

CSU Annual Campus Technology Survey Fiscal Year 2005/2006

*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** -

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

<p>a. In what ways did your campus support faculty involvement in the creation of technology-mediated instructional materials in FY 2005/06?</p>	<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 type="text"/>
<p>b. How many faculty positions (FTE for release time) were assigned to support directly the creation/development of technology-mediated learning materials in FY 2005/06?</p>	<p>Fac. FTE <input type="text"/></p>
<p>c. How many staff positions (FTE) were assigned to support directly the production of technology-mediated learning materials in FY 2005/06?</p>	<p>Staff FTE <input type="text"/></p>
<p>d. How much money did the campus pay to student assistants to support directly the production of technology-mediated learning materials in FY 2005/06?</p>	<p>\$ <input type="text"/></p>
<p>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 2005/06?</p>	<p>\$ <input type="text"/></p>

f. How much money from non-State sources (e.g., grants, contracts, profit sharing agreements, etc.) did faculty receive to support their participation in the creation/development of technology-mediated learning materials in FY 2005/06?	\$ _____
g. If the campus provided resources in addition to those listed above to support the creation of technology-mediated learning materials in FY 2005/06, list the amount and describe briefly the purpose (e.g., equipment purchases, consultant services).	\$ _____ Purpose _____
h. How many faculty (head count) participated directly in the development of technology-mediated instructional materials in FY 2005/06?	# _____

2. Development of distributed learning environments

a. In FY 2005/06, how many courses (in whole or in part) did your campus offer using a learning management system (LMS); i.e., web-based course management tools/applications (e.g., WebCT, eCollege, Blackboard, moodle)?	# _____
b. In FY 2005/06, how many faculty members taught the course sections identified in 2.a?	# _____
c. In FY 2005/06, how many students enrolled in the course sections identified in 2.a?	# _____
d (1). In FY 2005/06, did your campus offer an incentive to faculty to make available for reassignment unutilized classroom space resulting from the <u>incorporation in their classes of an asynchronous (online) learning component?</u>	<input type="radio"/> Yes <input type="radio"/> No
d (2). If the response to the above question is "Yes," what is the incentive?	_____
e. Regardless of incentive programs, in FY 2005/06, did your campus reassign classroom space made available because of the incorporation of asynchronous (online) learning components in regularly scheduled classes?	<input type="radio"/> Yes <input type="radio"/> No
f-h. Learning Management System	
f (1). In FY 2005/06, did your campus provide helpdesk or other technical support for LMS users?	<input type="radio"/> Yes <input type="radio"/> No
f (2). If the response to f (1) is "yes," which user groups are served?	<input type="radio"/> students <input type="radio"/> faculty <input type="radio"/> both
f (3). If the response to f (1) is "yes," how many hours per week was help available?	Hrs per week _____
g. In FY 2005/06, how many staff positions (FTE) were assigned to support all LMS-related activities?	Staff FTE _____
h (1). To what extent was your campus LMS integrated with the campus Student Information System?	<input type="radio"/> fully <input type="radio"/> partially

