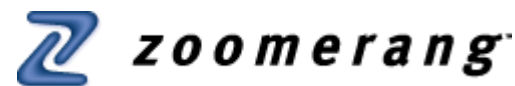


NACADA Technology Seminar Survey - 2009 Clearwater, FL



Results Overview

Date: 2/9/2009 5:26 AM PST

Responses: Completes

Filter: No filter applied

15. Are there students we are not assisting well by using technology in advising/student services?	
#	Response
1	Students who are not tech savvy have a more difficult time with this. However, it is a reality of our world now. Even our seated course have technical expectations of students.
2	Economically disadvantaged individuals with neither a computer or online access.
3	Older students who are afraid of technology or don't have access to high speed internet. We generally help students feel comfortable, walk them through everything with a phone call to make sure they are comfortable. I've only had one student who is having trouble with fast internet who lives in a remote region.
4	Students who do not have the money or easy access to a highspeed internet connection are at a sever disadvantage. Also, it is easy for students to hide from their advisor when technology is the only means of contact.
5	Some students are challenged when it comes to using technology and tune out!
6	Students without easy or reliable access to technology OR those who are not as technology savvy as their peers or possible from generations not as tied to technology
7	Borderline students can use technology to "hide" from their advisors. Example: Emailing instead of coming to a meeting.
8	Students without technology capabilities.
9	Those who are not comfortable with technology, cannot afford technology, do not have high speed access - "Digital Divide"
10	Or at least not on our campus since we only do distance learning.
11	There are some students who are slow learners and have to be taught or they are visual learners and must see what needs to be done.
12	I find international students more willing to make appts and see me face to face than utilizing technology to make decisions
13	of course. There will always be people who prefer to speak to a person as opposed to getting and e-mail or entering a chat room.
14	Those who do not have home internet access and those with inferior computer skills and low achievement.
15	Given the realities of the world, all students will need at least minimal technological competency in order to function effectively after graduation. To the extent that technology supplements face-to-face advising, it can allow those precious in-person conversations to be deeper, more focused, and more student-centered. In an ideal world, all of the informational/transactional business of advising would be conducted electronically. Also, ideally students would have a menu of options to choose from in interacting with their adviser: in-person, chat, email, telephone, Skype, etc. A concern I have is whether our moves toward increased technology in advising will present obstacles to students with certain disabilities. We now use technologies to support students with certain disabilities; are there others we will be leaving behind.
16	Some students with disabilities may not find technological aspects of advising helpful or even accesible.
17	Previous experience has shown me that sometimes students are just not at a level or have a desire to utilize technology to enhance their learning. Sometimes they shut down and do not complete assignments. I think we need to be aware that not all students are ready for this shift and offer alternatives where possible.
18	I think those students who feel most comfortable in one-on-one advising relationships might feel a bit neglected if too much technology is incorporated into interactions with their adviser.
19	At risk and untraditional students. These populations need high touch advising.
20	non-traditional students, older students, at risk students all may need/want more personal interaction
21	students who either lack tech equipment or are not as well versed using them.

22	I think you mean "assisted well." These would be students who do not have access and/or been exposed to computer technology.
23	There are always a few in online that have to talk to someone. They are able to get away from face to face but do not feel entirely comfortable with email.
24	Disabled students if forms of technology which aid them are not used.
25	There are students who are timid and hesitant about technology, and who lack the courage to try - or they give up if they're not immediately successful. There are also students who do not have immediate personal access to computers or high speed internet.
26	I have not measure this, but I'm sure the answer is "yes". There are students who refuse anything but human contact, so if it's removed altogether, we run the risk of losing contact.
27	Yes and no - it really depends on the student. I am not so sure accountability is confronted in electronic communication as it sometimes is in a face-to-face meeting. You can probably tell that I do a lot of work with PDR students.
28	At-risk students and students who need a strong interpersonal connection with an advisor or other staff member at the institution. I suspect a university or program that focuses on technology as the primary means of communication with students will result in higher attrition rates in at-risk student cohorts. (Just my hypothesis - no supporting evidence.)
29	<ul style="list-style-type: none"> - students with disabilities such as limited sight, motor skills students with weak literacy skills, written language difficulties - students with weak technology skills - students without access to technology because of poverty, geographic location - students who prefer human contact <p>All these groups are missing vital resources to help them succeed They are more vulnerable to poor performance or failure</p>
30	Those that are, well, frankly lazy. I've had students who have literally called me on their cell phones and they are just outside our building, or they are e-mailing me from the computer lab just across the hall, inquiring about important, detailed information that would better be handled in person.
31	Unsure
32	some with highly specialized and adaptive technology needs
33	It depends on how much technology for what students.
34	Not all students are tech savy and they don't want to be.
35	One example; computers are very visual tools. We might think about how students with low vision or blindness will respond to directives such as "see the website for more information."
36	non-readers ;) and students that are not very motivated to help themselves
37	Students who are not technically comfortable.
38	Students with limited resources if expected to do things from home and they don't have the technology.
39	Students at our institution are underprepared both educationally and technologically for the college experience. Many have no technological skills whatsoever.
40	I don't know how well this relates to advising specifiially, but I saw an interesting report recently about how the blind are being left out of technology now that so many devices have touch screens...Hmmm, I had never thought about that...!
41	Those who are unsure about what they want to do or are doin and need the face to face one-on-one assistance.
42	almost any academically at-risk student
43	Students who are not comfortable with technology or those who do are not visual/text or learners through reading.
44	those that may need more hand-holding and some that have special needs
45	I'm not exactly sure but I am sure there is room for improvement....
46	Students who need to have hard conversations/reality checking regarding majors. We need to see the reactions of these students while advising.
47	Those who need more personal contact, those who already feel isolated will continue to do so without face-to-face interaction

