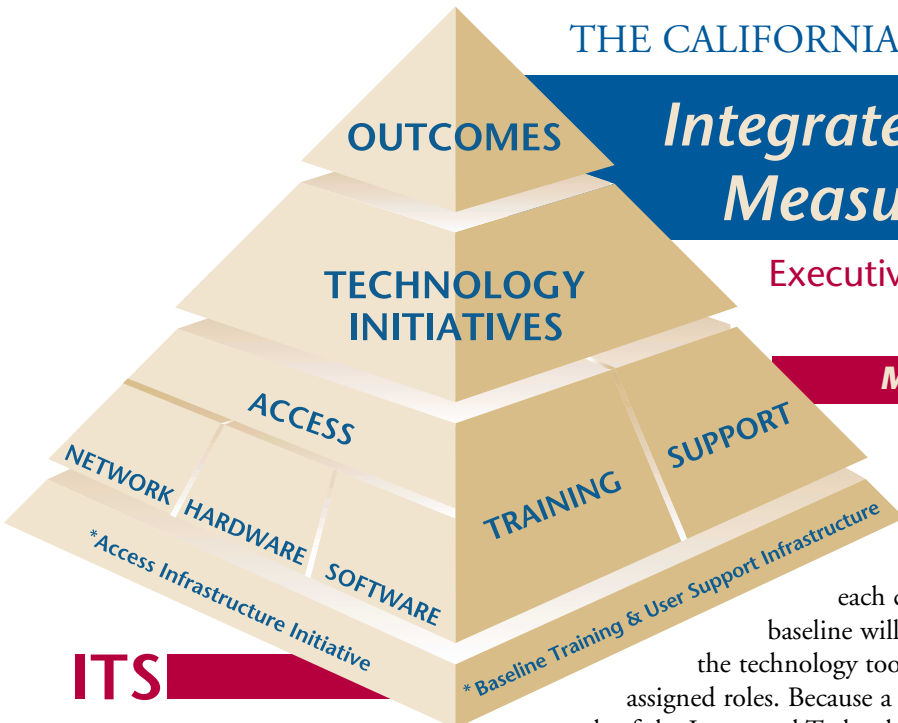




Integrated Technology Strategy: Measures of Success

Executive Summary • November 2003



Moving To a Baseline IT Infrastructure

Information technology is a major investment and strategic resource of the 23 campuses in the California State University system. Priority has been given to raising the technology infrastructure on each campus to at least a “minimum baseline” level. This baseline will provide every faculty, student and staff person with the technology tools required for maximum productivity within their assigned roles. Because a baseline capability is a prerequisite for attaining the goals of the Integrated Technology Strategy (ITS) initiatives, CSU has committed to annually measuring progress against these technology benchmarks.

The essential components of the baseline technology infrastructure for CSU campuses are: physical telecommunications pathways (i.e., the spaces, media, outlets, and network electronics); workstation hardware and software; high-speed network access; user training services; and user support services. For each component, baseline capability is defined as meeting current CSU standards at the level of 90 percent or higher.

In Fiscal Year (FY) 2002-2003, campuses reported significant progress toward achieving baseline capability in four of these five technology infrastructure components. Eleven campuses had met the network access baseline; eight had satisfied the workstation requirements; six had met the telecommunications standards; and five had programs that met the user support guidelines.

Measures of Success

This executive summary is the fifth in a series of 10 annual reports to the legislature that describe and measure the benefits of the CSU Integrated Technology Strategy. The first Measures of Success (MOS) report in November 1999 outlined the framework and metrics for success that would be used throughout the period. The November 2000 study presented baseline data against which future progress could be measured. The November 2003 report is the third that measures progress against the baseline.



Photo courtesy of CSU Fullerton

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 individuals use and evaluate them.

ITS

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.



The CSU Integrated Technology Strategy

The ITS is the umbrella information technology framework 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:

