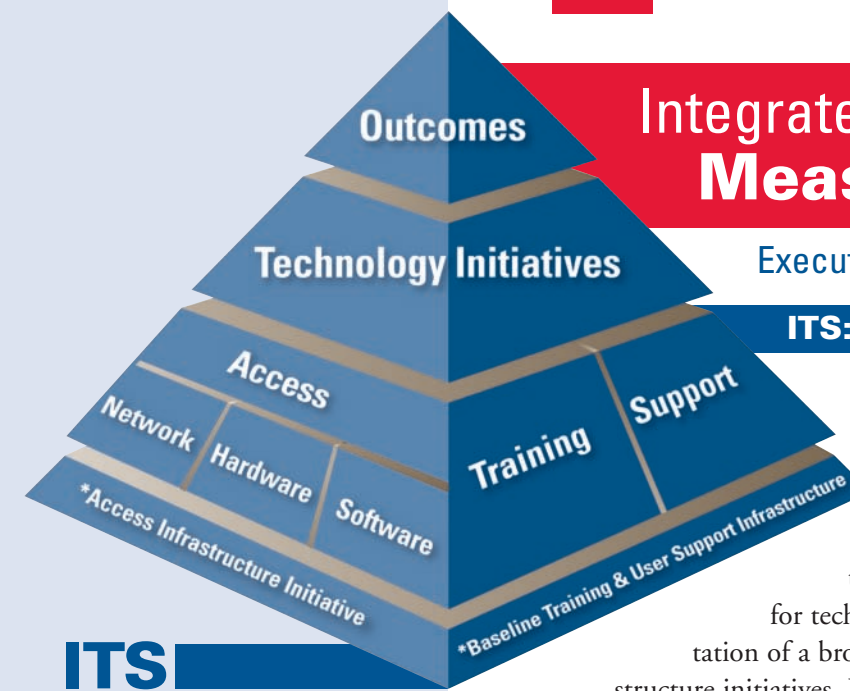


Integrated Technology Strategy: Measures of Success

Executive Summary • March 2006

ITS: Leveraging the IT Investment



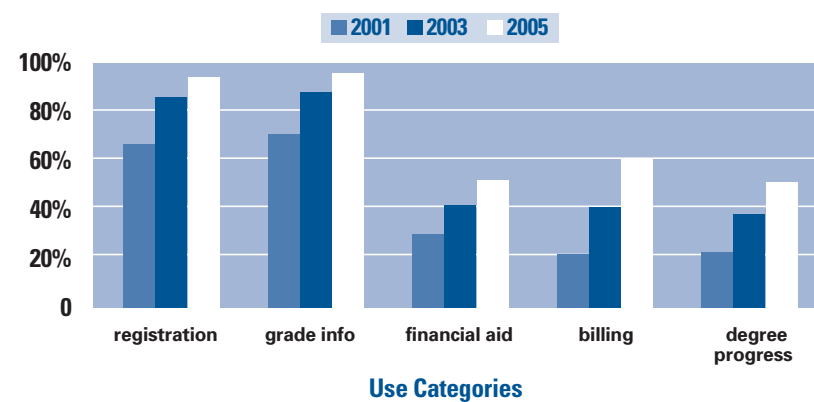
PERSONAL PRODUCTIVITY

- A third of CSU campuses provide full wireless connectivity in their libraries. About one-fourth of the campuses offer various degrees of wireless access from classrooms and other instructional sites.
- Approximately two-thirds of all classrooms in the CSU are now equipped to support the use of multimedia instructional resources. All of the classrooms on five of the smaller campuses are “smart.”
- In 2001-02, only three campuses were able to provide network connectivity at the standard defined in the CSU baseline technology infrastructure standards. By the end of 2004-05, 16 campuses were doing so, a gain attributable largely to the campus backbone network improvements funded through the Technology Infrastructure Initiative (TII).

MASTER PLAN

- In 2004-05, 10,895 FTES were earned through all distance learning modalities, or 3.5 percent of the system total. Of these, the share attributable to asynchronous (online) instruction was 3,762.

