REED COLLEGE

April 16, 2009

TO: Ethan Benatan, Director of Computer User Services

FROM: Jon W. Rivenburg, Director of Institutional Research

SUBJECT: Spring 2009 Technology Planning Survey

Summary

Attached are the results from the spring 2009 Technology Planning Survey. The response rate for the survey was 29%, with 378 of 1,309 students responding. While the responses rate is somewhat low, the survey was conducted during one of the busiest times on the academic calendar—late in spring semester. There are no obvious signs of response bias, though it is unclear if it is present. My understanding is that to help address this, a "multi-method" approach will be employed, and you will conduct a future qualitative focus-group drawn from a random sample of non-respondents. By comparing results from both this and the future effort, a clearer picture of the presence or absence of response bias will be obtained. However, with a respondent group of 378 students, and the incentives offered (see methodology section), it is *unlikely* there is any systematic response bias.

Results are detailed below; the general tone of responses was quite positive.

Purpose

The Technology Planning Survey was designed as a "quick and brief" effort to obtain information from students about technology usage and support. Issues of support, training, and documentation were probed. In addition, open-ended feedback was solicited concerning emerging technologies now being used by students and any recommendations students had concerning improvements to any area of technology.

Methodology

The initial Technology Planning Survey invitation was sent on April 8, 2009. The web-based survey was initiated by a spoofed email "invitation" from Ethan Benatan, Director of Computer User Services. The invitation was sent to 1,309 students enrolled at Reed in the spring of 2009 (excluding students studying off-campus, TAG students, MALS students, HIP students, and combined-program students). The 1,309 students

were considered the appropriate and entire "population" of the study. In addition to the initial solicitation, there was a reminder invitation sent April 11. The survey was closed on April 15, a response duration of eight days. As stated above, the purpose of the survey was to conduct a "quick and brief" survey, so the duration of the survey process was felt appropriate, specifically acknowledging the busyness of students during this time of the academic year.

There were three iPod Shuffles offered as raffle prizes to provide response incentives to participants. The cover email sent to the students provided a link to the portal page for the survey, which described the purpose of the survey, anonymity assurances, validation procedures, raffle prize description and process, and a thank you.

While the quantitative question results are presented with frequency distributions and percentages, the open-ended responses are listed by student respondent. A perusal of these open-ended responses is amazingly informative. However, to thoughtfully group these responses by question, hand-editing was required. When a student responded "nope," "dunno," "N/A," "?," or the like, responses are not presented. This is why the response count on the quantitative presentation may not always tie with the number of open-ended responses presented.

Results

The response rate to the survey was 29% (378/1,309). While the specific details of responses follow, a few observations may be made.

When asked about technologies students employed in their academic work, "websites" were mentioned most frequently (95%), with Moodle following at 83%, digital images 47%, statistics software 35%, video 32%, audio 31%, and mapping software 6%. Open-ended responses to how these technologies are used generally point to class support such as posted readings, sharing of assignments, topical research, or class communication.

The question "*In what ways could technology be used more effectively in your academic work?*" elicited a broad variety of responses. They ranged from "no clue," "It's pretty effective now," to "Use Moodle and eReserves more!" The reader is encouraged to read these comments for the full spectrum of suggestions.

When asked "*Are there technologies you would like to be able to use in your academic work that are not available to you?,*" approximately 80% of the respondents selected "no."

Response to "*How well do the computer labs on campus meet your needs for your academic work?*" was extremely positive with "fairly well" selected 45% of the time, and "very well" 52%. In total, 97% voicing satisfaction with the computer labs.

When asked "*What would make the labs more useful to you?,*" the responses were again quite varied, ranging from "I think they are pretty great!," "recliners," "the keyboards are crap," "faster machines," to "more scanners." Again, the reader should read the variety of comments.

The response choices for "*How well does Reed do in providing the support, training, and documentation you need to use technology successfully in your academic work?,*" were separated into **support** (42% very well, 44% fairly well, 2% poorly, 11% not applicable), **training** (14% very well, 48% fairly well, 17% poorly, and 21% not applicable), and **documentation** (23% very well, 46% fairly well, 7% poorly, 24% not applicable). Generally, all these areas were rated well, with training have the highest "poorly rating" (17%).

"What changes would you recommend to support, training, or documentation to make them more useful to you?" elicited a variety of constructive responses. LaTex documentation and support, PC support, training for Mathematica, explicit announcements or postings that detail specific technological updates, and more information sessions freshman year were some of the suggested improvements.

"How easy is it for you to find Reed's online services when you need them?," yielded 49% citing "very easy," 43% "fairly easy," 7% "somewhat difficult," and 1% very difficult.

When asked *"How could we make Reed's online services easier to find?,"* the responses were varied but overall appeared quite positive. The suggestion for a "consolidated download page" seemed to come up a number of times as did a more visible link somewhere on the website.

"How well informed do you feel about the technology services that Reed offers?," results showed 17% "very well," 62% fairly well, 19% poorly, and 1% "not at all."

"How would you like to be informed about our technology services?" showed a preference for "web pages" 54%, "opt-in email list" 49%, "At Reed articles" 38%, "blog" 20%, "RSS feed" 11%, and "Other" 10%. The "Other" category included suggestions concerning emails, Twitter, Moodle or IRIS homepages, or student body information emails.

In response to *"How well are your non-curricular needs supported by technology at Reed?,"* students responded "very well" 37% of the time, "fairly well" 55%, "poorly" 7%, and "not at all" 1%.

When asked *"What changes would you recommend to Reed's support for non-curricular uses of technology?,"* the answers ranged from "none," "increase the wireless network's reliability," "better wireless in the new dorms," and so on. The reader is advised to look at the details that follow.

Students were quite clear in their responses to *"Would you like Reed to license a source of music, movies, or both for your recreational use, so that you could legally download and use this content?,"* by selecting "music and movies" 79% of the time, music 11%, and movies 10%.

When asked *"How much would you be prepared to pay (per semester) for access to such a service, assuming it allowed unlimited use?,"* the $20-$30 range seemed the most frequently cited.

Eighty-one percent (81%) claimed they currently **do not** use a handheld device for email, calendaring, web browsing, or similar activities. Of those that responded they had a handheld device, the distribution of types was: iPod touch 40%, iPhone 33%, Blackberry 6%, Palm PDA/Smartphone 3%, Windows smartphone 3%, Kindle reader 3%, and "Other" 19%. The "Other" category included Samsung Blackjack I, LG Rumor, etc.

When asked "How would you like Reed to support the use of these devices?," there were a fair number of students not desiring additional support and many wanting better access ("A mobile friendly reed.edu or reed library site would be very helpful.").

The final question *"Please use the box below to tell us anything else you'd like us to know about technology at Reed,"* evoked praise for the CUS help desk, suggestions for more power outlets for laptop users with poor batteries, and praise for the website and step by step guides.

Technology Planning Survey

Thank you for participating in this survey. Your contributions will be anonymous and will be used only to guide our technology planning. The survey should only take you a few minutes to complete.

As a thank you for your time, upon completion of your survey, you will be entered in a raffle for one of three of the new talking iPod Shuffles!

The information that you provide will help us tailor Reed's technology environment to your needs and will shape how we support the use of technology in the coming years. If you would like to learn more about Reed's technology strategic planning process, please visit our strategic planning web page, http://www.reed.edu/cis/policies/strategic_plan /index.html. We'll post updates there.

Academic uses of technology

1a.
What technologies do you use in your academic work? (please check all that apply)

☐ Moodle

☐ websites

☐ statistics software

☐ mapping software

☐ digital images

☐ audio

☐ video

1b.
Please tell us briefly how you use these technologies (or others) for academic purposes.

> [   ]

1c.

In what ways could technology be used more effectively in your academic work?

> [   ]

1d.

Are there technologies you would like to be able to use in your academic work that are not available to you?

yes	no
○	○

If so, which ones?

> [   ]

2a.

How well do the computer labs on campus meet your needs for your academic work?

not at all	poorly	fairly well	very well
○	○	○	○

2b.

What would make the labs more useful to you?

> [   ]

[Next] [Cancel]

Questions or Comments?

Contact Ethan Benatan at benatan@reed.edu

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Technology Planning Survey

Services and communication

3a.

How well does Reed do in providing the support, training, and documentation you need to use technology successfully in your academic work?

	not applicable	poorly	fairly well	very well
Support	○	○	○	○
Training	○	○	○	○
Documentation	○	○	○	○

3b.

What changes would you recommend to support, training, or documentation to make them more useful to you?

4a.

How easy is it for you to find Reed's online services when you need them? (For example, IRIS, Webmail, Moodle, AFS, academic software downloads)

very difficult	somewhat difficult	fairly easy	very easy
○	○	○	○

4b.

How could we make Reed's online services easier to find?

5a.

How well informed do you feel about the technology services that Reed offers? (These include the online services mentioned in the previous question, as well as support, training,

and documentation.)

not at all	poorly	fairly well	very well
○	○	○	○

5b.
How would you like to be informed about our technology services?

☐ blog

☐ RSS feed

☐ At Reed articles

☐ web pages

☐ opt-in email list

☐ Other (please explain): [   ]

(Next)   (Cancel)

Questions or Comments?
Contact Ethan Benatan at benatan@reed.edu

Technology Planning Survey

Beyond academics

6a.

How well are your non-curricular needs supported by technology at Reed?

not at all	poorly	fairly well	very well
○	○	○	○

6b.

What changes would you recommend to Reed's support for non-curricular uses of technology?

7a.

Would you like Reed to license a source of music, movies, or both for your recreational use, so that you could legally download and use this content?

music	movies	music and movies
○	○	○

7b.

If so, how much would you be prepared to pay (per semester) for access to such a service, assuming it allowed unlimited use?

8a.

Do you use a handheld device for email, calendaring, web browsing, or similar activities?

yes	no
○	○

If so, please tell us which:

☐ Blackberry

☐ iPhone

☐ iPod touch

☐ Nokia smartphone

☐ Palm PDA or smartphone

☐ Windows smartphone

☐ Kindle reader

☐ Other (please specify): _____

8b.
How would you like Reed to support the use of these devices?

9.
Please use the box below to tell us anything else you'd like us to know about technology at Reed.

[Submit responses]   [Cancel]

Questions or Comments?
Contact Ethan Benatan at benatan@reed.edu

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Statistics for Technology Planning Survey

Total submissions: 378

Calculated using numeric values

Multiple choice - multiple answers (check)
Question
What technologies do you use in your academic work? (please check all that apply)

```
        Total responses (N): 377    Did not respond: 1
```

Numeric value	Answer	Frequency	Percentage
1	Moodle	312	82.76%
2	websites	360	95.49%
3	statistics software	132	35.01%
4	mapping software	23	6.10%
5	digital images	180	47.75%
6	audio	116	30.77%
7	video	119	31.56%

*Response statistics**	
Mean	3.18
Median	2.00
Mode	2
Min/Max	1/7
Standard deviation	2.06

Long response
Question
Please tell us briefly how you use these technologies (or others) for academic purposes.

```
        Total responses (N): 364    Did not respond: 14
```

Statistics are not calculated for this question type.

Long response
Question
In what ways could technology be used more effectively in your academic work?

```
        Total responses (N): 306    Did not respond: 72
```

Statistics are not calculated for this question type.

Matrix - one answer per row (button)
Question
Are there technologies you would like to be able to use in your academic work that are not available to you?

*Response statistics**	
Row1	

Row 1

```
          Total responses (N): 358     Did not respond: 20
```

Numeric value	Answer	Frequency	Percentage
1	yes	73	20.39%
2	no	285	79.61%

Mean	1.80
Median	2.00
Mode	2
Min/Max	1/2
Standard deviation	0.40

Long response
Question
If so, which ones?

```
          Total responses (N): 84     Did not respond: 294
```

Statistics are not calculated for this question type.

Matrix - one answer per row (button)
Question
How well do the computer labs on campus meet your needs for your academic work?

Row 1

```
          Total responses (N): 377     Did not respond: 1
```

Numeric value	Answer	Frequency	Percentage
1	not at all	3	0.80%
2	poorly	8	2.12%
3	fairly well	170	45.09%
4	very well	196	51.99%

*Response statistics**	
Row1	
Mean	3.48
Median	4.00
Mode	4
Min/Max	1/4
Standard deviation	0.58

Long response
Question
What would make the labs more useful to you?

```
          Total responses (N): 253     Did not respond: 125
```

Statistics are not calculated for this question type.

Matrix - one answer per row (button)
Question
How well does Reed do in providing the support, training, and documentation you need to

*Response statistics**	
Row1	

use technology successfully in your academic work?

Row 1
Support

Total responses (N): 378   Did not respond: 0

Numeric value	Answer	Frequency	Percentage
1	not applicable	42	11.11%
2	poorly	10	2.65%
3	fairly well	167	44.18%
4	very well	159	42.06%

Row 2
Training

Total responses (N): 376   Did not respond: 2

Numeric value	Answer	Frequency	Percentage
1	not applicable	79	21.01%
2	poorly	63	16.76%
3	fairly well	179	47.61%
4	very well	55	14.63%

Row 3
Documentation

Total responses (N): 375   Did not respond: 3

Numeric value	Answer	Frequency	Percentage
1	not applicable	91	24.27%
2	poorly	28	7.47%
3	fairly well	171	45.60%
4	very well	85	22.67%

Mean	3.17
Median	3.00
Mode	3
Min/Max	1/4
Standard deviation	0.93

Row2

Mean	2.56
Median	3.00
Mode	3
Min/Max	1/4
Standard deviation	0.98

Row3

Mean	2.67
Median	3.00
Mode	3
Min/Max	1/4
Standard deviation	1.08

Long response
Question
What changes would you recommend to support, training, or documentation to make them more useful to you?

Total responses (N): 232   Did not respond: 146

Statistics are not calculated for this question type.

Matrix - one answer per row (button)
Question

How easy is it for you to find Reed's online services when you need them? (For example, IRIS, Webmail, Moodle, AFS, academic software downloads)

Row 1

```
        Total responses (N): 376     Did not respond: 2
```

Numeric value	Answer	Frequency	Percentage
1	very difficult	5	1.33%
2	somewhat difficult	27	7.18%
3	fairly easy	160	42.55%
4	very easy	184	48.94%

Long response
Question

How could we make Reed's online services easier to find?

```
        Total responses (N): 229    Did not respond: 149
```

Statistics are not calculated for this question type.

Matrix - one answer per row (button)
Question

How well informed do you feel about the technology services that Reed offers? (These include the online services mentioned in the previous question, as well as support, training, and documentation.)

Row 1

```
        Total responses (N): 373     Did not respond: 5
```

Numeric value	Answer	Frequency	Percentage
1	not at all	5	1.34%
2	poorly	72	19.30%
3	fairly well	232	62.20%
4	very well	64	17.16%

Multiple choice - multiple answers (check)
Question

How would you like to be informed about our technology services?

```
           Total responses (N): 367     Did not respond: 11
```

Numeric value	Answer	Frequency	Percentage
1	blog	73	19.89%
2	RSS feed	42	11.44%
3	At Reed articles	138	37.60%
4	web pages	197	53.68%
5	opt-in email list	180	49.05%
6	Other (please explain):	36	9.81%

Median	4.00
Mode	4
Min/Max	1/6
Standard deviation	1.36

Matrix - one answer per row (button)
Question
How well are your non-curricular needs supported by technology at Reed?

Row 1

```
           Total responses (N): 372     Did not respond: 6
```

Numeric value	Answer	Frequency	Percentage
1	not at all	4	1.08%
2	poorly	25	6.72%
3	fairly well	205	55.11%
4	very well	138	37.10%

*Response statistics**	
Row1	
Mean	3.28
Median	3.00
Mode	3
Min/Max	1/4
Standard deviation	0.63

Long response
Question
What changes would you recommend to Reed's support for non-curricular uses of technology?

```
           Total responses (N): 200     Did not respond: 178
```

Statistics are not calculated for this question type.

Matrix - one answer per row (button)
Question
Would you like Reed to license a source of music, movies, or both for your recreational use, so that you could legally download and use this content?

Row 1

```
           Total responses (N): 325     Did not respond: 53
```

*Response statistics**	
Row1	
Mean	2.68
Median	3.00
Mode	3
Min/Max	1/3

Numeric value	Answer	Frequency	Percentage
1	music	36	11.08%
2	movies	32	9.85%
3	music and movies	257	79.08%

Standard deviation	0.66

Short response
Question
If so, how much would you be prepared to pay (per semester) for access to such a service, assuming it allowed unlimited use?

Total responses (N): 317   Did not respond: 61

Statistics are not calculated for this question type.

Matrix - one answer per row (button)
Question
Do you use a handheld device for email, calendaring, web browsing, or similar activities?

Row 1

Total responses (N): 377   Did not respond: 1

Numeric value	Answer	Frequency	Percentage
1	yes	73	19.36%
2	no	304	80.64%

Response statistics*	
Row1	
Mean	1.81
Median	2.00
Mode	2
Min/Max	1/2
Standard deviation	0.40

Multiple choice - multiple answers (check)
Question
If so, please tell us which:

Total responses (N): 78   Did not respond: 300

Numeric value	Answer	Frequency	Percentage
1	Blackberry	5	6.41%
2	iPhone	26	33.33%
3	iPod touch	31	39.74%
4	Nokia smartphone	0	0.00%
5	Palm PDA or smartphone	2	2.56%
6	Windows smartphone	2	2.56%
7	Kindle reader	2	2.56%

Response statistics*	
Mean	3.69
Median	3.00
Mode	3
Min/Max	1/8
Standard deviation	2.32

| 8 | Other (please specify): | 15 | 19.23% |

Long response
Question
How would you like Reed to support the use of these devices?

Total responses (N): 153   Did not respond: 225

Long response
Question
Please use the box below to tell us anything else you'd like us to know about technology at Reed.

Total responses (N): 112   Did not respond: 266

question 1b.

Please tell us briefly how you use these technologies (or others) for academic purposes.

1. Moodle for language class exercises, websites for Hum syllabus, exam prep, and some supplementary materials.

2. I use Moodle to access class readings and syllabuses. I use websites for research. I use statistics software for analysis of psychology data.

3. I use them to check assignments, find information and complete my assignment. In many cases I use them to get references or support for aspects of my work.

4. I use the moodle the most, for uploading different documents, and staying current for my classes. Websites are where I get my syllabi, and the statistics software is used for Biology.

5. The moodle is very helpful for answering my specific questions, the websites provide context and resources, and images are useful if there are visual texts to study.

6. use statistical software (R) for statistics class, audio and video for spanish class, and websites for research, online spanish dictionaries, and as a tool to find out about tutor schedules at the DoJo

7. I use R in my statistics class, and various websites to find information while writing papers.

8. Moodle has been used in classes for posting homeworks mostly. Discussions about subject matters themselves on Moodle has not been a hit, since most students seem to look down on technologically mediated intellectual discussions. Downloading printing software, thesis templates, etc are the most frequent use for other CIS Websites.

9. I use the JMP Statistical program for my Biology class, and the Moodle website for my Spanish class.

10. For German I do listening exercises. In hum110 I use the moodle.

11. research for papers, moodle for communicating with my class for various assignments, sometimes PDFs of certain reading assignments are linked to moodle so we can print them out.

12. Looking at pictures, listening to audio tapes for languages, researching information for classes.

13. I mainly use the internet to look up class assignments (moodle), search and read academic articles, and watch videos (in particular for dance classes), and other general research. I have also used technology/computers for psychology labs, and other equipment in chemistry lab.

14. For my classes. Downloading syllabus, problem set, reading material uploaded by the prof

15. Websites-research and music theory drills; audio: music recordings

16. Moodle--online syllabi when you don't have the paper one, discussion questions prior to conference, extended discussion after conference, and also the wiki feature for a history class recently

17. Moodle I prefer not to use, but when it ends up being used for a class, I use it mainly to get readings, listen to lectures, etc. The forum features of Moodle are not particularly useful to me.

18. Digital images and audio are used sometimes in language classes for homework assignments or projects.

19. Much of my coursework is located on Moodle and other websites. I use statistical analysis software and digital images for my independent study in biology.

20. I chiefly use websites, online databases etc., word processing, and printing services.

21. I don't use Moodle often, but when I do, it is usually for discussing topics for class. I use websites such as JSTOR, E-res, and the library website often for readings.

22. Most of my classes use the Moodle to post questions and articles for class. I use websites for research, and digital images for some of my projects.

23. Professors often use moodle for course pages. Sometimes links don't work, but usually it works pretty well overall. I use websites (and jstor, etc.) for research, often on newspaper online archives. Audio and video sometimes accompany language-class coursework, and I am using digital images in my thesis.

24. Moodle to post class discussion questions. Professors also publish syllabuses and links to articles for reading. Websites to read articles. Images for visuals. Video to watch films

25. I use Mathematica regularly for making plots/lab work. I also use LaTex.

26. Checking the syllabus, getting course materials

27. websites for research: jstor, google books, emailing professors at other schools. digital images for certain papers having to do with images and moodle for class assignments and posting french exercises.

28. One of my classes last year had a moodle page; handouts were posted there. I use the internet to find information sometimes, if I want to look something up quickly or find journal articles.

29. Communicating with other students and proffs, research, studying spanish, learning history (required videos for class), images are useful when writing papers.

30. websites hold information that I obtain by using the old technology of reading

31. For my French class I use the Moodle grammar exercises, which are very helpful. I also check the answers to the book exercises I have done, which our teacher posts to the site. I often look up supplementary information on Google, Wikipedia, or other sites. The internet is a terrific resource in general to clarify things from my readings.

Sometimes when songs or works or art are mentioned in essays we read I will look them up in iTunes or online.

32. The moodle is a great addition to class discussion.
Regarding video technology, I've participated in many classes that take film as an object of analysis.

33. for art (video and digital)

34. usually just computers for writing papers and researching academic databases online

35. For most of my classes HW is assigned and available on the professors webpage, along with lecture notes and other specifics for the class.

36. Moodle and websites provide assignments, and from time to time discussion. Mapping software and digital images are consistently used in my science classes, for gels, NMR, and an assortment of things we use to identify cool stuff.

37. I access articles and listening assignments for my music class from moodle. I use websites and databases to do research for papers.

38. I work on my laptop. I do research on the internet. I take digital images of my research subjects (fish in the canyon).

39. Video & images are used for presentations, stats software is used for... doing stats, websites are used for everything, and the Moodle is used to bother me.

40. Syllabus and e-reserves/jstor links on moodle. The prof can update the syllabus without much problem.
Websites for research, jstor, ISI web of knowledge, other online journal listings, etc.
Statistics software like STATA, used for analyzing data in sociology.

41. Sometimes teachers request that students visit particular websites; I listen to audio files for my language class; the same is also sometimes true with video.

42. websites for quick references (looking up specific laws, acts, etc) or for more information on a given topic/reading... statistics software like stata for econometrics work; moodle for discussions and for posting links; etc.

43. in my soc methods and prob & stats classes we use Stata and R to test hypotheses, examine data, etc.

44. Look up information online, communicate via email with professors and other students, listen to recordings and watch films.

45. The moodle is used to check on the syllabus and to communicate with other classmates. Websites are for research and finding out information quickly when a teacher uses a term that you don't necessarily understand. Statistics software is used during my statistics class, and can be helpful during biology course work.

46. Moodle for basic classwork; websites largely for research and review purposes; stats software for data analyses and graphing.

47. Moodle, websites - for research and readings
    Audio, video - assignments and language related stuff

48. I use google maps in my thesis to plot historical streetcar routes. I use moodle and websites to access course material. Nobody does not use digital media in any discipline these days, right?

49. Most (moodles, stat software, mapping, images, audio, video) are directly class-related; specific assigned works, or uses (like a nightly moodle question), or being drawn from for a project (making a poster that involves the images). The websites tends to be more about checking in, making sure I'm doing the right thing, or general reference (the soc. junior qual website was really, really helpful; and there's a research guide through the library for my J-Sem that proves invaluable).

50. In Chinese professors post audio samples to the moodle. I download assignments off professors' websites

51. Moodle for classes, general discussion. Certain websites and statistics software (SPSS and r) for analyzing data. Audio and Video are often used in class for presentations.

52. I use the moodle for biology and chem inquiries.
    I use professors' own websites for particular biology work.
    I use digital images for Hum. papers.

53. Moodle: Mostly to gain access to assignments
    Websites: Minor research, finding scholarly journals
    Stats software: My thesis

54. Statistics software for thesis and econometrics
    Moodle for all classes (posting discussion questions)

55. I only use moodle when its required for classes. I use online scholarly databases, Mathematica, and other programming tools often

56. professors ask us to post questions on the moodle for class and they keep an updated version of the syllabus on the moodle

57. Moodle - collaborating with other students
    websites - look up information that the textbook does not present clearly
    statistics software - used in lab to analyze lab results

58. I use moodle to post questions for class discussion. I also use it to access syllabuses when available.
    I use websites like jstor for scholarly articles or online encyclopedias for background information.

59. The Moodle is fantastic for accessing backups of notes and homework assignments that I lose. I also use JStor quite frequently.

60. literature searches, etc.

61. 1) Moodle: I use this to check for help on problem sets (on the forum), download study questions for Hum conference, and check the suggested problems that I possibly forgot

to write down in my agenda.
2) Websites: This varies from Wikipedia, Google, JSTOR, NPR, and Chronicle of Higher Education. I extract the most helpful information for the assignment at hand.
3) Video: I need a visual for understanding a certain concept at times, particularly for chemistry.

62. I do research using the internet. For my thesis, I'm using JMP and digital photos.

63. I use online journals to read background information and statistical software to do primary research

64. research

65. My classes often post pdfs of readings on the moodle, as well as having students posts papers (docs) on it for others to see. I've used statistics software and excel in math and science classes. In religion classes professors occasionally email us video's of rituals/ services/ etc. On English class often showed videos as well. I use the web in all the normal ways.

66. Some of my courses have used Moodle for assignments and other materials. I use Stata for econometrics assignments and audio for music cousework. Of course, various websites are good for general reference, especially in my math/computer science courses.

67. I enter grades and keep track of assignments using moodle, I do research on various websites, and I use mathematica for data analysis in lab.

68. I use the moodle for class and websites for research.

69. I use Moodle for chemistry help, websites to do extra reading, and images to help me understand concepts.

70. for physics

71. I use the Library Website a lot for research - to connect to online journals and collections and Summit. Moodle for class information and to get readings. I use AFS as a thesis back up location.

72. research, presentations, projects

73. to figure out what assignments are, to do research for assignments, language laboratories are audio.

74. A very important technology not listed above is Mathematica. This is a core program for any one in the physics or math departments and is used as an integral part of almost any class in either of these departments.

75. I use the Moodle in order to stay connected with classmates and share discussion questions. My professor insists on posting all messages on the Moodle, instead of emailing them.
I use websites in order to do research for classes and for thesis.
I use statistics and mapping softwares in my thesis work.
I use digital imaging software to help with lab reports and with thesis.

76. For research and to check what assignment I have for the day.

77. Photoshop and the like for editing digital images I have taken for my biology thesis. Websites for research and accessing academic journals / email.