	<input type="radio"/> not at all
h (2). If the response to h (1) is "fully" or "partially", are course section shells automatically created at the start of each new term?	<input type="radio"/> Yes <input type="radio"/> No
h (3). If the response to h (1) is "fully" or "partially", are the LMS course section rosters automatically populated with enrolled students?	<input type="radio"/> Yes <input type="radio"/> No
h (4). If the response to h (1) is "yes," how are drops and adds processed?	<input type="radio"/> in real time <input type="radio"/> daily
i. Web-Conferencing	
i (1). In FY 2005/06, did your campus deploy a web-conferencing system (such as HorizonLive Wimba, Breeze, eLuminate) to support instruction?	<input type="radio"/> Yes <input type="radio"/> No
i (2). If the response to i (1) is "yes," what product(s) did the campus use?	Name 1 _____ Name 2 _____
i (3). If the response to i (1) is "yes," how many course sections were supported by web conferencing?	# _____
j-k. ePortfolios	
j. In FY 2005/06, did your campus support the use of ePortfolios?	<input type="radio"/> Yes <input type="radio"/> No
k. If your response to B2j was "yes," answer the following questions.	
k(1). Who controlled the portfolio content? Check all that apply.	<input type="checkbox"/> individual students <input type="checkbox"/> individual faculty <input type="checkbox"/> academic units <input type="checkbox"/> administrative units
k(2). For what purpose(s) were ePortfolios used? Check all that apply.	<input type="checkbox"/> teaching and learning, including assessment <input type="checkbox"/> advising, counseling and career planning, including presentation to prospective employers <input type="checkbox"/> program assessment, including accreditation and licensing <input type="checkbox"/> personnel process <input type="checkbox"/> institutional planning <input type="checkbox"/> other Please specify _____
k(3). How many ePortfolio systems (software applications) did the campus use? (Check only one.)	<input type="radio"/> one <input type="radio"/> two <input type="radio"/> more than two
k(4). What was the relationship of the ePortfolio system(s) to other campus information systems? Check all that apply.	<input type="checkbox"/> ePortfolios were not integrated or linked <input type="checkbox"/> integrated/compatible with LMS <input type="checkbox"/> integrated/compatible with CMS PeopleSoft <input type="checkbox"/> integrated/compatible with other system Specify _____
k(5). Which ePortfolio software application(s) did your campus deploy?	Specify software application(s) _____

k(6). For each ePortfolio user group indicate whether the campus provided training and/or support in the use of ePortfolios. Indicate also the source of the training and/or support. Choose one response only. Leave blank if none apply.

User Group	End-User Training	End-User Support
k(6)a. students	<input type="radio"/> centralized <input type="radio"/> decentralized <input type="radio"/> both	<input type="radio"/> centralized <input type="radio"/> decentralized <input type="radio"/> both
k(6)b. faculty	<input type="radio"/> centralized <input type="radio"/> decentralized <input type="radio"/> both	<input type="radio"/> centralized <input type="radio"/> decentralized <input type="radio"/> both
k(6)c. non-IT staff	<input type="radio"/> centralized <input type="radio"/> decentralized <input type="radio"/> both	<input type="radio"/> centralized <input type="radio"/> decentralized <input type="radio"/> both

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 2005/06?	<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) _____
c. How many borrowing transactions were handled by PHAROS in FY 2005/06?	# _____
d. How many <u>remote</u> borrowing transactions were handled by another automated processing system in FY 2005/06?	# _____

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 is no longer collected through this survey.

Initiative 3B: Streamlining Information Technology Delivery

5. Data center resources required to support administrative information systems

Campus data on administrative data center expenditures is no longer collected through this survey.

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

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 2005/06?	# workstations _____

a.(2) How many computer workstations did your university provide for use by part-time faculty in FY 2005/06?	# 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 2005/06 ?	# 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 2005/06, 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 2005/06, how many university lecture classrooms were permanently equipped to accommodate computer-based, multimedia presentations?	# "smart" classrooms <input type="text"/>
j.(2) In FY 2005/2006, how much did the campus spend for equipment to convert standard classrooms to "smart classrooms"?	\$ <input type="text"/>
j.(3) In FY 2005/06, how much did the campus spend to refresh equipment in already existing "smart classrooms"?	\$ <input type="text"/>
j.(4) how much did the campus spend to support smart classroom use?	\$ <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"/>
6.3 Servers	
l (1). In FY 2005/06, how many servers did the campus have?	# servers <input type="text"/>
l (2). How many servers were supported centrally?	# <input type="text"/>
l (3). How many servers were supported non-centrally?	# <input type="text"/>
m (1). In FY 2005/06, did the campus have defined currency standards for servers ?	<input type="radio"/> Yes <input type="radio"/> No

m (2). If the response to B6.3m(1) is "yes," how many of the servers met the currency standards in FY 2005/06?

7. Technology training for faculty, staff, and students

Indicate for FY 2005/06 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 2005/06 did your campus have a formal *policy* defining what constitutes "baseline" end-user training for the following user groups? (Check each group for which the answer is "yes".)

Faculty

Staff & Administration

Student

(2) In FY 2005/06 did your campus have a mechanism for assessing the baseline technology training *needs* of the following user groups? (Check each group for which the answer is "yes".)

Faculty

Staff & Administration

Student

(3) In FY 2005/06 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".)

