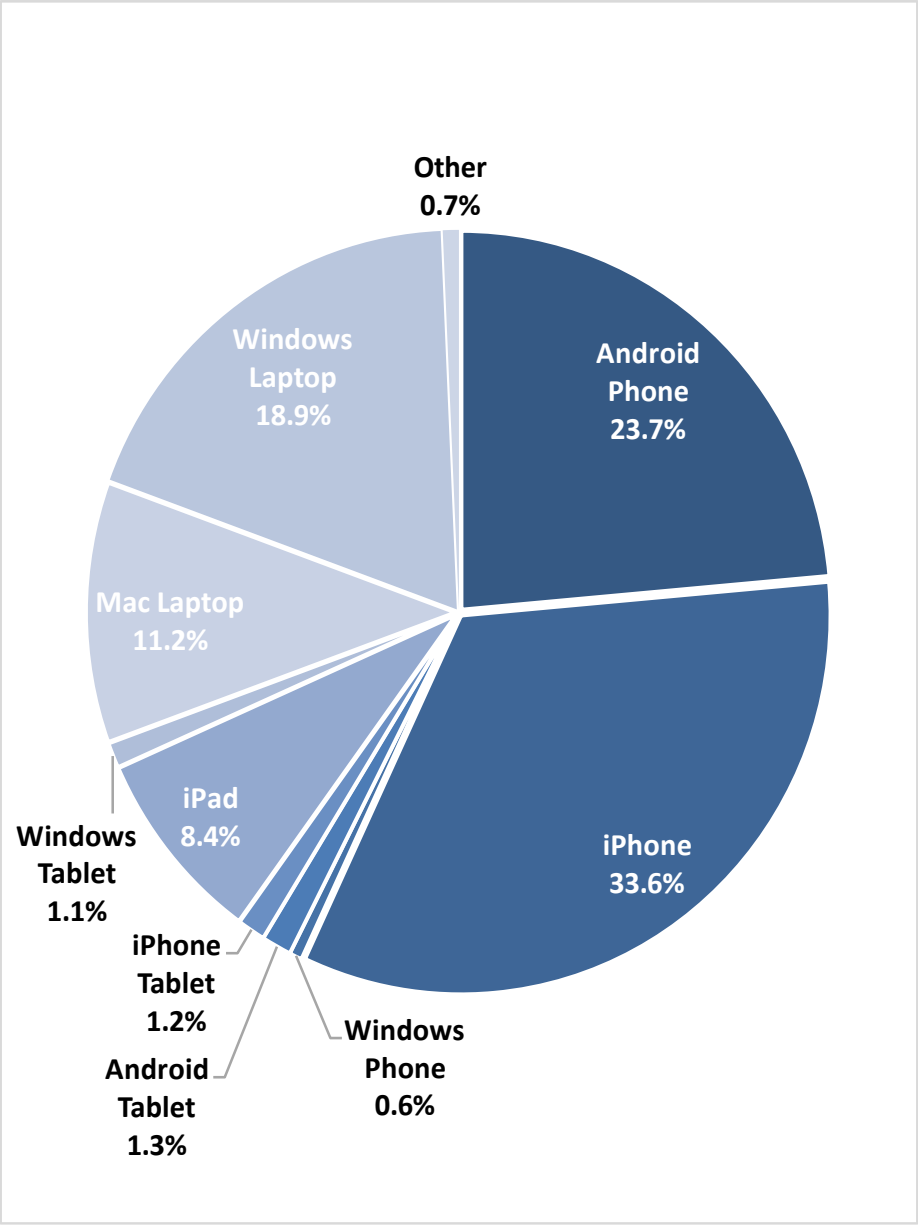
Appendix C: Bring Your Own Device (BYOD)

BYOD usage and device types

University	Usage	Android Phone	iPhone	Windows Phone	Android Tablet	iPhone Tablet	iPad	Windows Tablet	Mac Laptop	Windows Laptop	Other
Adelaide	76%	24%	31%	1%	1%	1%	6%	1%	14%	20%	1%
Auckland	76%	28%	33%	0%	2%	N/A	7%	1%	10%	17%	1%
CSU	64%	22%	34%	1%	2%	N/A	11%	1%	7%	23%	0%
Deakin	75%	22%	34%	1%	1%	N/A	12%	1%	10%	19%	0%
Flinders	77%	23%	32%	1%	1%	N/A	8%	2%	13%	20%	0%
Griffith	72%	22%	38%	1%	2%	N/A	9%	1%	10%	15%	1%
Macquarie	79%	24%	35%	0%	1%	N/A	6%	1%	14%	16%	1%
UNE	66%	23%	28%	0%	1%	N/A	10%	1%	15%	20%	2%
UTS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
VU	68%	24%	37%	1%	2%	N/A	7%	1%	8%	19%	0%
Sector Mean	**72%**	**24%**	**34%**	**1%**	**1%**	**1%**	**8%**	**1%**	**11%**	**19%**	**1%**

Note: the “iPhone Tablet” category has been removed from most surveys, and will not be included in subsequent years. It was introduced alongside the first ‘Phablet’ devices, but is no longer a commonly used term.

