California State University, Chico

2009/2010
Information Resources
Performance Report

August 2010
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Executive Summary – Accomplishments 2009/10

The mission of Information Resources is to provide technologies, resources, and services to support learning, research, and the business operations of the university.

In fulfilling this mission, Information Resources aligns its resources with the Campus Strategic Plan, the Campus Information Technology Plan, and the Academic Plan. The following report details how programs and actions have supported these plans and how this support is demonstrated through a set of performance indicators. Included in the report are specific outcomes related to the Academic Plan and the IT Strategic Action Plan.

Like 2008-2009, Fiscal Year 2009-10 can be characterized as a period of adjustment, reorganization, and innovation to meet increasing needs with decreasing resources. Some of the major developments over the past year include:

**Academy e-Learning** – The Technology and Learning Program, in cooperation with Deans, Faculty and Academic Affairs, provided needed support for the first cohort to successfully launch their redesigned courses in the Spring 2010. Based on our first experience, we revised our approach and will continue to provide support to this effort.

**New University Homepage** – The re-designed University Web page launched in March 2010 with Information Resources and Advancement partnering to lead the multi-year effort. As the prime medium for communication with both internal and external audiences our Web site is now more representative of our campus, the content is clear and accessible and the site works in a more modern and effective way.

**Library as a Space** – The multi-year plan for library space was updated to include a number of projects to use the library building as a highly effective learning space. In Spring 2010 the first floor former Limited Loan area was remodeled and new flexible study furniture was ordered to increase student study areas. Additional projects will be completed in Fiscal Year 2010/11 including re-carpeting on the fourth floor.

**Data Center Resilience** – A number of initiatives were completed to improve enterprise services running in the data center. A new backup and recovery architecture was put in place to improve data recovery time and to reduce the time and storage requirements of system back-ups. Some redundant systems were brought on-line in MLIB 106 to maximize the usefulness of the network, reduce the amount of annual network and system downtime, and assist in reaching Service Level Agreement (SLA) commitments.

**Improved service support** – This year we continued our transformation in terms of how we organize and provide IT support services. A major reorganization of User Services and Student Computing was completed and the new organization, Information Technology Support Services (ITSS), was brought together based on IT Service Management (ITSM) principles. This new organization results in benefits in terms of standardization of support and efficiency of staffing. ITSS also implemented a new system for handling service requests, Footprints, based on redesigned their support processes.

Despite budget challenges, Information Resources continued to improve internal operations and provide quality services to the campus community.
Looking Forward – 2010/11

During the upcoming year, Information Resources will focus on the following issues.

**Strategic planning** – We will be kicking off the fourth campus IT strategic planning effort in fall 2010 for completion by fall 2011. This will be an inclusive process that will be focused on the long term outcomes desired by faculty, staff, and students.

**Learning Management Systems** – We will lead the analysis and selection process for a new learning management system (LMS) to replace BlackBoard Vista. The selection process must involve faculty, students, and support staff with our goal being the creation and the communication of a road map for migration to a new system.

**Academic Computing Support** – We will explore and pilot collaborative technologies that enhance instruction while containing IT costs. Specifically we will work with the colleges on cooperative developments in data center support, virtual server technology, Apple server centers, and virtual labs.

**Course development** – We will increase support for innovative course development through the Academy e-learning program, college collaboration, and individual faculty instruction.

**e-learning materials** – The ongoing wave of electronic content and associated devices requires continual evaluation of how we shape information services for our students. Specifically in the coming year we need to determine how various providers of e-books, e-text, e-journals, and other e-learning materials can work together provide effective and accessible content.

**Distance/Online learning technologies** – All partners (IRES, Continuing Ed, and colleges) will be collaborating on how distance technologies can meet the needs of the students and faculty with a minimum of duplication.

**Collaborative administrative technology solutions** – We will collaboratively focus on common supportable technologies such Oracle and Microsoft as well extending the value of current systems such as Numara Footprints, Microsoft SharePoint, and ImageNow.