78. use websites for information gathering and research. use statistical software in biology lab. use digital images to look at art. use audio for foreign language practice.

79. Checking email, getting homework off Moodle/course websites, looking up data

80. Moodle sometimes for discussion, mostly for links to papers. Websites, I use for background research or more information. I use stata for my thesis and econometrics class. I will use mapping software for my thesis and I'm learning how to use it now. To learn how to use the Arc GIS mapping software I've looked at some online tutorial videos.

81. research, math/statistics homework. getting coursework off Moodle

82. I look at art images online when researching relevant topics

83. I post questions and questions to other student's work on the Moodle. Websites I use for supplemental information when I'm writing papers or need background on something I'm reading for a class.

84. Obviously profs post readings on Moodle and responses are sometimes required or allowed for make-up credit. Websites are used for research, stats software for stats work (completion of homework), digital images have been used in history classes both as a source for research and as examples, and audio files have been used for Choir rehearsal.

85. Class discussion, research, leisure, etc.

86. To access homework and do research

87. To gather information, view primary sources online and find and procure print or other resources.

88. Wikipedia is really useful. And other websites talking about whatever I need to look up. I use the pictures on the websites/Wiki.
The moodle is also useful, for the forums over problem sets, etc. and also being able to print any handouts at any time. Very useful!

89. I use the Moodle to download assignments and take quizzes, as well as communicating with my other classmates about the assignments. The other technologies are things that have been useful for my thesis; the exception is audio, which I've been using extensively in my language class.

90. I use the Moodle for all of my academic classes and see it as a very useful tool for both getting information and getting in contact with my professors.
I use websites to look up information both for my classes and to supplement my learning.

91. Either class sanctioned (Moodle), or for information gathering/research/supplemental help

92. Mooldle- used in biochem; our teacher posted assignments, readings, study guides
Websites- in chinese we used chinesepod.com, in pop bio we used amphibia web
statistics software- JUMP, R and freshman year, statview
digital images- pictures of gels in bio class
audio- we listened to and recorded clips in Chinese
video- we made a movie in Chinese, filmed animals in Animal behavior

93. To contact other students in my class, especially Moodle.
Websites are very helpful as alternate resources from what my professors give me to enhance my learning.
Statistics software for my Biology class such as jmp is often used in lab.

94. Moodle for various coursework, websites for research, statistics and mapping software for geologic work and mapping, and digital images for art and humanities courses.

95. research and communication

96. I have class work on Moodle. I use websites for projects, mostly independent with professors (if you mean my html space?). I use SPSS in my thesis work, as a TA and etc.

97. The above technologies are used for communicating with the class, data analysis, and research purposes.

98. As an art major I frequently study images from the ContentDM database. My Russian professor distributes assignments through moodle, and I use both audio and video for my Russian language class both for assignments and to explore the culture.

99. sources of information, online articles, stanford encyclopedia of philosophy, reference web pages, e-mailing work, saving work

100. I have had classes using moodles, I took statistics which uses R, and various websites obviously for different classes. Audio files - for language classes

101. A lot of my readings are on Moodle, as are audio clips for my Chinese class. I use other websites for information for my classes.

102. I am a math major and do not use too much technology for most of classes. However, in reading classes, moodle has often been employed to give out discussion questions and articles. My use of websites is too vast and varied to really report on, but primarily I use websites to get an overview of something I'm working on or to quickly reference something, like an equation for instance. Otherwise, I use mapping software for classes with applied math, like econ.

103. To do research or get class assignments

104. to answer questions that aren't on the textbooks

105. I use quite a bit of tech. for language classes, including audio and video files. On websites discussion questions are posted & readings are linked. I also use several

websites for research (i.e. Jstor, Project Muse, Bibliography of Asian Studies.) Other classes include images posted for analysis.

106. Moodle-Download assignments and readings for my French class.
107. Websites-Research.
    Statistics software-Downloaded a version of the JMP software from the Reed downloads to do Biology reports.
    Files/Courses Server-Save extra copies of my work, download data for bio assignments.

108. Moodle I use for checking homework, postings my professors make, etc. Websites for research purposes, and statistics software for my biology class data analysis.

109. I retrieve homework and lecture notes off the Moodle.

110. I use the Moodle for course assignments, communication with my professor, and for course documents/handouts. I also extensively use the courses server, and my home server, to a lesser extent.

111. I use them pretty generally, for looking up information and potentially for citation in papers/my thesis/etc.

112. ***I think Moodle as Arthur Glasfeld uses it is THE BEST way for professors to organize their course work. it makes access to course materials simpler for PC users. everything is organized by DATE POSTED as opposed to subject folders, and getting a certain assignment involves *one click* as opposed to wading through a zillion folders (as in bob kaplan's course, which uses files.reed.edu). please require all profs to model their course organization after arthur glasfeld's (for chem 391 / biochem).
    students will be happier!

113. If I need background information I'll check around on the internet. I use jstor a lot to find articles. I'm also in statistics so I have to use R.

114. Checking assignments on Moodle. Doing analysis for various classes with statistics software and general research online.

115. Moodle I use for an online syllabus and for accessing readings online via links.
    I use websites occasionally for research, particularly online journal databases.

116. Many classes use moodle to make homework accessible. Some homework is online at other webistes. I need to get music files (off moodle) for music classes.

117. Moodle for getting assignments or questions to think about. Websites for reference or maybe for notes from the professor for the class. Statistics software for lab reports. Video for lectures.

118. Papers are often posted on Moodle, along with announcements, websites often have syllabuses and sometimes papers are posted, statistics software is necessary for all biology classes, Spanish has mandatory videos to watch

119. Moodle I use for Islam to post responses. For websites I use my professor's information and Academic support services

120. Moodle to get the chem problem sets the night before they're due. Websites to check information (though they lack the veracity of a properly academic work).

121. I often use web searches as preliminary research to guide my decisions into what books or articles to look for. Google Scholar and Google Books are also god-sends as far as finding said books and articles!

122. I use the Moodle to access handouts and practice tests for Chemistry 102. I use websites when doing research for class projects or other assignments. Audio comes into play when I record lectures on my computer using the notebook feature in Microsoft Word.

123. I use moodle to receive assignments and info, websites for research and procrastination, images, audio and video for presentations.

124. Articles are posted on moodle, stats software is necessary for analyzing data for my thesis, and audio is part of the listening component for my Music class.

125. Moodle: Share and upload documents (essays, summaries, bibliographies), links, and questions. We also receive bulletins from the prof and other students.
Websites often provide reference material.
Audio/video is most commonly used in my American Musical Theatre class for obvious reasons, but I have a Lit Theory course that also watches film and analyzes the soundtrack.

126. class interaction, presentations, research, classwork

127. Moodle: Communications from and two professors and classmates when needed.
Websites: Research, homework help
Statistics Software: Lab reports (Mostly JMP)
Digital Images: Lab reports / independent projects

128. I have used Moodle and websites to access course materials that occasional consist of digital images or audio.

129. Moodle helps me connect to my classmates, and also keep up with the current work. Websites, especially those such as Jstor, help me find academic articles, and criticism of the current classwork.

130. Moodle is used in a few of my classes for message boards and discussion questions. Readings are also placed online via Moodle. Websites are the research of today...jstor is probably the best thing to happen to academia based studies since the printing press. digital images are often used for visual aids in presentations.

131. some classes require moodle or other websites use to check assignments or get notes. Also mathematica helps do computation. and other statistics help analyze results for science class.

132. Some of my teachers post resources and handouts on the moodle that we are required to access. Other teachers use their own websites, although the moodle is nice because several of my courses are all there, rather than at many different websites.

133. I use moodle to get assignments and communicate with my classmates. I use academic websites to get articles for class, to do initial research, and to order books.

134. I use Moodle to look at syllabi for classes I am taking.
I use Stats software (Stata) because I am currently enrolled in a class on statistical methods.

135. Many of my professors ask us to submit discussion questions on Moodle or post readings there. I have used ArtStor in a few papers, and I use websites frequently both as review materials and citations in papers. I use Centennia about every other day in one of my History classes.

136. Moodle: Source for course readings, assignments, and occasionally quizzes. Also a few resources for my thesis lab.
Websites: Well, for real work I use web of science to find articles to read and then write about.
Mapping software: does plasmid mapping software count? The free utilities are not very good.

137. Professors posts the assignments and any changes to the syllabus on Moodle and the websites. In the past, I have used statistic software and digital images for math and history classes, respectfully. In terms of audio, we were required to listen to "the American Life" online. Although I have not yet used the mapping software, this may be required for my thesis next fall.

138. The Moodle is really important for a lot of my classes. It serves as a forum for students to discuss the material and ask questions. A lot of the reading for class is also posted up on the Moodle, along with assignments and due dates.

139. Moodle for posting discussion questions, websites to link to articles, digital images and video related/supplementing to course work

140. Moodle for audio and video links for music classes, also for assignments and uploading papers. Websites for research, getting articles, finding documents etc. Audio and video for music classes.

141. I often use audio to hear foreign language phonology, syllabi are often posted on the moodle with live links to certain readings, i do research on various academic websites where certain resources and applets are sometimes found, and I use SPSS for running various analyses of experiments.

142. My Russian class uses Moodle extensively, posting weekly syllabi, readings, and assignments. The textbook comes with audio files, which are posted on Moodle for us. In Biology 101/102, we use JMP to statistically analyze lab data.

143. I use websites as an aid for starting papers. A website such as wikipedia or sparknotes which can help condense a text is helpful for trying to remember when certain themes came up. Since my notes are never sufficient for writing a Hum paper, I find myself going to these summaries. The sources section of the Wikipedia article can also help indicate further reading that may be relevant. Also, Physics and Hum homework and lectures are posted online. As for audio/video media, this is mostly a tool for my music studies. I will refer to youtube videos of performances for certain pieces I am performing in orchestra and an my own. I have also checked a number of CDs out from the library for this same purpose.

144. Many of my courses use Moodle for posting assignments, readings, power-point-presentations, study-guides, and similar items. I have had a course where some of the work (computer programs) was submitted to Moodle.
I have had courses use websites for functions similar to those above. I also use online databases and other websites very frequently for doing research.
I am using SPSS for Research Design and Data Analysis. I was somewhat disappointed to find that psychologists seem to often use this proprietary program.
Display of digital images has been used as a lecture aid is some of my courses.
I have viewed several videos, on campus, as they were assigned material. These were all scheduled screenings.

145. I've seen the moodle used as a syllabus and a place to turn in papers.

146. Checking assignments on the moodle, online translators for my work with ancient Greek and watching videos of past performances for my theatrical research.

147. Mostly using these materials are somehow assigned or encouraged by my professors.

148. primarily for research purposes, sometimes for conference. I also use Photoshop on a fairly frequent basis for art.

149. Moodle discussion boards and retrieving articles assigned by professors.

150. Searching for research papers online, using the statistical software to analyze data gathered in lab, and a lot of MS word for writing reports.

151. searching for basic facts online, looking for books, downloading readings from moodle for class

152. I use Moodle and video when assigned by professors, and do my own research on websites and digital images.

153. My current classes post their syllabus on moodle and I download much of my reading off of moodle. I appreciate when professors provide notes, powerpoints, or additional resources online. I use Ovid and other sources of online journals extensively when doing research for my thesis and occasionally for papers. I've done data analysis for my thesis on school computers. Used computers in intro bio and intro chem. I check my email regularly, often on school computers.

154. Moodle - access course material
Websites - learn information
Statistics software - do statistics

155. To share ideas, research, generate discussion, and illustrate arguments.

156. course information is often available by website for math courses
you didnt include mathematica, which is just horrible to set up or use anywhere but on campus. this situation should be rectified immediately.

157. for molecular modeling and listening to online green science brodcasts, and exchanging ideas with my pears.

158. Class assignments, interact with other students, ask questions ahead of class, get access to materials if lost, get access to primary source articles, helpful for lab reports

159. get homework/readings on moodle and websites

160. Websites for various research projects, presentations etc.; Digital images for art history classes in the department of art history and elsewhere; audio for Spanish comprehension and homework, usually assigned on Quia; and video for further understanding of some physics concepts/ examples of Spanish fluency.

161. Mostly I use websites to download academic papers

162. I primarily use technologies to supplement lectures and study for tests. The statistics program JMP is exceptionally useful for analyzing data from lab, although confusing to understand.

163. I use sage, a free mathematics program, for my analysis class, websites to get my homework assignments, and DataStudio for my physics labs.

164. sharing documents, getting info

165. As a linguistics major, I use a lot of audio recording software to look at linguistic data. I also use moodles for two of my classes, as well as a wiki for another class.

166. I use moodle to get reading materials, websites for homework and statistics software for data analysis and stats class.

167. sources, information, to help with presentations, connecting with fellow students

168. moodle-- class discussion question
websites-- both class related, for information on class schedule/readings/handouts, and for research
digital images-- for an anthro class, useful to have visual.

169. Access internet for research purpose, email

170. I use R and Stata for classes and will be using them for a thesis next year. I use Photoshop for an art class and Moodle for social science classes.

171. I use moodle and websites like webmail or ereserves to receive a few pieces of my assigned homework.

172. I use them for class assignments

173. Moodle for class readings, websites for assignments and readings

174. We use mp3s and youtube videos and video recordings for my studying popular music class. Moodle was used in Chem 101. Digital images, audio and video have been used in my German classes.

175. Bio lab for stat software, Moodle for econ, websites/linking to resources most helpful to general humanities stuff when it's available.

176. Moodle for coursework file exchange. Websites for database queries. Statistics for biology data analysis. Images for thesis/presentations. Audio/Video for presentations.

177. I scan them for information that can be used in my academic work. sometimes they prove to be an effective mode of extra-curricular procrastination.

178. My professors provide information and readings through the moodle. I use school websites to access academic works or for research purposes.

179. Class participation (moodle) homework (quia) powerpoint presentations.

180. We use moodle for a lot of my classes to post relevant papers, have discussions about what we find interesting and in which direction to take the class in. Some macro-bio classes use software like JMP, imageview, dreamweaver and R.

181. websites for research and to find journals. Statistics to analyze results from lab work (biology). Digital images occasionally for inclusion in lab reports. Video occasionally as assigned for spanish, or to get general themes of a book I'm about to read.

182. I use Moodle to download readings for my Econ class, websites for various calculations, definitons, and quick history briefings, and statistics software for calculations as well as to complete my homework for Math 141.

183. I usually use moodle to get my assignments and readings. And I use websites for research or fact checking.

184. I do research on the internet, and use often find pictures, audio, and video on the internet that help me gain a deeper understanding of material I am learning in class. I use Moodle to get assignments, and to post questions in my history class. I also use Moodle to get lecture notes for my physics class. Since I am a math-physics student, I use Mathematica to solve math problems, or to check my answers, and I use LaTeX to write up lab reports. I also use Microsoft Excel to analyze data.

185. Class assignments and discussions are posted on these sites. I check them for updates and participate in discussions.

186. moodle, for retrieving files/homework

187. to access data

188. Moodle for readings/forum postings. Websites etc.

189. supplementary resources.

190. Since the only tools required for my discipline (mathematics) are pencil and paper, most of my classes don't really utilize technology as a teaching tool. However, in humanities/art history courses I've taken, having access to images of paintings, sculptures, artifacts, etc., has been extremely useful.

191. Lecture notes, problem sets, and answer keys are posted on either moodle or websites.

192. I use them for research and presentations.

193. Moodle for downloading readings, forums, some assignment postings; websites for research and some assignments; digital images for assignments.

194. In a variety of capacities, both for research and for enhancing my in-class participation. Sometimes I am also asked to use these tools in order to actually do my work (such as Moodle, videos, software).

195. I use the Moodle for my Humanities 110 Conference to talk in forums with fellow classmates. I use websites like JSTOR for outside articles. Finally, I use R Console for my statistics class.

196. Digital images for artistic work, audio and video for language classes, various websites for writing and research.

197. Keep track of Reed campus events and class work. Look up previous research papers for sources to proposals.

198. Statistics software in bio lab; websites for research; audio and video for language classes; images for other bio classes; also powerpoint and word processing software (microsoft)

199. I use the moodle to receive assignments and coordinate group projects, also for syncing my schedule. The same goes for websites. I also use journal websites to download articles.

200. Moodle-to post questions and see syllabi. websites for research/articles. video required for class. digital images for research.

201. websites for research and inspiration, digital images and video for my art assignments

202. to get homework

203. To download pdf files of assigned reading, to communicate with other students about classes, to get information from my professors.

204. Moodle for updated course syllabi and for sharing information and discussions with my classes. Statistics software I use specifically for my Research Design and Data Analysis psychology class.

205. I use(d) moodle to upload documents for my class and begin discussions. Websites are usually for finding articles online, and digital images for art history components in other classes.

206. Every day.

207. The moodle is very useful, especially in how it allows teachers to communicate with students in a clear and efficient way.

208. I use the moodle in hum for group research work--posting/receiving ideas and helpful sources. Websites are helpful for research in all classes, whether for assignments or for supplemental reading. Finally, we use statistics software and video in physics lab to record and manipulate data. Also, we are using video as a medium for a research project in hum.

209. The Moodle allows for quick and easy collaboration and sharing of papers, for example, for the purpose of peer review.
Websites (I assume you mean external) are good for getting outside views and seeing concepts explained in a different way.
Mapping software can be useful for history/humanities classes to see where (geographically) people are related to each other.
Digital images are mainly useful for finding cultural impact.

210. I use moodle for checking assignment due dates, getting links to websites, downloading homework/reading. I use the stat software such as jump for Biology. I use the itunes university (itunes U) for my music class.

211. Audio, video, and images for class presentations. Specifically in a class I'm taking this semester called Children's Media Laboratory. We also use a Moodle for that class. I use websites probably for all classes to supplement whatever I'm doing. I use statistics software for RDDA and my psych thesis.

212. essays

213. -websites with articles required for class
- moodle to hand in assignments and to check the scheduled readings and due dates

214. Moodles are used for several of the classes I have taken at Reed and prove to be a great resource for finding out when assignments are due, and sharing information with other students in a public forum that the whole class can view.

215. art classes

216. JMP for bio
Moodle to check chemistry readings, get help on problem set in discussion forums, reading questions for hum 110

217. One of my teachers has set up a website with links for our class.

218. Moodle and course websites are very useful for getting information and assignments.

219. I use the moodle for Chemistry and it is an effective form of communication between faculty and students. All class assignments are available on the moodle which makes it fast and easy to find study aids. I use digital images for ART 201 and it is a great tool for looking at images in depth. I also use e-reserves for various classes which I find very helpful because it cuts the cost on books which is always a good thing.

220. to check assignments, and for further information

221. I use audio/video services in the IMC in my Russian class. I use(d) Moodle for 4 classes Russian, Creative Writing, Art History, and Anthropology.

222. I mostly use Wikipedia and online Spanish-English dictionaries.

223. presentations, discussions, lectures

224. I download homework handouts and problem sets from the moodle, I use my class websites to access readings via external links.

225. Moodle for the forums and posted resources, video for my assingments in film class

226. I use moodle to check assignments for one of my classes and to download readings. I use websites to find other readings (JStor in particular) and I use dictionary websites.

227. All of my Art History/ Psychology articles are on Moodle.
My French class has all of the vocabulary in audio form so that I can hear it being spoken
I use the online Hum Syllabus for my readings.

228. Moodle is generally only used as a communication and submissions tool - functions that could in many cases just as easily be accomplished with a website, effectively. Paper topics and downloads are posted there, the discussion forums are rarely used to facilitate actual discussion except in cases when professors -require- moodle-based discussion, though this occurs rarely.

229. CLASS PROJECTS, RESEARCH AND HOMEWORK

230. I use moodle to look up course information and to respond to questions posed by the professor. I use websites to access articles that I have to read for class, as well as to double-check certain facts about problem sets that I'm unsure of.

231. Moodle is used in my classes for distributing readings as well as posting responses and brief discussion. I use "websites" for retrieving journal articles and research. Also from time to time I use endnote web, although I have cross website integration frustrating and unhelpful. (IE from ebsco to endnote web)

232. Moodle has been used in my classes as a forum as well as to distribute class materials. For visual art materials, digital images and extra-Reed websites have been helpful in making materials accessible.

233. Moodle for class related activities, such as homework and reading assignments, handouts. Websites for reference in all subjects.

234. For class work and statistical programs for science classes.

235. I use Moodle to access assignments, problem sets, and post things. I use other websites to find out information I need for classes (like a certain formula or something I can't find in a book).

236. I use websites to look up information, and audio on Moodle to do Russian listening activies for my Russian course

237. Class discussions, access to articles and notes.

238. course or reference websites for information pertaining (most often) to lab;
JSTOR and Web of Science for articles;
statistics software for data analysis (bio labs)

239. In the past, I've often used Moodle as an online forum allowing me to share my thoughts on various readings with others in my classes. Likewise, Moodle gave me the opportunity to consider the thoughts of others by looking at their posts. Kind of a pain when mandatory for EVERY class, but a valuable tool nonetheless.
Websites can be used as informal tools for considering ideas and collecting information. They serve as launchpads for further, more academic research. Wikipedia, for example, is especially helpful in this regard.
Audio has been helpful for me in learning new languages. I've also recently come to appreciate books on tape.
Video is rarely used in classes I've taken at Reed. However, I occasionally borrow from the IMC for pleasure.

240. I watch interviews with scholars that we are reading, listen to Russian news or other misc. audio to help keep some form of fluency, look up commentaries or analysis of various works, and use the computer for broad-based reference.

241. Course syllabi are available on Moodle, and sometimes assignments involve posting questions via email or moodle. Links are available on moodle to Ereserves and articles, which is REALLY USEFUL! Sometimes readings are available through the web or library databases.

242. My teachers utilize moodle, e-reserve and iris to distribute assignments, reading and other information. I rely heavily on databases such as Jstor, ProQuest and Library of Congress for images, primary sources and academic papers to use in research papers.

243. Moodle- checking for class documents and updates.
Websites- quick research, finding articles, searching the library

244. Moodle - to access syllabus, participate in forums. One of my professors uses it to keep us updated.
Websites - research

245. e reserves and e journals

246. Moodle: I use the moodle for all my courses. I use it to check announcements, problem sets, solutions, web resources that can help, and to ask my profs questions that would benefit all the members in the class.
Websites: I use them for research purposes, such as, the resource websites available for physics and anthro on the library's website.
Images, audio, video: I use images for my lab reports, etc. I use audio and video to listen to lectures that I could not have attended that are relevant to the courses that I am taking, such as, anthro lectures, etc.

247. I use moodles to stay updated with somethings that go on with class. I use websites/digital images/audio/video for research/studying.
I also use microsoft word a lot.

248. Moodle for intro chem, websites for...the internet, and statistics software for statistics, and intro bio.

249. I use Excell for chem data processing, and some web materials for reference.

250. stats for econ thesis

251. I use the moodle as a resource for class handouts (syllabi, article links, molecular images) as well as the forums to spark discussions or share websites. We also use the moodle to take small, online quizzes.
I use websites mostly to look up data (NIST), but also to find articles related to my thesis
I've used lots of audio technology in language classes, including recording our own recitals.
Occasionally we will use online video, like a video of a townhall solar energy discussion, to write a paper on the topic.

252. We have moodles for some of my classes where discussion questions/topics are posted and I use my professors' websites for info as well as doing a lot of research online for my problem sets.

253. I use the website of a class to access information regarding the syllabus and/or assigned homework, or occasionally as a study guide.

254. Alot of my courses use the Moodle, I also use it for tutoring. Websites and images are an integral part of my thesis process and I've used statistics software in my other courses.

255. Sending files through the internet finding out when assignments are due and what the assignment is. various sound and video is needed for studying movies.

256. I use moodle because all the course readings for one class are on there. I use stat software for the intro bio class I'm taking and will probably never touch it again after.

257. I get homework assignments on the moodle, and use e-reserves to get readings as well as corresponding with professors via e-mail.

258. professor posts the articles we'll be reading during the semester onto moodle.

259. I use the moodle to view pdf copies of Physics lectures, problem sets, and solutions. I use the library website for research purposes, and I use the internet and email for miscellaneous work and correspondence related to academics.

260. There is always additional research to be done for classes, so having access to good internet is essential. For some readings I go online to sites to Project Gutenberg so I don't have to purchase the book itself, or to Libravox so I can actually get a free audio recording of the book to listen to. Digital images come in handy especially for art and architecture in courses like hum 110.

261. I use statistics software for labwork (i.e. lab write-ups and data analyses). I use websites for...everything? I guess to narrow it down, it would to be read articles online (JSTOR), look up chemical information, etc. I use the Moodle to find the articles I'm supposed to be reading for class.

262. Moodle: access class syllabus, readings
websites: research
digital images: for my thesis
audio: interviews from my thesis fieldwork

263. I use moodle to access my syllabus and post papers, I use websites for reference material and to get alternate explanations of concepts I don't understand, I use statistics software for labs, I use digital images to find diagrams and make diagrams, and I use video for alternate explanations of concepts I don't understand.

264. Moodle for tracking readings and communicating with classmates, also have used to collaborate on papers -- I think something that was more explicitly intended to track citations would be great. Audio for recording and transcribing interviews, and for language learning work.

265. The structure of Moodle and other such sites is well suited to use as a static resource. Specifically for purposes like posting course materials and deadlines. It is often used for posting work in advance of class discussions. While this may be useful to some, it imposes an unfair burden of having work regularly due at inconvenient and non-class times which imposes on the student unnecessary and artificial deadlines.

266. At the moment, only online research and writing papers.

267. for research and sharing images

268. Research, clarification for primary source readings I do for class

269. I use the moodle to see the status of my classes and check for reading assignments and solutions to problem sets. I use audio also for my classes.

270. when my professors have used the moodle, i have checked the syllabus there, posted homework assignments, and used search engines suggested there. i also often need to refer to articles online for my classes, at JSTOR or other websites, some of which have digital images, although sometimes my teachers provide these in a download-able format. also, one of my classes often screens video (as historical documents) in class and on weekends.

271. Moodle is used to post weekly class discussion questions and to check course syllabi. Websites are used for research. I use digital images to incorporate into papers/presentations. I often record lectures or class discussion and use audio often. I am presently finishing a documentary and am in need of video technology (too poor to own my own software).

272. I have used a variety of websites mostly to gather information. These include the Reed websites, journal archive websites, and the like. My teachers have used digital images, audio, and video in their classes and have given them to us as assignments in order to enhance the topics we learn.

273. I use Moodle for posting questions and responses for classes, checking the syllabus, and getting problem sets and handouts. Websites (I'm not quite sure what you mean by this category) I guess I use for research. And I've used Stata, SPSS and StatTransfer for classes and my thesis work.

274. Classes that I've been in have used the moodle for discussion purposes, posting changes to the syllabus, turning in papers and posting questions between classes. I've also been in history classes that use the digital image database to look at old photographs that are relevant to our discussion.

275. Moodle is used by my professors to post information about courses. Various websites and digital images help me clarify information from classes.

276. I use Moodle to get lecture notes, homework assignments, etc. Websites are used for general research and finding papers, mapping software is usually Mathematica to model functions and solve complex algebra. I use Adobe Illustrator to make figures for lab reports.