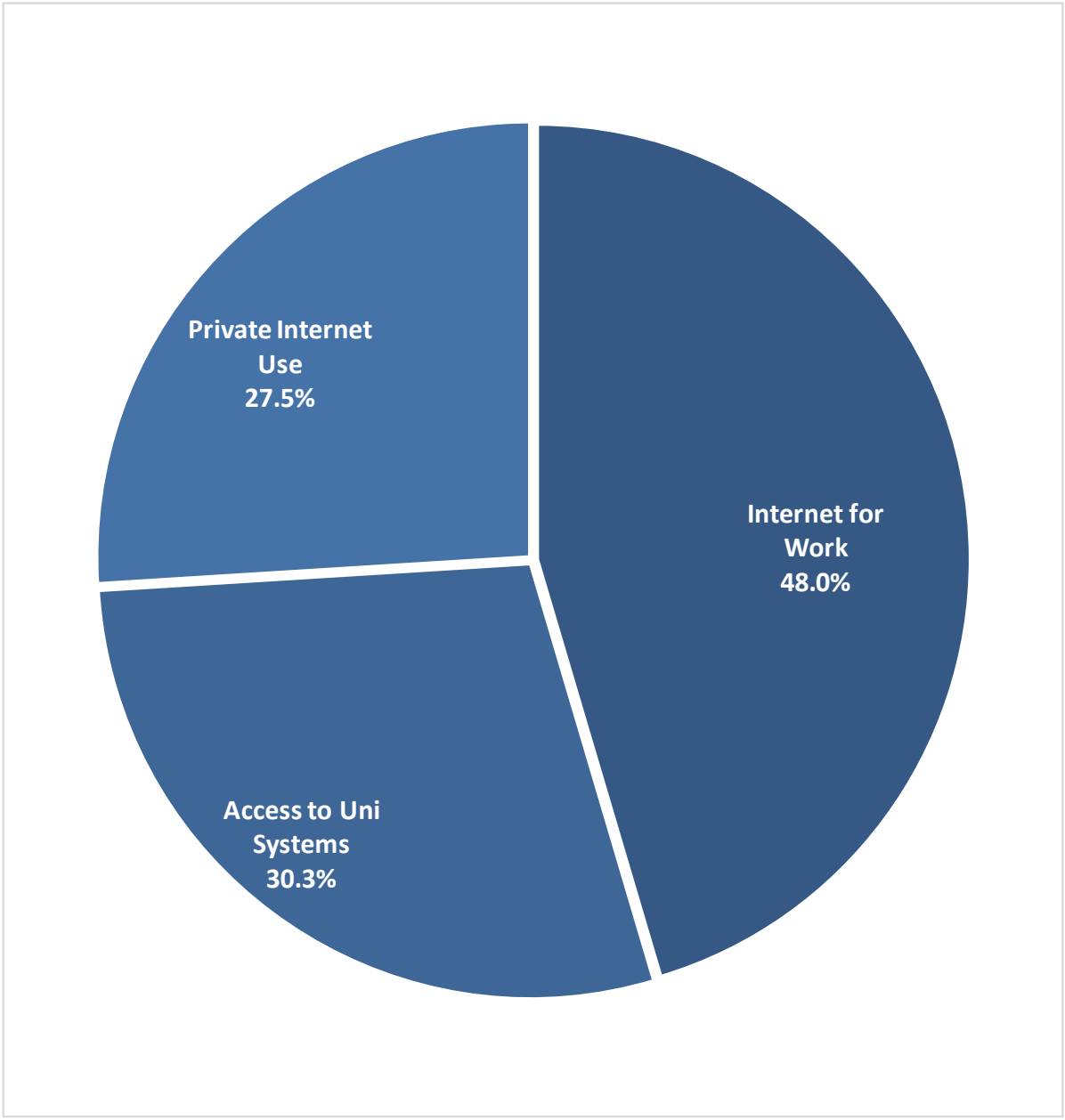
BYOD device types – sector means



BYOD activities and support

University	Usage	Internet for Work	Access to Uni Systems	Private Internet Use	Uni Systems are Mobile Friendly	Support for Mobile is Sufficient
Adelaide	76%	52%	34%	29%	66%	69%
Auckland	71%	49%	30%	30%	50%	55%
CSU	58%	44%	28%	23%	51%	57%
Deakin	70%	48%	28%	27%	56%	59%
Flinders	63%	49%	32%	25%	57%	58%
Griffith	56%	43%	27%	29%	59%	N/A
Macquarie	58%	48%	29%	29%	50%	54%
UNE	N/A	47%	30%	27%	56%	56%
UTS	63%	N/A	N/A	N/A	N/A	N/A
VU	60%	52%	34%	29%	63%	64%
Sector Mean	**63%**	**48%**	**30%**	**27%**	**56%**	**59%**