**Staff development** – To recognize the value of our staff, we will focus on training in IT Service Management, business process redesign, desktop productivity, and common technical skills.

**Sustainability** – We will continue to reduce the IT carbon footprint through more efficient technology and the reduction in duplicate technologies across the campus.

**Web site** – We will complete the shift of the campus Web site to new accessible and supportable templates.

**Infrastructure** – As funds allow we will continue to upgrade wiring in buildings (e.g. MLIB, Kendall, O’Connell) that were not built out to standard.

Achieving the above goals will require all aspects of the IT and functional user communities to work together towards a more efficient and effective University.
Information Resources 2009-2010 Goals/Outcomes
In Response to the Academic Affairs Plan

Goal #1 Enhance Student Learning-both inside and outside the classroom

Provide Superior Support Systems

Goal: In consultation with faculty, follow up the LMS crossroads discussion and begin the first steps toward replacing BlackBoard Vista.

Desired outcome:
- A roadmap for migration to a new Learning Management System is established and aging Vista hardware is replaced with hardware that can transition a new system.

Results:
- This process was begun last year with a faculty/staff LMS Crossroads Committee. The group was reaching the conclusion that Angel was a preferred system when BlackBoard bought the company. We have kicked off a new Crossroads Committee that is tasked with reaching an acquisition decision by end of Fall 2010.

Goal: Continue to build the e-Learning Academy.

Desired outcome:
- Based on an assessment of the Summer 09 Academy, we provide needed support for the first cohort to launch their classes in Spring 10, and we start work with a new cohort January 2010.

Results:
- The first cohort was deemed to be successful. Based on the first experience, we revised our approach and the Spring 2010 group appears to be off to a great start.

Goal: Begin to implement a multi-year library space plan to improve the use of the library building as a highly effective learning space.

Desired outcome:
- Remodel first floor former Limited Loan area and shift collections to maintain student study areas. A roadmap will be developed for other space improvements as funds allow.

Results:
- A roadmap for space improvements has been produced and we have begun to implement the plan.
  - A new laptop centered study space has been created on the first floor with comfortable lounge seating and study tables that maximize access to electricity
  - Index stacks were replaced by study space in the open well lighted atrium on the second floor
  - Additional stacks were added on the third floor. A major stack shift is almost completed which will allow for growth in the Main Collection for at least ten years
  - Fourth floor carpeting has been installed
  - New flexible student study furniture has been ordered for the first and fourth floors allowing students to create their own study space configurations
  - Conversion of three staff offices into NetStudy rooms is underway
Ensure access to the most effective information and learning resources

Goal: Carry out a pilot project to deliver films in the Humanities by streaming video to the classroom and personal computing devices.

Desired outcome:
- An assessment as to whether such a delivery service model is effective and technically feasible.

Results:
- Video streaming of a Humanities film collection was tested. There were no major technical difficulties but the pilot was cancelled. Faculty found that the collection did not meet the needs of their classes or their students. We will continue to seek opportunities for providing access to video streaming collections, but their content must fit tightly to the curriculum to justify the cost.

Goal: Strengthen and promote reference service delivery to on and off campus users through new services, communication tools, and staffing models.

Desired outcome:
- More effective use of Reference Librarian time to provide research and information services to the campus community.

Results:
- The library has assessed and changed the way we provide reference services. It was decided that we could staff the reference desk with a single librarian with additional librarians in their offices providing online chat assistance. This was a critical change given the reduced number of librarians.

Goal # 2: Nurture excellence in faculty and staff

Recruit, develop, and retain a diverse, excellent faculty and staff

Goal: Increase the knowledge and skills of our faculty and staff through on campus opportunities.

Desired outcome:
- Our staff will develop needed skills, expertise, and knowledge through collaborative learning opportunities with other members of the campus community.

Results:
- Information Resources continued to make significant training investments in our technical staff as well as technical staff across the campus. The specifics will be provided in the annual performance report.
Goal # 3: Educate for a sustainable global society

Assist the University to serve as a model sustainable campus

Goal: Working jointly with other units on campus, decrease IT power requirements.