Faculty

Staff & Administration

Student

(4) In FY 2005/06 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".)

Faculty

Staff & Administration

Student

(5) In FY 2005/06 did your campus track *participation* in training programs and activities for the following user groups? (Check each group for which the answer is "yes".)

Faculty

Staff & Administration

Student

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 _____	\$ _____	# users _____
(2) <input type="checkbox"/> instructor-led workshops	# workshops _____	\$ _____	# participants _____
(3) <input type="checkbox"/> off-site training	# activities _____	\$ _____	# participants _____
(4) How many staff positions (FTE) were assigned to support directly technology training activities for faculty in FY 2005/06?			Staff FTE _____

(5) What percentage of campus support for all faculty training activities reported in a.(1) through a.(3) was related to implementation of the Common Management Systems, if any? Enter percentage as decimal number: e.g., for 35% enter .35, for 100% enter 1.0.	% of \$ _____ % of staff FTE _____
(6) What percentage of campus support (\$) for all faculty training activities reported in a.(1) through a.(3) was related to the use of a Learning Management System, if any? Enter percentage as decimal number: e.g., for 35% enter .35, for 100% enter 1.0.	% of \$ _____ % of staff FTE _____

b. End-user Training for Staff/Administrators

Type	Quantity	Support	Participation
(1) <input type="checkbox"/> self-paced instruction	# modules _____	\$ _____	# users _____
(2) <input type="checkbox"/> instructor-led workshops	# workshops _____	\$ _____	# participants _____
(3) <input type="checkbox"/> off-site training	# activities _____	\$ _____	# participants _____
(4) How many staff positions (FTE) were assigned to support directly technology training activities for staff/administrators in FY 2005/06?			Staff FTE _____
(5) What percentage of campus support for all staff 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.)			% of \$ _____ % of staff FTE _____

c. End-user Training for Students

Type	Quantity	Support	Participation
(1) <input type="checkbox"/> self-paced instruction	# modules _____	\$ _____	# users _____
(2) <input type="checkbox"/> instructor-led workshops	# workshops _____	\$ _____	# participants _____
(3) <input type="checkbox"/> off-site training	# activities _____	\$ _____	# participants _____
(4) How many staff positions (FTE) were assigned to support directly technology training activities for students in FY 2005/06?			Staff FTE _____
(5) What percentage of campus support (\$) for all student training activities reported in a.(1) through a.(3) was related to the use of a Learning Management System, if any? Enter percentage as decimal number: e.g., for 35% enter .35, for 100% enter 1.0.			% of \$ _____ % of staff FTE _____

Indicate for FY 2005/06 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 2005/06 did your campus have a formal <i>policy</i> on professional development for IT professionals ?	<input type="radio"/> Yes <input type="radio"/> No
(2) In FY 2005/06 did your campus have a mechanism for assessing periodically the professional development <i>needs</i> of IT staff and administrators?	<input type="radio"/> Yes

	<input type="radio"/> No
(3) In FY 2005/06 did your campus have a mechanism for <i>communicating</i> information about professional development programs and opportunities to IT professionals?	<input type="radio"/> Yes <input type="radio"/> No
(4) In FY 2005/06 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="radio"/> Yes <input type="radio"/> No
(5) In FY 2005/06 did your campus track <i>participation</i> in professional development programs and activities for IT staff?	<input type="radio"/> Yes <input type="radio"/> No

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 _____	\$ _____	# users _____
(2) <input type="checkbox"/> instructor-led workshops	# workshops _____	\$ _____	# participants _____
(3) <input type="checkbox"/> off-site training	# activities _____	\$ _____	# participants _____
(3.2) <input type="checkbox"/> IT courses	# courses _____	\$ _____	# enrollments _____
(4) How many staff positions (FTE) were assigned to support directly technology training activities for IT staff in FY 2005/06?			Staff FTE _____
(5) What percentage of campus support for all IT staff training activities reported in d.(1) through d.(3) was related to 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.			% of \$ _____ % of staff FTE _____
(6) What percentage of campus support (\$) for all IT staff training activities reported in a.(1) through a.(3) was related to the use of a Learning Management System, if any? Enter percentage as decimal number: e.g., for 35% enter .35, for 100% enter 1.0.			% of \$ _____ % of staff FTE _____

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 2005/06 technical support policy and practices of your campus.