277. Mostly for getting readings. I've used moodle to turn in papers, but it's just as easy to email them. Also for comp sci things.

278. Moodle is good for continuing class discussions in an academic class in an arena where the whole class can participate. I tend to use STATA when working on econometrics problems or when working with most types of data sets that need analysis (which tends to happen in the social sciences). Digital images are useful for explaining a point or merely because they're useful/fun. Finally, web sites are one of the more useful tools for academics because they often contain useful information or inspirational ideas.

279. I use Moodle to check class syllabi, for links to articles, and to post questions for class (a requirement which is not too helpful).

280. Video - for my thesis. I also take stills.
Digital images - for my thesis and for Art History papers.
Audio - for Russian.
Websites - for research.

281. I use Moodles and websites (AFS) to see assignments and download articles. I use statistics software and digital images for lab reports.

282. For communicating with classmates, for posting work, for research purposes.

283. Moodle for anthro class (submitting papers, discussion questions, forums), website for organic chemistry class (along with digital images)

284. I use moodle in two out of my three classes to post or read posted information from teachers and other students.

285. Moodle to post discussion questions for class; websites for research; statistics software (JUMP) to analyze data in science classes.

286. All of my classes utilize a class moodle. We tend to use the moodle as an organization tool for class discussion questions and as a convenient way to submit papers. The library website is incredibly helpful in providing access to academic journals and research guides for many specific classes.

287. Many of my classes employ Moodles for the distribution of course documents, and websites and images often make quicker reference points than hunting down relevant details in longer articles.

288. Moodle as a message board for class discussion; websites for syllabus and other posts by professors; statistics software for working with data and other class assignments

289. I use the Moodle for my junior seminar, to post work on the News forum, as well as to keep track of posted work and the syllabus on the wiki. I use websites for research. Occasionally, a class will require that I watch a video.

290. I use the moodle all the time to check the syllabus and download copies of problem sets. I also used it in Hum110 to converse with classmates about the material.
I use websites to look up mathematical definitions for problem sets
I use R in the ETC for my thesis and Stata for my econometrics class.
I used digital images in an art history course last year.

291. Moodle is good for homework- I wish more teachers put assignments online. Websites are, of course, universally useful. Digital images are good for primary sources for history.

292. I get assignments and handouts from the moodle. I use the wiki and the rest of the internetz for research. I use images and plots in my lab reports.

293. Syllabi, watching political advertisements, stats for thesis

294. Assigned work on websites and sometimes audio. Also sometimes there are discussions via moodle.

295. Research, stimulate class discussions, pooling resources, etc.

296. I use them to look for assignments and find research material.

297. I use the moodle to access syllabi and to download and print out course materials, and, less frequently, to post work for discussion. I use websites for research. I use STATA for sociology coursework.

298. I use the audio for German class and the statistics software (JMP) for biology.

299. I use Moodle for grading and accessing lecture notes. I use professor's websites to find course information such assignments. I use other websites to find supporting information for the class. I use digital images to give information about what different eras looked like, usually for Hum 230 or theater design.

300. Moodle (or another blog instead) used to post daily classwork, assignments, &c. Some courses use image galleries to supplement reading. Online dictionaries used for language classes. Readings from JSTOR.

301. moodle largely for syllabi as well as websites for syllabi. I am a psych major and statistical analyses are heavily tied to psych.

302. There is too much ground to cover in this question. Technology is my way of life. I use all of these things on a regular basis. The Moodle is great when used by a tech savvy prof. I've used all the rest (except audio) for my thesis.

303. I use the web-based file access also. It has really transformed my file availability.
I have used Moodle to download some things. It would be best if the College had a consistent way for all profs to do it. Maybe a technical staff large enough to do it for them? They already are the most student-friendly profs I have ever seen.

304. I use moodle for communicating about questions about homework. Professors also post tips and thinking questions there. I use statistics software for my statistics homework. I use websites and video for research and more information.

305. My professors upload readings and syllabuses to the moodle, and require some class discussion there as well as asking us to upload assignments. I use an online German dictionary as well as various databases. I have had professors upload audio recordings of conferences and relevant video clips in the past.

306. I've been using moodle to listen to audio and keep track of assignments for a music class I'm in. I used course websites to keep track of my junior level physics classes--but don't have any classes at the moment with course websites. Sometimes I make digital images for lab writeups, thesis graphics, etc.

307. Use statistical programs JMP & R for three classes and independent work. I keep updated on Moodle and course websites for assignments, I use digital images for measurements (ImageJ, etc.) in classes.

308. Lab reports, homework assignments on moodle.

309. I use faculty websites as a method for obtaining course materials on a regular basis. I have used statistics software for my statistics and economics classes.

310. research and post-classroom discussions

311. my teachers post updates on moodles. i research on websites. i listen to russian conversation on audio.

312. I use all of these in for reseach in science and social science classes.

313. Usually I use the language lab in the library for recordings for my Chinese class, I use Moodle for all of my classes, and I use professors' websites on a regular basis.

314. Websites I use for research, and as a source for digital images which have an array of uses such as powerpoints and graphs for understanding.

315. Moodle has been used as a repository of class-related resources, and I've used websites for... everything?

316. I use Moodle to get my Russian syllabus. Audio for the audio portion of my Russian homework. Websites for online texts I am supposed to read, or to get additional information about readings.

317. research, forum discussions, word processing

318. I use the moodle to keep up with assignments and to communicate with instructors. I use websites for additional information to topics that are covered in class. I use R for my statistics class. At times, I will watch videos that further explain topics covered in class because visuals are nice to have.

319. Usually, I use the internet to define terms--making sure a word is correct, double-checking dates, or looking for articles on academic websites for research. Any website browsing is usually "light" research which I don't rely on unless it leads me to a

particularly telling article/video interview/image.

When researching certain fields I find interviews/documentaries useful--often the IMC will have ones which are important and various video-centric websites will have interviews.

Most audio/video work I attempt to listen/watch at home, but I've never found the IMC uninviting.

Digital images are important for research/inspiration in my artistic endeavors, and process work.

I tend to process and learn through imagery better than words as well (and so the digital image resources I had were important in taking Intro Bio). Not to mention having copies of artwork for study which I would otherwise not get to examine (HUM230/most Art classes).

320. Getting assignments, doing research, doing stats (obviously), and I used video in my thesis.

321. websites: research
Moodle: class materials, assignments, research links, forums
video: assigned materials/rarely.

322. The Moodle is used to coordinate assignments and reading materials for at least one of my classes. I use a website in my organic chemistry class for laboratory preparation (and last semester for general announcements and professor communication to the class as a whole).

323. Moodle enables me to get assignments. Websites enable my understanding of assignments if I don't understand the material the teacher presents.

324. Websites are used for biological research (ie. web of science) and for looking up required secondary sources for my social sciences class (JSTOR, Reed library reserves). Digital imaging technology (Photoshop) and video technology (for time-lapse recordings of spider embryos) is used for editing and compiling my thesis images/videos. I rely on the Instructional Media Center for providing me with easy access to musical cds for my music class.

325. Homework

326. I use the moodle for class discussions/ to access class information and articles and other websites for research.

327. Some Professors use Moodle for posting syllabus, readings, assignments, practice exams, actual exams, handouts, etc. Very useful! Others send us links to webpages that have readings or other resources on them. Some have us hand in assignments/tests electronically, via Reed webpages.

328. I use STATA for class assignments, music recordings in the IMC for music classes, and moodle for everything.

329. Moodle is used in some of my classes, discussion questions and readings are posted, i am often instructed to visit certain websites for class, digital images are used, particularly in the art and art history classes i have taken.

330. thesis working with audio samples of human subjects. course work posted to moodles. research on websites, digital images. also, use a lot of illustrator for making figures for thesis/lab reports.

331. Occasionally we use them all for special projects, but the ones I use most often are Moodles (for retrieving calendars/assignments/readings), websites (wikis mainly), and audio recordings (for linguistics).

332. Two of my classes provide information and readings through the moodle. I'm taking an art history class,which uses digital images. I also use websites like Perseus to help, sometimes, with looking up words for Greek and Latin homework.

333. I often use internet resources for research, especially databases (e.g. Summit, JSTOR).

334. My classes distribute information and assignments via these media, and some permit or require uploading assignments in these forms.

335. I get articles for class from Moodle. I use websites to do research such as look up word definitions, find out more information on a topic, and find background research for my thesis.

336. Mainly moodle for classes, but I also look at websites for research on projects. Ken Brashier's Hell Scroll website is a good one.

337. Moodle for readings, posting homework projects
SPSS for running statistics
Images cut and pasted into document, presentations
The internet, in general, for information

338. The moodle is used to find class assignments and post responses to the readings.

339. Moodle for Chem, Psych for Electronic Reserve Sources, Hum 110 and Bio 102 Syllabus/Assigned reading online

340. Finding homework, getting information and help, and presenting data/explanations in a more straitforward way.

341. The web is probably my primary resource for any research, although image editing programs and LaTeX are quite useful in presenting information.

342. Moodle is immensely helpful in centralizing all of the information I need for my classes

343. Moodle is used for a few of my classes for discussions, e-reserves, and posting assignments. Websites are used for research. Audio and video are used for language study.

344. Some of them are directly relevant to what I'm learning (ie, using SPSS in the RDDA class), others I tend to use more for background information (websites, audio podcasts). A couple classes I'm taking have involved discussion of films, for which youtube is a nice at-home reference for scenes without having to go to the IMCs. Also, as part of the German House, we frequently use video for film evenings, etc. to support German-speaking skills and language learning.

345. I use them in conjunction with assigned readings, posting discussion questions, and watching videos assigned. The internet, as amazing as it sounds, also it rather useful for finding information.

346. mostly for checking work and getting documents

347. Powerpoint presentations for class; films/film clips for class; online audio for language learning (Russian)

348. Mostly just websites online for research. I also read lots of articles online, from Reed's library or ereserve, specifically, for psych.

349. Research, homework, communication, etc.

350. Darrell makes sweet mathematica video animations. i download problem sets off moodle

351. I also use mathematica and sage for computational and reference purposes. Websites are for reference. They often employ digital images.

352. I use Moodle and websites to get reading and assignment information from my professors as part of the course. I use statistics software in my biology classes.

353. I use moodle and websites to make sure I have all information for my class, statistics software to run analyses for my own projects and helping other senior psychology students/students in the class I am a teaching assistant for, and I have watched videos for my film class.

354. I have used Moodle to access course readings and post questions to the whole class. I have used a variety of websites in my academic research. I have used digital images in my history class.

355. search engines for sources, jstor for articles, moodle for class assignments, statistics software for research.

356. Print reading materials, check assignment requirements/due dates, share course materials and collaborate with classmates, research of all kinds, statistical analysis for experiments,

357. Moodle- my courses use for syllabi, posting questions, etc
Websites- research
Image/audio/video- often in class to supplement coursework

358. Moodle helps me post class work, and assignments for group projects and presentations.

359. Moodle: Primarily for dissemination of information, class organization, and announcements. It is capable of facilitating collaborative activities, however, the current academic bastions of Lecture, Lab, and Conference have yet to be re-designed to effectively promote collaboration, especially on a detached level, outside of scheduled classtime. The other problem is that existing technologies have already been adapted to suit the needs of class: e-mail for turning in assignments, or for collaboration and discussion outside of class. Several professors have also set up blogs, calendars, or wikis

with existing online tools, and while Moodle offers a more comprehensive set of features, its weakness is that it does a lot, but none of it so much better than what's already available that professors would be strongly motivated to switch over. Websites: Varied purposes, mostly for pulling down information. Some classes use free blog hosting sites to facilitate discussion outside of class. Some professors use their personal webspace to post class assignments, answer keys, schedules... With regard to research, I would say that a quarter of the time I try and look up a referenced journal article, the college doesn't have the subscription for it. These cases don't typically arise from actual assignments so much as for background reading. More access, particularly through ScienceDirect would be nice. The web interface for AFS is a disaster in the browser support area. Yes, there is this central dogma of Proper Web Coding which somehow includes the idea that Internet Explorer sucks and should be ignored. That point can be debated, but when it comes down to accessing academically vital files, I think significant priority should be placed on making these things accessible in any browser. Try downloading a file from the AFS site through IE8. Doesn't work. This is somewhat surprising given that the other 99.999% of websites out there somehow manage to serve up files in a manner that IE (and any other browser) can digest. Weird. Mapping software: Plasmid mapping software, in particular. It works well enough. Digital images: particularly useful for some classes (humanities, art, history). The online digital image collection maintained by the Library is fairly solid. The web interface has given people some hell (why can't I save the entire image?) Anyway, too often, it is a copyright/licensing issue in which the law has yet to catch up with reality.

360. Moodle-checking assignments from classes and posting reading responses on Moodle discussion forums.
Websites-(JSTOR, Reed Library etc) For research purposes (finding journals and books for research papers) and to access readings assigned for class.
Digital Images- I'm an art history major, so I use ArtStor and ContentDM to enhance research on papers and to reference the images discussed in readings.

361. Supplementing textbook explanations in order to better understand the reading and/or homework

362. Mapping software for data analysis of satellite-generated matrices. All other technologies build off of this one in reference to my thesis.

363. We use the statistics oriented open-source language R in statistics class and the open source mathmatica alternative Sage in my analysis class. In physics laboratory work, we have used cameras, motion sensors, lasers, digital scales, newtometers (I believe the term is), devices to measure magnetic fields, electric fields, and electromagnetic waves; we've made circuits with batteries, resistors, capacitors, and various lengths of conducting wire... This list could go on for some time, actually. Physics lab is intense like that.

364. I use moodle for readings from e-reserves, as a conference discussion question forum, and as a way to access class documents such as syllabi and paper topics. I use Reed's website to get info about teachers and courses, and also use the Hum 110 website to find assignments, paper topics, and study aids. I use the statistics software R for labs in my intro stats class.

365. I use moodle for chemistry when I have a question on a problem set; I use websites like j-stor regularly for finding secondary sources for papers; and I use excel for plotting data in chemistry.

366. I have one professor who uses Moodle. She puts our articles up there, and has tried a
bit to encourage us to use the other features as well.

question 1c.

In what ways could technology be used more effectively in your academic work?

1. I wish that the articles for my political behavior class could be posted onto eReserves more effectively.

2. It would be nice to have more assignments due by email.

3. I wish I could access more scientific journals online. Probably this is not what you are asking about though. I think that most things are pretty effective as they are.

4. I would love it if all the syllabi were posted online somewhere...Not all classes have this, and it is an easy and productive way to utilize the internet.

5. There could be more links to 'current events' relating to the area of study.

6. printing access in my dorm building. i have no idea how to print from my laptop to the printer in my building.

7. Moodle was a very helpful resource to me last semester, but it hasn't been utilized by teachers at all for months.

8. Projection machines could be used a lot more often to present course-related resources that are readily available online. If one had the option of getting an email each time moodle post was in a certain forum of interest to them, that would enhance discussion/participation by keeping people up to date.

9. The Moodle for my Spanish class could be used more to post assignments for the class, but this is a curriculum issue, not necessarily a technological one.

10. Do not know.

11. no way i can think of

12. Other distractions were not there... (facebook, games). Servers were more reliable.

13. So far the technology available has suited my needs. In general, more access to online journal articles through databases.

14. I think it's used really effectively

15. Including more of it would be nice

16. I am just getting used to EndNote, and I probably should have started a while ago, since now I have all these articles I have to input. Also a rant about scientific article databases: I wish there was one that searched everything AND had the articles, not just the references, because there are so many random journals and societies that Reed doesn't have access to.

17. None

18. The printing interfaces could be made much more user-friendly. Currently, different computers, even of the same type, use different interfaces. Many students must print large quantities of text from online databases for class readings, so they frequently print multiple pages per sheet. Unfortunately, the interfaces are not always set up well to accommodate this, leading to lost paper and lost time.

19. I like having all course material that are not books posted online, including the syllabus.

20. Moodle could run a bit more smoothly.

21. Greater organization. more use of moodle syllabuses. better scholastic search engine

22. The way in which my class uses Moodle is not optimal. My class does not use Moodle for facilitating outside-of-class discussion, only to distribute homework assignments.

23. not really any.

24. I have no idea. I'm pretty happy with the way things are.

25. for linguistics majors, basic natural language processing capabilities would be great.

26. It's fine unless the digital media lab crashes

27. I liked the addition of the new mac computers in the library and language lab.

28. I'm happy with the current state of affairs.

29. Technology could be... We're pretty techno-savvy here, I don't believe there's much more I could think of to help me learn in my work.

30. If anything I want to deal with LESS technology in my academic work

31. it couldn't

32. The Moodle unnecessarily logs me out automatically, many Moodle features like custom icons and bulletin boards go completely unused and it's used more as a file server.

33. I don't know if you have control over this, but the library's e-reserves system is very cumbersome and inefficient.

34. If all ereserves could be accessed through moodle that would be convenient. Also, the library could seriously use a better search engine - it seems like the subject/keyword method is a legacy from the pre-internet cataloging system.

35. Personally, I'd like a decrease in the use of technology in my work.

36. i would really love to have the adobe acrobat program that allows one to highlight & make notes on .pdf files through reed.

37. sometimes computers in the irc's don't have the web plugins to view certain websites (e.g. java)

38. Often very difficult to get hold of A/V materials (IMC does not have everything it lists in the catalog and seems disorganized, which is frustrating).

39. I think that great thing about the moodle is that it keeps you in contact with your professors. When professors don't update the moodle very often, or students don't participate in the moddole discussion then the technology is not being used to its full potential

40. You could get the computer to read my homework to me so I don't fall asleep. I don't know, the reading thing would be helpful though.

41. Keep software up to date, specifically iWork!! iWork 08 and 09 have incompatible file formats. I'm sure this is a constant, expensive stupid battle that could be avoided if software companies were a little more thoughtful, but until then my thesis doesn't open on reed computers unless I export as the old version file type and risk losing formatting.

42. I'm not really sure, because I'm not the most tech-savvy and just get operational as the events call for it.

43. If the technology was more widely used.

44. No response

45. Get rid of the eMacs in EHS (actually my job, but still, they're pretty slow)

46. If the rest of campus was able to read .docx files, I could work on my thesis outside of my room.

47. the moodle interface could be a bit more visually appealing
48. some sets of headphones to check out in the ETC would be nice, too (but that might be an expensive idea to implement)

49. I wish more bio professors would use powerpoint during lectures - it's the most efficient way to present a complex idea to a large group of people, in my opinion

50. Access to more electronic journals.

51. I wish there were more course notes and supplements on the Moodle. Online discussion should be more emphasized. The EReserves should be destroyed, and the Moodle should replace them.

52. Possibly having a site to visit when trying to inform others of e.g. historical context of a book, set of data in presenting to Chem lecture/conference, on-line articles (or magazine articles found on-line), etc.

53. Not many of my professors utilize moodles or the reed servers to post updated syllabi, links, etc.

54. I think if I was more comfortable on computers, I'd be more efficient. At the moment, I think technology is put to use pretty effectively in my academic work

55. If I knew more about it

56. I love library info sessions on how to use software like Endnote-- there should be more sessions like this for other programs.

57. Not entirely sure. All of my current professors are great about making course schedules and assignments available online, which makes things much easier to keep track of. I've also had good access through Reed to specialized software (Stata for econometrics; Finale for music composition) that would be quite expensive otherwise.

58. it would be better if the process for accessing mathematica offcampus were easier.

59. I think research tips outside of the classroom.

60. I could not use it to procrastinate so much.

61. if mathematica were free to put on my computer and use off campus

62. There needs to be a way to search for journal articles in all of the collections that Reed has subscriptions to, both print and electronic, from the catalog, without having to go through various intermediaries like JStor and Academic Search Premier, or journal by journal.

63. if projectors could be less of a confusing hassle for the professors who are supposed to be able to work them.

64. if it were easier to find some answers to chemistry questions in particular

65. I don't know.

66. I think the Moodle, while a good idea in principle, is abused very frequently. Instead of having everything prepared, including the syllabus, it allows the professor to kind of assign as he/she goes. Some professors are way too dependent on this tool in order to teach, instead of putting real effort into their classes.

67. If Moodle was used consistently by all professors.

68. More licenses for photoshop so that I don't get locked out when too many people are using it.

69. i am not sure,.

70. The classes I am taking use technology very effectively. Even in Hum, people post comments, images, and articles on our Moodle. If anything, I would suggest that animations really help for illustrating scientific concepts.

71. More computers with stata or arcGIS would help me, though it's not really a very big deal.

72. it would be helpful to have SPSS access on labtops

73. I feel that technology is basically adequately harnessed for what I want it to do for my work

74. Sometimes it's hard to know whether or not a website you're using is legitimate enough to use as a source in your paper. I wish teachers would point their students to useful websites more often.

75. It'd be nice if Reed could run all the same statistics program (rather than JMP and SDS and STATA) and have that one program available on every computer, instead of just in the ETC.

76. I haven't felt limited by the technology available to me at Reed. My instructors seem to be luddites.

77. NA

78. I can't think of any.

79. make moodle user friendly/intuitive, somehow have the librarians behind ereserves get their act together in a more timely manner, etc.

80. I'm really glad the courses server is online now. Moodle was a nice technology that only one of my teachers exploited.

81. It would be helpful if e-reserve books at the library were more reliable. Often what the professor has intended to put online did not make it there.
The wireless internet often does not work well outside my room or classrooms.

82. It couldn't - sometimes I feel there is already too much technology in our academic work.

83. really, I can't think of any suggestions. good job.

84. I'm not really sure.

85. Often I find that Moodle is underutilized as a tool for letting the class talk about ideas and troubleshoot problems together. Mostly it's been used as a resource for posting materials, much like the library e-reserves.

86. Hard to tell - I think that I use the digital resources I know about well, and it's up to the professor to orient the course more towards technological solutions. Lisa Claypool, one of my professors, uses blogging very effectively - the course has a blog and we all contribute to it. Much better than Moodle.

87. i'm not sure

88. More programs offered - make the home server and other stuff like that more advertised - some people dont even know about them.

89. Perhaps more integration of Moodle into the coursework in place of hard reserves from the library. It's a lot more convenient to just pull a reading up off the internet than go all the way to the library and check something out for only two hours.

90. If there was a way to impose a filter so that only journals the school had access to appeared in google searches/web of knowledge ect that would be helpful (so long as you could turn it off)

91. if it would be better organized

92. Seems fine.

93. More reading assignments, especially for Hum 110, should be made available online or in the courses server.
There should be more programs which are compatible with PCs/more PC support in general.

94. It would be much simpler if all of my professors used moodle regularly.

95. I could learn better how to format things in say, LaTeX and complete my work that way, in a more professional manner.

96. There are a few different systems in use right now (AFS, Moodle, etc) that I believe could be united or more centralized, because at this time different classes use different systems and it seems very decentralized.

97. That is a good question. Maybe if I banned non-academic sites I'd be more academically effective...

98. I think its pretty effective.

99. Greater utilization of the class servers.

100. I find my current use to be more than satisfactory and have no suggestion for improvement.

101. Teachers should have better access to learning how to use moodle so that they can utilize it fully and easily.

102. Maybe if all the professors had the our page. I feel like I go to the professor's page a lot, and if they have a lot of hyperlinks relevant I usually use them.

103. Training professors to use one source would help rather than having to shuffel the courses server, websites, and moddle.

104. I wish the websites were more organized. It's hard to navigate to find my professor's information.

105. BLOCK FACEBOOK!
No seriously, jk.
If I knew how to get Mathematica on my computer or use LaTeX.

106. I really wish I had more online access to books and articles. I hate having so many resources closed off to me because Reed doesn't subscribe to some service or other.

107. I don't know any ways in which technology could be used more effectively in my academic work.

108. Well, I'm fairly satisfied, I don't run into many situations where I wish i had a certain technology.

109. In the past, iTunesU was incredibly useful; linking music through moodle doesn't allow me to keep the songs on my computer (and, for example, listen to them on my ipod when I need to analyze them in depth). It gets distracting to have to stare at a computer screen for hours when I could do my homework on a treadmill, for example.

110. Classes should be provided access to film/soundtracks on reserve online or via the Reed server. The capability to stream a movie or song off of Moodle would ensure that people are not left behind due to lack of materials and inconvenient screening times.

111. A centralized course materials server would be nice.

112. The library website could be designed more user-friendly.

113. i could learn to use the technology available to me more efficiently.

114. It would be nice if the moodle was more integrated with the courses server and the library e-reserves.

115. I feel that my technology needs are met fairly well. Perhaps I simply do not know of technology that would be helpful.

116. I wish more professors would put their syllabus on Moodle. Its really helpful for printing out readings.

117. I am fairly happy with the school's use of technology on the whole. I would like to see more audio/visual used for classes, but that has more to do with the professor than anything.

118. It would be cool if I was better at using Adobe Illustrator to make pretty thesis pictures, like the plasmid maps that the free utilities fail at. And if adobe would give me back acrobat pro. I miss that program.

119. I believe that technology has been used pretty effectively in my academic work.

120. Some profs use the Moodle and some don't. It would be helpful if all the e-reading was up on the Moodle linked to the syllabus. Having to search for it can be frustrating at times.

121. Perhaps if more professors utilized online syllabus and moodle and if more academic work-articles, books, images, were digital.

122. Moodle is incredibly useful. More professors should use it. All professors should use it.

123. I think I would be able to work more effectively if there were licenses for certain software programs (antidote prisme and SPSS, to name two) so that I could use them on my laptop and on my off-campus desktop.

124. I'd like it if all my syllabi were posted in one place, either on Moodle or somewhere else. As it is, they're sort of scattered across Reed's website.

125. I am currently pretty satisfied about the commitment to online connectivity. If I had any suggestions, it would be perhaps to have some program of online assignments (either as homework or supplemental). This would be ideal for math and physics courses, where you could answer a problem and it would tell you the real answer and the method.
As for musical recordings, the library is quite a good distance from Prexy. Perhaps if there was a way to listen to music in the same building (a suggestion for the new performing arts center perhaps...).

126. I would very-much like to have access to more journals in the areas of psychopharmacology and neuroscience.
It would also be nice if more information were available regarding how Reed's servers for printing could be accessed. This is obviously a minor issue of convenience, but printing from a computer that is not using a Mac or Windows OS has been more difficult (for me at least) at Reed than on other networks.

127. Faster connections around campus.

128. I hate Moodle, and I hate the forum questions. If that went away or became less awful that would be a help.

129. none

130. It probably can't be used more effectively unless it was phased out.

131. More access to conference rooms with projectors for group study sessions and reviewing professors powerpoints.

132. i use it as effectively as i can

133. I am satisfied with the level of technology in my work right now

134. It would be nice if all school computers had compatible versions of programs.

135. If they could invent a nanomachine that made me feel more motivated, that would help a lot.

136. i want to use mathematica from my house for free and not have it take minutes to run simple calculations. copies should be freely available, at least to thesising seniors, if not everyone.

137. Besides the ubiquitous request for more bandwidth on the campus WiFi? I would like to see student access to molecular modeling programs and more online backup space for student information.