Desired outcome:
- A documented decrease in power consumption that will serve as a model for sustainability.

Results:
- Information Resources implemented a variety of power reduction strategies over the last three years that are now cumulatively saving $160,000-180,000 per year

Goal # 5: Strategically manage resources in support of mission, shared values, and vision

Marshal resources to achieve mission, vision and goals

Goal: Manage Information Resource’s expenditures down (or close to) the reduced base budget.

Desired outcome:
- By the end of FY 2009/2010 our committed expenditures for FY 2010/2011 with salary adjustments will be close to the FY 2009/2010 base allocation plus expected revenues in the coming year (note this is dependent on the size of the budget reduction).

Results:
- We are reviewing the end of year data, but we believe we have achieved this goal through staff and librarian reductions.

Goal: Devoting resources to support a University Web site overhaul.

Desired outcome:
- IRES will be instrumental in the successful redesign and rollout of an improved University Web site.

Results:
- Information Resources reassigned $160,000 in staff and took leadership in rolling out a new University Web site. Advancement was a strong partner in this successful effort.

Align all resources to achieve mission, vision and goals

Goal: Implement the new Information Resources Strategic Plan to align resources to meet the most critical campus needs for information, resources, and technology.

Desired outcome:
- Critical services and development will continue despite the budget reductions. Other services and development will be reduced.

Results:
- Guided by the Information Resources Strategic Plan and the Campus IT Strategic Plan, IRES submitted five reorganization plans that reduced costs by $218,000 annually while strengthening our services.
Goal: Increase security on servers across the campus and decrease duplication of server resources.

Desired outcome:
- The cost to maintain secure server resources across the campus will be reduced. This does not necessarily mean that overall server costs will be reduced, rather that the cost to bring all existing servers up to appropriate security levels will be reduced.

Results:
- A server security dashboard was developed in Insight to inform system owners of the risk level of servers in their area. As of June 2010, over 71% of campus servers are low risk (up from 44% in June 2009) and less than 9% are high risk (down from 16% in June 2009). Over this time the total number of servers increased by approximately 24.

Goal: Bring the campus into compliance with PCI credit card regulations.

Desired outcome:
- Working with Business and Finance, we will put a system in place to assure the use of credit cards by all units on campus will meet industry set security levels.

Results:
- Due to the complexity of our payment card processing environment, our efforts to comply with PCI DSS are on-going. We identified a management team responsible for PCI compliance, who in turn identified technical and business resources in each area to work through compliance issues. Our goal is to complete PCI self-assessments and report results to our acquiring banks by the end of 2010.

Goal: Develop a more common model for secure identity/access management that that will enable more effective business processes.

Desired outcome:
- A multi-year project that will provide a more cost effective way to manage security roles and access to campus services. (This goal requires support across major units on campus and may require some shifting of resources across unit lines).

Results:
- A project has been initiated to build an on-line infrastructure for requesting, approving, tracking and auditing user access to systems. This infrastructure is scheduled to support CMS user access by spring 2011 and at that time we will discuss leveraging the solution for other campus systems. Additional work in the area of identity/access management is expected in the 2010/2011 year and beyond.
Demonstrate organizational effectiveness

Goal: Maintain and improve where possible IT infrastructure and support services despite dramatic budget reductions.

Desired outcome:
- Reorganize staff, technology, and facilities around a best practices framework for IT Service Management (ITSM) in order to support at least base-level faculty, staff, and student IT needs. (Results must be measured against the depth of the budget reduction).

Results:
- This year’s major reorganization of User Services to Information Technology Support Services was based on the ITSM framework. This reorganization and implementation of a new service management tool (Footprints) will allow us to improve service even as we reduce staff. As part of building a culture of ITSM we funded a three day campus training session for nineteen staff representing three of the campus divisions.

Foster a culture of evidence-based planning and decision making across all units

Goal: Increase availability of information to support evidence based planning and decision making at the unit and institutional levels.

