

CSU Annual Campus Technology Survey Fiscal Year 2003/2004

*required fields

Part A: Submission Data

*Campus

Name of person coordinating information collection for campus:

*First *Last

*Position Title

*E-mail Address

*Voice

Area	Number
<input type="text"/>	<input type="text"/>
-	
<input type="text"/>	<input type="text"/>

Do not hit the RETURN or ENTER key before you are through; it will submit your form!

Part B: Technology Data

Integrated Technology Strategy: Excellence in Learning and Teaching

Initiative 1A: Distributed Learning and Teaching

1. Campus support for producing technology-mediated learning materials

a. In what ways did your campus support faculty involvement in the creation of technology-mediated instructional materials in FY 2003/04?	<input type="checkbox"/> central instructional technology center <input type="checkbox"/> divisional instructional technology ctr <input type="checkbox"/> release time for faculty <input type="checkbox"/> incentive pay for faculty <input type="checkbox"/> other (describe) <input style="width: 100px;" type="text"/>
b. How many faculty positions (FTE for release time) were assigned to support directly the creation/development of technology-mediated learning materials in FY 2003/04?	Fac. FTE <input style="width: 60px;" type="text"/>
c. How many staff positions (FTE) were assigned to support directly the production of technology-mediated learning materials in FY 2003/04?	Staff FTE <input style="width: 60px;" type="text"/>
d. How much money did the campus pay to student assistants to support directly the production of technology-mediated learning materials in FY 2003/04?	\$ <input style="width: 60px;" type="text"/>
e. How much money from State sources (e.g., stipends, honoraria, personal services contracts) did the campus provide to faculty to support their participation in the creation/development of technology-mediated learning materials in FY 2003/04?	\$ <input style="width: 60px;" type="text"/>
f. How much money from non-State sources (e.g., grants, contracts, profit sharing agreements, etc.) did faculty receive to support	<input style="width: 60px;" type="text"/>

their participation in the creation/development of technology-mediated learning materials in FY 2003/04?	\$ <input type="text"/>
g. If the campus provided resources in addition to those listed above to support the creation of technology-mediated learning materials in FY 2003/04, list the amount and describe briefly the purpose (e.g., equipment purchases, consultant services).	\$ <input type="text"/> Purpose <input type="text"/>
h. How many faculty (head count) participated directly in the development of technology-mediated instructional materials in FY 2003/04?	# <input type="text"/>

2. Development of distributed learning environments

a. In FY 2003/04, how many courses (in whole or in part) did your campus offer using web-based course management tools/applications (e.g., WebCT, eCollege, Blackboard, Eduprise)?	# <input type="text"/>
b. In FY 2003/04, how many faculty members taught the courses identified in 2.a?	# <input type="text"/>
c. In FY 2003/04, how many students enrolled in the courses identified in 2.a?	# <input type="text"/>

Initiative 1D: Library Resources

3. Automated processing of requests to borrow materials from other libraries

a. Did your campus library provide an automated means for patrons to borrow print/non-print materials from other libraries (e.g., interlibrary loan) in FY 2003/04?	<input type="radio"/> Yes <input type="radio"/> No
If your response to 3.a is yes, answer questions 3.b - d; if not, go to item 4.	
b. What automated system(s) was (were) used?	<input type="checkbox"/> PHAROS <input type="checkbox"/> other (name) <input type="text"/>
c. How many borrowing transactions were handled by PHAROS in FY 2003/04?	# <input type="text"/>
d. How many <u>remote</u> borrowing transactions were handled by another automated processing system in FY 2003/04?	# <input type="text"/>

Integrated Technology Strategy: Administrative Productivity and Quality

Initiative 3A: Common Management Systems

4. Replacement of legacy administrative information systems by Common Management Systems

Campus data on implementation of CMS PeopleSoft applications to replace legacy systems will no longer be collected.

Initiative 3B: Streamlining Information Technology Delivery

5. Data center resources required to support administrative information systems

Campus data on administrative data center expenditures will no longer be collected.

