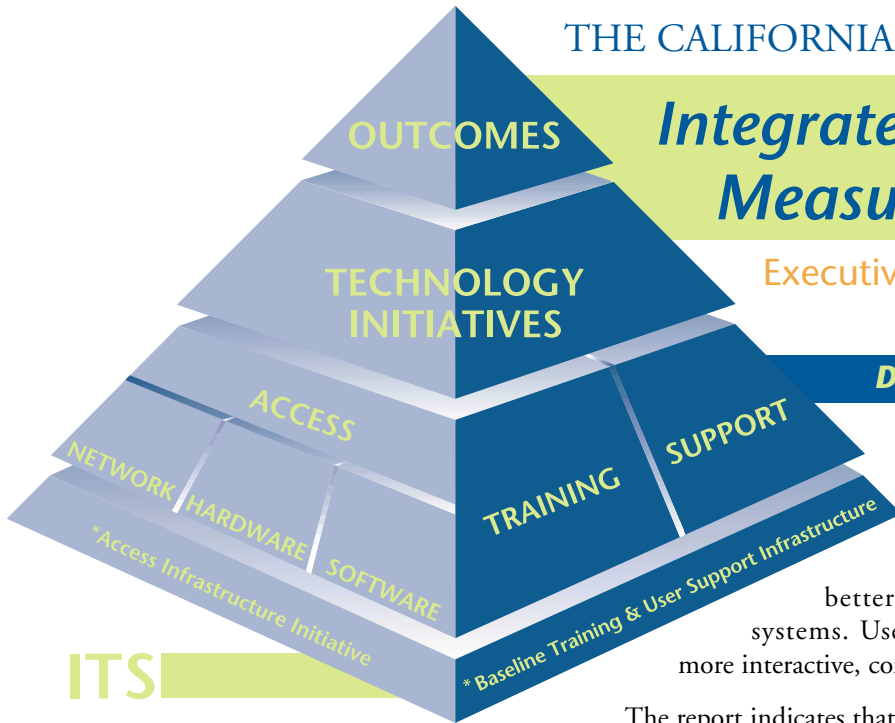




Integrated Technology Strategy: Measures of Success

Executive Summary • November 2002



Demands for Technology Are Increasing

The 2002 Measures of Success report shows that dramatic increases are occurring in CSU student, faculty and staff use of computers and the Internet. Greater access to information technology is providing students with better navigation through campus administrative and academic systems. Use of technology is making the learning experience more interactive, convenient and multisensory.

The report indicates that updated equipment, faster networks, and support and training are increasingly available to help students, faculty and staff work more efficiently and effectively. For example, outdated and incompatible data processing systems are being replaced with a common, integrated suite of information services. Taken together, these technology infrastructure improvements are providing campuses with the tools and resources to meet the growing demand for online learning, teaching and support services.

This is an executive summary of the fourth in a series of 10 annual reports to the Legislature that describe and measure the benefits of the CSU Integrated Technology Strategy (ITS). The first Measures of Success (MOS) report in November 1999 outlined the framework and metrics for success that will be used throughout the period. The November 2000 study presented baseline data against which future progress could be measured. The November 2002 report is the second that measures progress against the baseline.

The CSU Integrated Technology Strategy

The ITS is the umbrella information technology plan for the CSU system. It contains three major components: academic goals and initiatives, administrative goals and initiatives, and the technology infrastructure that permits implementation of those initiatives and achievement of their goals. The technology infrastructure is the enabling mechanism; the academic and administrative initiatives constitute the outcomes of the overall ITS.

Specifically, the MOS reports track progress in four outcome categories:

- Excellence in Learning and Teaching
- Administrative Productivity and Quality
- Quality of the Student Experience
- Personal Productivity

Vision Statement

The goal of the ITS is to provide the best possible environment for the education of CSU students through an integrated electronic environment that enables all CSU students, faculty and staff to communicate with one another and to interact with information resources from anyplace, to anyplace, and at anytime to advance the CSU's mission.