Desired outcome:
- Continued development of the enterprise data warehouse will provide a measurable increase in the use of report data, and a roadmap will be developed to set our development directions for the next two years.

Results:
- We have continued to build the warehouse tables and infrastructure to support reporting needs across the campus, including data dashboards to support admissions. We have produced reports on the use of the warehouse for reporting, and these will be analyzed in the annual performance report.
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Aligning with the Future 2009-2010 Action Plan Outcomes
In Response to the IT Strategic Plan

Theme A – Teaching and Learning
Provide support for the redesign of curricula to maximize our investment in technology and assure students access to the electronic resources that support curricula.
Enhance the teaching and learning experience by supporting diverse and innovative use of a state of the art learning management system.

CSU, Chico’s Strategic Plan Priority 3
Create a high quality learning environment focused on student success by providing faculty with the technology tools and support necessary for the delivery of instruction.

<table>
<thead>
<tr>
<th>Action Item Outcomes</th>
<th>Campus Benefit</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Blackboard Vista Faculty Self-Service Application</td>
<td>Provides better service to faculty, allowing them to accomplish tasks immediately that previously required hours.</td>
<td>September 2009</td>
</tr>
<tr>
<td>✓ Academy e-Learning (cohort I)</td>
<td>Provides technical support to faculty exploring ways of increasing the quality, effectiveness, and experience of students in large enrollment or multi-section courses.</td>
<td>June 2010</td>
</tr>
<tr>
<td>✓ LibGuides</td>
<td>Provides Librarians a tool to quickly create and update subject or class guides to help lead students to valuable resources.</td>
<td>October 2009</td>
</tr>
<tr>
<td>✓ Move e-Reserves into the Learning Management System (LMS)</td>
<td>Consolidates all course material in one place so that students don’t need to know reserve number. Promotes use of LMS.</td>
<td>May 2010</td>
</tr>
</tbody>
</table>

Theme B – Information Literacy
Assure that all students achieve basic and discipline-based information literacy skills and that students understand their responsibilities related to the ethical use of information.

CSU, Chico’s Strategic Plan Priority 3
Ensure student success throughout their university experience, promote critical thinking skills, and create life-long learning behaviors by providing the basic skills and training necessary to expose students to available sources of information, its relevance and reliability, and the ethical use of that information.

<table>
<thead>
<tr>
<th>Action Item Outcomes</th>
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<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ ReSEARCH Station Remodel</td>
<td>Provides better navigation and searching features; updated look; new paths to content.</td>
<td>September 2009</td>
</tr>
<tr>
<td>✓ UNIV101C Support</td>
<td>Teaches one third of our incoming freshmen how to find, evaluate, and use information for college level research.</td>
<td>October 2009</td>
</tr>
</tbody>
</table>
**Theme C – Electronic Learning Infrastructure**  
Assure that all students, faculty, and staff have access to appropriate information and instructional technology both inside and outside of the classroom.

*CSU, Chico’s Strategic Plan Priority 3*

Accommodate the technology needs of faculty, students, and staff by implementing, maintaining, and continuously refreshing the basic building blocks of the technology environment.