Integrated Technology Strategy: Personal Productivity

Initiative 4A: Baseline User Hardware, Software Access, Training and Support

6. Faculty, staff and student access to a computer workstation

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6.1 Workstation Environment - faculty and staff/administrators	
a.(1) How many computers did the university provide for use by full-time faculty in FY 2003/04?	# workstations <input type="text"/>
a.(2) How many computer workstations did your university provide for use by part-time faculty in FY 2003/04?	# workstations <input type="text"/>
b. How many of the computers provided to faculty generally met or exceeded ITS-TII baseline hardware standards ?	# workstations FTF <input type="text"/> # workstations PTF <input type="text"/>
c. How many computers did the university provide for use by staff and administrators in FY 2003/04 ?	# workstations <input type="text"/>
d. How many of the computers provided to staff / administrators generally met or exceeded the ITS-TII baseline hardware standards ?	# workstations <input type="text"/>
e. How many faculty workstations generally met or exceeded the ITS-TII baseline software standards ?	# workstations FTF <input type="text"/> # workstations PTF <input type="text"/>
f. How many of the computer workstations provided to staff / administrators generally met or exceeded the ITS-TII baseline software standards ?	# workstations <input type="text"/>
6.2 Workstation Access - students	
g. In FY 2003/04, how many computer workstations on your campus were generally accessible to students ?	# workstations <input type="text"/>
h. How many of the workstations available for student use generally met or exceeded the ITS-TII baseline hardware standards?	# workstations <input type="text"/>
i. How many of the workstations available for student use generally met or exceeded the ITS-TII baseline software standards?	# workstations <input type="text"/>
j. In FY 2003/04, how many university lecture classrooms were permanently equipped to accommodate computer-based, multimedia presentations?	# "smart" classrooms <input type="text"/>
k. How many mobile multimedia equipment carts did your campus have for faculty use in making computer-based, multimedia presentations?	# mobile units <input type="text"/>

7. Technology training for faculty, staff, and students

Indicate for FY 2003/04 the policy and practices of your campus with respect to technology training for the end-user groups identified below (7.0).

7.0 End-User Training Policy and Practices

(1) In FY 2003/04 did your campus have a formal <i>policy</i> defining what constitutes "baseline" end-user training for the following user groups? (Check each group for which the answer is "yes".)		
<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
(2) In FY 2003/04 did your campus have a mechanism for assessing the baseline technology training <i>needs</i> of the following user groups? (Check each group for which the answer is "yes".)		
<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student

(3) In FY 2003/04 did your campus have a mechanism for *communicating* information about technology training opportunities to members of the following end-user groups? (Check each group for which the answer is "yes".)

<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
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(4) In FY 2003/04 did your campus have a mechanism for measuring the *satisfaction* of the following user groups with the training programs and activities provided by the campus? (Check each group for which the answer is "yes".)

<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
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(5) In FY 2003/04 did your campus track *participation* in training programs and activities for the following user groups? (Check each group for which the answer is "yes".)

<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
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List the *type(s)* of training the campus made available for each user group (7.0a-c), together with the *quantity* of training activities/materials, the *support costs* of these resources (NOT including personnel costs), and the number of *participants*. Show the personnel costs allocated to support training for each constituency group in full-time equivalent staff positions (4). If CMS (PeopleSoft) training for staff was provided at campus expense, show what percent of all staff training activity was focused on CMS (5).

a. End-user Training for Faculty

Type	Quantity	Support	Participation
(1) <input type="checkbox"/> self-paced instruction	# modules <input type="text"/>	\$ <input type="text"/>	# users <input type="text"/>
(2) <input type="checkbox"/> instructor-led workshops	# workshops <input type="text"/>	\$ <input type="text"/>	# participants <input type="text"/>
(3) <input type="checkbox"/> off-site training	# activities <input type="text"/>	\$ <input type="text"/>	# participants <input type="text"/>
(4) How many staff positions (FTE) were assigned to support directly technology training activities for faculty in FY 2003/04?			Staff FTE <input type="text"/>

b. End-user Training for Staff/Administrators

Type	Quantity	Support	Participation
(1) <input type="checkbox"/> self-paced instruction	# modules <input type="text"/>	\$ <input type="text"/>	# users <input type="text"/>
(2) <input type="checkbox"/> instructor-led workshops	# workshops <input type="text"/>	\$ <input type="text"/>	# participants <input type="text"/>
(3) <input type="checkbox"/> off-site training	# activities <input type="text"/>	\$ <input type="text"/>	# participants <input type="text"/>
(4) How many staff positions (FTE) were assigned to support directly technology training activities for staff/administrators in FY 2003/04?			Staff FTE <input type="text"/>
(5) What percentage of campus support (\$) for all training activities reported in b.(1) through b.(3) was related implementation of the Common Management Systems, if any? (Leave blank if campus funds were not used for CMS training.) Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0			<input type="text"/>

c. End-user Training for Students

<input type="text"/>	<input type="text"/>	<input type="text"/>
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Type	Quantity	Support	Participation
(1) <input type="checkbox"/> self-paced instruction	# modules <input type="text"/>	\$ <input type="text"/>	# users <input type="text"/>
(2) <input type="checkbox"/> instructor-led workshops	# workshops <input type="text"/>	\$ <input type="text"/>	# participants <input type="text"/>
(3) <input type="checkbox"/> off-site training	# activities <input type="text"/>	\$ <input type="text"/>	# participants <input type="text"/>
(4) How many staff positions (FTE) were assigned to support directly technology training activities for students in FY 2003/04?			Staff FTE <input type="text"/>