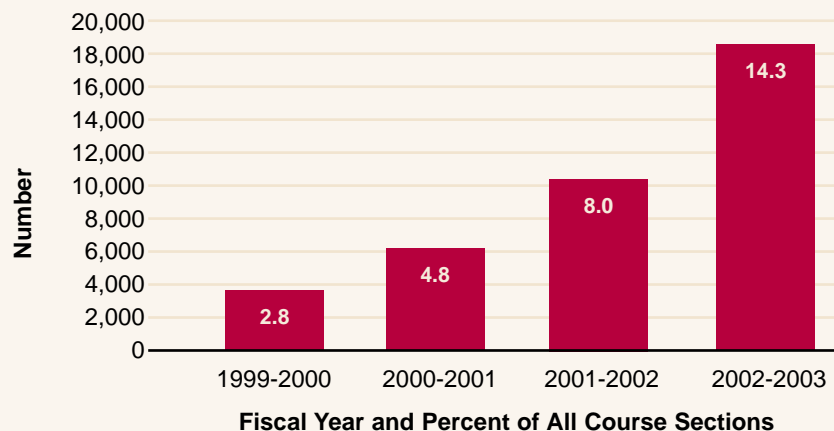
- Excellence in Learning and Teaching
- Quality of the Student Experience
- Administrative Productivity and Quality
- Personal Productivity

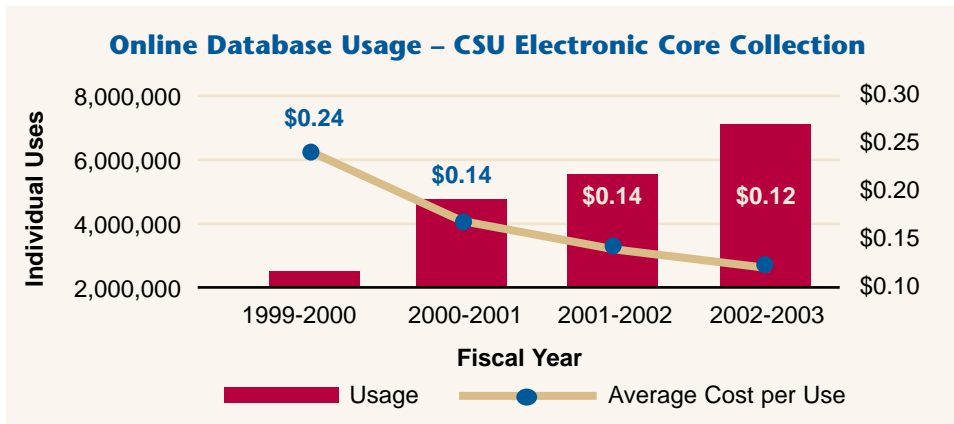
Highlights of 2002-2003 Measures of Success Report

Excellence in Teaching and Learning

- Students gave the importance of computer literacy for future employment the highest ratings for any survey item over the past three years (9.1 on a scale of 1-10 in 2001 and 2003).
- The number of learning applications available in Multimedia Educational Resource for Learning and Online Teaching (MERLOT) by the end of fiscal year 2002-2003 was 8,724, close to the 10,000 targeted for 2008. Faculty and student membership in the MERLOT community grew by over 60 percent nationwide and by 12 percent in the CSU.
- The number of classes (course sections) supported by Web-based learning management systems increased 80 percent over the level of the previous year, to one in every eight course sections offered in 2002-2003.
- Since 1999-2000, use of the CSU Electronic Core Collection resources increased by 17.4 percent; expenditures grew by 6 percent, reducing the cost per use more than 50 percent. Cost avoidance achieved through collaborative resource purchasing continues to range between one-third and one-half million dollars per year.

System Profile: Web-Based and Web-Assisted Instruction





Note: The average cost per use data in the chart are not weighted. The trend line in the graph illustrates increases in use and declines in cost across a sample of six databases.

Quality of the Student Experience

- In 1999, the CSU set the submission of one-half of all admission applications in electronic form as a target for 2008. That goal was achieved and surpassed in 2001-2002. This year, less than one-third of all applications were submitted on traditional printed forms. Based on this broad acceptance, the CSU has encouraged electronic submission of all admission applications beginning with fall term 2005.
- The number of electronic application portfolios created with the CSUMentor’s Student Planner has more than doubled since the baseline year of 1999-2000 to over one-third of a million in 2002-2003.