BYOD activities – sector means

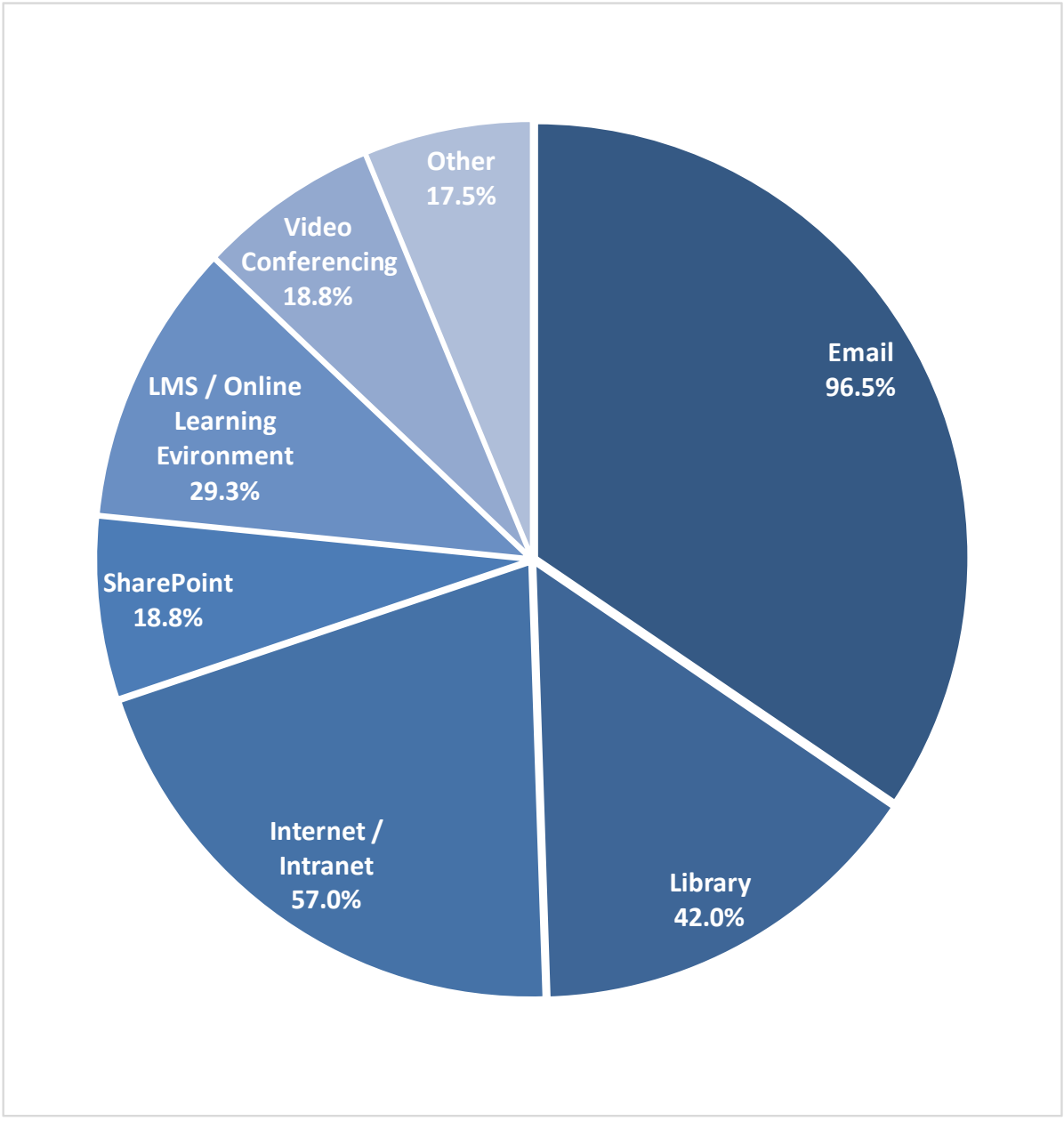


Appendix E: Off-Campus usage and set-up

Off-Campus usage and activities

University	Usage	Email	Library	Internet / Intranet	SharePoint	LMS / Online Learning Evironment	Video Conferencing	Other	Ease of setting up
Adelaide	65%	96%	45%	48%	4%	17%	8%	20%	80%
Auckland	71%	98%	47%	74%	13%	22%	14%	20%	75%
CSU	58%	96%	41%	60%	N/A	42%	38%	15%	78%
Deakin	70%	97%	42%	65%	34%	32%	47%	15%	77%
Flinders	63%	96%	45%	39%	N/A	N/A	10%	14%	80%
Griffith	56%	97%	38%	55%	12%	25%	9%	19%	77%
Macquarie	58%	94%	50%	49%	27%	36%	14%	18%	72%
UNE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UTS	63%	97%	39%	48%	17%	27%	N/A	N/A	72%
VU	60%	97%	32%	74%	26%	31%	10%	17%	81%
Sector Mean	**63%**	**96%**	**42%**	**57%**	**19%**	**29%**	**19%**	**17%**	**77%**

Off-Campus activities – sector means



Note: Participants could select multiple responses, and the percentages shown indicate the proportion of total respondents that selected each category.

Appendix F: Cohort characteristics

Cohort size and response rates

University	Cohort Size (Invited)	Cohort Size (Reported)	Number of Responses	Response Rate
Flinders	2600	2500	1141	44%
CSU	2979	2500	1119	38%
Auckland	5515	5500	1662	30%
Griffith	2000	4000	414	21%
Deakin	7426	4692	1492	20%
Macquarie	9504	9504	1872	20%
Adelaide	9395	9500	1830	19%
UNE	2992	2300	543	18%
VU	5283	5397	915	17%
UTS	9362	9362	1469	16%
Total	**57056**	**55255**	**12457**	**Mean (24.27%)**