Indicate for FY 2003/04 the policy and practices of your campus with respect to technology training for IT staff and administrators (7.1).

7.1 IT Professional Development Policy and Practices

(1) In FY 2003/04 did your campus have a formal <i>policy</i> on professional development for IT professionals ?	<input type="checkbox"/> Yes
(2) In FY 2003/04 did your campus have a mechanism for assessing periodically the professional development <i>needs</i> of IT staff and administrators?	<input type="checkbox"/> Yes
(3) In FY 2003/04 did your campus have a mechanism for <i>communicating</i> information about professional development programs and opportunities to IT professionals?	<input type="checkbox"/> Yes
(4) In FY 2003/04 did your campus have a mechanism for measuring the <i>satisfaction</i> of IT professionals with the professional development opportunities provided by the campus?	<input type="checkbox"/> Yes
(5) In FY 2003/04 did your campus track <i>participation</i> in professional development programs and activities for IT staff?	<input type="checkbox"/> Yes

List the *type(s)* of professional development training the campus made available to IT staff and administrators, together with the *quantity* of training activities/materials, the *support* costs of these resources (NOT including personnel costs), and the number of *participants*. Show the personnel costs allocated to support training in full-time equivalent staff positions (4). If CMS (PeopleSoft) training for IT staff was provided at campus expense, show what percent of all training activities was focused on CMS (5).

d. Professional Development for Information Technology Staff

Type	Quantity	Support	Participation
(1) <input type="checkbox"/> self-paced instruction	# modules <input type="text"/>	\$ <input type="text"/>	# users <input type="text"/>
(2) <input type="checkbox"/> instructor-led workshops	# workshops <input type="text"/>	\$ <input type="text"/>	# participants <input type="text"/>
(3) <input type="checkbox"/> off-site training	# activities <input type="text"/>	\$ <input type="text"/>	# participants <input type="text"/>
(3.2) <input type="checkbox"/> IT courses	# courses <input type="text"/>	\$ <input type="text"/>	# enrollments <input type="text"/>
(4) How many staff positions (FTE) were assigned to support directly technology training activities for IT staff in FY 2003/04?			Staff FTE <input type="text"/>
(5) What percentage of campus support (\$) for all training activities reported in d.(1) through d.(3) was related to implementation of the			<input type="text"/>

Common Management Systems, if any? (Leave blank if campus funds were not used for CMS training.) Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0

8. Access to **baseline technical support** for university-provided hardware and software

8.0 Technical Support Policy and Practices

For each constituency group identified below indicate the FY 2003/04 technical support policy and practices of your campus.

(1) In FY 2003/04 did your campus have a formal <i>policy</i> defining the kind and level of " baseline " end-user technical support the campus provides to the following user groups? (Check each group for which the answer is "yes".)		
<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
(2) In FY 2003/04 did your campus have a mechanism for assessing periodically the baseline technical support <i>needs</i> of the following user groups? (Check each group for which the answer is "yes".)		
<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
(3) In FY 2003/04 did your campus communicate comprehensive <i>information</i> about technical support services available to the following user groups? (Check each group for which the answer is "yes".)		
<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
(4) In FY 2003/04 did your campus have a mechanism for measuring the <i>satisfaction</i> of the following user groups with the technical support provided by the campus? (Check each group for which the answer is "yes".)		
<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
(5) In FY 2003/04 did your campus track <i>use</i> of technical support services for the following user groups? (Check each group for which the answer is "yes".)		
<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student

8.1 Level 1 Support

Three types or sources of baseline user technical support services are listed below (8.1 - 8.3). Indicate the approximate proportion of each user group for whom services are available.