138. color printer in the etc

139. I can't think of anything more effective than what I use now.

140. Of-site licenses for numerical software (Mathematica etc.) would be great

141. Greater information on line, greater use in class (instead of chalk boards), networking with classmates, and recording of lectures

142. Not entirely sure. At this point in time, high technology isn't all too involved in my education.

143. if I could get better (easy/simple) graphing and flowchart programs for free

144. I think that the moodle could be a little bit more straight-forward- our class has had some trouble with everyone getting email reminders about what has appeared on the moodle.

145. It could be easier to access things off campus.

146. less printing (paper waste), increase time efficiency

147. Sometimes professors are very confused about how to show a movie/powerpoint, but they usually figure it out pretty quickly.

148. The use is so infrequent I can't see how it could be more effective.

149. I feel I am quite content at this moment.

150. Don't know, frankly I think the use of Moodle for additional class discussions is annoying in its contrived-ness.

151. Online resources for classes are helpful.

152. It could be nice to have more organized lists of databases ie a place to search for places to search

153. Online syllabi with links to articles would be awesome.

154. No idea, I'm not a tech person.

155. Not sure--it is a very good tool as of right now, and most things I would require of technology are theoretically already available to me.

156. I wish more teachers put lecture notes, lesson plans, and other materials on Moodle. I also wish that Reed had more easily accessible information online about how to use these technologies.

157. It would be nice to more easily weed out the websites that don't have good information, as searching for ones that do wastes a lot of time

158. I don't know if I'd want technology to be any more intrusive in my academic work than it already is. Apart from using technology for research, and email for communication, I'm not fond of technological pervasiveness in the classroom. Being responsible for following multiple websites and threads of conversation is often confusing, exhausting, and takes away from time which is better applied to study.

159. A Moodle for every class would be highly useful

160. works fine as is

161. If it was more centralized (ie one place instead of moodle, ereserves, afs, etc).

162. central website to all Reed academic resources.

163. RUN OCR ON THE LIBRARY E-RESERVES. Seriously. This should have been done 10 years ago. Competent open-source (free) optical character recognition software exists, is not difficult to setup & train, and having actual text e-reserves would improve accessibility (I have 20/15 vision and I sometimes have trouble reading the scans), allow students to find things in an efficient manner by using command-f, and reduce load on the backend.

164. I think it's effective enough.

165. I wish I took the time to figure out some of the technology. Or that some things were like the thesis templates/handbook -- explained clearly, with exercises to learn it quickly.

166. Hard to imagine; it keeps growing and I am constantly introduced to new, innovative ways. Perhaps someday we'll podcast some of the lecture-based classes! That'd be interesting.

167. I think access to outside sources, especially concerning Humanities 110 would broaden my understanding of the works we read. Also, we are exposed to only a few points of view in lecture, and it's nice to be able to disagree with what a professor says and have other sources to help you formulate an opinion.

168. Chat/direct contact with professors.

169. If possible, is there a way for technology to prevent procrastination and ensure productivity on the student?

170. Implementation is satisfactory.

171. research tools could be more streamlined in terms of how they are accessed via Reed's websites

172. Not that I can see right now.

173. The DML has CS3, the Library Pit as CS4.... i don't even think people use photoshop in the library

174. If pdf files were available on courses reserves early in the day, the day before the class when they have to be read, or even earlier.

175. I find the current system straightforward and easy to navigate.

176. I would appreciate some guidance on some of the programs that are free to Reed students outside of what is explained in class (e.g. JMP, etc).

177. So far, technology has played as much a part in my academics as it has had opportunity to.

178. More power points available from lectures.

179. less printing?

180. I believe that professors, if they felt comfortable, could use projectors and audio/visual more in their day-to-day teaching. Also, the ereserves feature of our school's library could be more widely taken advantage of.

181. i need more training on the technology available

182. If all handouts were available electronically

183. They are basically meeting all my academic needs.

184. its alright

185. Not sure.

186. aside from building a larger video library in the IMC, i think everything is great.

187. I wish all my professors had all their assigned readings accessible via a website or the moodle.

188. im not very familiar with some of the other technologies, more available tutorials would help

189. I have no idea.

190. Generally works pretty well so far.

191. GO BACK TO THE OLD HOME SERVER SYSTEM

192. If more info could be condensed into moodle it would make life a lot easier because I wouldn't have to spend time searching for articles on the internet. I realize though that this is more professor-specific than a problem with the technology.

193. These function well for me at the moment. Except citation exporting from Jstor, Ebsco and Project Muse do not work well. That is nothing something that Reed can really fix though.

194. If technology could be implemented to allow professors to easily give feedback on class performance.

195. More teachers providing handouts and class assignments via the web could be very helpful.

196. Move the home server back to what it was.

197. Maybe having each class have a required moodle page where tons of information is posted, like the professor's lecture notes, notes from class, etc. I know that sounds like

lot of work on just the professor's end, but students could obviously participate as well.

198. I'm comfortable with the amount of technology used in my academic work presently

199. iPod touch compatibility with moodle!!!

200. I do wish more syllabus, paper, and readings were available online.

201. If more reserve readings were available on ereserve and all were available through the web (Moodle). (I know that has to do with copyright laws and not CUS, but if more professors put links on their syllabi on moodle, that's helpful)

202. I am always in favor of a more streamlined way to search for online/digital information for my work. I often find the organization of information doesn't always lend itself to being "found" easily.

203. I'm pretty satisfied with the way things are.

204. Whoever is trying to convince professors that moodles are an effective way to foster discussion, stop. No one in any class i have had wants to use a moodle other than to download readings the syllabus or exams etc...

205. For anthro for example, it would help if there was consistent audio/video recording of lectures.

206. Technology could be used more effectively if there were short seminars/classes every once in a while set up to teach various technologies (esp. software and some basic programing).

207. Improving excell, perhaps in the input devices (specialized keyboard?). Also, a more advanced calculator program available on all library computers would be useful.

208. i use technology pretty effectively in my academic work, thank you.

209. I wish all my class info was kept on the moodle. Carrying papers around that I *might* need someday is wasteful and annoying. It's easier to organize my own work on the moodle as well.

210. I cannot figure out how to use mathematic off campus.

211. I probably do not use the available technology enough that any changes would be much more effective.

212. I wish more of my professors used the courses server and/or moodle more for posting assignments and problem set keys etc

213. if all of reed websites were connected to each other and only required one log in stage.

214. more bandwith available. better wifi reception in the RCA's.

215. It would be nice if the e-mail server had more space, and if there was a better way to send confidential e-mail (I'm on JBoard).

216. none

217. Upgrade the functionality of the moodle in the same way that AFS upgraded the functionality of the Home Server.

218. If more of the readings were also available online, it could help cut down on textbook costs. Also, submitting coursework online could cut down on paper, which is just cool beans for the environment.

219. I probably could use a scanner and scanned documents more effectively in my academic work.

220. maybe some sort of transcribing software? one to organize interviews and notes.

221. It would be nice if professors would podcast their lectures, especially for lecture classes like Biology 101; it would be a fantastic tool for review when your notes aren't clear.

222. Meh.

223. The only issue I face is the whole mac/pc divide, which hasn't been too hasslesome.

224. blogs are better than moodles

225. None that I know of yet

226. i can't think of any suggestions.

227. Is there audio software available on lab computers? For easy syncing and uploading.

228. I find the technology I use at Reed perfectly adequate for my academic work.

229. I live off campus and have often wished I could get Stata and other keyed software via the proxy server so I wouldn't have to come to school to run regressions.

230. I suppose it might be helpful if the moodle had ways to access different Reed resources.

231. It would be helpful if more professors put reading on the moodle, though this is the choice of the professor of course.

232. I live off campus, so it would be great if we could access some of the programs available to Reed off campus.

233. I wish that the proxy server always worked.

234. I cannot think of a way offhand.

235. I think it's doing all it can, all I want it to do, and all I want to do with it.

236. I think that there should be more awareness on the part of CUS and reference librarians in regards to the use of thesis research tools. I have been using EndNote for my thesis but think that it would be more helpful if more of the staff was given more lessons on this software.

237. Technology could be used more effectively if I had access to all of the sites for my courses (Moodle, AFS, webpages, e-reserves) from one location.

238. The moodle's design could be clearer, it's sometimes difficult to know how to post.

239. I actually often find technology to be detrimental to my academic work. It is good for writing papers, but apart from that, I find most technology too distracting. I think everything that is offered now is good enough for me.

240. It's pretty effective now.

241. I wish that more of my teachers would make readings available through ereserves. For students who live off campus, accessing an article online is so much more convenient than having to fight for the few hard copies available in print reserve.

242. Some sort of guide that says which computers have which software programs would be nice.

243. I think technology could be more effectively used if professors knew how to work the projectors in classrooms.

244. if the PCs in the library (which I prefer to use) had as good software (Latex, for example) as the ETC computers.

245. Use Moodle and Ereserves more! Book reserve is alright, but you have to be at the library to use it.

246. The school website's description for acquiring and using LaTeX doesn't include good instructions for getting RevTeX to work on windows, which is kinda what the physics department uses for everything.

247. A special section of moodle for syllabi, a template for moving stata crosstabs.

248. If there were a better way to read, highlight, annotate, and search documents online, I wouldn't need to print hundreds of pages of reading material for class each week.

249. If the class pages were more consistently in one place, or if there was some sort of a general list with links, that would help considerably. I often have to check ever possible location to find a syllabus or assignment.

250. I find that the existing technology is pretty effective -- what could be improved, I think, is its accessibility. Specifically, it would help me if there were STATA manuals in the etc. Things like that -- things that would make the existing technology more user-friendly to people who are not tech savvy -- would be great.

251. It seems to be used rather well.

252. Moodle is terrible. It is most useful in order to distribute handouts and report grading. I would like better information on bibliography formatting.

253. All's fairly well-balanced at the moment.

254. generally the computer department at reed is very good. The people working at CUS are very helpful. Providing lectures, potentially required for science and psych majors, in which we are taught to use excel and talk to make graphs, and other useful tools for presenting data.

255. There could be a greater degree of integration between Windows and Mac programs.

256. The library system is only available for me if I am on campus. That is a major flaw in Reed's tech services. When I went to a summer class at PSU, they set things up so off-campus people (usually lower-class students like myself) could have equal access to the system from home.
As an older student, I especially do not like the advantages given to on-campus students.

257. There could be a more efficient search engine for academic papers.

258. The services that are available work pretty well.

259. It would have been nice to have the music assignments downloadable. I understand the copyright mess here, but I have a couple hours of buses I ride every day that would have been a nice time to listen to assigned music occasionally.

260. I wish more programs were available to students off campus (Metapop, etc.) so I could continue assignments at home. I think R is useless when used so intensively for introductory statistics.

261. The Reed website(s) are incredibly poorly organized. The page web.reed and its branching pages are overflowing with text, with links arranged completely nonsensically. I remember from when I was applying to Reed that I couldn't find anything on the website, and thinking if I came here that I would figure it out eventually. In two years here, I haven't.
Web.reed needs a major overhaul. All of the relevant information about the college should be organized into documents, and the tree of pages should be completely reorganized, so that finding this information is more intuitive. Also, broken links should be removed (http://web.reed.edu/site_map.html) has a couple.
Also, iris, solar, housing lottery, webmail and moodle, should be integrated into a single "student's page" possibly with a feature connected to the library/summit as well. As it stands, for a student to do the things he/she has to do on the web in a given week (or even day) they have to remember to check in on a multitude of pages. If I could choose one thing to fix about Reed's technology issues, I would ask that the search function on the webpage be improved. It's currently pretty useless. For the longest time, the first result on a search for "Jeff Parker" was an essay by Andrew Winterman, written for one of his classes.

262. could join the ereserve system with the moodle system.

263. technology is already pretty effective for me... actually usually it's more distracting then not because if i go online to research one thing, it leads me to another thing, and to another and then i'm completely off track and it's three hours later.

264. I'm not exactly sure what it is about Moodle, but I've never found it very enjoyable to use, even when a particular class was using it often.

265. The classes that I have taken thus far have required very little of the technology resources of Reed other than the language lab and Moodle, and I feel that I am using both of those efficiently.

266. If ereserves was more efficient in it's use (i.e. syllabi didn't atomatically download so I do not have to sign in twice to use ereserves.)

267. if all books were on line (though i don't know if I would actually want this.) Or if google books have a subscription that we could get.

268. I think I use technology enough for my academic work and do it in a pretty effective way.

269. I'm unsure how to answer this question. It makes me wonder if I answered 1b properly. I'm using technology as I see fit now, and this tends to be a personal endeavor which cannot be improved upon by an outside source.

270. I do a lot of work at home, where I don't have access to the school's resources. I'm not entirely sure what you're asking, though.

271. Just a lot of data. Can slow down processing speed.

272. There are some computer programs that are not available to me on my personal laptop (in particular, SPARTAN and SpinWorks - which are available, as far as I know, only in the chemistry computer lab). It might be useful to have these available so that I may work in places other than the specific computer labs that have them available.

273. Every teacher should use the course reserve and moodle to distribute assignments.

274. Easy access and availability of software to download (if not on the ETC computers) for whatever needs we have.

275. Everything is good right now. More would be too much.

276. I'd like more Professors to use Moodle, or otherwise have an online source for checking class assignments, updates, etc.

277. i think that these forms of technology are currently effective, i'm not really sure what can be improved.

278. would be nice if you didn't have to log into everything every time. also, maybe more centralized would be nice (iris, moodle, cus website, etc all separate)

279. I really like using wikis as a repository for class data when there is a class project, or even if there are many small individual projects, but in my Field Methods class,

where we use one every day, we were forced to go to an outside source (non-Reed friends) to host a proper MediaWiki on our behalf, because the Moodle's Camel Wiki is almost impossible to use. It's not at all intuitive, and if someone like me who edits and moderates wikis for fun can't figure out how to make a new page on it, none of my less technologically savvy classmates are going to either.

280. Some of the stuff on the moodle is not as well organized as I would like.

281. I could use a set of Microsoft Word templates for the various style formats (MLA, Chicago), so I don't have to manually set the document every time I write a paper. The Reed library online journal archive could be better integrated, so I could search the entire collecting by article title or author. (Rather than selecting a journal and then searching.)

282. It'd be nice if I could log in to Kerberos as one does for AFS and printing and not have to re-login to use the web-based services that require a kerberos account.

283. I can't think of anything!

284. I don't know.

285. I just wish that ILL could deliver articles faster. Or we had access to more journals.

286. I don't use technology very extensively in my work, so I'm not sure how it could be improved.

287. works fine. Moodle's a little clunky, but once you figure it out it's alright.

288. I find moodle to be a unpleasant to use, and avoid it if possible.

289. Easier integration of Reed login with accessing e-journal sites, along with making it easier to access such sites off campus with a Reed login

290. I think they all work pretty well already.

291. It would be nice if video was more easily available; as it is, the IMCs are rather difficult to browse effectively and the information on which videos can be removed vs which have to stay in the IMCs and how to check out video is rather confusing. Moodle, which I have used for one class, is extremely frustrating and not easy to use I've found.

292. If I turned off the internet completely, I'd probably be a little more efficient--to say the least.

293. Moodle could be easily accessible on the reed homepage

294. The ereserve system could be better. I heard that the department might be changing that next year anyway.

295. No clue.

296. Not sure.

297. I wish we weren't switching from SPSS to another statistics program next year...that will be a hard transition. I wish more teachers would use moodles for their classes because I find them very convenient.

298. Make moodle less boring.

299. if primary sources were more available

300. Nothing comes to mind.

301. I am not sure

302. I feel like I don't know how to use all the technology available. More training would be helpful

303. I'd be down with being able to download the contents of my professors' brains into talking heads so that I can ask them questions at four in the morning when I'm working on problem sets.
Pros: Insanely useful.
Cons: Creepy.
I think collaboration is really going to take off within the next decade or so, as professors are getting used to new ways of taking things beyond the classroom. That - or we'll all be stuck with systems that have already been shown to work, just like all those computers running Windows 95 in the chem building.

304. ContentDM is a little bit difficult to navigate at times, and the images are not always where they are supposed to be (in terms of which classes they were used for etc.)

305. I would love to see more professors using Moodle, though I know most of mine were sort of skeptical of it.

question 1d.
(Are there technologies you would like to be able to use in your academic work that are not available to you?)

If so, which ones?

1. Endnotes, because I lack knowledge of it and it won't seem to run on my computer.

2. printer access without having to go to the library.

3. Ebooks, and Videos that could perhaps be purchased and uploaded on a site like Moodle, instead of having one physical copy in the 2-hr library reserves. All library e-reserves could be integrated with moodle.

4. Audio books for all of our readings.

5. sometimes i wish i had photoshop and/or inDesign

6. I would like to be able to work from home (off campus) using some of the keyed software.

7. in some universities, there are scanners where you can scan and then email yourself the images. so instead of photocopying a book in the library, i would go to the scanner, scan it for free, and then mail myself the copy - all much faster and without lots of dimes.

8. Praat is the only one that comes to mind

9. I would find it useful to have SAGE installed on Reed machines.

10. photoshop on my computer.

11. I'd like to have a copy of Photoshop

12. the aforementioned adobe acrobat program.

13. N/A

14. Greater access to parallel computing

15. SPSS for keyed software?

16. How about some beginning programming classes for those of us who never learned (and are too embarrassed to ask)? That would be so much fun.

17. I can't recall their names off the top of my head, but I've certainly encountered software that I wish was cheaper.

18. It would be great if LabView and StarryNight were accessable from more campus computers (or better yet like Mathematica is)

19. don't know of any.

20. I paid for 'papers' for mac. it's excellent, i wish i didn't have to pay for it though.

21. I have yet to see any prof use moodle well. I think that could be good, if done well.

22. Technically speaking, MATLAB is available for my use, although it has not worked in the past when I tried to use it.

23. An online video database like ContentDM!

24. Gap

25. Intercollegiate servers for resources outside the Reed network

26. None that I can think of, but they may exist.

27. MATLAB !!! like, to be able to have it for free. it's kind of moot, though, cus i'm graduating.

28. Smartboards are cool.

29. Audio software; if we had an audio lab with keyboards and a bunch of different tracker/synthesizer/similar software.

30. Questia has a lot of books available online, which would have been very helpful for my thesis -- books I had to Summit repeatedly or else couldn't find.

31. So far, so good

32. Even though I will be graduating, I think that bringing back itunesU would be a good move.

33. It would be awesome if all of the software available to install on student computers was not exclusively mac-compatible. That was always annoying.

34. Wow. I really can't think of anything that is missing.

35. Online access to various scientific journals.

36. N/A

37. I don't have access to some useful online journals. Statview, the statistics program I use, doesn't always have the graphing functions I want.

38. access to the ieee database would have saved me hours of additional research time, but i suppose that is a complaint to the library rather than you guys.

39. The newest spartan modeling program for my own computer.

40. not that i can think of for the classes i am taking right now

41. Portuguese audio/visual resources to learn the language (language lab has none for Portuguese!).

42. Don't really know what's available.

43. Better data analysis and image creation tools for physics.

44. Some professors could learn to better use Power Point and other tools to supplement their courses. Also, I'd like to see some more use of images and interactive software in the classes. Ultimately, though, most of my resources are for the library--we need ebook access, etc.

45. I think some open-source equivalents to regular office programs should be available on some computers. I do not wish to pay for Microsoft Office, but I have occasionally ran into compatibility problems between the Open Office applications I run on my Linux partition and the Microsoft Office applications on school computers.

46. It would be nice to have some of the programs that are available in the chemistry department computer lab keyed so that they may be used on other PC's on campus. Programs such as Spinworks and Spartan '06 would be most helpful.

47. 3d modeling software, Max MSP, a green screen, more space on the AFS, a transparency printer

48. I would like to have access to a program called ChemDraw (by cambridgesoft), which is compatible for Macs. It is an essential program for chemists who own macs, but it is not offered at Reed.

49. Just specific software programs. I head that OmniGraffle was a good program for making figures, but it isn't available in the IRCs. I've also heard that Final Cut Pro might have made the video uploading, clipping, and compressing for my thesis much easier, but I'm wasn't able to try it out so I'm not sure.

50. Ereserves is only available in a few of my courses.

51. video, ps, ect

52. Not sure yet.

53. ACCESS TO ALL APPLICATIONS RECOMMENDED BY DIFFERENT FACULTY THROUGH THE CUS WEBSITE

54. iPod touch!!

55. Databases focusing on the Social Sciences, particularly Anthropology and History.

56. Inspiration software (a flowmap and brainstorm program.)
Omnigrapher (graphing program for sketching economics graphs)

57. Robots.

58. Adobe Illustrator. I would like to use it on my laptop but it's too expensive.

59. something like webnotes (a firefox add on that allows individual users to highlight and annotate websites)

60. cisco telepresence room for conferencing

61. Adobe Illustrator would be helpful for my Physics lab reports, but currently it is only available in the ETC. It would be nice if we could download it like Mathematica.

62. I wish the reed network would allow me to set up networks between my own personal computers and electronic equipment; I have to do some things on a vmware windows machine on a mac computer, and I can't get it to network its harddrive with the mac machine proper. I also can't network with my ipod to remotely change files, which is annoying, because I do reading on it. This may be my own incompetence, but I don't think so.

63. (Not that I know of.)

64. Video technology, I've tried using ETC computers and they often crash or stop responding. I am unable to use computers in the Art building and don't know of a better alternative. Help?

65. Spartan Modeling

66. I wish that moodle archives for previous semesters could be open to the public

67. A lot of software that is available for download on Macs are not available for download on PCs, such as Photoshop. I know these softwares are available at the ETC, but it would be handy to be able to use them on my own machine.

68. I can't think of any.

69. Easy access to the online New York Times archive.

70. I am not confident in my ability to use excel, make graphs and present my data from research in a organized coherent form.

71. Spartan, Adobe acrobat

72. I would like to have a PC available at the library when I come in. Right now virtually every time I come in, they are all being occupied. The ETC has no PCs, and I hate the Macs. They are slow, expensive, have stupid keyboards, and their mice are a joke. When I type, I like to see the print on the screen. This doesn't happen with Macs, except after a delay.

73. final cut pro

74. -a (easily accessible) large-size image scanner

75. I wish there was a way for students to obtain certain sites off campus (academic databases and such)

76. See 1c - I'd like something more common and easy like MediaWiki to be implemented instead of CamelWiki.

77. A service like Google Books (although unrestricted) that lets me search within books and read them online.

78. Photoshop is not available on windows computers, which would increase its accessibility to me greatly.

79. I've heard that SPSS will not be available after this year; as someone about to write a senior thesis after being used to SPSS for three years, I find that very disturbing. To substitute another statistical package for SPSS is like expecting the biology department to use magnifying glasses instead of microscopes; SPSS is what the field as a whole uses and not being able to learn it or have access to it will be a significant disadvantage in continuing on, both academically and in terms of the job market.

80. Wikipedia

81. I would like to see better software for making graphs and figures, such as the program Prism or a similar one.

82. Next year, SPSS will not be available. I think that is the only one I am unhappy about. But I understand why we aren't using it (way too expensive).

83. Synchrotron would be nice for x-ray crystallography. Maybe some microlabs would be nice - small six or seven person room, table, power outlets, small projector or smartboard, and one or two workstations for group activities. The electronically accessible thesis project is a great idea.

question 2b.

What would make the labs more useful to you?

1. The ETC lab has had some issues for me in the past accepting that my workspace computer had enough space to save files or run office and firefox simultaneously.

2. nothing.

3. Wish there were more Macs in the library.

4. I wish there were more computers in the Library, as sometimes there are not enough Mac's for me to use one.

5. I don't use the labs very often, and I have never had a problem with them.

6. I mostly use my laptop, but the computers in the library allow me to print.

7. The lack of proper ventilation in the ETC labs, and the Library's North Refernce and South Reference computer lab areas is a huge concern. Perhaps the secure-screensaver on Mac computers should be delayed to 15 minutes, at least. Most library computers take a lot of time to log into, despite being on brand new machines. And cheaper printing would always be useful.

8. More computers.

9. nothing, they are plenty useful

10. Nothing that isn't realistic.

11. So far, they have been fine.

12. Provide comparable software that's available for macs available for download for PCs as well

13. sometimes there aren't any free computers in the library. Also I really, really like the digital image workstations

14. More computers scattered around campus for just checking email! Very useful when you live off campus.

15. More scanners and computers with access to photo editing software

16. Most keyboards in the ETC are low quality, as are some of the mice. I do not see new monitors as very necessary, given the dominance of text-based tasks, rather than image-intensive ones, in academic work, but keyboards would be a worthwhile investment. Furthermore, it would be beneficial if the new machines in the library and ETC could be given a Reed-specific desktop background, as the older ones have, to heighten community collective identity and provide lighter moments in heavy work.

17. I will soon have to print a large poster, and will not be able to do so on campus.

18. If the computers were faster and could handle photoshop better, that would help.

19. I don't generally use them because I have my own computer.

20. more new macs in more places?

21. I don't use the labs much because I have my own computer. I use a lab computer when I need to use Mathematica, but that's about it.

22. N/A

23. If they were my thesis desk.

24. nothing

25. A better integrated home server, with where we can log in, or perhaps a more user-friendly set up to access the home server from labs.

26. having the nice new fast computers for all of the ETC computers - not just one section of one of the rooms.

27. Having a laptop, I've made very little use of the computer labs this year, but they've served me quite well in the past. Remembering personal settings would be a nice improvement.

28. All the labs are on the east side of campus, aside from the PPW, which is really useful lab. However I wish there was another computer closer to commons for simple email use.

29. Labs are not useful for me.

30. If you had more comfortable chairs that would make the labs more accessible.

31. Being cleaned more often so I'm not afraid of touching the computers (specially the keyboards), having more computers in the library (don't get rid of or segregate the PC's), and having a system that logs when you log in and how long your logged in for and that keeps the records for a couple months, for both PC's and Mac. It's useful for alibi's and you can figure out if someone's logging in as you or has in the past. A better recovery system for the lost documents when you get kicked off would be cool, but I'm fine with the way it is now.

32. Clean keyboards!

33. "fairly well" is sort of an average—the PPW is absolutely amazing, and I love being able to use STATA and the networking software on such beautiful machines. The library computers often serve me well, and the language lab has recently become a main area for me to do design work and general papers. I occasionally use the ETC, but I think the main computer labs are getting a little worn down, and the computers seem sort of slow (and the space seems sort of sticky, almost. I assume it's due to student use, but we should be taking better care of things). I really, really appreciate that the computers are there, and that there's 24-hour access, but think an update might be in order. I am generally able to do all the things I need to at the computers available (OH, except view images embedded in word documents on the north and south reference machines... I think). Thanks!

34. If they were a bit cleaner, albeit this is somewhat a fundamental problem with Reedies. Clean keyboards and mice might be nice, though.

35. Nothing, it is great that they are open 24/7. My computer died recently, and without the computer labs, I would not graduate.

36. Actually, all the computer labs are very well maintained and the computers are great and quick. I can't complain about them at all - AFS is a total god-send

37. The ability to read and edit .docx

38. Install LyX

39. running the keyboards through the dishwasher would be sooooooooo nice. i would be very happy with clean mac keyboards. i'll even help clean them!!