Measures of Success

Two types of surveys were employed to gather data on the metrics identified in the MOS: institutional surveys of campus administrators and individual surveys of students, faculty and staff. Together these surveys provide systemwide profiles of campus technology resources and services, and how they are used and evaluated by the campus community.

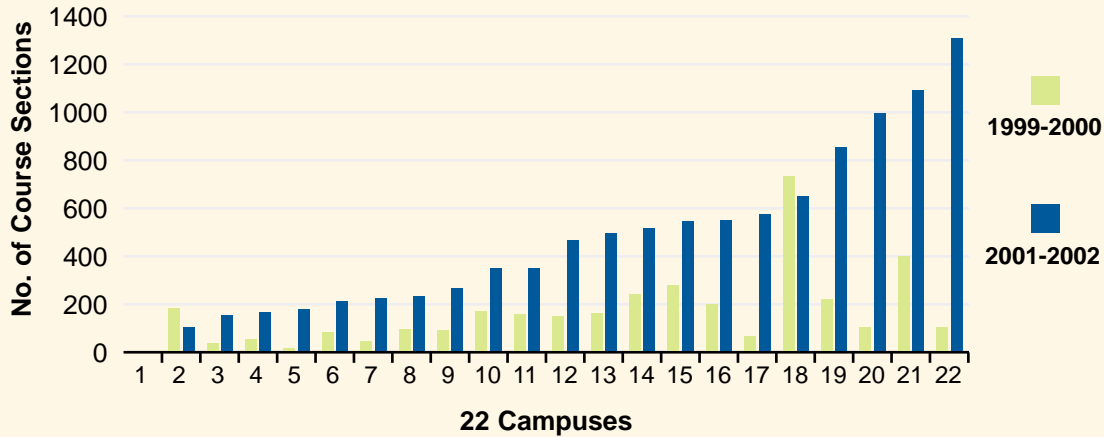
A major premise of the ITS is that success of the initiatives depends on a minimum baseline technical infrastructure of hardware and software access, network connectivity, and training and support services. Construction activities to upgrade campus network capabilities began in 2002-2003. None of the campuses reports achieving baseline capability in all dimensions of the technology infrastructure. All campuses, however, have made progress toward the target environment in recent years.