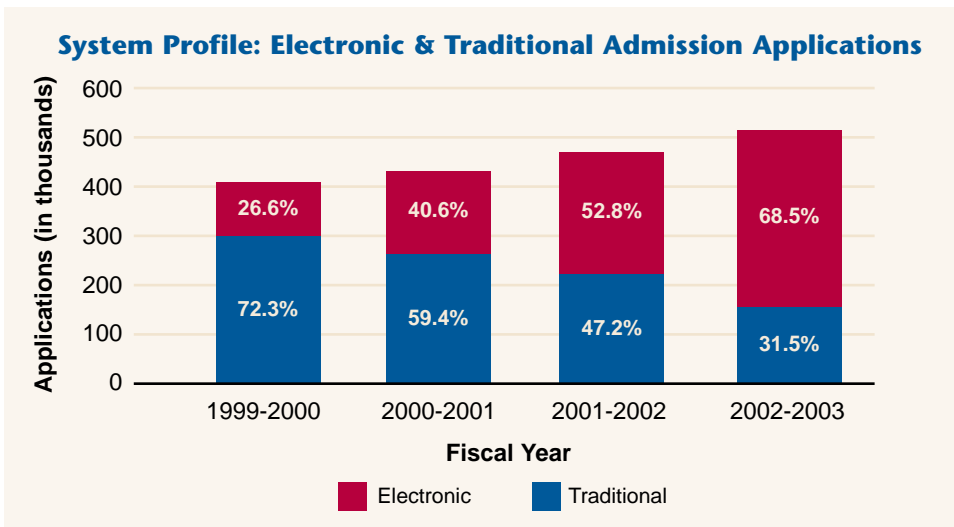
Administrative Productivity and Quality

As of the end of FY 2002-2003:

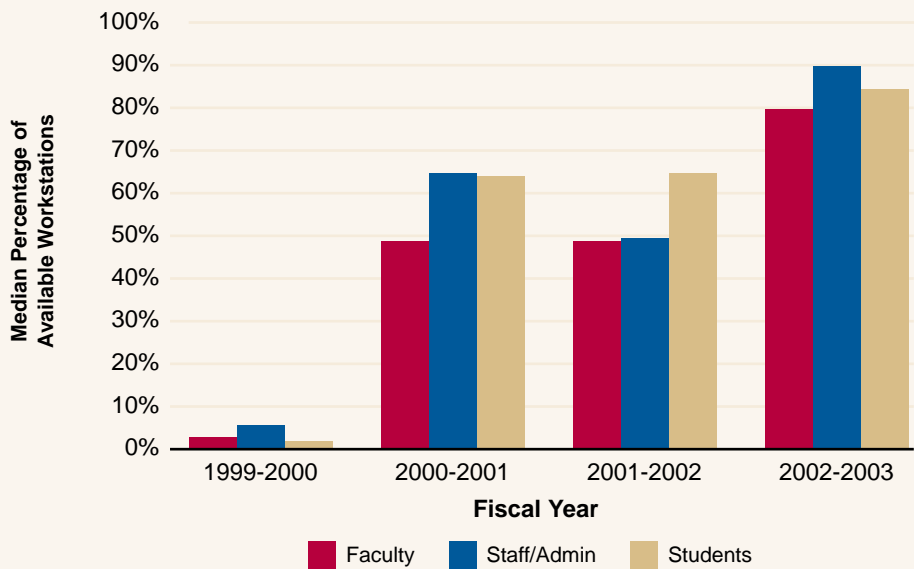
- Fifteen campuses had implemented the Common Management Systems (CMS) financial system; 16, the human resources system; and six, the student administration system.
- The consolidated data center was providing CMS operational support for 16 campuses. An estimated cost avoidance of \$0.46 million was realized through consolidating CMS administrative information processing at a central facility.



Photo courtesy of CSU Fullerton



System Profile: High-Speed Connectivity By User Group



Note: The above chart shows the median percent of workstations on campuses available to each work group. For example, in 1999-2000, on half of the CSU campuses less than 3 percent of the workstations provided to faculty were capable of high-speed connectivity; half were above that. By 2002-2003, half of the campuses reported that 90 percent of the workstations provided to faculty were capable of high-speed connectivity.

Personal Productivity

- The median percentage of workstations with high-speed network capability for all campuses in the system has increased from less than 10 percent in 1999-2000 to between 80 and 90 percent in 2002-2003. The number of campuses providing baseline connections to at least 90 percent of workstations increased from three to 11 since last year.
- Almost all campuses reported that at least 40 percent of their classrooms were equipped with multimedia capability and network connectivity. Overall, the percentage of “smart classrooms” increased from 18 percent in 1999-2000 to 53 percent in 2002-2003.

Master Plan

- In May 2003, the CSU Board of Trustees adopted an enrollment and access policy that includes expanding the use of academic technology to free existing physical capacity and increase access.
- Asynchronous or online Full-Time Equivalent Students (FTES) increased from 1,666 FTES in 2001-2002 to 2,057 in 2002-2003, a gain of 23.5 percent.
- Credit earned in non-state support sites in 2002-2003 totaled 8,460 FTES or 2.76 percent of the total 306,079 FTES reported for the academic year, an increase of just under 400 annual FTES over 2001-2002.



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