System Profile: Student Use of Student Information System



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.

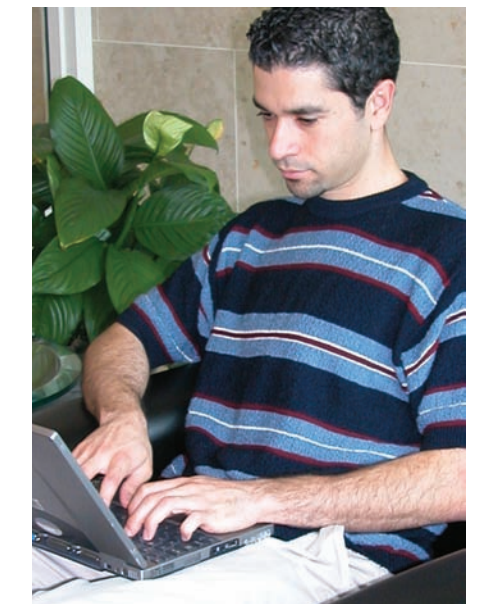
In spring 2006, the CSU will observe the 10th anniversary of the adoption of its Integrated Technology Strategy (ITS). During that period, the ITS pyramid shown on page 2 of this brochure has served as the orienting framework for technology planning in the system, and for implementation of a broad series of academic, administrative, and infrastructure initiatives. Following is a brief overview of the ITS progress to date and a summary of major achievements for 2004-05.

The ITS developed from the vision of the CSU presidents to leverage the power of information technology as a strategic tool for achieving broader institutional goals and objectives. They decided to treat technology as a capital investment with a priority greater in some cases than that of new buildings.

The foundational ITS initiatives established a baseline technology infrastructure on all CSU campuses. That infrastructure has five major components: the physical backbone of wiring and electronic media; access to workstation hardware and core application software; access to intra- and inter-campus network information resources; technical support services for students, faculty, and staff; and IT training for students, faculty, and staff. As planned, in June 2005, buildout of the physical infrastructure was completed on nine campuses, and was well underway on the remainder. In addition, implementation of the Common Management System (CMS) suite of administrative software is in its final stages. The balance of the “first wave” ITS initiatives have been fully institutionalized.

Over the next few years, emphasis will focus on two areas: implementing a “second wave” of academic initiatives and developing new strategies for addressing unmet technology needs not envisioned in the original ITS plan.

The new academic initiatives recommended by a wide range of CSU stakeholders include: using technology to facilitate student success and reduce the need for remediation; lowering the



Integrated Technology Services
 CSU Office of the Chancellor
 401 Golden Shore
 Long Beach, CA 90802
<http://its.calstate.edu>



cost and increasing the accessibility of digital content; developing an integrated technology architecture that permits faculty and students to more easily use the digital content and technology tools; and greater integration of student information and administrative systems.

THE CSU INTEGRATED TECHNOLOGY STRATEGY

The ITS contains three major components: academic goals and initiatives, administrative goals and initiatives, and the technology infrastructure, which is the enabling mechanism that permits implementation of those initiatives and achievement of their goals.