<table>
<thead>
<tr>
<th>Action Item Outcomes</th>
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<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Shibboleth Implementation</td>
<td>Enables CSU, Chico to make use of the system-wide identity management infrastructure.</td>
<td>August 2009</td>
</tr>
<tr>
<td>✔ Avamar Backup and Recovery Architecture</td>
<td>Improves data recovery time, from hours to minutes. De-duplicates data allowing for back-up of far more information in less time and using less storage.</td>
<td>October 2009</td>
</tr>
<tr>
<td>✔ Incident Management – Footprints (Remedy Replacement)</td>
<td>Simplifies problem workflow for rapid routing and quick resolution of customer problems. ITIL based service principles will assist in future implementation of service standards. Enhances metrics reporting for daily and campus wide measurement of services.</td>
<td>December 2009</td>
</tr>
<tr>
<td>✔ ITRP2 Network Upgrade</td>
<td>Upgrades all state buildings to common baseline equipment standards developed by the CSU.</td>
<td>January 2010</td>
</tr>
<tr>
<td>✔ Foundation/AS Wireless</td>
<td>Provides the capability for the same service level across all campus wireless.</td>
<td>February 2010</td>
</tr>
<tr>
<td>✔ Foundation/AS Building Network Upgrades</td>
<td>Increases speed, security and maintainability for 25 Main St, 35 Main St and the BMU.</td>
<td>March 2010</td>
</tr>
<tr>
<td>✔ MLIB 106 Network</td>
<td>Minimizes downtime for some enterprise system/services, maximizes the usefulness of the network as designed, can reduce the amount of annual network downtimes, and assists in reaching SLA commitments.</td>
<td>March 2010</td>
</tr>
<tr>
<td>✔ Upgrade Library Catalog</td>
<td>Improved navigation and functionality of the Library Catalog.</td>
<td>December 2009</td>
</tr>
</tbody>
</table>
Theme D – Enterprise Information Management Systems

Assure that all learning and business processes and administrative services are supported by an effective and reliable information technology infrastructure.

Assure that our student services and other university services are continuously improved through the wise use of technology.

CSU, Chico’s Strategic Plan Priority 3

Information systems that support the university community will be maintained and enhanced to meet academic and business process requirements, provide technology tools that maximize faculty, student and staff time, provide access to institutional data for effective decision making, enable access to student services, and employ security standards that protect the privacy and confidentiality of all data.

<table>
<thead>
<tr>
<th>Action Item Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>✔ DSS Accommodation System</td>
<td>Streamlines process for students and staff to more effectively request accommodations and track requests.</td>
<td>January 2010</td>
</tr>
<tr>
<td>✔ Campus Web Home Page Redesign</td>
<td>Improves campus utilization of Web technology through effective Web site development services. Campus now understands how the Web can be used for recruiting students and faculty along with other uses.</td>
<td>March 2010</td>
</tr>
<tr>
<td>✔ Web Content Management – Phase II: migrating initial sites</td>
<td>Improves staff efficiency for maintaining current Web content. Improves change management practices for Web content. Improves consistency of Web look and feel. Improves campus compliance with Web accessibility and ATI.</td>
<td>January 2010</td>
</tr>
<tr>
<td>✔ Exchange 2007</td>
<td>Improves availability, scalability and clustering. Enables increased user quotas. Improves user experience through improved Web client (more closely mimics desktop client), supports SharePoint.</td>
<td>January 2010</td>
</tr>
<tr>
<td>✔ Server Risk Dashboard</td>
<td>Increases visibility of server security across the entire campus.</td>
<td>January 2010</td>
</tr>
<tr>
<td>✔ SharePoint Phase 1</td>
<td>Provides document management and collaboration functions. Allows us to determine the performance and capacity needs of the production deployment.</td>
<td>May 2010</td>
</tr>
<tr>
<td>✔ Student Field Trip Waivers</td>
<td>Provides easier access to waiver forms for students and faculty. Enables better process compliance and storage of forms.</td>
<td>June 2010</td>
</tr>
</tbody>
</table>
Theme E – Information and Knowledge Management
“… use technology to support the assessment of student outcomes and institutional effectiveness.”
CSU, Chico’s Strategic Plan Priority 3
Promote continuous improvement in institutional effectiveness and student outcomes by implementing technologies that support academic and administrative assessment of programs, systems, and initiatives.