(1) In FY 2005/06 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".)	
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<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff & Administration	<input type="checkbox"/> Student
(2) In FY 2005/06 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 2005/06 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 2005/06 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 2005/06 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 _____ AM to _____ PM Friday from _____ AM to _____ PM Saturday from _____ AM to _____ PM Sunday from _____ AM to _____ PM		
(2) How many hours per week did <i>staff/administrators</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 _____ AM to _____ PM Friday from _____ AM to _____ PM Saturday from _____ AM to _____ PM Sunday from _____ AM to _____ PM		
(3) How many hours per week did <i>students</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			<input type="radio"/> 24 hrs x 7 days (if applicable); or M-TH from _____ AM to _____ PM Friday from _____ AM to _____ PM Saturday from _____ AM to _____ PM		

ends at 8:30 PM, enter 20:30.

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 2005/06, 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 2005/06, 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 high-speed connection to the Internet in FY 2005/06? Enter percentage as decimal number; e.g., for 35% enter .35, for 100% enter 1.0	% FT faculty workstations _____ % PT faculty workstations _____ % staff/admin. workstations _____ % student workstations _____ % classrooms _____
b. During FY 2005/06 how many minutes of planned and unplanned network downtime occurred in the best month and in the worst month?	# minutes planned downtime, best mo. _____ # minutes unplanned downtime, best mo. _____ # minutes planned downtime, worst mo. _____ # minutes unplanned downtime, worst mo. _____
c. During FY 2005/06, 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 _____ peak utilization _____
d. Was wireless access to the campus network available on your campus during FY 2005/06?	<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	instructional spaces % _____ (classrooms, laboratories, seminar

number; e.g., for 35% enter .35, for 100% enter 1.0

rooms) _____
 library % _____
 dormitories % _____
 open space % _____
 student center % _____
 (including bookstore)

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 2005/06? Enter nothing if the service was not provided. Check all applicable.

- 1. installation centralized decentralized outsource other (explain) _____
- 2. upgrade centralized decentralized outsource other (explain) _____
- 3. maintenance centralized decentralized outsource other (explain) _____
- 4. repair centralized decentralized outsource other (explain) _____

b. Check each service for which your campus had published formal **service level standards/metrics**.

- installation
- upgrade
- maintenance
- repair

c. Check each service for which your campus had a mechanism to measure performance against the standards/metrics.

- installation
- upgrade
- maintenance
- repair

d. Approximately what percent of the FY 2005/06 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 _____
 % upgrade _____
 % maintenance _____
 % repair _____

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 2005/06? Enter nothing if the service was not provided. Check all applicable.

- 1. installation centralized decentralized outsource other (explain) _____
- 2. upgrade centralized decentralized outsource other (explain) _____
- 3. maintenance centralized decentralized outsource other (explain) _____

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 2005/06 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 2005/06 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 2005/06 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 yes , what percent of the networks on your campus used electronics conforming to the common architecture and protocol in FY 2005/06? 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 yes , what percent of the data networks on your campus used the common operating system in FY 2005/06?	% <input type="text"/>
e. How many physical Local Area Data Networks were there on your campus as of 1 July 2006?	# <input type="text"/>
f. How many physical Wide Area Data Networks were there on your campus as of 1 July 2006?	# <input type="text"/>
g. How many wireless networks were operational on your campus during FY 2005/06?	# <input type="text"/>
h. During FY 2005/06 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 2005/06? Check one .	<input type="radio"/> 802.11a <input type="radio"/> 802.11b <input type="radio"/> 802.11g <input type="radio"/> 802.16

other

14. Minimum Baseline Infrastructure Construction Standards

14.1 How many network outlets (if any) were added to the campus entitlement in fiscal year 2005/2006 through approval of new building construction?	# _____
14.2 How many network outlets on your campus were capable of meeting current CSU performance standards as of 1 July 2006?	# _____

15. Adaptive Technology (AT) for Students with Disabilities

a(1). In FY 2005/06, which of the following characterized your campus approach to deploying adaptive technology to accommodate students with disabilities? Choose one response only.