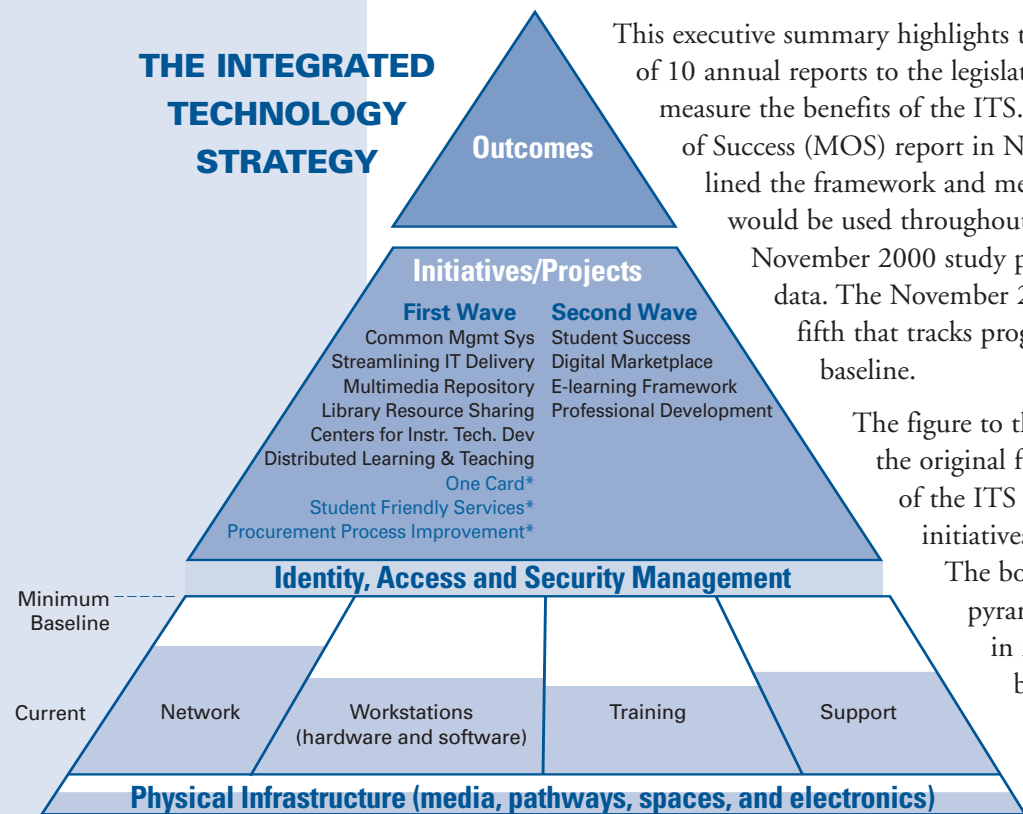
Specifically, the MOS reports track progress in four outcome categories:

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

MEASURES OF SUCCESS

This executive summary highlights the seventh in a series of 10 annual reports to the legislature that describe and measure the benefits of the ITS. 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. The November 2005 report is the fifth that tracks progress against that baseline.

The figure to the left shows both the original first wave initiatives of the ITS and the second wave initiatives adopted in 2004. The bottom layer of the pyramid depicts progress in meeting minimum baseline standards for each of the five elements of the IT infrastructure.



*Fully implemented initiative; no longer reported.

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 in resources and services, and how individuals use and evaluate them.

HIGHLIGHTS OF 2004-2005 SUCCESS MEASURES

EXCELLENCE IN TEACHING AND LEARNING

- The number of classes (course sections) supported by Web-based learning management systems (LMS) in the CSU grew from 2.8 percent in 1999-2000 to more than 25 percent in 2004-2005. Enrollments in these classes increased six-fold over the same period, from under 10,000 to more than 60,000.
- The Electronic Core Collection (ECC) is a set of bibliographic and full-text electronic information resources that support the common curricula at a majority of, though not necessarily all, CSU campuses. Since the FY 1999/2000 report, the cost per usage for the total ECC declined by more than half. ECC usage rose 22.4 percent while cost increases grew by 10.8 percent over the previous year. For FY 2004/05, the cost avoidance attributable to the ECC program is estimated to be just under \$650,000.
- Multimedia Educational Resource for Learning and Online Teaching (MERLOT) has grown in quantity and quality in each of the five years since the first Measures of Success report was published. The number of learning applications available by the end of FY 2004/05 was 12,108, exceeding the 10,000 targeted for 2008.

ADMINISTRATIVE PRODUCTIVITY AND QUALITY

- By the end of FY 2004/05, 21 campuses had implemented the CMS/PeopleSoft financial information software; 21, the human resources application; and nine, the student administration system.
- Student use of administrative information systems grew substantially over the six-years. Satisfaction with these systems was quite high among students over the same period. (The data reflect a combination of both CMS and legacy systems.)
- In 2004-05, an estimated cost avoidance of \$14.62 million was realized due to administrative system data center consolidation.