40. They would be more useful if they were open for longer hours

41. More Macs in the Library pit! They're always full, and I don't like walking the 23 feet to the IRC.

42. I cannot think of anything at the moment.

43. get better keyboards in the etc talking labs! I love to be able to say hello to people while working, and the keyboards in there absolutely suck.

44. I find it really difficult to find applications on the pcs

45. Having learned about AFS (or the home server) sooner. (Goodbye flash drive!) So easy to use.

46. Mostly just having more of the programs I use on them

47. i don't know if this is a 'lab' question, but it'd be awesome if there was a printer by the copy machines in LL1 of the library. I was thinking by the copiers next to the stairs that lead to the new pit. there's room there and less people would be disturbed by people running around to get copies. also, if there were staplers next to the printers that would be cool too.

48. I don't use the labs.

49. I would put a wider array of programs on these computers, as well as more duplexing printers.

50. I don't use the labs very often, but when I have they have been very helpful for language recording assignments.

51. Faster computers is about it.

52. If the computers in physics lab didn't constantly freeze and loose all my data, that would be great.

53. More of those new macs that have both windows and OS X, and actually knowing how to use them and switch from one mode to the other

54. I wish it were cheaper to print on the school's printers

55. I can't think of anything. I have a personal computer, so I usually use the computer labs for fun or if my friend is using my laptop for some reason.

56. They're great.

57. I think that are A-OK!

58. NA

59. I love how many they are. That's really great. But I wish that they had Microsoft Office 2008, not 2004.

60. I would like it if there were more extensive photoshop tutorials on the CIS website, or even links to good tutorials. I understand that there are quite a few tutorials around the internet, but it is hard to sift through them.

61. If they were more cozy, I'd be pleased as punch. (I realize that this is not a reasonable suggestion, but it is an honest answer)

62. I would enjoy a few more PC's because I am used to them and I can work more effectively on them.

63. Faster computers in the ETC.

64. faster machines.

65. I have a personal computer and don't use them much.

66. The labs are extremely useful right now, and nothing especially comes to mind. I would like to see python and java installed so as to program on the computers, but maybe I overlooked where they were.

67. Better scanners for students.

68. faster comps in the ircs

69. space and cleanliness

70. more scanners. Also, the ETCs are pretty cold

71. I already think the facilities are fairly useful.

72. I suppose I am not very aware of the resources available in the labs, so I'm not able to exploit them. As far as software goes, I'm mostly unaware of what most of the programs do. Perhaps if there were a list categorized by type of software (graphing, photo editing, computing, etc) that gave a blurb about what each program did, I might be more willing to try different programs if it seems they will useful to meet my ends.

73. honestly, if the keyboards worked better.

74. more free printing
75. f
76. I am in the library / ETCs pretty often & don't have complaints.

77. the keyboards are crap. it would also be nice if you had more PCs in the IRCs --OR!--- make everyone (ALL FRESHMEN!) take a "and this is how you use Macs and the Courses Server etc." class. i am a senior and i STILL don't know how to navigate this system. i do think CUS should make it their job to make sure students know how to use this stuff. handing me a thick "how to survive information technology" handbook is not going to do it. do it kinesthetically IN THE LAB -- multiple sessions to cover everyone. ALSO -- in explanation of the "poorly" above: i cannot enumerate the times Macs and the printing services have crapped out on me inexplcably. furthermore, Macs are just a pain. the writing is too small in Word; the buttons are all wrong; the commands to get accented letters (which i use since i speak foreign languages) simply do not work, and it is irritating not to have PCs in the IRCs.

78. I don't use them.

79. Better quality printers. The black and white printers in both the library and the ETC make most images from science papers barely legible.

80. nothing.

81. It would be nice to be able to print at a cheaper rate.

82. All I use are in the labs, mathematica, latex, internet, it's all there.

83. More privacy at individual work spaces.

84. I do not use the computer labs

85. Faster, quieter scanners. And possibly terminals across campus for those times I'm in Commons and need to check my email real quickly.

86. I'm not sure. I use the labs very little and rely mostly on my laptop.

87. I have my own computer, so the labs are of use to me only when they have software or hardware or peripheries (projectors, scanners etc...) that I don't have, and in those situations, they are very useful.

88. coffee.

89. Theoretically by being in the biology building, but past that I think they do just fine.

90. Nothing, they're fine how they are.

91. Computers in the library should log off more quickly.

92. Some of the computer keyboards, particularly in the ETC, are quite dirty and unappealing to use, so I tend to avoid going there to use a computer. I usually go to the library instead.

93. I think the labs are very useful.

94. Nothing I can think of. Most of the time i use my laptop, but any time i've had to use the labs, they've been great.

95. I don't like working in computer labs. Which is one of the reasons that I didn't enjoy only being able to use certain programs (which, of course, I *had* to use) in the labs.

96. N/A; I find the labs very useful enough.

97. nothing! they are great.

98. I think that a few computer kiosks stashed in various student-frequented buildings would make my life a lot easier.

99. I don't often use the computer labs, so I'm not really sure about their shortcomings.

100. I mostly use the labs for group projects. Since the etc is a good distance away I don't make it there too often. When I do it is for a Physics lab or something similar. Is there a more convenient or direct way to move a file from one computer to the next without emailing it or using a flash drive?

101. I don't think anything that is practically possible would really improve the labs. They don't completely meet my needs because I would prefer not to use a Mac OS, and because I like more privacy--those aren't things that need to be fixed though.

102. Nothing, they are good

103. They're completely fine as they are.

104. More locations than just the ETC.

105. N/A

106. If the various computers on campus, in the library and the ETC and departmental computer labs, all had compatible versions of programs. There aren't always enough macs available in the Library.

107. More accessibility for PC users

108. if they were at my house

109. More centralized access on campus, and headphone jack extensions.

110. A scanner that was easier to use...

111. far from my dorm don't go often

112. A greater access to copiers/ scanners may be beneficial.

113. Nothing.

114. New keyboards-I practically gave myself carpel tunnel last year from banging on the keys.

115. Located more centrally on campus

116. Well this may or may not apply, but it would be really helpful, if possible, to use a program other than DataStudio for the physics labs. It's the worst program I can remember that I've ever been told to use. It crashes often and often records false data which only serves to frustrate me during physics lab and gets in the way of my educational experience. It also has no tools within the program to help analyze the data we have gathered in the ways we are required to.

117. more of the quiet keyboards in the IMC's. that would be nice- sometimes a lot of clicking can be very annoying.

118. there are just some technical glitches sometimes...printers not properly functioning, etc

119. they are pretty good.

120. If the computers didn't log off after twenty min.

121. The Imacs in the labs are not very useful (speed, screen size) for using photoshop or graphical programs which need a lot of space. I use the digital media lab for these however, so it is not a huge concern for me.

122. They do everything fine.

123. Upgrade/update older computers. The center ETC has the newest computers, which tend to be faster, so I usually pick those. The Intro Bio labs were great with new computers. There could be more Macs in the library, usually most computers are taken. I have always used Macs and am often unsure of how to use a PC. I really appreciate the IMC computer labs too, especially for recording sound or for watching movies with big headphones on for class.

124. More computers around campus in general would be nice, if possible.

125. if more of them had the full adobe suite

126. I would like to have more Macs in the library.

127. The ETCs should be kept CLEANER. I usually study in the IMC, but occasionally get to campus before the library is open and it's really gross to go in there and there's empty energy drink cans and the keyboards have gunk on them and lord knows what germies are on the counters... The equipment is great, though :)

128. Nothing! There are more than enough computers, and they have every application I could possibly need for my academic work.

129. Free printing and a easier way to retrieve material that's "lost" after you log out

130. It would be helpful if there was somebody in the ETC at set times who specifically knew how to use math and science software.

131. N/A- I have never used the labs; I have only used my laptop thus far.

132. Recliners.

133. more apple computers in the library- typically there are windows computers available but not apple.

134. I, like many other Reedies, have little use for these labs when my main computer is a laptop. Perhaps making efforts to supply laptops to those (anecdotally) few students that don't have them, rather than putting more resources into labs, would be the best plan of action (although I don't have solid data on the rate of laptop ownership).

135. I really don't use them that often. Maybe having more computers in the library?

136. Multiple page scanners.

137. I have very rarely had to use the computer labs on campus, but when I recently had to use it, I found that there was no way for me to open up documents I had e-mailed to myself so I could print them out for a class.

138. Pen tablets in the Library digital image workstations.

139. It is difficult to assign printers in the ETC or library tasks directly from my computer, which forces me to use the available computers as intermediaries in which case I encounter compatibility issues because I use only open source applications, not Microsoft Office and similar. A simpler system for interfacing directly with printers from my computer would be appreciated.

140. I hardly ever use them, but either a little more table room or dividers between computers since working in there feels very exposed and it is harder to get things done that way.

141. As mentioned above, it would be nice to have programs that are only on certain computers available elsewhere.

142. Id like to be able to install software and plugins (cant do it without an admin password)

143. I have not needed to take advantage of the computer labs for many things, but I immensely appreciate the scanner in the ETC, and having quiet computer labs eliminates paranoid fear of something happening to my own computer and not being able to get an assignment done because of it.

144. My experience in the computer labs has always been great for working.

145. n/a

146. I use my own computer for most things apart from assignments requiring special software, so i'm not really sure.

147. Nothing, so far as I have encountered.

148. Higher resolution monitors. I use 1920/1200 regularly, and it kills my productivity to try to downgrade.

149. It would be nice to be able to temporarily increase network storage, so that large files can be shared over the network more easily.

150. The ETC labs are usually pretty good. The giant new machines are fantastic but always in high demand. The computer lab in psych usually has more problems, especially with the printer, probably due to less maintenance because of its distance from CUS.

151. The computer labs on campus completely meet my academic work needs.

152. more training

153. It would be nice if computers outside the Physics building had Datastudio – although it is necessary to be in the lab to take data, it is possible to save the data and analyze it later on any computer with Datastudio. There have been a few occasions where it would have been helpful to me to go over the relevant data again, but I was unable to since the lab was locked.

154. I think they are pretty great!

155. I don't use the labs

156. I only use the labs when required (i.e Skype video conferences with Russian students) otherwise I use my own computer. I use the software only when my professors require me to. It would be nice if all the computers on campus had the same programs. For example, I have to go to the IMC for my language classes and the ETC for my science classes.

157. i think they're great the way they are.

158. n/a

159. If the desktop would load more quickly once I log in.

160. I live in Sequoia, and that is really far away from all of the labs, one closer to the middle of campus would be nice.

161. They work fine.

162. COMPUTERS THAT RUN MORE EFFICIENTLY

163. It would be nice if they came with a pair of headphones, because I don't always have my own with me and sometimes I need to listen to things for class

164. Do we have designated a/v computers? They may be useful for class projects.

165. I like the computers in the library, but I kind of dislike the ones in the ETC. I know they are older versions of iMacs, but they go incredibly slow. I have an iMac at home (same model and everything) and it goes much faster. I feel like people must abuse the ones in the ETC. The keyboards are really dirty and are just annoying to type on it general (very "clunky")

166. I am not presently in a lab

167. The printers occasionally frustrate me. Other than that, everything is great.

168. If there were head phones available for computer not just the IRC computers, but the one in North Ref. area, etc. that would be extremely helpful. A student doesn't always know when they will need to hear something, and it is often very inconvenient to have to walk to the language lab just to listen to a small bit of audio.

169. I've always found them to be great! There were times when I wished that there were PC's in the ETCs, but I got used to macs and then it didn't bother me. Also, it took me a while to figure out how to print 2 sided in the ETCs.

170. The keyboards in the talking labs in the ETC are unusable. The new slimmer keyboards like those in the DOJO are awesome. Also, the mice often have broken scroll balls, and theydo not have right-click enabled by default. Also, it would be awesome if signing onto a computer simultaneously authorized you to access your moodle, IRIS, and reed email accounts.

171. More consistency in what features are available. Sometime you need one program but it is only on computers in the ETC other times you need a different one so you go to the crazy digital media center in the library but then you need a scanner so you go back to the ETC... Mostly its all good though

172. they are excellent! more than enough computers, and very good softwares.

173. more comfortable chairs, better lighting, less cave-like.

174. i only really use them for printing -- my home technology set-up is better equipped for my academic and entertainment needs.

175. Nothing that I can think of. Sometimes the computers run unbearably slow.

176. I do not really understand how to save things on etc computers.

177. I was at one point frustrated that printing was such a hassle, but there is not much that can be improved.

178. I don't really use them - I bring my laptop from home.

179. They are useful for me.

180. more computers in the library

181. It would be nice to have a more discreet workspace within the lab - like little semi-enclosed work spaces.

182. If you could have Spaces and maybe Quicksilver. Spaces is exceedingly useful when you are running three or so programs (JMP, Word, and Firefox, plus a few Finder Windows) for example, and Quicksilver, if only for quick launch of apps, would make everything in the world easier.

183. more windows machines, fewer macs. more engineering software.

184. You may already have it, but if not, PCs with Photoshop would be awesome.

185. final cut pro on library computers instead of just in the art building

186. Nothing yet

187. If there was some other means of charging and the chargers did not keep falling out (especially in bio lab)

188. i can't think of any suggestions.

189. As mentioned above, more accessibility to audio and video technology would be a big plus. There are also campus-only websites (I think the library has some of these), that would be very useful off campus.

190. They work just fine for me.

191. I would love it if the IMC were open later, but that's just a personal preference

192. The labs are useful, I just have little need for them because I have my own computer and none of my classes require that I use software that I don't have.

193. Not all of the computers had all of the necessary software for computing which was really annoying when you either had to kick someone off the computer that did or download it.

194. Have more PCs, not just Mac machines that can run a dual platform. Also fairly frequently I find that the mice and keyboards in the labs (though this happens more often in the library) are not fully functional.

195. They're great.

196. I think it would be helpful to have some more spread out computers throughout the library. Sometimes it gets very stressful and intense to be sitting at a computer surrounded by 20 others.

197. I don't use the labs very often, but they've always met my needs when I've gone. I can't think of anything that would make them more useful.

198. More computers in the New Pit in the library

199. Some software isn't available on every computer, like statistics software. It would be convenient if all the computers had that.

200. bring back the mouse pads in the pit!

201. nothing

202. The labs are pretty useful as they are.

203. Again, if the PCs in the library had the same software installed as the ETC macs with gold stickers.

204. Safari

205. I'm a windows kinda guy, so the labs aren't really going to work for me all that well. I use the labs when I'm just chugging through a paper or something and don't want to be distracted. If I need to do something tricky or technical though, it's gotta be my PC.

206. Go PPW

207. The computers are occasionally frustratingly slow -- it would help if they were faster.

208. Fewer seniors living in them. ie. the computer labs should look and feel less like Commons and more like places to do work.

209. They take quite a bit of time to start up. Sometimes I just want to log on, print something, and leave between classes. Especially the library computers; they don't need that much software, just work quickly.

210. Free printing.

211. They are great. Free coffee would be awesome, but that may be too much to ask. However, it may increase productivity both of students and employees.

212. Keep things up to date. Have the updated versions of software.

213. I feel that I am not being supported because I don't like using the Macs. Since there are not equal numbers of Macs and PCs, I feel at a disadvantage.
At the same time, I think these Macs are the most useful Macs I have ever used. Considering how expensive they must have been, they'd better be. I think some of that money would have been better spent on PCs.

214. I've been using the cluster in the physics building for my thesis--with which I really have no complaints. The ETC computers (which I use when I need to print something) seem to boot exceptionally slowly.

215. As long as the ETC is open 24-7 I'm fine. It would be nice to have a couple PCs in the ETC, but that's not too big of a deal. Also, an irc client on the etc computers would be handy, but again, is not too big of a deal.

216. more computers in the library

217. I don't really see a need that they change much. They are easily accessible and easy to use.

218. not really sure- they're great.

219. I do not use the labs.

220. Sometimes the computers are full so maybe more computers would be a good idea so I didn't have to lug my laptop to the library computers every time I need to do work.

221. It would be nice of some of the labs had better image-editing programs (such as Photoshop CS).

222. The computers and desks need cleaning. They just feel...contagious. And mac keyboards get really gross :-/

223. A few windows-based computers for those of us who have windows-based personal computers. I know this is not the question, but I would like to see computers in the library, at least for catalogue and journal searching.

224. More new Macs.

225. I think it's good.

226. Unsure.

227. Nothing, also want to mention: the people at cus have been unbelievably helpful to me over the years

228. labs are fine for my usage. use the scanners fairly often. but I also have the physics cluster available. would be nice for other people if there was some way of using computers for long computations overnight, etc, without getting logged out. would also be nice if you could force log out someone if they were gone but their hour wasn't up.

229. N/A

230. Having a couple of windows computers in the ETC rather than just the library would be quite helpful.

231. More Macs in the library.
Better print servers - when I print a large PDF it takes an incredibly long time to print.

232. If I could have some semblance of preference saving to my account, I would not have to reconfigure things like Word and the 2 button click interface every time.

233. Can't think of anything!

234. Proximity/inclusion within dormitories

235. Espresso machines.
I really think they're quite successful.

236. The biggest problem with the computer labs is that there are often not enough computers available for the number of students wanting to use them.

237. labs are pretty much as much as I could reasonably have hoped for.

238. I don't use the labs on a regular basis, so I don't require much from them.

239. People not using the scanners always seem to be the ones who take the computers with scanners attached, even when other computers are available. Mostly, however, I just find the atmosphere of the computer labs uncomfortable and overly bright and institutional.

240. It would be nice to have more computers available. Or for the computers in the ETC to be cleaned more frequently (esp. the keyboards which are disgusting).

241. nothing

242. stop changing things so often! & work on smoother transitions. the move to the new server was confusing; some campus computers still don't connect to AFS.

243. The computers in the library are great. In the ETCs, it's good how there's talking rooms (and silent rooms) but the computers seem a little slow. The psych lab's computers, I would like to use sometimes, but it's a little strange to use them (when there's no class) because of their setup (with the desks), and how conferences are held in there. I'm not sure if they're meant to be used outside of class, actually.

244. If they were all connected to the new home servers.

245. nothing. the physics lounge needs a new computer though

246. sage should be installed.

247. Faster computers in the talking ETC (like the ones that can run windows in the quiet ETC)

248. Nothing! They are so nice already.

249. More scanners.

250. more reliable computers in the etc, in particular I've had the older macs crash a couple times.

251. We need more scanners, and photoshop.

252. Nothing much - might be nice to make an e-mail for the IRC queue and publicize that. Give people somewhere to send reports.

253. I find that the computer labs work very well (although admittedly, my needs in the lab are very simple and minimal) and that the CUS staff is always very friendly and helpful when there are issues with academic technology and printing.

254. If people were more respectful of them, and less slobs. Though, I realize that isn't something you can help with.

question 3b.

What changes would you recommend to support, training, or documentation to make them more useful to you?

1. Offering more explanation settings and advertising them more effectively.

2. I don't know what is meant by documentation. I sometimes feel that I am not aware of a lot of things available to me, but it is hard to say how that would be fixed.

3. n/a

4. I was not aware of many training opportunities.

5. I have yet to need any of these things from Reed

6. As a freshman and sophomore, I never knew about the variety of technological resources offered by Reed. Having information about the existing resources seems to be a much bigger concern than expanding the number of resources.

7. None

8. None

9. I don't understand what "documentation" means, but I think the support provided is very good.

10. The ETC has people that aren't really qualified to help fix many computer problems. Although they try and are many times successful, a lot of some computer problems need to be repaired, inconveniently, elsewhere.

11. More training sessions on mathematica and adobe programs like photoshop

12. Maybe make more prominent the online research guides for the various subjects? I only discovered them this year and I'm a junior

13. None

14. It might be useful to have an introductory session to these basic services, to encourage people to take full advantage. I never learned to use my home server or Griffin Exchange and I don't believe I'm alone in this.

15. I don't really know what you mean by "documentation." I guess offering more training sessions or seminars would improve my knowledge of available technologies and how to use them.

16. More training and documentation, ex. more workshops about specific programs like Endnote, etc.

17. later hours for support and better pc support.

18. I don't know. I haven't used much of these things. I like the LATEX instructions on the CUS website.

19. I'd like more documentation on LaTex.

20. I think the people in CUS and the digital media lab do really well

21. The search engine on the reed website sucks, it never turns up what I searched for and instead I have to navigate to specific pages by hand.

22. N/A

23. There was extensive training on EndNote, but not on any other bibliographic software as far as I could tell.

24. I would recommend no changes on these issues.

25. i have a windows computer (unfortunately), and sometimes it's frustrating not to have software, support, etc. available.

26. I don't really know how to access the documentation. I guess if that were made more accessible.

27. Make things more accessible I guess

28. I'm not sure what else Reed could do, but I was scheduled for some Important Meeting or CLass for every Endnote workshop, and I can't get the program to work for me. Seems more like a frak occurence than a pattern, though.

29. Online documentation of what is on public computers

30. Train all of the cus workers with rudimentary TeX (I don't know how realistic this is)

31. I actually wanted to know if it was possible to make a website using the public folder in your AFS drive, and if you can, I think you should definitely advertise that and maybe have some cool things pop up around campus (bands/creative stuff/etc??)

32. Putting more information online on the reed website would make it much more useful for me.

33. Programming Lessons?
I love your website documentation though, I frequent it for help with everything.

34. I have yet to use the available resources.

35. Easier to find. Once you hunt down the right materials, they're excellent, but sometimes it takes a while to get there.

36. More training available.

37. Like I said about the info sessions, I could often use a few concise workshops on how to use software more effectively. Also, I see others struggle with projects a lot and think that that could be made easier.

38. It seems pretty good.

39. I would like more training in general.

40. making all journals available

41. Sometimes I think that more explicit announcements and regular emails that detail specific technological updates and requirements would be good. The AFS migration campaign was great. The thesis template is great. The documentation on using thunderbird, AFS, scanners, etc is all really helpful.

42. thesis template guided meetings for seniors, more often (if there was one, i've forgotten that i've attended it)

43. There was absolutely no training for me in my studies on how to use programs like Mathematica and LaTeX. It was usually always expected in my classes that I already knew how to use these, thereby forcing me to teach myself.

44. I don;t know what documentation means in the computer services context. Reed provides excellent computer support, but some CUS desk members have a little bit of attitude toward those of us who aren't computer geniuses.

45. in emails announcing changes, more links to cus or cis website about how to use the new technolog or format, or a short description in the email. When I switched to AFS, I didn't use the server for a while because i didn't know how to use it, but once I looked at the website I saw it was very easy to use.

46. they suit my needs

47. Maybe I just missed something (and that would be my own fault!) but there should be a seminar or something to guide new Reedies through the process of using things like the E-Reserves or other work related technologies.

48. Mostly, profs have given brief instruction for what I need to know when it comes to using technology for their classes. I'm not even sure what else is available.

49. Help prevent viruses.

50. NA

51. More classes held (particularly for freshman) on how to use the available technology (particularly EndNtote). Support is amazing though.

52. I think I answered this already, but a more extensive photoshop/illustrator tutorial would be nice.

53. I think the documentation could be better organized/more readily available on the reed website.

54. At the current time I don't have any problems getting the support, training and documentation I need to use technology successfully in my academic work.

55. I'm biased in this, because I work for CUS.

56. I'm not sure what the documentation question means. Apart from that, fine.

57. everyone has been very kinda thus far. Everything has worked fine for me.

58. More information overall

59. This is only based off my Bio class freshman year, but I honestly had no real idea how to use JMP, and just fiddled around until things looked right. So maybe more explanation of that would be helpful.

60. See previous box. (But now that I think of it, I find printer setup extremely difficult on campus. I really think there should be a different system.)

61. To be more explicit

62. There should be more support available from the ETC/repair center for people with PCs.

63. In training, the only thing that could really help would be regular seminars in using the various programs. You have good documentation of use of programs however, they can still be hard to wrap one's head around.

64. I believe a few seminars on technology at Reed would be very helpful to let interested students know about the full resources available to them.

65. I can't think of any, since most problems/questions I have can be answered by someone at CUS, which I have found immensely helpful this year.

66. oh... orientation for freshmen as articulated in a previous response. i'm giving my answers in the wrong spaces! :-/ hah.

67. I think they're fine.

68. More easily accessible guides to using many of the statistics programs (JMP, Stata, etc.)

69. none

70. I am not sure.

71. training, only until I have a lab in mathematica did it really become accessible.

72. I don't think that it would be nice to have at least a web tutorial sent out when things change like the recent switch to the online courses server.

73. NA

74. Maybe better Mathematica/TeX tutorials. Those do tend to be available online, though. And apparently Physics 200 has a good TeX tutorial...

75. I often find that the wireless internet connection in the Sullivan and Naito dorms is weaker than that in the rest of campus. Therefore I would recommend strengthening the wireless internet connection on campus to meet the needs of students who live at the edges of campus.

76. Our website is usually out of date, dead-links and what not, and we have to easy means to communicate updates to the community.

77. Provide and announce training sessions for programs such as endnote or other utilities not all students are necessarily aware of. Easily accessible online tutorials would be great in addition.

78. Make training opportunities more known to students using specific software. Perhaps including documentation stating the time and availability of training.

79. None. I'm satisfied.

80. More how-to websites, especially on how to navigate the library webpage.

81. I'm actually rather pleased with the help i receive in these areas.

82. I don't feel like I received any personal training on how to use basic computing at Reed...Some information sessions or Paideia classes would be nice.

83. I think they are all pretty good. Everything I've needed training in has been offered and I rarely have problems.

84. Workshops on how to use software like endnote or excel, as well as some more publicly available information about useful academic software.

85. My only recommendation would be a bit more advertising for information sessions and the like.

86. I like the online guides to setting up certain software. I've probably had to install Thuderbird a half dozen times on my assorted computers.

87. Reed assumes that every student enters the college with the same skill level, which is not the case. Having a brief seminar about how to utilize many of the technologies available during Freshman year would have been nice.

88. More diversified sets of trainings that are utilized within classes, such as the endnotes workshops but for other programs and technologies

89. Endnote and Latex workshops should happen more frequently.

90. I learned how to use most of the technology myself or I was already familiar with it before I arrived. The times I've been to the ETC, the help desk has been very helpful! As for documentation, there are a lot of good resources online about how to take full advantage of the technological resources here. It has been very helpful.

91. I don't think this is a very significant issue, but it would be nice to have more accessible information regarding how to print to Reed's printers from a computer running linux. I seem to be able to send files to the printer, as they show up on its status page; however, they persistently fail to actually print.

92. More hands on activities when we're Freshmen.

93. The services are fine as they are.

94. Personnel with a greater familiarity with statistical programs

95. Was there something at the beginning of the year for training Seniors to use the template? That would be very helpful

96. There are plenty of people and resources available to help figure out computer related issues if as student seeks them out, but when I was an underclassmen I would have liked more classes or tutorials to expose me to what programs are available and how to use them. I feel I often underutilized much of the technology that is available because I either didn't know about it or didn't know how to use it.

97. Train more CUS workers in the use of PCs.

98. More clear list of who to talk to for what problem.

99. I would suggest offering individual titoring on current in use programs. Excell, LaTec, Mathmatica, Spartan '06,...

100. Instructions for using programs are not always easy to follow.

101. Training (specifically for excel or similar softwares) for certain programs needs to be explained better, as it can be confusing to use.