<table>
<thead>
<tr>
<th>Action Item Outcomes</th>
<th>Campus Benefit</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Admissions Operational and analytical dashboards</td>
<td>Provides a set of graphs for Admissions which gives an at-a-glance visual of how they are performing in relation to their targets. Also provides drill through capability that breaks down admission data into categories requested showing more details.</td>
<td>October 2009</td>
</tr>
<tr>
<td>✓ Ad Hoc Reporting Tool</td>
<td>Provides an Excel-based query tool which enables users to slice and dice information in various ways. Reliable data is provided by a developer from a pre-defined data set. This represents a partial replacement for Brio functionality and analysis will continue to determine how to deliver enhanced functionality to financial users.</td>
<td>October 2009</td>
</tr>
<tr>
<td>✓ STEPS Data Integration – Phase 2</td>
<td>Integrates assessment tool into the credential process allowing credential staff to use one tool to validate their credentialed students.</td>
<td>April 2010</td>
</tr>
<tr>
<td>✓ Warehouse Stabilization</td>
<td>Ensures a more stable warehouse infrastructure through updated processes.</td>
<td>On-going</td>
</tr>
</tbody>
</table>
Information Resources
Performance Indicators/Assessment Analysis

Information Resources collects data to respond to a number of surveys including the Library Annual Statistics survey, the Educause Core Data survey, and the Greene Campus Computing Project. This year the Library also participated in LibQUAL +, a nationwide research and development project undertaken to define and measure library service quality across institutions. In addition to the Chancellor’s Office and national technology surveys, Information Resources also performs biennial faculty and staff technology use and satisfaction surveys (2001, 2003, 2005, 2007, and 2009). The next faculty and staff technology use and satisfaction survey will be conducted in spring 2011.

Performance areas identified as supporting the Information Resources strategic plan, Aligning with the Future, Themes A-E include:

- **Teaching and Learning - Theme A**
  - Learning Management System Utilization and Satisfaction
  - Library Resources
  - Library Utilization
- **Information Literacy – Theme B**
  - Literacy Training
- **Learning Infrastructure – Theme C**
  - Computer Hardware/Workstations
  - Technology Training
  - Network Performance
  - Smart Classrooms
- **Enterprise Information Management Systems – Theme D**
  - Security
  - Portal
- **Information and Knowledge Management – Theme E**
  - Enterprise Warehouse implementation

Assessment indicators have been identified for each performance area in the Action Plan and a subset of performance measures follows. These performance measures serve to demonstrate the ability of information technology to meet the needs of the campus community through the delivery of support and services.
### Theme A
#### Teaching and Learning

<table>
<thead>
<tr>
<th>Indicators/ Measures</th>
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</table>
| Learning Management System  
*Provide diverse learning environments that offer access anytime, anyplace, anyhow*  
- LMS course sections compared to all course sections (with enrollments) offered during the year  
- Satisfaction with the Learning Management system |

### Assessment/ Analysis/ Comments

The Learning Management System (LMS) is a critical part of the Chico learning infrastructure. 59% of course sections are actively using the Learning Management System.

The percentage of courses actively utilizing the Learning Management System has increased more than 5% from last year.

Satisfaction with the LMS has dropped slightly but remains relatively steady at a 75% approval rate.

Several survey comments indicate there are ongoing issues with Vista (…it is very unwieldy, slow, and unpleasant to use). Others found Vista to be a helpful option for delivering course content (…the more I use Vista in my sections, the happier I am).

Analysis is proceeding to define the functionality of the next generation of learning management tools.

*Next bi-annual survey to be conducted in Spring 2011.*

### Graphs

**Utilization of Learning Management System**  
Percentage of Course Sections Active in LMS

**Faculty Satisfaction with the Learning Management System**  
(WebCT/Vista)
## Theme A
### Teaching and Learning

<table>
<thead>
<tr>
<th>Library Resources</th>
<th>Indicators/ Measures</th>
</tr>
</thead>
</table>
| Provide electronic resources in all formats to meet the teaching, learning, and research needs of the campus community | • Visits to Meriam Library and the ReSEARCH Station  
• Electronic article views |

## Assessment/ Analysis/ Comments

The Library remains an important destination, both physically and virtually, with over 870,000 visits to the building and over 610,000 visits to the ReSEARCH station.

In 2009/10 we redesigned the ReSEARCH station to include a federated article search and instant messaging help.

There were 858,719 electronic article views, a decrease from the prior year, but on trend the three years prior.