The figures for Cohort Size (Invited) show the actual number of people that were sent invitations to the survey, whereas Cohort Size (Reported) are the total staff figures provided to us by our main contact at the university. Some universities only invite a sample of their staff to participate (e.g. those that have raised a support ticket in the last 12 months), whilst others may also include casuals and sessional or contract staff that are typically not included in FTE figures.

Gender

In general university surveys across Australia and New Zealand the ratio of female to male respondents is 60%:40%. The sector result is only slightly different and is likely accounted for by the 'other / prefer-not-to-say' percentage of 3.3%. Note that most universities also included a 'Gender X' or similar option, but as only about .3% selected this category the results are not shown.

University	Female	Male	Other / Prefer not to say
Adelaide	58%	40%	1%
Auckland	63%	33%	4%
CSU	64%	31%	4%
Deakin	62%	33%	4%
Flinders	N/A	N/A	N/A
Griffith	62%	37%	1%
Macquarie	60%	35%	4%
UNE	55%	40%	4%
UTS	N/A	N/A	N/A
VU	59%	35%	4%
Sector Mean	**60.3%**	**35.5%**	**3.3%**

English as Second Language

Across the sector 20.2% of staff report that English is not their first language. Individual universities range from about 12% to 29% depending on their location.

University	English is first language	English is not first language
Adelaide	77%	23%
Auckland	74%	26%
CSU	88%	12%
Deakin	84%	16%
Flinders	N/A	N/A
Griffith	82%	18%
Macquarie	71%	29%
UNE	86%	14%
UTS	N/A	N/A
VU	77%	23%
Sector Mean	**79.8%**	**20.2%**