8.1 Telephone Call Center Services					
(1) Faculty:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none
(2) Staff:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none
(3) Students:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none
b. Call Center Availability					
(1) How many hours per week did <i>faculty</i> have telephone access to support? (Indicate times if not 24x7.) Enter hours and minutes (separated by a colon) for starting and ending times using the 24-hour clock. If service begins at 7:30 AM, for example, enter: 7:30 in the "from" field; if service ends at 8:30 PM, enter 20:30.			<input type="radio"/> 24 hrs x 7 days (if applicable); or M-TH from <input type="text"/> AM to <input type="text"/> PM Friday from <input type="text"/> AM to <input type="text"/> PM Saturday from <input type="text"/> AM to <input type="text"/> PM Sunday from <input type="text"/> AM to <input type="text"/> PM		
(2) How many hours per week did <i>staff/administrators</i> have telephone access to support? (Indicate times if not 24x7.) Enter hours			<input type="radio"/> 24 hrs x 7 days (if applicable); or M-TH from <input type="text"/> AM to <input type="text"/> PM		

and minutes (separated by a colon) for starting and ending times using the 24-hour clock. If service begins at 7:30 AM, for example, enter: 7:30 in the "from" field; if service ends at 8:30 PM, enter 20:30.

Friday from AM to PM
 Saturday from AM to PM
 Sunday from AM to PM

(3) How many hours per week did *students* have telephone access to support? (Indicate times if not 24x7.) Enter hours and minutes (separated by a colon) for starting and ending times using the 24-hour clock. If service begins at 7:30 AM, for example, enter: 7:30 in the "from" field; if service ends at 8:30 PM, enter 20:30.

24 hrs x 7 days (if applicable); or
 M-TH from AM to PM
 Friday from AM to PM
 Saturday from AM to PM
 Sunday from AM to PM

8.2. Walk-In Help Desk Service

(1) Faculty:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none
(2) Staff:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none
(3) Students:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none

8.3. E-Mail or Web Service

(1) Faculty:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none
(2) Staff:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none
(3) Students:	<input type="radio"/> all	<input type="radio"/> most	<input type="radio"/> some	<input type="radio"/> few	<input type="radio"/> none

8.4 Level 2 Support

n. In FY 2003/04, did your campus provide **Level 2 technical support** for problems that could not be resolved by the help desk (or call center)? Yes No

8.5 Level 3 Support

r. In FY 2003/04, did your campus provide **Level 3 technical support** for problems that could not be resolved by the help desk/call center or by Level 2 support? Yes No

Initiative 4B: Access Infrastructure

9. Faculty, staff and student access to the network

a. What percent of the workstations identified in section B6 had a **highspeed** connection to the Internet in FY 2003/04? Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0

% FT faculty workstations	<input type="text"/>
% PT faculty workstations	<input type="text"/>
% staff/admin. workstations	<input type="text"/>
% student workstations	<input type="text"/>
% classrooms	<input type="text"/>

b. During FY 2003/04 how many minutes of planned and unplanned network downtime occurred in the best month and in the worst month?

# minutes planned downtime, best mo.	<input type="text"/>
# minutes unplanned downtime, best mo.	<input type="text"/>
# minutes planned downtime, worst mo.	<input type="text"/>
# minutes unplanned downtime, worst mo.	<input type="text"/>

c. During FY 2003/04, what percent of available

campus backbone bandwidth capacity was utilized? Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0	average utilization <input type="text"/> peak utilization <input type="text"/>
d. Was wireless access to the campus network available on your campus during FY 2003/04?	<input type="radio"/> Yes <input type="radio"/> No
e. If your response to question d is "Yes," estimate the percentage of wireless access available in the types of spaces listed. Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0	instructional spaces % <input type="text"/> (classrooms, laboratories, seminar rooms) library % <input type="text"/> dormitories % <input type="text"/> open space % <input type="text"/>

10. Installation, Upgrade, Maintenance and Repair of Hardware

a. How did your campus provide each of the following services related to baseline workstation hardware in FY 2003/04? Enter nothing if the service was not provided. Check all applicable.	
1. installation	<input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/>
2. upgrade	<input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/>
3. maintenance	<input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/>
4. repair	<input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/>
b. Check each service for which your campus had published formal service level standards/metrics .	<input type="checkbox"/> installation <input type="checkbox"/> upgrade <input type="checkbox"/> maintenance <input type="checkbox"/> repair
c. Check each service for which your campus had a mechanism to measure performance against the standards/metrics.	<input type="checkbox"/> installation <input type="checkbox"/> upgrade <input type="checkbox"/> maintenance <input type="checkbox"/> repair
d. Approximately what percent of the FY 2003/04 requests for each service met or exceeded the applicable service level standards? Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0	% install <input type="text"/> % upgrade <input type="text"/> % maintenance <input type="text"/> % repair <input type="text"/>