102. Training courses would be very useful for programs such as JMP that are very useful but not intuitive, as well as training on unusual hardwares. I would

103. Can't say, I haven't really needed to get tech support all that much, but when I have the help provided worked and I was able to do what I needed to.

104. more workshops- more incorporation of technology in the classroom.

105. I would offer more computer how-to classes.

106. repairs take too long!

107. Make computer set up easier

108. I have had no need for support so far. If I were to need support, then I would just love a good flow of communication and prompt help.

109. Often I try to consult the CIS website if I'm troubleshooting, but end up having to have a T-Watcher do it for me, since the directions are often unclear or the

answers aren't there at all (there's also the factor of not being 'fluent' in computer literacy). I have a lot of trouble with Kerberos, often the ticket will not come up for dorm computers or even to the Printing/Reading room in the library. The ETC is pretty failproof with that and that's a service I'd love to see replicated for every printer on campus. I printed often to Anna Mann as a freshman living in ODB and it was always out of ink, so simple check-up on printers would be greatly appreciated!

110. Haven't had an opportunity to need many support resources yet.

111. There should be LaTex courses mandatory for seniors at the beginning of the year.

112. more info for training sessions... but otherwise i think cis etc. is great

113. Please make this campus more PC friendly.

114. CUS workers are friendly and very willing to help. However, I often go to the CUS desk with what I think is a small and simple fix, but end up waiting 20-30 minutes while somebody fusses with my computer and guesses about how to do it. If I could be told when I present my problem/question how difficult it is or how long it will take to fix, I'd be much happier. This would let me come back at a better time if necessary, or decide I don't really need to go through with it. (i.e. it's not that important, I just thought I'd change it if it's easy.
Most importantly, though, I've been finding a lack of LaTeX help, since I have to wait for a supervisor for even small problems. I love LaTeX, why don't you?

115. An easier way to diagnose printer issues and be able to tell if I've been charged for pages that were never actually printed. An introduction page for using the program that creates equations, footnotes, etc. (Not sure what it's called or how to use it.)

116. Is there even training? It's not well advertised.

117. The documentation needs to be better organized, and the search function on the CUS page needs to be improved.

118. In the physics lab, it would be nice to have tutorials on how to use the computer programs/technology (but there really isn't enough time to go as in depth as I would like)

119. Few people actually read the printed documentation.

120. live chat with tech support.

121. Not sure.

122. I have found that CUS is incredibly helpful, but I keep having to get more help and that's frustrating. I'd like to be shown what I need to do to fix problems myself. More demos online for self-help would be good (even for something as basic as the thesis template).

123. A general 'getting to know your Mac' class at the beginning of the year would be helpful. (If there was one, I wasn't made aware of it.) I, like many others, switched from PCs to Macs. Besides that, I'm generally computer illiterate anyways.

124. More training sessions in various programs (Adobe CS, PowerPoint/Keynote, etc) for graphic design (ie. for advertising in student groups) and dynamic classroom presentations.

125. Documentation online only provides information for those booting Mac OS, Windows XP or Windows Vista, all of which I find inadequate and distasteful. In general, I would like the campus computer system to be more Unix friendly.

126. Technology training is very under the radar, more classes or just more visibility for useful tools would be great. Make tutorials for programs/downloads more accessible in one place and more organized in layout, also keep them updated; it would also be really nice if an automatic file back-up system could be set up with AFS.

127. Advertise training more.

128. I still don't really know what a home server is--in the emails that have been telling us to change, I would have loved a simple description for those of us that aren't up on technology. I'm not sure about training, but I know there are so many things that I could be doing on the computer--but I am not even sure what they are, never mind how to do them.

129. A lot of people have been asking me how to use latech for their thesis...maybe something to help people with that...also, some workshops in excel would be nice.

130. It would help a lot if the campus had more troubleshooting resources for macs. I can go to the ETC to ask how to set something up, but if my computer does something strange, they don't know what to do.

131. More information about different ways to backup a laptop would be useful, especially for freshman.

132. I am not aware of what kind of training the school provides. Perhaps these opportunities should be more visible to students.

133. The ETC should create a sort of DIY trouble shooting guide that could be online for students to common issues

134. I got my first mac when I came to Reed, and I had no idea how to use a mac as opposed to Windows. No one taught me anything about it, although trial and error is a pretty decent way to learn a computer system. Still, some sort of tutorial during O-week on how to get the most out of a mac would have been nice.

135. The documentation in regards to registering one's wireless device to the read network, instructions on how to use SIN or navigate the reed website could be made more clear.

136. more training sessions, free

137. More convenient tech support

138. Mostly I'm ignorant of what support, training, and documentation is available to me. I feel like I'm well enough equipped to do my academic work, really.

139. none

140. More of it please!

141. maybe send out emails with tips on technology every once in a while.

142. It would be great if there were small workshops regarding new software and applications offered by the etc.

143. none

144. none!

145. My french class training was pretty limited, I had to teach myself a lot of the programs.

146. Most "training" is given by professors for their class-specific software. CUS has been able to fix any problem I've brought to their attention. Most documentation I've had to use has not been made by Reed but rather by software providers themselves.

147. TECHNICAL TRAINING, FOR EXAMPLE, AT ORIENTATION

148. I don't use these resources often, so I don't have any good suggestions.

149. Clean up the help site, there are several pages from older software which come up higher in search results.

150. Advertise training, perhaps? I was not aware we had any except for the endnote tutorials.

151. More support available through the reed website. Saves a trip to the ETC.

152. I'm not sure what "documentation" means.

153. As I am about to become a senior and still have no clue about Endnote, I feel it would be useful if that were the sort of thing taught early on, maybe even in freshman year. By the sound of it, that sort of training would have benefited my research projects in previous years enormously.

154. More tutorial pages... they're awesome!

155. I've had good luck with all three so far.

156. Putting documentation on how to use the various types of software on the CIS website would be very helpful, especially, for software that are not very easy to use like Latex.

157. More training! Is there ever any training? If so, advertise better!

158. Things seem fine.

159. more free food ?

160. It depends on what technology you mean. I feel like I have no resources in using more advanced programs like LaTeX other than convoluted online guides. However, I also feel like if I have a specific question about something technology-related, I can usually get it answered (despite having a PC). I'm not exactly sure what you mean by "documentation", but very few students know what programs Reed even offers. I didn't know about the downloads page until early this (senior) year.

161. I can't think of anything

162. More online accessibility most problems can be handled by the CUS staff but then you must be on campus.

163. the stats software I use on occasion for my assignments comes with directions in my assignments, so no real help needed. moodle needs no explanation.

164. I've had computer problems that the tech people haven't known how to deal with, but I think that's only happened once and otherwise they're always very helpful. I'm not sure what's meant by training... I don't think I've really been trained at all in how to use technology at Reed?

165. You should publicize the Webmail customized Thunderbird better. Also, after typing out a long email in Webmail and hitting send, the screen reverts to a sign-in screen. You should fix it so that it doesn't log out automatically when there is activity.

166. More classes about how to use programs

167. There is virtually no support for Linux, and PC support is pretty spotty. While one can always do online troubleshooting, sometimes it's nice to have someone to talk issues through. There are plenty of Linux users on campus, and yes, PC users as well... not *everyone* has a Mac!

168. It would have been nice to know that there is training! Are there training sessions or is it on an individual basis?

169. The computer services website needs reorganization; it is hard to navigate and find the info you need.

170. simply speaking, I have found the documentation to be hard to find and difficult to implement with regards to cross platform support.

171. the reed webmail format is terrible! the interface is really confusing and makes it easy to lose stuff. it should be more like gmail.

172. Sometimes using documentation is a bit unclear and complicated

173. i can't think of any suggestions.

174. CUS is super available and I have not had any problems so far!

175. I have been helped every time I need it, but I don't think I've needed to use the training and documenting resources available to me.

176. There's a big push from CUS to use the thesis template, come for us for help, etc, but when I did come in, the student worker said she didn't know the template. I know that's probably the exception rather than the rule, but it was a little disappointing. So I guess making sure all student workers know the template, since that's probably the only real issue I've come to CUS about during my whole time at Reed.

177. I've never used the Computer User Services people for personal help in my academic use of technology.

178. I have a PC and Reed has provided very little support for PCs in my experience. A more PC-friendly campus would be infinitely more helpful (i.e. easier to connect to printers).

179. I'd like training sessions offered. Like "LaTex basics," or "Intro to Adobe Illustrator."

180. Make sure endnote works properly, and that you know how to make it work properly when it doesn't! Please!

181. I think that although it is helpful that there are "experts" in the field of EndNote and images, it would also be helpful if the greater staff was more aware of these technologies, for the sake of last minute problems.

182. Perhaps having a "how-to" computer use sessision before the beginning of freshman year

183. None to speak of.

184. The library research sessions could be a little more concise, so as to cover more material in a short period of time, but honestly, Rachel does a great job fielding questions during and after the sessions anyway

185. Reed has instructions for LaTeX and some other stuff on its website, but there could be more indication in-class that this documentation exists for people unfamiliar with the software.

186. More info about the various servers and things--griffin exchange etc.

187. Everything is fantastic as it is.

188. I feel like there are a lot of tech resources that I don't know about- like the Roommate Search on the reslife site, or the alumni contact list.

189. Classes in LaTeX and Mathematica would be kinda epic. As it stands students have to more or less pick up what they can as they go along.

190. easier to search for documents on the reed site.

191. I'm not sure what is meant by documentation. As for support, I think the people who work at the help desk are very helpful. I wish it were staffed more often though; having one or two people working on weekend days would be especially helpful. The only training I've had is through library technology sessions on how to use web of science, jstor, etc, which have been helpful but somewhat repetitive (except for dena hutto's workshops in soc 311, which are very useful and different from the others I've gone to). Other than that, I feel like training has been lacking. It would be great if there were more workshops on specific programs.

192. Online documentation could be revised, reorganized, and streamlined. (LaTex troubleshooting and support pages, for instance.)

193. provide training on how to present data from scientific research.

194. I haven't really needed any of these things so have had no problems.

195. Learning to use the library resources would be better taught at the beginning of each year. I learned most of what I know about the library from working there.

196. Be more informative with where to find support, training and documentation around campus.

197. I haven't felt the need for much support, training or documentation.

198. There is no documentation for anyone running windows Vista. I understand that most people on campus use macs, but it has been all but impossible for me to be able to print from my PC with Vista.

199. perhaps offer a class or workshop in internet research?

200. Support and documentation seem fine, but I have yet to encounter much training other than that needed for vital things like signing up for classes. But the training I have received has felt adequate.

201. More classes having research forums on the research materials available.

202. The only problem I've had is knowing the documentation exists -- I've stumbled on useful information about/resources for Mathematica and LaTeX on the school website which I wish someone had told me about earlier.

203. It would be good for people who don't have Macs to get better help with their PCs. I have heard people complain about this.

204. If you know to go for support you can get good training and documentation, but it's a fairly "on your own" sort of world until you reach out. That's not necessarily a bad thing though. Maybe make it clearer what is available through documentation.

205. I don't really know what these things mean... I've never really gone to CUS.

206. Possibly providing some sort of literature on the most typical problems that users have for a particular OS or computer type. They might also provide a list of symptoms that could help students self-diagnose things like crashed harddrives.

207. More online support?

208. I've never received training from CUS for new software.

209. No changes.

210. I think a run through of the reed system would be helpful for every student starting out, it's been three years and what I know about computer stuff on reed is all stuff I had to pick up when I needed it, it's not a problem to ask and everyone has always been really helpful, but something similar to a library tour that ran through how to best access computer stuff at reed for freshman would probably have made me much more able to do certain things earlier on.

211. Haven't needed to consult any very much, and have not run into any problems.

212. more classes on thesis formatting. more familiarity (in the support) with common programs (tex, mathematica, etc)

213. The electronic drop box than I had to use through Iris for my political science last year was a nightmare to understand. It would be helpful to have slightly better training for that.

214. More classes on tech stuff throughout the year.

215. The Psychology department (or anyone) could publish a small guide to doing online research and citing things properly.

216. None

217. The CUS workers are not very good at assisting in computer problems. They either don't know how to assist me or pretend that they do and give me false information.

218. and other programs used for the science labs are generally difficult to maneuver around initially. Course/Home server switch kind of threw me for a bit, but it's fine so long as it doesn't change again.

219. Online tutorials on the Reed website on how to use certain common academic technologies might be helpful.

220. Make them more prominently available and have a single go-to person or email address to which such questions should clearly be directed.

221. Informal training sessions / open q&a for technology might be nice-- maybe have tech tutors at the DoJo?

222. No clue.

223. More LaTeX training

224. I would like to see more training in the technology that students use the most such as Microsoft Office programs. I would also like LaTex training.

225. There have been a number of times when I've gone to the CUS desk for help, and the people working there have not been able to fix my problem or have very sarcastically answered a question I have. I understand that people working there are very computer-savvy, but it would be nice if they didn't look down on those who aren't.

226. None

227. Ubuntu/linux friendly documentation? Not really a big deal now that file server access is web based, but printers are still difficult to set up right without a mac or windows.

228. Real-time online support, i.e. online chat.
Maybe a moderated forum or wiki where people can submit questions, problem reports, and answers. I think in certain cases, we do have a computer issue that someone has found a workaround for and so we never get a complaint about it since in the end, they accomplish what they want (but something is still broken, they've merely bypassed it).

229. I was never taught in class how to use ContentDM to access images online, the only reason I knew how to use it was because I worked at the VRC.

230. If the search on the website were better, that would be awesome.

question 4b.

How could we make Reed's online services easier to find?

1. Not sure this answers the question, but stop letting Iris sometimes go offline/become unavailable.

2. this year I thought that academic software downloads were weird, there were pages for software no longer available for download from CUS, broke my heart (I emailed about it, I think it's fine now)

3. If there was a link from the Reed website, it would be easier to navigate there. Then I wouldn't have to go to different sites for different information.

4. The system is very clear.

5. To get to the housing registration lottery, I had to log into IRIS, go to Reslife, log in again and then to housing registration. There have been other times when it took a while of roundabout searching to find exactly what I needed on Reed's site.

6. Place a link for the CIS Website on the Library website's home page. And perhaps bookmark it on the library computers too, but that is less of a concern.

7. Better search engine.

8. they've never been difficult for me to find

9. Have them all on one website rather than having to search for the address by searching through Reed website.

10. Possibly group them together on a page on the Reed website.

11. send out an email will help

12. If there was maybe a way to access SIN off campus through the proxies, that would be great

13. n/a

14. The only thing that I have ever had trouble finding was the academic software download, after it was moved off of the software server. Perhaps making the link more obvious/accessible would make it easier.

15. I feel they are pretty easy to find at present.

16. IRIS, Webmail, and Moodle are easily accessible, but at times I have hard times connecting to the network, and thus never save things to my network.

17. Add any of them that aren't there already to the quick navigate menu on the website?

18. some academic software/online journals are confusing or do not work well (ebsco)

19. i really don't know. it's not that hard- the course server was a little difficult and so was the new homeserver, but i figured it out in time.

20. I have no suggestions.

21. get the search engine on Reed's webpage to give informative results

22. The library book/journal request service is confusing to me. I have written an article and it will be coming out soon, but I don't know when exactly, so I wanted to request the most recent edition of the journal, and that was not readily doable using the form on the library request site.

23. Put them all the links on one page, which is easily accessible, especially the software downloads, which oftentimes involve digging around through course servers to find stuff.

24. The web organization is quite good, searching the web pages has always been a crapshoot though.

25. Some of these have changed a lot recently and the transition was not always clear, but in general these are all easy to find.

26. If there were prominent links in the webmail interface to these other services (moodle, iris mainly) it would be really great.

27. I don't know.

28. linking academic software downloads to iris or moodle might be useful.

29. I still haven't figured out how to use AFS on my own computer or to save things in a place from which I can retrieve them on my own, but I think this is more my own problem of not trying to figure out how all of those things work because I believe the information and systems are out there.

30. I think that once you figure out that you just have to type in the right heading. The only thing that is hard to find is academic software to download.

31. Maybe a general page with links to everything

32. Consolidate? I don't think they are that hard to find.

33. The new file system is so, so nice!

34. A page that links to all of them?

35. With the recent rearrangement I have found that some things are more difficult to find, and as I am graduating soon I haven't really made the effort to learn.

36. CONNECTING TO THE PRINTERS _ installing that kerberos thing took me FOREVER to find...it was very easy, but I think what you should do is come up

with a "REEDIE ESSENTIAL DOWNLOADS" page or something like that, with the Printer installation thing, Thunderbird, and some other things.
Also, don't know if you guys are in charge of the housing lottery, but I have two friends that wanted to room together and had a lot of trouble with that and now might not be able to live on campus - I know that was a huge source of frustration for a few of my friends.

37. I usually just search for whatever I need, but it would be easier if the links were available on the home page.

38. More links on IRIS

39. A page of LINKS! on Reed homepage?

40. one webpage with everything. Between CIS, academic.reed.edu, and the two 'students' and 'current students' links, it takes forever to find what you want. The search function isnt that helpful either.

41. Clear links and instructions on the web page. Right now, they're a little hard to find

42. AFS has not worked for me yet, regardless of what has been attempted.

43. Direct links on the Reed website

44. A list of links directly on Iris could help.

45. Maybe more links on the cis homepage to all of the commonly used technology services...Things are good, though.

46. put them in the quicklinks

47. the software downloads are a bit more of a hassle to find for some reason.

48. Post links to them, or have them appear in the search. For example, the reed moodle page, as far as I know, isn't linked to from the Reed site, and doesn't appear in a Reed or Google search.

49. The CUS website, although good, does not make it explicit where some items can be found.

50. These are all accessible.

51. I have no problem finding them

52. I think they are fine.

53. NA

54. Well, I use bookmarks, so I never have any trouble. But it would be great if you could integrate everything. Or at least stuff like IRIS and AFS and webmail. And I think moodle would also be easier to have integrated. At least, you could log

into IRIS and see links to all these things. It would mean having to remember only one URL.

55. N/A.

56. They are easy once I know how to get to them, but I sometimes don't always know how.

57. emoore@reed.edu   4/08/2009 12:38 PM   A launch-ish sort of page would be good. or something integrated and student targeted. Something in the vein of iGoogle, but reed specific?

58. I'm biased in this for the same reason as above.

59. Better publication on the library website.

60. a more structured website

61. Perhaps a main sitemap?

62. I don't think they need to.

63. put a link on the front page of reed.edu?
    i dont have any trouble finding them, but i immagine if there was a link next to the academic calendar that took you to a page that linked you to those things it would be helpful

64. have links on the homeweb page

65. Direct links on the homepage. I usually use the search bar, but really, it is adequate.

66. You could create a centralized services webpage that lists and links to all of the various services, without making it too difficult to run or navigate.

67. Links from the homepage would be nice, but probably not for anyone but current Reedies.

68. hmmm, i think it's fine

69. It's pretty good.

70. A clearer main page to find things like the downloads area.

71. Reed's homepage has most of the links I use.

72. The Reed website is easy to find. These other sites could be linked somewhere there.

73. the software downloads were the hardest to find, probably should make some kind of link somewhere else.

74. The search engine that is currently used doesn't seem able to find the relevant pages that you are looking for.

75. They are easily located

76. Placing links to each all together in a centralized location/website would make them easier to find.

77. Navigation page?

78. The search function on the Reed website is pretty useless. I navigate the website mainly by knowing the websites that I need or how to get to them indirectly.

79. They're just fine.

80. Make sure the students aren't morons? It's really easy as is.

81. Have one page with all of the "login required" pages linked from that one central page.

82. Probably couldn't.

83. a centralized page with links to all these sites

84. I don't think you can. I'm very happy with ease of location and use.

85. Well, resourcename.reed.edu is pretty easy to figure out. Which is good because trying to search for something on the site is pretty much always an exercise in futility (thanks a lot, google). I don't actually know how to access AFS on account of not really needing to know any more.

86. IRIS and Webmail are extremely easy to find, but Moodle is not as easy to find from the Reed webpage. I certainly have no idea how to find AFS or the academic software downloads.

87. generally, trying to search information from the reed homepage is frustrating. improve it.

88. Perhaps a concise bookmark list with a link on the home page of the Reed site.

89. It would be nice if there were an integrated page with links to all of the above, similar to IRIS.
90. herr
91. I have bookmarked them, and when I need one that is not bookmarked I know where to find it: <resource>.reed.edu/. i have no complaints

92. Haha, having more people link to the student-accessible portion of moodle, so that it shows up in google's results (kidding).

93. Maybe a email with links to everything at the beginning of each semester.

94. Probably can't.

95. I think they're great as is.

96. N/A

97. I don't know if links to all of those services, i.e. Iris, Moodle, webmail, AFS, Software downloads, is ever listed all together in a clear way anywhere. It's easy to find them now because I know what to type into the address bar but when I didn't know that sometimes took me a while of searching around the Reed website before I figure out how to get to something.

98. No need, they're fairly accessible.

99. its always a bitch for me to figure out how to access the various academic servers. maybe thats because you changed how they work recently or something, but again, getting it to work from home has been awful and actually not even worked the couple times i tried. maybe better fugu documentation or something, i dunno.

100. N/A

101. Direct links on the reed.edu page

102. Perhaps a change of priorities on the generic search engine on the website to display the most recent relevant pages first.

103. A page of useful links could be established for these pages

104. I think they are pretty easy to find...

105. nothing

106. You couldn't.

107. A CUS website with links to the major services. The people.reed pages are often hard to get to and a list of those might be useful.

108. Maybe you could create a blatant list of them on the Reed main page.

109. you could have a website that directs one to those features and make that page central to the CIS section on reed.edu

110. One consolidated page of links which was clearly visible on the website.

111. The need to download a separate client for AFS is kind of annoying, since the web application can't be used to drag folders onto the home server.

112. come to people's homes and type in the links personally (seriously its easy)

113. make moodle easy to find via google search.

114. maybe a link right to CIS from the reed home page or better searching at reed.edu because I rarely get what I was expecting when I search even when I know that what I want is somewhere on the website

115. There should be a general portal that goes to all of them, and links to documentation.

116. Grouping them all in one spot/page, perhaps on the Reed website--in an obvious location (for example, "Reed online services" under "resources for current students")

117. Central page with links to all of them.

118. central portal to all reed resources

119. Having academic software only usable on campus cripples their effectiveness. Several of my friends tried to use the key-license version of Mathematica, only to grow frustrated at the on-campus requirement, and subsequently pirated copies.

120. It's all been pretty easy to find

121. A separate downloads/servers page, with an index, available on the Quick List would help.

122. Perhaps a list of them in Iris? I should just have an academic profile with links to everything in it--porting me to my academics/courses, my business, my alumni, my extracurriculars.

123. I have no clue, it's about as simple as it gets.

124. Links on the Reed main website, easier access to student files on AFS (not having to go through alphabetic hierarchies by letter to find the right location).

125. Who are these people that can't "find" services? The only complaint I have doesn't involve ease of access; at the beginning of the year, when I logged onto SOLAR to sign up for classes, I found the server to be so slow that I was unable to finish registration before the deadline.

126. Have one place with all the information with a directory to the links, and make it searchable.

127. They have become easier to find using AFS now.

128. I dont even know what Moodle is!

129. Some of the housing links were confusing. Mostly, it would help if resources, instead of telling you to go onto IRIS or go onto Moodle, would give you specific instructions of where in IRIS or Moodle to find something. However, this problem doesn't usually involve a flaw in the technology, just in communication.

130. The search feature of Reed's website could be stronger - lots of times when I enter a search term, I get many unrelated results.

131. I find the search tool on the Reed website hard to use, as it usually does not find what I am looking for, though I know there is a page for it.

132. I think they are pretty easy to find

133. Put a link on the Reed students' page to a page detailing the various services and where they can be found.

134. The webmail is the only one of these services of which I am not fond. However, it interfaces well with gmail.

135. Webmail and moodle are both very easy to navigate and relatively easy to find. The only online service that can sometimes be a bit misleading is IRIS, which I think could possibly be reformated so that it is easier to navigate through the site.

136. dont know

137. thank you for making access to the courses server exponentially more convenient

138. It is pretty simple to navigate the site.

139. too many log-in requests

140. Maybe sending out an email much like this one about updates etc.

141. is there a way to install AFS on one's desktop like we could do with the home server before?

142. make a page on the reed website labeled 'online service' and link them all?

143. they're good!

144. Easy quick tabs on the home page.

145. Put them all in the same online space.

146. GIVE OUT MORE INFORMATION ABOUT HOW TO FIND THEM

147. If there were a link from the quick drop-down bar on Reed's homepage it would make a lot of this stuff more accessible.

148. Links on the front page?

149. Moodle was kind of difficult to find originally. When you type "moodle" into the search engine on the Reed website, it doesn't (or at least didn't a year ago) bring up the Moodle site up in its results.

150. They are all easily accessible

151. organizing them in one place--maybe in the "for students" tab of the website-- would be awfully helpful. I had trouble finding my way to afs before I memorized the address (though it's a nice memorable address).

152. SIN is a shitshow. For the sake of the student body at large, Michael needs to get it together.

153. I would help if there was a section on the main reed website which clearly listed all the websites available in one location.

154. It would be more convenient if we could log-in one time and be taken to a "home page" of sorts, from which all the services could be accessed. Maybe that already exists and I missed it?

155. downloads.reed.edu could not be easier.

156. It would be nice if all of reed specific online services were listed on reed user's IRIS page such that a user could easily navigate to all of the other reed online services (without having to provide a username and password all the time). Basically, I would like a one stop shop for all reed online services, including what the question mentions but also: printer use, library check outs, a place for a user to mass manage their reed list preferences, etc...

157. Not easier to find, but easier to operate. AFS has a cumbersome interface. Why can't one download many files at once? And why not column view, instead of sifting through individual folders?

158. it always takes a little searching but having everything available through reed's website is good.

159. Mixed basket. Iris, webmail, and the moodle are absurdly easy to get to. Software downloads? Easy to get to, but it took me three years to know about its existence. I think the overarching theme is that you wont find it until you need it. So, show it to people? Give better download descriptions, pictures of the programs' uses, etc. Best example: something more than "Site-licensed citation management software" for Endnote.

160. It would be hard to make the online resources any easier.

161. It would be nice to add things like AFS to the quick links menu

162. well, switching to AFS was hard for two weeks cause I kept forgetting its at files.reed.edu, after 4 years of courses server. so that's my problem. maybe putting more reminders of the new address up if you ever switch again.

163. More centralized information source? The Reed website is pretty good, but sometimes confusing.

164. When the Courses server initially changed to AFS, I found it difficult to find. Now I don't have any issues finding anything I need.

165. The software downloads are trickier than the other things, but over all it is not bad.

166. The website really needs a redesign. The current layout is very cumbersome and not particularly intuitive for finding much anything.

167. Nothing yet

168. perhaps you could advise professors to provide the addresses of the resources that will be applicable to their courses in the syllabi.