48	Students who do not have regular access to a computer must either fax or come in to register for example because they are unable to do so online.
49	transfer students and mature students
50	Those students that require face to face.
51	Some need more support on technology than is provided. We assume they're all savvy but they're not.
52	Our office only uses email to get the student into our office. We use LiveChat for general questions.
53	Not every student is proficient in technology so this needs to be considered.
54	Those who do not have access to technology and those that may need more personal nurturing/confidence-building, such as returning adult students.
55	Students who don't access the resources that are delivered through technology are missing out.
56	There are still some students who are technologically challenged through inexperience and those who do not have technology available at home.
57	Those who do not seek assistance.
58	Students who are not comfortable with technology Adult students not familiar with different technologies Advisors using technologies that students do not want them to use-- they tune out or we use the wrong technology-- ie email being considered your grandparent's technology....
59	Not all students are technology friendly. They become frustrated by too many websites and links.
60	Students struggling academically often have a hard time solely relying on technological means for communication. There are situations when personal contact is the way to go. That isn't to say that technology can't help with these situations as well, though.
61	Individuals with disabilities and adult learners
62	Some students are (amazingly) technology averse and will miss information.
63	we have students who live far away and although gas has come down in price, it would be nice to serve them w/out coming to campus.
64	If students believe that all advising can be handled through technology and they thus choose not see meet with advisors, they lose opportunities to learn.
65	those who are not comfortable with technology or do have ready access to it
66	Non-traditional, older students who do not like to use technology and prefer the in-person contact.
67	Of course those who have limited access to computers and who lack certain knowledge.
68	Because we are short of resources we do some things by e-mail (or snail mail) which would be more effective with a personal touch such as a phone call. 1. Our new students are invited by an e-mail to sign up for a new student information session (orientation), but many do not respond or attend. We don't have the resources to follow up more personally so I think it affects recruitment and retention in converting applications into students. 2. Our at risk/academic warning students receive a letter informing them of their status and inviting them to make an appointment to see one of us. Most do not come in and many leave the institution without talking to anyone. If our initial contact with them (even though our letter sounds friendly and helpful) was more personal (e.g. a phone call) I think more of them would be encouraged to stay and give it another try.
69	Student's without personal computers...Students who speak English as a second language may sometimes find it more challenging to use English based technology services.
70	Or maybe "I don't know" is a better answer!
71	Students who get their advising only by emails to their advising and by visiting websites typically do not develop a full or deep understanding of the advising process or an appreciation for how advising can enhance their educational experience. Instead, they continue to regard advising only as the dispensing of information.
72	Highly relational students, or those who don't care about technology, or who are not tech-savvy or experienced.
73	Students that don't like using it and certain students with disabilities cannot or have a hard time using some technologies. However some help students with disabilities.

74	some students are technology savvy and say they'd rather come into an office to discuss questions; if getting information takes those students longer using technology then it's not worth it
75	We need human follow-up and interaction
76	some older than average students are not as comfortable using technology that they are not familiar with
77	I'm hoping to learn the answers to these questions, or at least, where to look for the answers!
78	Students who are not "tech savvy" or some that my have learning disabilities.
79	<p>Technological advancements do at times leave handicapped individuals behind despite the fact that technology can often be used to assist those without vision or hearing. New web based approaches are not always ensured to be handicapped accessible.</p> <p>Students with limited tech resources are also left behind. We see this with our students coming from more rural areas in West Virginia.</p>
80	They are students that don't know how to use technology because to them it's unfamiliar. They don't know what to do.
81	We work with some students who are so developmental with technology skills. Using a computer takes a long time for them, and they sometimes need to talk to someone about their use. However, I feel strongly that they need to become proficient users.

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