Highlights of 2001-2002 Measures of Success Report

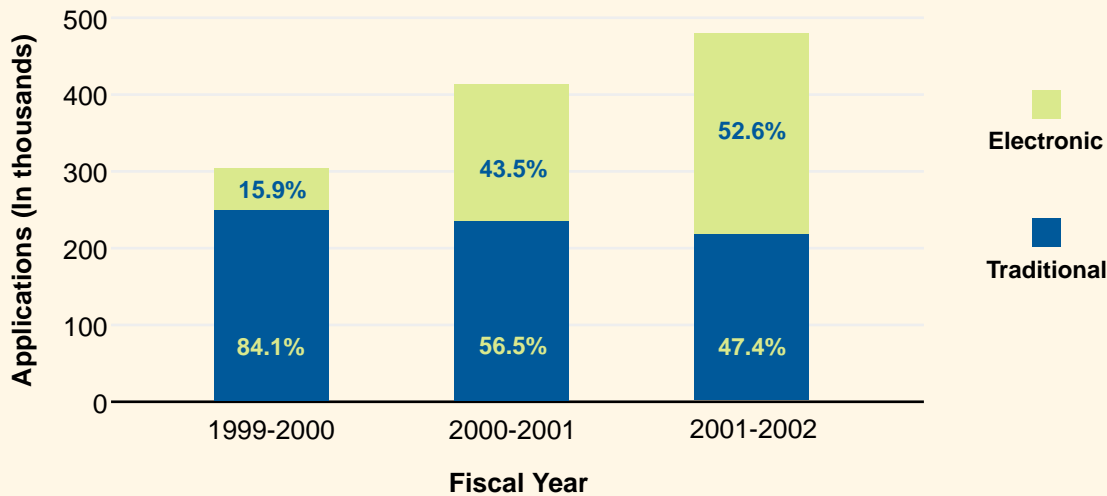
Excellence in Teaching and Learning

- Eighty-five percent of CSU faculty report requiring student use of computers, an increase of 21 percent since 2000.
- The number of course sections requiring use of Web technologies has more than doubled since 1999, as have the number of students enrolled in Web-assisted courses and the number of faculty teaching them.
- In 2000, faculty reported that 48 percent of the classes taught required use of the Internet; by 2002, that percentage had increased to 61 percent.
- The MERLOT repository has grown to include more than 8,000 multimedia learning objects in 13 subject areas, exceeding the 2002 target by 40 percent.
- Almost two-thirds of CSU faculty require students to use electronic library resources in their classes.
- The Pharos library system for unified information access is operational.
- The CSU Electronic Core Collection has grown to include over 13,000 titles, an increase of 30 percent since last year.
- Twenty campuses report establishing a central facility for instructional technology development, more than double the number in 2000-2001 and four times the number for the baseline year, 1999-2000.
- Cost avoidance for remote borrowing through automated interlibrary loan exceeded \$600,000 in 2001-2002.

Campus Profile: Web-Assisted Instruction



System Profile: Electronic & Traditional Admission Applications



Administrative Productivity and Quality

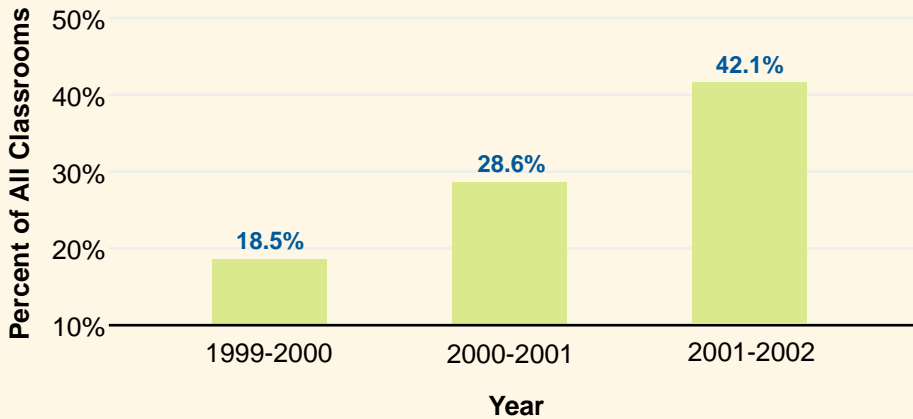
- CMS project implementation is on schedule and on budget.
- Ten campuses have implemented the CMS financial system, 11 have implemented human resources and three have implemented the initial student administration modules.

Quality of the Student Experience

- The 2008 target goal of having electronic applications equal 50 percent of total applications has already been exceeded.
- Use of the CSUMentor student planner service increased by almost 25 percent.



System Profile: "Smart Classroom" Availability



Personal Productivity

- Faculty and staff access to computer workstations and the network is near 100 percent, and levels of satisfaction with the quality of equipment and software remain high.
- The number of "smart classrooms," i.e., those equipped to support multimedia instruction, has increased from 19 to 42 percent of all classrooms since the baseline year in 1999-2000.
- All campus connections to the CSU backbone network have been upgraded to OC-3 capacity (155 Mbps) where such service is commercially available. The backbone has been upgraded to OC-12 capacity (622 Mbps), and enhanced network management tools have been deployed.
- Eight campuses have begun construction associated with the intra-campus network upgrades; three have received favorable bids and are negotiating contracts; and three anticipate receiving bids within the next few months.
- In comparison to public institutions nationally, CSU campuses appear to be solidly ahead in three networking areas: wireless, ISP and broadband. In other areas of networking, the CSU tends to be on par with these institutions (e.g., in classroom connections, high-speed video, ATM, gigabit Ethernet and voice-over IP).

Master Plan

- Over 8,000 FTES (2.32 percent of earned academic credit) occurred outside of state-supported spaces.



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