169. I think the current system is great. The web addresses are all super easy to remember, good job.

170. The links leading to academic software downloads could have more detailed instructions, and perhaps quicker links that are easier to find.

171. I think it's pretty easy - i just start at the CUS page and go from there

172. I'm unclear about where the new home server system is, and academic software downloads can be tricky if you don't know what you're doing, but the instructions on the Reed webpage are helpful

173. N/A

174. Have a website that is easy to locate that tells us how to find all these things!

175. Have specific guidelines for papers and theses per department, with links leading you to what you need.

176. Academic software downloads should be linked to from relevant course pages/Moodles, or could have a page on AFS.

177. Have a larger link on reed's web site

178. They're easy to find. The AFS move was a bit confusing at first though. Some people still can't find it, and the professors don't know how to get to it sometimes. Maybe at least make sure the faculty know how to navigate the new file systems, so they can pass it on to their students.

179. Everything appears fairly straightforward to me.

180. Users on their own computers can use bookmarks, and their browsers should remember URLs, but those in the library will see a library page by default, which could display those links.

181. I wish it were easier to access online course syllabi.

182. There are lots of great resources, and they are laid out in a way that's easy to find. I can't think of any way to make this easier.

183. I didn't know about all the free programs we get. Wish I had known about that stuff last year.

184. Most of Reed's online services work fairly well. The search function on Reed's website is not very good, and the layout of IRIS is not entirely intuitive.

185. possibly a general directory page

186. webmail is just oddly hard to search for. Don't know how to fix that.

187. Website organization makes these sometimes difficult to track down. I usually google "Reed college + whatever I'm looking for" in order to find the right page quickly. Not sure where to look from the Reed website, or even the CUS website itself.

188. educate students. I find that the handouts I am given which describe this, I throw out, so I am partly to blame, however, someone the material could be presented in a way that is more engaging. The "flush the fish" campaign was highly effective to grabbing my attention.

189. The new file system is great. No problems. The old one sucked hard core.

190. You guys do a good job with the online stuff. It keeps getting better.

191. If only the profs could come on board...

192. I already spoke at length about this, but this question further highlights the need for each student to be able to log into a personal page, that contains all of the above, neatly organized.

193. have some reference sheet where the important sites are listed

194. In my case I just know the websites for these things, so it is not a problem. I know they are also listed on the Reed website.

195. they are very easy to find, and also to understand

196. Put the courses server back the way it was instead of having to go to the website and click on a bunch of links. I would rather be able to have it downloaded on my desktop.

197. IRIS, and Webmail both come up through a Google search (couldn't get easier then that). I've never used AFS, and once you get the original link for a Moodle you just need to favorite it--I imagine software downloads are the same (unless they're available right now; in which case I didn't even know that they existed).

198. An easy to find directory page in the academics section, maybe.

199. links to moodle, webmail, and AFS from the main page or at least a student page.

200. General page on Reed's home page: Online Services.

201. Fewer programs, more options within the program. (e.g. compine iris, webmail, and moodle to one personal page from which each may be accessed--you have to go to a separate site for each of them anyway)

202. Links on the Reed home page linking us to Webmail, Moodle, AFS

203. Send us an email with all of the useful sites on it.

204. Maybe have a webpage under "Academics" and/or "Current Students" and/or "Student Life" that just has lots of useful links under it. Could also have links for more than just Reed's online services as well.

205. It's a pain for off-campus students to have to come on campus to use some of the online systems.

206. i suppose putting them all in one place would make them easier to find, maybe put the moodle link on the library website? i remember having a hard time finding moodle.

207. AFS is hidden, and I always forget the website. it's also a total pain that you have to zip files and can't just drag and drop folders.

208. Fix the redirects on the website so that I can type reed.edu/whatever (/cis, for example) without getting thrown back to web.reed.edu.

209. Some of the academic software downloads are a little difficult to find.

210. AFS on the Windows PCs doesn't always work from the Desktop

211. The services themselves are extremely easy to locate, especially if you remember the URL. However, navigating within them is not as easy, and is truly clunky at times, as their interfaces are quirky to say the least.

212. I don't know

213. I think the search box on the Reed website does a good job at finding things.
214. The tutorial by library staff on how to use the articles databases (Ovid, Web of Science, etc.) was fantastic. people should be exposed to that as freshman and sophmores.

215. I didn't know about the academic software downloads available through Reed, such as Endnote or Norton anti-virus, for a very long time. It would be helpful if these resources were made known.

216. Reed's search engine for a lot of these things isn't fantastically helpful. It's almost impossible to maneuver to some of the places listed above just using the reed.edu search engine.

217. I think they are sufficiently findable.

218. Give the Reed website a better search engine or place them more prominently on the website.

219. Some of them, such as IRIS and webmail, are easy to find. I didn't even know until this service that academic software downloads existed (or what AFS even is). It would really help if maybe once a year there was an email about the different kinds of online services available and instructions for how to use them. Incidentally, I never read At-Reed anymore since it went to the website format; it's too much of a pain to always have to enter a name and password just from a passing curiousity, so I only do it if there's something of major importance to me.

220. Put them all in one convenient place on the internet? This probably exists, but I've never found it...

221. make them easily accessible from the reed webpage

222. Have an accessible directory. Update the students page at reed.edu with more links. Searching for "AFS" at reed site brings up a bunch of pages about the transition, but not files.reed.edu

223. Don't hide them on the library website.

224. It;s already pretty easy.

225. Put the links to them all on one web page. If someone doesn't know the direct address, they have to dig around a bit to find out where it is.

226. Make the websites slicker.

227. the library homepage could be laid out more simply so that finding things like reserves, etc would be easier.

228. I can find them well enough already.

229. There needs to be a better way to coordinate all the pages for a single class, maybe through iris. I have had a difficult finding all the appropriate pages.

230. The information required to access these services is typically provided when the need arises to access them, i.e. posted on class syllabi.

231. n/a

question 5b.

How would you like to be informed about our technology services?
Other (please explain)

1. lecture

2. You don't twitter?

3. I just wanted to say the blog should be sort of fun and light-hearted.

4. I like the idea of a "Reedie Downloads" page...maybe have an opt-in e-mail go out when new things come up on it (new software, updates, or otherwise)

5. opt out email

6. Student Body info emails

7. quest technology and romance advice column!!

8. general email list (not opt-in)

9. flyers?

10. Qwest?

11. General emails sent out to all students.

12. In class or out of class seminars

13. through a CUS website with an easy-to-remember URL

14. campus wide email

15. emails sent to the Student Body

16. paper flyers

17. More at orientation

18. Silly as it sounds: you could even just blitz or Tweet it. I mean, really, a short line, "We can now do this! Find out how…"

19. Moodle homepage, IRIS homepage

20. workshop

21. emails from CUS that same stuff like "Really Important" in the subject

22. Quest articles

23. flyers, you have to pimp your stuff like all the other campus groups do

24. a well organized FAQ site with a clear structure and search feature.

25. Right now it's made very clear that a wide array of things are available and I feel comfortable just asking in the ETC if I need something.

26. A categorized running list of useful resources available, academic and otherwise, with descriptions and links.

27. Student Body Info emails I never read At Reed

28. in class training sessions have been excellent. More would be great

29. Nobody reads At Reed articles

30. email notes - one issue at a time, don't bunch the issues together like 'At Reed'

31. This question doesn't make sense. I don't want to be informed about them, I just want them to be easily accessible. I guess a single web page would be fine. The technology services should not be changing often enough for a blog, RSS feed, or any other actively updated system to be necessary. CUS has always been helpful. Keep them around, and keep them easy to contact.

32. mail stop heh just kidding

33. Student Body Info announcements

34. Student Body Info emails

35. Once a semester mass email (not opt-in)

36. Advertise on the CUS page and make CUS the homepage for campus computers.

question 6b.

What changes would you recommend to Reed's support for non-curricular uses of technology?

1. n/a

2. none

3. Faster streaming during the day times would be preferred.

4. More information about existing resources would be more relevant, but getting a Reedchat, Reedblog and Reedspace would be a good idea.

5. Increase the wireless network reliability.

6. Less daunting e-mails about the weeks events.

7. None.

8. more DVDs in the IMC--the VHS players are hard to find outside of the IMC

9. none

10. none

11. I believe they are very well supported at present.

12. Just more variety

13. I don't have any recommendations.

14. more copies of good books. greater access to and information about collections and archived material

15. None.

16. N/A

17. Don't cap bandwidth on P2P programs.

18. none

19. The voicemail system forces me to listen to a entire voicemail before I can delete it. This is particularly annoying since I frequently get telemarketing calls on my Reed phone line.

20. Perhaps make some of the academic software usable on off-campus servers, without a Reed Proxy, which sometimes doesn't work.

21. My torrents have been downloading kinda slow (haha jk)

22. I recommend no changes.

23. I would like to see an updated version of photoshop offered along with illustrator and indesign.

24. Not all viewing systems are compatible with Mac's, it'd be nice if we had more PC's so people don't have to borrow mine when the library's closed or full.

25. More projectors everywhere

26. Games on the IRC machines like BZ Flag and ArmageTron

27. N/A

28. Streaming/downloading capabilities of IMC material??? I know that's probably totally out of the question, but that would be awesome.
I know there are a ton of awesome Reed photos out there (on-campus photos of events, buildings, flowers, etc.) and it would be awesome if you could get a photo gallery up of some of the photography done at Reed (by either students or hired professionals) Maybe getting that up on the website would be cool - I'm ALWAYS disappointed with how lo-res the pictures are up on the website and some of them have been there for way too long (i.e. - when you click on "about reed"/"academics" or any of those tabs on the front page www.reed.edu....all those pictures are really old!)
The photo gallery could be like collections of the pictures used in the animated picture on the front page and other stuff you probably have.

29. I have no opinion here, since I don't really use Reed technology for non-curricular activities.

30. Please stop throttling video services--wait actually don't, maybe that's why I get some work done... you should block reddit though.

31. wonder about the costs for academic paper printing vs. non-curricular printing.

32. All my needs are met.

33. I only use Reed technology for academic purposes, and for checking my email. I'm not sure how to make things better

34. I feel pretty well supported, especially in terms of the music resources that are available.

35. The wireless internet available in the dorm Foster is incredibly, incredibly slow to the point of being almost impossible to use at times... we need more wireless support!

36. none. i don't have any non-curricular technology uses except wireless access and my own computer.

37. theater tech equipment updates, new TV for the dance department (color is warped)

38. make streaming feeds faster... if that's possible. not illegal downloading, just things like youtube even are a little slow.

39. Wireless over the entire campus.

40. None

41. cheaper to print

42. I can't think of anything.

43. The CUS desk is awesome in its assistance!

44. I'm not sure

45. NA

46. Make Photoshop easier to get. :D

47. The wifi can be pretty spotty at times, which is annoying.

48. More public headphones for listening to music/watching online video in labs.

49. I wish tv streaming (at least the legal ones) worked faster.

50. As previously mentioned, providing more tools to program in various programming languages would be nice. I recognize that there are already a number of such tools and am pleased by what's already in place.

51. I can't currently think of anything.

52. sometimes i can't get service in winch, that's just weird.

53. For the question below : No Movies - The IMC has a good collection

54. Nothing, really. But the wireless seems kind of sketchy in Commons, so maybe strengthen that?

55. I haven't really used Reed's technology for non-curricular purposes.

56. computers near them

57. The wiki system is very useful, but I am not as familiarized with it as could be, and thus it seems a little confusing. Perhaps having an online tutorial or something similar for it?

58. can't really think of any.

59. nill

60. I think its fine.

61. Improve options for non-major students to access many of the arts (cameras, editing software) related technologies.

62. none

63. I am not sure.

64. how to get access to them.

65. I haven't had any particular problems.

66. NA

67. Oh: the music software would probably fall under this.

68. Being able to use torrents would be great, but I know there are very few legal ways they are put to use.

69. Maybe Reed could provide seminars on how to use software programs (for example, Excel) that are becoming increasingly necessary in today's jobs.

70. Better PC hardware support (partner with hardware shop, or at least have recommendations for repair places).

71. I know there are liability issues, but it would be nice if ReedNet didn't throttle torrents and streaming video.

72. below would be amazing if it's practical

73. More support and guidance with graphic design programs like Photoshop.

74. It's pretty good already.

75. You mean, like, youtube and facebook? Or buying us all WoW subscriptions and seeing what that does to the five-year graduation rates? That would be a pretty sweet thesis, actually. Maybe sociology?

76. N/A

77. ...hmm...

78. This seems like a pretty vague question... What exactly does "non-curricular technology" mean? If it's the resources that allow us to watch movies in Vollum then I'd say Reed is doing perfectly. If it's non-curricular or recreational uses for the above technologies (IRIS, moodle, etc) then I would say no. I have never gone to these sites for non-curricular purposes.

79. SIN seems to frequently have problems, but this seems to be a result of giving students control (or at least some) over it. I don't think this needs to be addressed I'm not sure if this quite fits in here, but it would also be cool if "Kiosk Mode" were not enabled on the dorm computers (and if there were computers in the SU, also without the annoying Kiosk Mode).

80. I don't know of anything non-curricular offered by Reed.

81. Improved wireless strength if possible.

82. More projectors for students to show movies off campus.

83. N/A

84. None

85. i didnt know anything about what i could have until i asked. this stuff should be advertised. like i can rent an awesome camera or video camera any time. also, you should hpye xgrid. i dont know anything about it, but i bet if i did, id use it.

86. Mp3 player support. Ie help in fixing our smaller digital devices when the break.

87. access to video production equipment

88. Make it possible to rent/borrow video projectors. If these are already available please publicize it better.

89. I have felt hesitant at best to use school technology for personal use, and clearly expressing the acceptability of personal use would help

90. not sure, i dont really use much technology outside of school.

91. I would offer more journals on line

92. DOWNLOADS!

93. once again, just addition language resources (portuguese, etc).

94. None.

95. I have no idea.

96. Sometimes the internet seems to have problems and run really slowly during peak hours when I'm using technology for non-curricular needs. Also, the internet connection is weak in certain places on campus, like the center of campus-the GCCs, Commons, the SU, Paradox Cafe, I'd love to be able to access the internet from anywhere on campus and have a standard experience with timing and accessibility. The internet outside of dorms, academic buildings, the ETC, the library, I would argue is not supported well at Reed.

97. Everything is great except for the occasional weak internet signals in commons or in the dorms.

98. if people knew about the imc, theyd be more willing to use it.

99. It seems like some streaming video sites are slow, and possibly being throttled. This is annoying.

100. Perhaps not having so strict a policy about LimeWire...

101. It would help to have some career services and health/counseling books available in e-book form.

102. Make it easy to get a Windows Parallel and maybe Photoshop.

103. Again, more classes in ways to use technology for projects outside the classroom. Maybe for people who want to learn design but can't take an art class, or programming, website design, video editing, etc.

104. access to non-curricular uses of technology to a certain number of hours per week to ensure better productivity in college work.

105. I think the recording studio, and training therefor, should be more accessible.

106. Improve wireless capacity?

107. Providing compatible players for almost all media found on the internet

108. Digital Image (Photo) printer would be nice---but only if the printing charges weren't exorbitant.

109. Apparently I'm not supposed to use the DML for non-curricular things, which I think is unnecessary given the cost of tuition

110. It would be helpful if the Reed website had a page that included a calendar of upcoming student events, something like the SB Info email but on a website. All the events put up on flyers around campus could also be posted on one place online so it's easy to find a cumulative listing of events.

111. More bandwidth and a faster internet connection is always nice, although having come from a dial-up household, I am very happy with the internet here.

112. More linux would be nice.
Ignore the RIAA/MPAA. They are a private lobbying groups, and have no really power other than bullying people who don't understand this.

113. BETTER WIRELESS IN THE NEW DORMS! Come to think of it, this would support my academic needs as well. I live in Sitka, and even in the study room on the 2nd floor, which is fairly close to one of the routers in the hallway, it can be difficult to simply check email or use an article database like Web of Science.

114. sometimes the internet's slow in some places, like the dorms. Make it more consistent.

115. The wireless network could be extended or improved in several very specific trouble spots on campus. The front lawn and several rooms in ODB are a few examples of deadzones.

116. more open access

117. This is an utterly fanciful notion, but it would be really cool if there was some infrastructure to facilitate LAN parties for network gaming. I guess it would just be making computers available to people. But this would be difficult since most games are exclusive to Windows, meaning that Reed would have to support another OS just for the sake of games. It seems like students are resourceful enough to orchestrate such things on their own.

118. N/A

119. Photography,drawing,music,etc. software outside of the art building.

120. i would like there to be some kind of music library students could access with their id card.

121. none

122. none.

123. I don't really have many non-curricular needs for technology aside from a wireless internet connection, which Reed provides.

124. HAVING AN ACTIVITIES WEBSITE

125. none that I can think of.

126. Put in better Wifi APs in the RCAs. There is spotty connectivity.

127. Sometimes the Internet is slow.

128. Again--headphones available for checkout to the general library.

129. I'm not sure if the following are applicable, but more projectors for student-use, cables to connect laptops to televisions, and software such as Photoshop would be lovely.

130. pseudo lan center on one of the unused labs sometime?
Answer to 7a= AWESOME
131. Answer to 7b = $10 but you can get netflix for that much so cheaper would be better if we are buying as a group

132. A digital image/video lab available to all, not just kids with art studio cards.

133. dude. videogames. dude.

134. none

135. None.

136. Making it easier to stream videos from places like Hulu, the streaming capability is pretty poor with on campus wireless.

137. I like bittorrenting linux distros for my pleasure. bittorrent sucks here, but this is my problem. wifi in the dorms is sometimes reliable, sometimes not. it is more reliable when everyone is gone for breaks.

138. none

139. A blanket licensing system for music downloading? That would be cool. Also, letting students purchase Meeting Maker licenses. Only a few students have Meeting Maker right now. I don't know how much it costs, but it might be nice to have that support for student groups' scheduling.

140. Some of the dorm rooms have poor wireless.

141. Have the technology and information be more available to more students - I wish I knew how to and if I could borrow a projector.

142. Please allow more intercomputer networking that is not for the whole network.

143. Reed has no obligation to support my non-curricular needs.

144. LAN parties need to occur more often.

145. again, final cut pro

146. The internet can be slow sometimes which is really annoying

147. sometimes i have difficulties streaming videos on campus, but i don't know if there is a way to bolster the signal strength of the wireless internet around campus. for the most part, it's perfectly fine, and i don't mean to complain.

148. I don't need much, and there already exists adequate technology.

149. I don't have any non-curricular needs the school doesn't provide.

150. none

151. A source for music and movies would be helpful.

152. Again, a more PC friendly campus would help with most of my problems. Also, an easier way of communication with those who can help when things like common room TVs don't work.

153. My wireless connection sucks in my room. It can take for.ev.er to load a youtube video. :(

154. I would make more keyed software programs available for Windows machines.

155. It should be easier to subscribe to email lists, and to get info. on clubs.

156. I think that websites are an amazing asset for getting the word out, and it would be helpful to have website making workshops.

157. Getting more support for the theater

158. None.

159. Maybe I just don't know about it, but there doesn't seem to be much in the way of filmmaking devices or software.

160. I really wish that there was at least one person to help me with PC hardware problems. Even just one.

161. If possible, I'd like it to be a bit easier to access SIN off campus. Maybe making the proxy-server instructions more prevalent on the CUS website?

162. None

163. The entertaining movie selection isn't that great. Also, I want to be able to use flash from other computers. I don't think that will ever be possible, but it'd be great.

164. Faster, more stable wireless networks in some parts of campus (dorms) would be nice, if possible.

165. Using the high quality printers in the art department to print our personal images is not allowed. This is mildly frustrating, however it is understandable.

166. I have a hard time watching Hulu sometimes. It gets all skippy. Would be nice if that didn't happen.

167. You mean email access? It's OK most of the time.
It's a hassle sometimes sending a long email message, and finding out you've been logged out, and you can't recover the 30 minutes worth of text you just typed! What's with that?

168. A more efficient classifieds section just for Reedies. Like more housing posts online, more for sale/trade posts.

169. I wish I had more time to fuss with non-curricular uses of technology. But I think any investment would largely go to waste.

170. I focus a fair amount of my non-curricular time on learning about and using various forms of technology. I've found it somewhat frustrating that there is no way of hosting content on the Reed network that is accessible outside of Reed (for example, setting up a webserver, an eggdrop bot to host an irc channel, etc). Also, while some torrenting may be used for illegal file sharing, it seems like overkill to nerf all torrents on campus. It took me weeks to be able to download a debian (linux) live boot dvd over bittorrent. There should be some resource on campus for obtaining legitimate downloads at a reasonable speed (5kb/s is incredibly frustrating).
I do not need Reed to license a source of music or movies for my recreational use. I do, however, need Reed to increase it's bandwith so that I can use free, and legal methods of viewing movies effectively. Currently Hulu rarely works on campus, and I would rather have that than something I would have to pay for.

We can already check out movies from Homers. Music is not hard to find for free on the internet (legally, think seeqpod, youtube, pandora).

171. more training opportunities

172. The only non-curricular need that I can think of that Reed tech could/does provide is webmail, but I have all email sent to my gmail account because that is easier for me.

173. WiFi encryption.

174. Sometimes the internet is slow.It would be nice if it worked fast on all areas of campus.

175. None really.

176. I don't live on campus or use campus computers for non-curricular things, generally.

177. I don't use them for non-curricular purposes. I live off-campus and do most of my work at home.

178. Making what is available better known. I have little knowledge of what computer programs (like video/photo editing programs) are actually available to me. I don't necessarily need or use these but if I knew exactly what was available I may feel inspired to use them.

179. Enable video streaming on all computers.

180. No changes.

181. Wish more Student Organizations/Groups had their own webpages/blogs. Also, it'd be nice if it were easier/more obvious how to sign up for group email lists. I have to figure it out all over again each time I add myself to something.

182. none

183. More support for Mobile access (mostly Mobile webmail...)

184. Increase the network's capacity to stream content from the internet.

185. Signal strength, even within the same room from day-to-day, varies greatly; consistency in that department would be helpful. Some days it is so weak in my dorm room (Scholz 301, if you care) that I have to use the ethernet to connect, while others, like today, I have full signal. Other times, while I'm on Reednet, the connection to the network remains intact (i.e. I can access my AFS and print) but the connection to the internet is cut. These connection problems are intermittent and unpredictable, and again, could use improvement.

186. None.

187. I have no recommendations.

188. haven't utilized them all too much, depending on what type of technology is being referred to.

189. The availability of Maya or 3dsMax woul be quite nice.

190. It would be nice to have training available in non-academic softwares, like publication layout software.

191. More scanners! And oh please God, please please please access to cable?? Even on a pay-for basis....it would be nice to be able to watch TV in my dorm. Also, the satellite in the language houses is a waste of money as it currently is: we only get the German equivalent of Turner Classic Movies. Either give us the option to see other channels as well (like the rest of the German channels if not the US ones), or don't bother. It's not used as it is.

192. nothing

193. Maybe to make sure that the DVD players etc are working in the dorms. But maybe that's the domain of phys plant.

194. No clue.

195. my video streaming is mad slow.

196. I don't see how my non-curricular needs are supported by Reed technology. Maybe if you gave an example.

197. More scanners, photoshop etc. tutorials

198. We need better, larger scanners

199. They are adequate for my needs.

200. n/a

question 7b.

If so, how much would you be prepared to pay (per semester) for access to such a service, assuming it allowed unlimited use?

1. up to $15

2. Probably not

3. 0

4. 20-40 dollars

5. not sure

6. $10

7. $1

8. up to $50

9. $30

10. 10$

11. 50

12. $25

13. $25

14. $10

15. depends on how much this type of service usually costs

16. $20

17. $100

18. $15-20

19. 0

20. $20.00

21. $20

22. 0

23. $10?

24. $25-50 (dependent on the selection)

25. $100

26. $20

27. 20 bucks?

28. I don't see the point in such an endeavor

29. $25.00 would be the upper limit, but I could be persuaded maybe to pay more if it sounded like a great service

30. None; I would not be able to use it often enough to warrant any payment on my part.

31. $50-80

32. $30

33. 0

34. Nothing.

35. 5

36. 0

37. 0

38. $20

39. $50.00

40. 40

41. I wouldn't pay, there's the IMC, even if it's ornery sometimes

42. 100

43. $15

44. 20

45. Not interested

46. I have no conception of what is reasonable. 10 dollars? 100?

47. $10

48. $5?

49. $20.00

50. not sure

51. $0 (i'm not interested in this - i'd hope that it would only be an opt-in service)

52. um....I probably wouldn't pay for it, but it would be a nice option for other students...

53. 0

54. 20

55. Affordable and reasonable.

56. There was no option to say 'no'

57. 0

58. 25$

59. maybe $15

60. not interested.

61. $75

62. 100

63. $50

64. $40

65. depends on how comprehensive the collection would be... Maybe $20-30, as part of student fees.

66. 50 bucks

67. $20

68. 20 dollars is more than most comparable services charge, so that would probably be my cap.

69. $2-$5 a semester.

70. ten dollars

71. 10 Dollars

72. 5 dollars

73. $75

74. 10.00

75. 0

76. That's hard to say. I'd have to see how well the service was set up, whether or not it had what I wanted, etc.

77. Never mind?

78. I suppose it depends on how vast the selection is

79. $100

80. $5

81. about $20

82. $30

83. I wouldn't

84. $5? depends on what's offered

85. $10

86. $20

87. $20

88. uncertain

89. A small amount....certainly under $50.

90. 45

91. depending on the content... 15

92. 20

93. It really depends on the sort of music and movies offered.

94. $25

95. almost nothing

96. If it's charged to my parents?

97. Between 10 to 20 dollars.

98. 50

99. 75$

100. $30-$50

101. Not sure, because it isn't that important to me.

102. keep it as it is (if it were up to me)

103. None

104. $50

105. $25

106. $10

107. $10

108. less than $10 per month

109. no

110. I'm not sure, $25-50 max. probably.

111. $9.99

112. Depending on content, 10-200$

113. $25

114. $30

115. $30

116. $50

117. $15

118. i'm not sure of what reasonable numbers would be

119. $20.00

120. $5/month

121. Probably not that much.

122. Nothing. Most of the music i listen to is not sold in music services.

123. Let's say $20. More if the selection was especially awesome.

124. $20

125. 10.00

126. 20$

127. 20

128. Up to $50

129. $20? Not much.

130. $31.42

131. I only marked music so that this feedback would be sent. I do not think that Reed should make such a purchase unless it is given by individuals voluntarily and expressly for this purpose.

132. $20

133. $45-$50

134. $10

135. something on the rate of netflix

136. Five dollars

137. 0

138. $10

139. $20

140. $40

141. $25

142. $50

143. 0 - that shit is free

144. $30

145. $15

146. 5-10$ depends on content though

147. 30-50$, depending on variety of possible downloads

148. I would not like such a service.

149. 0

150. $50

151. not sure

152. 0.00

153. 20.00

154. 20 dollars

155. reasonable amount $100 or less

156. $10

157. $10.00

158. $40

159. 20 bucks

160. $10

161. $20?