<input type="radio"/> centralized	(AT workstations and resources are available in a central lab or facility)
<input type="radio"/> decentralized	(AT workstations and resources are available at locations across campus)
<input type="radio"/> shared	(AT workstations and resources are available in a central facility and in locations across campus)

a(2) What was the total number of **adaptive computer workstations** available for student use in FY 2005/06? # workstations _____

b. Target Student Population

b (1). In FY 2005/06, what was the total number of **students with disabilities who were eligible to use adaptive technology**? # _____

b (2). In FY 2005/06, how many AT eligible students actually used adaptive technology? # _____

c. Adaptive Technology Funding

c (1). In FY 2005/06, what was your campus's budgeting plan for adaptive technology purchases?

fixed annual allocation
 fixed annual allocation plus additional resources for 3-year equipment refresh
 no budget allocated; funds made available as needed
 other:
 if other, please specify: _____

c (2). In FY 2005/06, which department had the primary responsibility for funding AT purchases for students?

disability services
 information technology
 library
 funding shared equally among two or more units
 other
 if other, please specify: _____

d. Management of Adaptive Technology Resources and Services

d (1) In FY 2005/06, did the campus employ a person whose primary responsibility was to implement and support student access use of adaptive technology?	<input type="radio"/> Yes <input type="radio"/> No
d (2) If the response to question B15f(1) above is "yes," what was the nature of the funding for this position? Check one box only.	<input type="radio"/> permanent <input type="radio"/> temporary <input type="radio"/> other (specify) <hr/>
d (3) If the response to question B15f(1) above is "yes," what was the position status of the person? Check one box only.	<input type="radio"/> full time <input type="radio"/> part time (what %) Percent FTE <hr/>
d (4) If the response to question B15f(1) above is "yes," what was the job classification of the position? Check one box only	<input type="radio"/> MPP <input type="radio"/> non-MPP (specify) Classification <hr/>

e. In FY 2005-06, did your campus train staff to assist students in the use of adaptive technology? (Check each box corresponding to the user group that received training.)

Staff Group	YES
e (1) Helpdesk	<input type="checkbox"/>
e (2) Computer lab (excluding Adaptive Technology Lab staff)	<input type="checkbox"/>
e (3) Learning Management System	<input type="checkbox"/>
e (4) Library	<input type="checkbox"/>
e (5) Adaptive Technology Lab	<input type="checkbox"/>

f. In FY 2005/06, what types of technical support were available to answer faculty members' questions about accessibility issues for students with disabilities? (Check all that apply.)

Resource	YES
f (1) Faculty Handbook explains requirement for curriculum and program access and the role of the faculty in helping to ensure such access for students with disabilities	<input type="checkbox"/>
f (2) New faculty orientations address programmatic and curricular access responsibilities and resources	<input type="checkbox"/>
f (3) Faculty development program includes sessions on accessibility issues and solutions	<input type="checkbox"/>
f (4) Faculty workshops specifically address accessible Web design	<input type="checkbox"/>
f (5) Campus technology training programs address accessibility issues and solutions related to LMS, tool and software design, online course development.	<input type="checkbox"/>
f (6) Online resources are available to assist faculty in developing accessible learning objects	<input type="checkbox"/>
f (7) Academic technology and instructional design staff are available to assist	

faculty	<input type="checkbox"/>
f (8) Disability Services makes resources available to assist faculty in working with students with various functional limitations	<input type="checkbox"/>
f (9) Other. Please list: _____	<input type="checkbox"/>

16. Information Security

a. In FY 2005/06 did your campus use the following types of security technology? (Check each box for which the answer is "yes".)