11. Installation, Upgrade, Maintenance and Repair of Software

a. How did your campus provide each of the following services related to baseline workstation software in FY 2003/04? Enter nothing if the service was not provided. Check all applicable.	
1. installation	<input type="checkbox"/> centralized <input type="checkbox"/> decentralized <input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/>
2. upgrade	

<input type="checkbox"/> centralized	<input type="checkbox"/> decentralized	<input type="checkbox"/> outsource	<input type="checkbox"/> other (explain) <input type="text"/>
3. maintenance	<input type="checkbox"/> centralized	<input type="checkbox"/> decentralized	<input type="checkbox"/> outsource <input type="checkbox"/> other (explain) <input type="text"/>
b. Check each service for which your campus had published formal service level standards/metrics .		<input type="checkbox"/> installation <input type="checkbox"/> upgrade <input type="checkbox"/> maintenance	
c. Check each service for which your campus had a mechanism to measure performance against the standards/metrics.		<input type="checkbox"/> installation <input type="checkbox"/> upgrade <input type="checkbox"/> maintenance	
d. Approximately what percent of the FY 2003/04 requests for each service met or exceeded the applicable service level standards? Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0		% install <input type="text"/> % upgrade <input type="text"/> % maintenance <input type="text"/>	

12. Management of Version Migration for Baseline Technologies

a. In FY 2003/04 did your university have a campuswide coordinated process for upgrading operating system software for centrally supported workstations and servers?	<input type="radio"/> Yes <input type="radio"/> No
b. In FY 2003/04 did your university have a campuswide, coordinated process for upgrading application software for centrally supported workstations and servers?	<input type="radio"/> Yes <input type="radio"/> No

13. Establishment and Maintenance of Data Network Standards

a. Has your campus adopted a common architecture and protocol for data network electronics?	<input type="radio"/> Yes <input type="radio"/> No
b. If your answer to 13.a was <u>yes</u> , what percent of the networks on your campus used electronics conforming to the common architecture and protocol in FY 2003/04? Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0	<input type="text"/>
c. Has your campus adopted a common data network operating system?	<input type="radio"/> Yes <input type="radio"/> No
d. If your answer to 13.c was <u>yes</u> , what percent of the data networks on your campus used the common operating system in FY 2003/04?	<input type="text"/>
e. How many physical Local Area Data Networks were there on your campus as of 1 July 2004?	# <input type="text"/>
f. How many physical Wide Area Data Networks were there on your campus as of 1 July 2004?	# <input type="text"/>
g. How many wireless networks were operational on your campus during FY 2003/04?	# <input type="text"/>
h. During FY 2003/04 was access restricted to campus wireless networks? Check the descriptor that best characterizes campus practice.	<input type="radio"/> unrestricted for all networks <input type="radio"/> restricted for some networks <input type="radio"/> restricted for all networks <input type="radio"/> other
i. What was the dominant standard for wireless networks in FY 2003/04? Check one .	<input type="radio"/> 802.11a

	<input type="radio"/> 802.11b <input type="radio"/> 802.11g <input type="radio"/> 802.16 <input type="radio"/> other
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14. Minimum Baseline Infrastructure Construction Standards

14.1 How many network outlets (if any) were added to the campus entitlement in fiscal year 2003/2004 through approval of new building construction?	# <input style="width: 50px;" type="text"/>
14.2 How many network outlets on your campus were capable of meeting current CSU performance standards as of 1 July 2004?	# <input style="width: 50px;" type="text"/>

Part C: Campus IT Environment

1. Campus IT Decision Making Structure

For each function listed below indicate the locus of decision-making authority on your campus for **components of the baseline technology infrastructure**. Indicate whether authority for each component and constituency is **predominantly centralized, decentralized or shared**. Check one box only.

a. University-provided workstation hardware acquisition and upgrade for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
b. University-provided workstation operating system acquisition and upgrade for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
c. University-provided workstation software acquisition and upgrade for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
d. End-user training for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
e. Level 1 technical support for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
f. Level 2 technical support for:			
1) faculty:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
2) staff/administrators:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared

3) students:	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
g. Network equipment acquisition / upgrade	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
h. Network software acquisition / upgrade	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
i. E-Mail System acquisition / upgrade	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared
j. Web Server software acquisition / upgrade	<input type="radio"/> centralized	<input type="radio"/> decentralized	<input type="radio"/> shared

Part D: Comments on Issues Raised in the Survey

Please comment below on any issue(s) raised in the survey.