162. $30

163. $25-50

164. I don't want to check the above box. I don't think Reed should license it.

165. $10

166. $50

167. 50 – 75

168. 50 dollars

169. $30

170. $10

171. $50

172. $20

173. $30

174. $50-100

175. $0

176. 0

177. $30

178. $0

179. $5? I probably would want to pay.

180. $100 tops, or per item

181. $15

182. $30

183. 20.00

184. on whats offered; potentially a fair amount.

185. If the service is provided, it would only be used if it were free.

186. $2

187. $10

188. zero dollars

189. $20-30

190. 100

191. <= $100

192. 0

193. $20

194. idk

195. 15

196. $50

197. 20

198. $100

199. not really

200. 20

201. 5

202. Depends on what is available

203. 10

204. $10

205. $10

206. $40

207. 50.00

208. $3

209. $10

210. I wouldn't, because I don't believe Reed would be able to compete with providers such as iTunes, Netflix, and other pay-to-use services. Also, there are extensive free sources of music and movies on the internet.

211. NOT MUCH

212. $20

213. 15

214. $20

215. 100

216. $10-$15

217. 10 dollars

218. 10$ or thereabouts

219. as much as asked

220. $15

221. nothing

222. $20

223. $30

224. $5-10

225. $75

226. $50

227. $10

228. ~$16

229. nothing to 5 dollars. or something.

230. $25

231. NO! there's no place to voice my opinion above, but i WOULD NOT like Reed to license a source of music or movies.

232. $10-20? not sure

233. $30

234. 100.00

235. I would pay nothing, because music and movie licenses should not increase tuition. students should be encouraged to pay for these services indiviually for themselves.

236. $30

237. nothing

238. $50

239. 25.00

240. 25$

241. 5$

242. $10

243. depends entirely on the selection

244. If I had to decide to buy it every semester, $10-$20 depending on awesomenss. More if it was part of SB funds or something like that.

245. 20-50 dollars

246. $30

247. 50

248. none

249. $50

250. 30 dollars

251. $20.00

252. $20

253. 50

254. i want it, but not if i have to pay or if it comes out of my SB funds.

255. Not much, less than $20.

256. 0

257. $0

258. $50

259. $50

260. $10-20?

261. 30

262. 0

263. some sort of nominal fee, considering that most of us access such material for free now.

264. 20.00

265. zero. I don't want unlimited use.

266. $15

267. $5

268. woah... like $50 at least

269. 20

270. $5

271. $10

272. 10

273. $15

274. $0

275. $15

276. $10

277. depends on the quality of the services. But I might pay 20 $ a semester

278. I would not pay.

279. 0

280. $20

281. $15

282. 20

283. 0

284. Bad idea.

285. 20

286. hm... $40

287. $0 I think this is a bad idea

288. none (this sort of expence is simply punishing those like me who can barely afford to be here)

289. $15

290. $30

291. 20 dollars

292. $100

293. 15$

294. None because I'm not on campus...otherwise...$20-$30?

295. 20.00

296. 10.00/semester

297. $25

298. $50

299. $20

300. We already pay so much for tuition. I think

301. whatever, if it were billed to my parents

302. Not sure. Though it would be cool, I'm not sure it's the best use of funds.

303. 0

304. not much, maybe $30

305. nothing

306. $50-75

307. it depends on the size of the database and the accessability

308. 20

309. $0

310. $50

311. Nothing, thank you.

312. Less than other websites that offer the same service

313. $10-45

314. ...make me an offer.

315. I wouldn't use it if there was a fee. Probably one friend/dorm would get it and thus access for a dorm.

316. $20

317. $50

318. 75

319. not very much.

320. 5-10 dollars

321. Perhaps this is not the best use of college funds.

322. $15 or a little more, depending on how much/what stuff they have

323. $5-$10

324. 20$

325. $50

326. I'd pay what I needed to, if I opted to have the service.

327. $40? $50?

328. it depends on the availability of the sources, it would be better to pay as you go.

329. $0

330. $12

331. $100

332. Dont' know - replace Commons/Bookstore accounts with a generic Reed account for various college services.

333. $20

334. up to 20-30 dollars

question 8a.

(Do you use a handheld device for email, calendaring, web browsing, or similar activities?)

If so, please tell us which: Other (please specify)

1. verizon env2

2. cell with MIDPssh

3. eeePC

4. please, we're already over-digitized

5. Asus EEE pc

6. macbook

7. maybe once I update my phone and contract, I would get a Blackberry

8. LG Rumor

9. Samsung Blackjack I

10. Basic phone calendar program

11. Samsung flip-phone on tzones

12. I would if I could afford one.

13. Windows PDA

14. Sony Ericcson cell phone

question 8b.

(Do you use a handheld device for email, calendaring, web browsing, or similar activities?)

How would you like Reed to support the use of these devices?

1. Does the help desk know how to fix them if they break? Knowing that they do would be helpful.

2. I don't use it that often.

3. n/a

4. NA

5. n/a

6. n/a

7. I don't have one, so I don't know.

8. free applications?

9. N/A

10. I wish there were kindles to check out from the library so that we could work towards a paper-free campus

11. I would not like that

12. I do not have one of these devices.

13. NA

14. However Reed deems fit.

15. N/A

16. Yes please, especially a nice library lookup page with a map.

17. ssh is really all I need... <3 oberon

18. N/A, should focus more on the main network than adding peripheral support.

19. Help section on website for setting up Reed e-mail particularly for reed e-mail (I know it's basically the same thing, and I was able to do it, but THE MORE SCREENSHOTS THE BETTER)

20. Have a Reed website that is more mobile friendly.

21. For some reason, I can't get my UMA to work on my blackberry... But maybe I just need to update the software.

22. I do not have any of these devices.

23. I don't really care

24. I don't have one

25. no

26. i don't care. i don't use it much. in reference to the music/movies thing above, i would only pay that if i could keep what i downloaded, not if it was like the keyed software and i had to be on campus

27. N/A

28. Reed should offer better support for smartphones, in particular the iPhone. Reed Webmail is almost impossible to access via this way.

29. you're doin' fine

30. I don't use it that frequently, but it's always been pretty reliable.

31. NA

32. The reed webmail is not accessible when web browsing with a Blackberry

33. n/a

34. I do not use them.

35. N/A

36. na

37. make them more commoon

38. I have no desire for Reed to support it any more than already,

39. Oh god, no.

40. not to

41. It doesn't really matter to me.

42. NA

43. I am not sure.

44. I don't know how they could. I would like perhaps remote access, but I don't know if it's already available.

45. NA

46. NA

47. Giving me one! (Just kidding.)

48. N/A

49. Same way it does laptops, or rather, basic support for getting them online and troubleshooting, but specifics for all devices is not feasible.

50. Class syllabus access or bulletin alerts -- similar to a class email list.

51. NA

52. I don't really care one way or the other.

53. More support?

54. Not owning one at the moment, I don't have any specific requests.

55. Pay for my data plan.

56. N/A; I do not use any hand-held device for email, calendaring, or web browsing.

57. I do fairly well with IMAP and my own calendar. If there isn't already one, an iCal of events that I could subscribe to would be nice.

58. Since I do not use any of them I wouldn't know.
I might get an iPhone, though.

59. It would be cool to have more printing support for Linux operating systems.

60. it would be nice if they all worked on campus etc.

61. Please don't. There are enough technological distractions already.

62. Not important to me.

63. N/A

64. I wouldn't, I hate those things

65. If there were free of cheap version of class reading for these programs it could be nice to give a link.

66. N/a

67. Have techinal trouble shooting staff on

68. I don't use them, I don't really care.

69. Personally I don't think Reed should invest a lot of energy in supporting these devices

70. Recommended/useful applications, access to and documentation for programming

71. It wouldn't really affect me. If there was support of these devices on campus, I don't know if that would spur me on to getting them as I feel that I don't really need them.

72. I don't use them, so it doesn't matter to me.

73. N/A

74. It doesn't matter to me, but I'd rather not see people constantly on their phones or Blackberries or such.

75. Make sure Reed's website is operating at full capacity, etc.

76. Seems fine as is.

77. Not relevant to my needs, and I don't think its usually part of academic work.

78. i loathe these devices

79. Not necessary.

80. The Bluetooth functions on my iPhone don't seem to work (i.e. using the remote to control my computer). It would be nice if they did

81. N/A

82. OCR THE LIBRARY E-RESERVES. My iPod Touch is a great device for reading things in small chunks, since I can just pull it out when I have a bit of downtime. However, it doesn't do well with 20 page long PDFs that are full of images when they should be text.

83. N/a

84. Show me the cool features I could use to better balance my academic and personal life. I mean, I see that I am not up-to-date on the tech stuff and I am looking for someone to educate me.

85. N/A

86. N/A

87. I couldn't care less, to tell you the truth.

88. n/a

89. N/A

90. It would be great if students could rent or check out an iphone for mobile-related projects (art, programming, mobile journalism).

91. No opinion

92. fine by me

93. Reed's support of these devices is perfectly fine. As long as there's internet access, which there usually is!

94. n.a

95. wi-fi

96. N/A

97. n/a

98. having palm software on reed computers

99. Reed iPhone apps would be awesome.

100. PROVIDE INFORMATION ABOUT HOW TO USE THEM ON CAMPUS

101. Make the network registration function better with these devices. Also provide mobile versions of some webpages (ie webmail or moodle.)

102. Perhaps provide a thinned down version of the reed website for handheld usage.

103. They do a fine job

104. moodle compatibility!

105. I don't see that as Reed's responsibility. That said, I guess anything would be nice.

106. In a way that wouldn't cost those of us who don't use such devices more money.

107. Webmail compatability

108. Informing the faculty of the ways they can incorporate features that these devices support. For example, teachers can already provide icalanders through Moodle. I have found this very helpful since I can basically download the syllabus onto my computer and upload it onto my iPhone. But only one professor has ever done this.

109. n/a

110. T mobile has this at home service that provides free calling but you have to have some kind of box hooked up to the server for it to use the wireless as a phone network. You and Tmobile could probably make a lot of money allowing them to install that feature. Everyone would have a reason to switch to that phone co and then service would work everywhere wireless worked for free. I could make it off the cheapest phone plan available if all my calls from reed were free.

111. Increase the Wi-Fi connection and availability on campus. Commons, for example, does not have a very strong wi-fi connection. In fact, there is none in some areas of the GCC.

112. Reed supports my use of these devices just fine.

113. sure - if you can help me use my iPhone more efficiently, i'm into it.

114. n/a

115. n/a

116. Make a website under the CUS website detailing how to set up Reed webmail with these devices. Also, something that would be really cool would be an iPhone-optimized version of the Reed homepage.

117. I don't really care.

118. I can't use SSH to get into my iphone over the Reed network, which is deeply annoying.

119. Reed mail does not work on my iPod touch with iPhone software at all -- either through the mail software or through the web browser. I would like it if it did!

120. Intergrating Kindle with online Reed resources would be pretty impressive.

121. They already do by having wireless everywhere. But again, sometimes the wireless goes in and out

122. i don't use the internet regularly on my blackberry, so i don't need any support with that.

123. Wide Wi-Fi range, easy sync set ups. charging stations?

124. Non applicable.

125. It would be nice if Reed supported these devices, though I don't own one.

126. A mobile friendly reed.edu or reed library site would be very helpful.

127. I don't use them, so I don't know what would be an improvement.

128. The wi-fi is awesome. Not much more than that needed.

129. I cannot access my email from my Ipod touch since a change to email occurred. I would like to be able to access my email from my Ipod Touch.

130. I don't know.

131. I don't think these should be supported. Not having one of these devices puts us more normal folks (I ain't rich) at a disadvantage. But if you want to pretend that you're not giving someone an advantage over another .....

132. Sounds like pandora's box to support these at all.

133. frankly, i don't care

134. Unless it provides a tangible benefit to academics, or costs very little, I think support for these devices is a bad idea.

135. Sometimes I have problems connecting here with Reednet on the iPhone. I don't know on which side this problem originates on, but I have only noticed it on-campus.

136. N/A

137. You can't, really. I can only plug the phone into my computer or it has to be reformatted, so using it in the lab would be stupid.

138. ambivalent.

139. Don't really know how they could be supported.

140. I don't have one.

141. yes

142. N/A

143. none, but would be nice if there were internet in the sports center, so I could listen to youtube songs while running.

144. Mobile webmail :(

145. N/A

146. happens less frequently, but when I first came here I had to take turns signing online to either my iphone or macbook, since both browsers demanded the same student information but were attributed to different devices.

147. I don't care. ;)

148. I wish webmail and my iPhone were compatible. I'd love to be able to receive my e-mail through Reed webmail on my phone.

149. Adequate as is.

150. n/a

151. I feel it is fine.

question 21

Please use the box below to tell us anything else you'd like us to know about technology at Reed.

1. I'm very happy to be on a mac based campus.

2. would like to be more aware of technology training opportunities.

3. The Shape of the ETC Helpdesk is kind of annoying. It would look more like a Helpdesk if the front of it was kind of low.

4. good job, guys!

5. The printers should learn to print stuff off of a PC.

6. I like the new AFS servers a lot. files.reed.edu is MUCH easier to remember than whatever the courses server address used to be, with all the numbers

7. n/a

8. I would be interested in learning about the work of the Green Computing Task Force. Thanks!

9. Overall, technology is great here. No major complaints.

10. I wish there were more photocopiers at Reed, and I also would really like if someone could put together a PDF or something showing how to use the more advanced settings on the copiers (like, scanning two pages of a book onto one sheet, or printing front and back sides). Also, maybe that handout could be taped above the copiers. They are not all that intuitive.

11. I feel like a luddite after taking this survey.

12. none

13. There's a serious paucity of power outlets in some classrooms and lecture halls which can impede laptop use for those of us with crappy batteries.

14. Thanks for replacing the computers in Prexy 301!

15. You guys are doing a great job!

16. Do you offer any training or general classes? I'm mostly interested in being well versed with the most commonly used systems.

17. The library website and catalogue is that which should be upgraded and redesigned most. It works but it is ugly and kind of convoluted.

18. Technology at Reed is pretty awesome. My friends back home are jealous of the campus-wide wireless. Thanks!

19. sterile IRCs would be really awesome

20. Overall very positive experience. The internet connection in the dorms themselves is sub-par. There are frequent times when the signal seems to come and go, and overall the connection seems to be of a far lower quality than it should during many hours of the day.

21. Is it possible to get a website up and running off your public folder on the AFS drive??? I would really like to look into doing something like that!
Can I get a Mac remote for free at ETC???
-Also, you guys are extremely helpful and very responsive. I have never had any serious problems with technology at reed, and I am very thankful because I only switched to a Mac over the summer. Would also like to say, props to Tony Moreno for his diligence on the sustainability site - It looks real nice.

22. AFS can be very slow and very frustrating using the Mac client. Not a fan.

23. i like your website and the step by step guides to pretty much everything. also, cus has been really helpful in the past with printer paper refills and spam email stuff.
24. the only request is to run those mac keyboards through the dishwasher. i'd probably use the ETC computers more often if they keyboards weren't really gnarly.

25. Disregard what I said about video throttling.
But please, don't throttle bittorrent blindly, I couldn't download a copy of Knoppix the other day when I really needed it.
FREE MATHEMATICA OFF CAMPUS FOR ALL!

26. Keep up the good work!

27. I've had very few problems with technology on campus. When my computer went dead, the help desk was VERY helpful. Although the computers in the bio labs are now ridiculously out of date...

28. The CUS help desk people are amazing! Thanks for all the thesis help. I think Reed needs more structured instruction on using the thesis template, creating, editing and inserting images, illustrations and tables in the thesis. AFS is a great improvement over the home server. It would be cool if one kerberos login ticket would give you access to all Reed pages. Sometimes I get asked to sign-in again and again for every Reed/Library page that I go to. Sometimes when I try to print or log on to AFS, I don't get any prompt to get a kerberos ticket and then I have to log in to kerberos manually. I wish there was an all-Reed online calender that had academic and administrative events and deadlines, college events, and student events all together in the same place. Thank you for all your work.

29. Please make all the dorm printers capable of printing double sided. Not being able to do so is a huge waste of paper, and doing this would be very, very easy (they just need one extra part, which some of them have, to be able to do this).

30. Nope

31. NA

32. Great wifi. I heard an upperclassman talking about a few years ago, how they had a sort of central repository for everyone's music. And any Reedie could see/have any other

Reedie's music. She said that not only was it great to have all this music at your fingertips, you also got to see what Reedies listen to, which is a neat sort of cultural experience. This sounds awesome! Why did you stop?

33. I think I'm pretty up to date.

34. Again, setting up printers is really difficult. Maybe I've just had problems, but I have only been moderately successful doing it. (Half the time it just doesn't work, and it doesn't let me access other printers other than my primary one for the most part.) Also I hope that they fixed the problem where I get charged for two pages/page when I print double-sided. Other than that, I don't really use technology at Reed that much. When I have, I haven't had too many problems. I haven't really tried out the new home server yet, so I can't give much feedback on that.

35. I know I have mentioned this in several other sections, but I really think that Reed needs to have more support for PCs.

36. The CUS help desk is awesome!(!!!!!!) Keep up the good work.

37. i would just like to stress how much i would have benefited from knowing how the hell to navigate Mac interfaces! and how to get access to the courses server on my own computer! and how to SAVE stuff to the courses server to back up my work! GIVE AN ORIENTATION SESSION THAT IS MANDATORY FOR ALL FRESHMEN
ok, that is all, and thank you for asking for my opinion!!
-a very disgruntled and exhausted and disenchanted-with-reed senior

38. Its good.

39. I am not sure.

40. I just have a comment on software, specifically on mathematica. When I tried downloading it from the reed website i had some trouble, it would be really helpful if there were more detailed instructions on how to do so.

41. In general the only think that I think is lacking some communication about what is changing and how to use them.

42. NA

43. Once again, a few terminals across campus would be great. Also, printers in all the dorms.

44. It's awesome, and I love you all.

45. AFS was a good move.

46. It would be helpful to have computer workstations at more locations around campus (eg. in each dorm area group, in the chemistry/ bio/ physics buildings, in the GCC) to quickly check email or a website.

47. In regards to question 7b., do you mean unlimited use as in the ability to download as many songs as we like or unlimited use as in the ability to simply access the music

site/source? I was uncertain as to the precise definition of unlimited use, so I could not provide a certain answer.

48. All in all, I don't have many problems with it. I like the new AFS home server.

49. Overall I think it is useful for what I need out of it. I have only minimal criticisms.

50. It would be awesome to have more functioning electrical outlets around Reed. The Student Union, lecture halls, and the library could all use more of these.
Also, I think that you guys have done a really good job overall--thanks.

51. Very good supportive staff, excellent facilities, just fix the wireless connections for the RCAs and Birchwoods. Internet is very unreliable unless you use an ethernet chord or sit in very precise places.

52. The technology at Reed suits my needs just fine, but I always seem to be a few years behind the times, so that may be a reflective of my sentiments.

53. it's great!

54. Nothing I haven't stated earlier.

55. i think you guys do a good job with only a few minor complaints. oh, which reminds me, you dont support library printing from windows 98, and i couldnt even get my lottery mac to print either. that is poop. which reminds me of that other thing, you should put tiger on the lottery macs if you can. there have been multiple occasions when i couldnt use software because it required java 1.5 which 10.3.9 doesnt support. but yeah, besides a few details, overall good job :)

56. I've never had any serious problems, if I have any problems at all everyone at CUS is incredibly helpful.

57. I think that technology is extremely efficient in an academic environment and it is important to support its usage. However, I DO think that it may be overemphasized in some learning techniques. An internet forum will never replace one on one discussions with professors or students.

58. Overall it seems that there are useful technologies available, but that they are underused by professors and clubs.

59. if anything we have too much tech support, but I think it is great. Then again, I am not really paying for it.

60. nothing

61. My computer has much trouble talking to the McNaughton printer. That is the only thing.

62. We need some high-quality color printers, and I'd be willing to pay a bit more for those as an option. I'd like to be able to print high-resolution photos because the clarity of the color printers not is lacking. Please maintain your printers better. Same goes for Xerox machines.

63. Yay Macs :).

64. In response to question 7, I don't think that Reed should be licensing media for non-academic purposes for several reasons. Reed's technology should be primarily used for academic means, and if there are deficiencies in these areas, they should be addressed first, not how someone can sync up their PDA to their webmail. Also, i know that many students who access media or do not at all would not benefit by paying a semesterly fee to cover the license fees. I mostly listen to avant-garde music that probably isn't covered by RIAA laws, so I wouldn't be okay paying Reed so that another student could download the new Jonas Brothers album.

65. you really cant force things upon people... if they want technological needs, all they require is an easy venue to contact. and i think cis offers that pretty well.

66. T-Watchers are awesome!

67. Here's the deal. You're not going to be able to stop people trading music & movies through disincentives. There's no way you can deal with burned CDs & external hard drives, and people who live off campus, with their non-regulated, bittorrent friendly connections. The RIAA tried to dis-incentivize for years with absurdly expensive lawsuits, and that didn't work. You won't be able to do it that way, either.
If you want people to stop filesharing & trading, you need to provide a more compelling service. Subscription models don't work. People want to own their music. The only way you'd be able to stop this is by offering a more compelling service (the best example of this so far has been Hulu–I can get shows instantly, in great quality, for free, the only drawback being a 30 second ad first. What's not to like?).
People often use sites such as Youtube and Seeqpod for listening to music. If you provided a webservice to let people create & save playlists, so that they would have access to their music from any device with a webbrowser, I think it would see use. What this would allow you to do is track what people are actually listening to. Any savvy label would kill for statistics of what a college full of hipsters who buy records on vinyl in one of the worlds best cities for independent music are listening to, since what they're listening to tends to be on the front end of the unknowns -> rockstars curve, and despite having little disposable income, they still spend money on vinyl & concert tickets. You could provide them with that data.
Music as an income source is dead. The music is how you advertise your product, the product are the shows & merchandise. If you try to sell music, you will find it to be a difficult proposition. Unless you can provide an alternative to piracy that is both free and convenient, it won't get used.

68. I've been impressed with the availability of technology, and the way it always seems to work so well. I've also been relieved to know that if I need help I can get it. I trust you!

69. I really wish the internet connection was faster. I don't necessarily want to stream high-definition videos, but I don't want delays while I'm just surfing the net.

70. Find help desk a great resource.

71. The wireless connection in some buildings is not as consistent as one would hope. For example, in the SU, specifically in the offices behind the South Loft.

72. Our computers are wonderful. I love the language lab.

73. We have a radiostaion that does not broadcast, and even when it did, it didn't go very far. This is silly. The radiostation could be taken seriously instead of a place to blast music and smoke joints.

74. Overall, I think technology and technological support at Reed is very, very good.

75. I didn't think of this until it was too late, but rss feeds of regular homework (i.e. problem set pdfs) would be really convenient.
Digital formats of books, such as the readings for hum 110.
Also, videos of lectures would be nice, although probably expensive to impliment.

76. My experience with the people at CUS has always been excellent. I came in after my computer crashed and they fixed it on the spot. I was very impressed.

77. I don't really know what it would mean for Reed to "license a source of music, movies, or both", so it's hard for me to say if I'd want that or how much I would pay for it.

78. I would encourage the continued expansion of Ereserves and the Student Information Network. Most students don't even know what SIN stands for and seldom use it for anything. Ereserves, while a great tool and used well, is not used at all by some professors and I can speak for many students in saying that Ereserves is an incredibly convenient and paper-free way to keep track of assignments and readings.

79. hmmm

80. Thanks for doing a good job!

81. keep up the great work!

82. well done overall

83. have very very bad wireless connection to my macbook. I have to plug in an Ethernet cable to get reliable internet. I would like it if the wireless signal were stronger

84. Connecting to printers is troublesome. Having to log into the Reed network each time I want to print is really not that hard, but it starts to get annoying. I may just be too impatient.

85. destroy swipe card records, stop tracking my late night movement all around campus

86. The technology right now is pretty awesome. I'd just like more software to be available for download (such as Adobe Illustrator) because I really don't want to download that stuff illegally. Also, providing documentation would really be helpful as searching for all that info on Google is... it's just not fun. I couldn't think of a better waste of my time (damn LaTEX)

87. i really appreciate all the hard and thoughtful work you all do at TIS -- keep it up! (and whatever you do, don't license a source of music or movies and make kids pay a fee -- kthx)

88. I think a blog about the different sites and downloads offered is a fantastic idea. Show people how certain features of program X will make project Y easier. Pictures help.

89. but yes, DO NOT LICENSE A SOURCE FOR MUSIC AND MOVIES. illegal downloading is a problem, but I do not think that involving all of the student body for a service only some of us might use is not fair. I do not watch movies, and don't want to pay for that.
also most people who download music/films illegally are dedicated pirates who would continue to do it anyway, so then you'd have the problem of a resource provided that people would refuse to use.
it's just a bad idea.

90. I think we are very well supported in terms of technology and I am happy to attend such a computing-friendly campus. Also, I think you should make it mandatory for Apple computers purchased at the Reed Store to have the Applecare program. Also, you may want to stop bundling Microsoft Office with the computers and instead let students buy it separately.

91. We are spoiled brats, but you guys do an excellent job!

92. Overall I am satisfied with technology at Reed.

93. I think qualifying exams should be made available online.

94. great job! I mentioned a few things here but really I am completely satisfied!

95. You guys are going a great job. Thank you!

96. Why does the printer in the chem computer lab get so fucked up? I would like for it to work well. Also, I would like to be able to print there from the other computers in the building.

97. More PCs and probably more Macs. You need to provide a PC-friendly atmosphere here. Right now you are giving PCs the least support, and spending less on the devices. I am typing on a 19 inch screen while the Mac-erati are typing on a 24 inch, high resolution, more modern screen. I am being disadvantaged!

98. nothing else

99. Why are you folks so awesome?

100. Reed really needs to license a source of music so we can download LEGALLY!!!!!!!!!!!!! Especially, if Reed is going to punish people for illegally downloading music and not for doing illegal drugs!!!!!!!!!!!!!!

101. It'd be nice if they offered to let seniors who have desktops but not laptops in on the lottery.

102. Cable TV in library lobby.

103. The cost-free tech support is very awesome; they helped me get rid of a virus.

104. Can't think of anything not already covered in this survey. Although, it'd be nice if there were floor-plans posted online for all the dorms prior to and during Housing Lottery, instead of only the physical booklet of them, perhaps accessible through IRIS so only Reed members could view them and not the general public.

105. it's pretty much great for what I need.

106. <3

107. I only wish CUS were more handy with PCs.

108. Pretty decent overall, quality varies greatly depending on source. E.g. computer labs phenomenal, computer repair/assistance very good, unified online course syllabus accessibility okay, Moodle ease of use mediocre, and JMP/science programs that need to run on Windows 98 pretty poor.

109. Why should Reed support non-curricular use of tech. at all?

110. Not all the computers are connected to the new home servers, some of the resources are hard to find, and we don't always get training in the software we need to use.

111. Please make the website(s) slicker.

112. Thesis pack for Seniors: pamphlet on computing services, printing services, thumbdrive with thesis templates on it, coupons for software, external hard drives, and laptop locks.