Security Technology	YES
(1) Server-based access control lists	<input type="checkbox"/>
(2) Firewalls	<input type="checkbox"/>
(3) Application-level firewalls	<input type="checkbox"/>
(4) Intrusion Detection systems	<input type="checkbox"/>
(5) Intrusion Prevention Systems	<input type="checkbox"/>
(6) Reusable account/login passwords	<input type="checkbox"/>
(7) Smart cards and other one-time password tokens	<input type="checkbox"/>
(8) Anti-virus software	<input type="checkbox"/>
(9) Anti-spyware software	<input type="checkbox"/>
(10) Public Key	<input type="checkbox"/>
(11) Infrastructure Systems Biometrics File encryption (for data in storage)	<input type="checkbox"/>
(12) Encryption for data in transit	<input type="checkbox"/>
(13) Specialized wireless security systems	<input type="checkbox"/>
(14) Endpoint security client software	<input type="checkbox"/>
(15) Log management software	<input type="checkbox"/>
(16) Forensics tools	<input type="checkbox"/>
(17) Web filtering tools	<input type="checkbox"/>
(18) Other (Please specify) (19) _____	<input type="checkbox"/>

b. Campus support for information security

(1) In FY 2005/06 how much did the campus spend on information security in the following categories?	Staff positions (FTE) _____
	Staff training/education \$ _____
	Tools (sec. a, above) \$ _____
	Security Svcs/Consulting \$ _____
	Other \$ _____
(2) Approximately what portion of the campus IT budget does the above expenditure represent?	% _____
(3) In FY 2005/06 did your campus have a dedicated information security officer (ISO) or technology security officer (TSO)?	<input type="radio"/> Yes <input type="radio"/> No
(4) If the answer to #3 above is "yes," what portion of the ISO's or TSO's time was dedicated to security?	% _____

(5) If the answer to #3 above is "yes," what was the functional title of the ISO/TSO?

17. Software Acquisition and Support

a. In FY 2005/06 which of the following categories of software were used on your campus? For each category used, indicate whether the purpose was academic, administrative, or both. Indicate also whether the license(s) was/were purchased centrally or by departments, or both.

Category	Examples	Primary Use	License Purchase
(1) Statistical	SPSS, SAS, Minitab	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(2) Mathematics	Mathematica, MathLab, Maple	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(3) Image, Graphics, Design	Photoshop, Illustrator, Quark	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(4) Multimedia, Video	Flash, Premiere, IMovie, FinalCut Pro	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(5) GIS	ArcInfo, Arc, View	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(6) Databases	Oracle, MySQL, FileMakerPro	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(7) Technical Design	AutoCad, LabView	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(8) Data Access/ Reporting	Brio, Citrix, Crystal Reports	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(9) Other	Title (10) _____	<input type="radio"/> academic <input type="radio"/> administrative <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both

b. For each category of software used on your campus, indicate the nature of end-user support and whether it was provided centrally or by using departments or both. Leave blank for categories for which no support was provided.

Category	Examples	Support Mode	Support Source
(1) Statistical	SPSS, SAS, Minitab	<input type="radio"/> training <input type="radio"/> individual help	<input type="radio"/> central <input type="radio"/> department

		<input type="radio"/> both	<input type="radio"/> both
(2) Mathematics	Mathematica, MathLab, Maple	<input type="radio"/> training <input type="radio"/> individual help <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(3) Image, Graphics, Design	Photoshop, Illustrator, Quark	<input type="radio"/> training <input type="radio"/> individual help <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(4) Multimedia, Video	Flash, Premiere, IMovie, FinalCut Pro	<input type="radio"/> training <input type="radio"/> individual help <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(5) GIS	ArcInfo, Arc, View	<input type="radio"/> training <input type="radio"/> individual help <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(6) Databases	Oracle, MySQL, FileMakerPro	<input type="radio"/> training <input type="radio"/> individual help <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(7) Technical Design	AutoCad, LabView	<input type="radio"/> training <input type="radio"/> individual help <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(8) Data Access/Reporting	Brio, Citrix, Crystal Reports	<input type="radio"/> training <input type="radio"/> individual help <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both
(9) Other	<i>See entry B17a 10 above</i>	<input type="radio"/> training <input type="radio"/> individual help <input type="radio"/> both	<input type="radio"/> central <input type="radio"/> department <input type="radio"/> both

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: centralized decentralized shared

2) staff/administrators: centralized decentralized shared

3) students: centralized decentralized shared

b. University-provided workstation operating system acquisition and upgrade for:

1) faculty: centralized decentralized shared

2) staff/administrators: centralized decentralized shared

3) students: centralized decentralized 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.

Submit

Clear Form