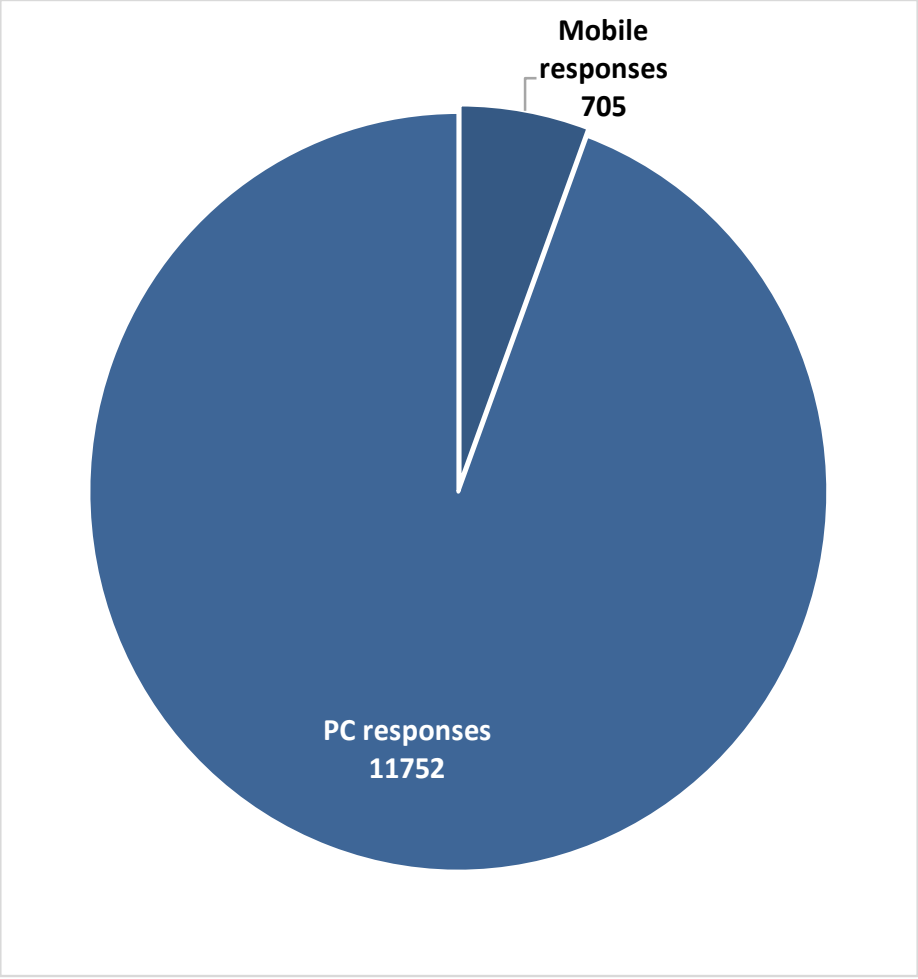
Time at university

University	Less than a year	Between 1 & 3 years	More than 3 years
Adelaide	15%	19%	65%
Auckland	13%	18%	69%
CSU	12%	19%	69%
Deakin	15%	21%	64%
Flinders	N/A	N/A	N/A
Griffith	14%	19%	67%
Macquarie	15%	24%	60%
UNE	12%	22%	66%
UTS	N/A	N/A	N/A
VU	18%	20%	63%
Sector Mean	**14.3%**	**20.3%**	**65.4%**

Appendix G: Device type

A total of 57,056 academic and professional staff were invited to take part in the benchmark survey in 2018. A total of 12,457 responded to the surveys, of which only 705 (5.7%) used a mobile device to do so.

Responses by device type



Appendix H: Benchmark summary scores

2018 Benchmark score summary

	Service Provision	Gold Standard	Benchmark Mean	Range of Scores (Lowest to Highest)
Overall Satisfaction	Whole of IT	83.7	76.0	66 - 84
Technical capability	Phone	86.5	79.7	72 - 87
Helpfulness	Phone	89.2	83.1	75 - 90
Business impact understanding	Phone	83.6	76.6	69 - 86
Questioning Skills	Phone	86.0	78.6	70 - 87
Technical capability	On-site	92.5	89.1	85 - 94
Helpfulness	On-site	93.3	90.0	86 - 94
Business impact understanding	On-site	91.1	87.8	83 - 93
Questioning Skills	On-site	91.2	88.0	83 - 93
Technical capability	Remote Support	93.6	88.9	84 - 94
Helpfulness	Remote Support	94.2	90.3	85 - 95
Business impact understanding	Remote Support	92.0	86.3	79 - 92
Questioning Skills	Remote Support	92.4	87.2	81 - 93
Communicate in complex problems	Third-tier	51.1	44.2	38 - 55
Check back after final resolution of complex problem	Third-tier	51.8	44.5	35 - 61
Satisfied Issue Fully Resolved	Third-tier	64.4	57.5	48 - 65
Benchmark Score	**All**	**83.2**	**78.1**	**74 - 84**

Appendix I: Glossary

Option scales	Most questions use a 6 point ordinal scale
T2B%	Percentage of respondents who selected the top two choices on the scale
B2B%	Percentage of respondents who selected the bottom two choices on the scale
Gold Standard	The mean of the scores of the top quartile of universities
Benchmark mean	The average of all university scores on items that make up the benchmark
Colour Key	Scores >=70% GREEN / BLUE
	50% to 70% AMBER
	Less than 50% RED

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