The significant increase in article views in 2008/09 year has been attributed to a single database which we feel may be an error in the statistics from the vendor.
### Theme A
**Teaching and Learning**

<table>
<thead>
<tr>
<th>Indicators/Assessment Instrument</th>
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<tr>
<td>Library Utilization</td>
</tr>
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</table>

*Provide electronic resources in all formats to meet the teaching, learning, and research needs of the campus community*

- Satisfaction with the quality of library resources and services
- Borrowing from other libraries

### Assessment/Analysis/Comments

The faculty perception of the quality of library resources and services shows a slow but steady growth peaking in 2009 with over 80% of the faculty expressing their belief that the quality of Library resources and services at CSU, Chico are beneficial.

Survey comments indicate faculty would like to see even more electronic resources available (…don’t think the library subscribes to enough online resources). Others felt the library electronic collection served their needs (…online collections are fairly good and has important things within easy reach, such as the online OED).

*Next bi-annual survey to be conducted in Spring 2011.*

Interlibrary loan requests filled decreased slightly with 8,197 completed. Despite a large electronic journal collection, the demand for Interlibrary Services remains stable.

Patron survey comments reflected satisfaction with the Library loan process (…the superb staff at InterLibrary Loan and the front desk…).

### Graphs

**Faculty Satisfaction with Quality of Library Resources & Services**

- No Benefit
- Little to no benefit
- Neutral Benefit
- Some to major benefit
- Major Benefit

**Borrowing from Other Libraries for Chico Community**
### Theme B
**Information Literacy**

**Indicators/ Measures**

- Information Literacy student participants
- Pre and post test results for Information Literacy in UNIV 101

#### Assessment/ Analysis/ Comments

Librarians presented 193 research sessions to 5,044 students, an increase from 4,848 students in the prior year.

Over time, the number of librarians available to collaborate with specific departments has been reduced resulting in less students receiving information literacy instruction per year.

Chico’s first-year experience course (UNIV101) embeds Information Literacy in an extended inquiry project requiring students to do research on self-developed questions related to themes. Librarians conduct two research sessions with each section focused on their projects. Students complete a pre and post Information Literacy test with the results showing that the combination of a focused assignment and librarian led instruction improves students’ knowledge of college level research.

#### Diagrams

**Information Literacy Student Participants**

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/06</td>
<td>8000</td>
</tr>
<tr>
<td>2006/07</td>
<td>7000</td>
</tr>
<tr>
<td>2007/08</td>
<td>6000</td>
</tr>
<tr>
<td>2008/09</td>
<td>5000</td>
</tr>
<tr>
<td>2009/10</td>
<td>4000</td>
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**Information Literacy Test Results - Pre and Post**

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/09</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>2009/10</td>
<td>40%</td>
<td>60%</td>
</tr>
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### Theme C  
**Learning Infrastructure**

<table>
<thead>
<tr>
<th>Indicators/ Measures</th>
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<tbody>
<tr>
<td>• Quality of faculty, staff, and student workstations on campus compared to Integrated Technology Strategy (ITS) baseline standards. Hardware and software are current and meet standards if they are purchased three years prior to the end of the reporting period.</td>
</tr>
<tr>
<td>• Satisfaction with desktop workstations</td>
</tr>
</tbody>
</table>

### Assessment/ Analysis/ Comments

77% of faculty workstations, 85% of staff workstations, and 86% of centrally provided student workstations meet or exceed the current system wide ITS baseline standards. 547 faculty/staff computers and 481 central lab computers were purchased this year.

Campus computing refresh funds were used strategically this year to maintain currency of faculty and staff workstations and increase currency of central lab computers to earlier levels.

*Next bi-annual survey to be conducted in Spring 2011.

Faculty and staff workstation satisfaction declined since the 2007 survey. This correlates with the decline in the number of workstations meeting the ITS baseline standards. As funding for the computer refresh program increases, the expectation is that satisfaction percentages will improve.

Several survey respondents spoke to issues with desktop workstations (…desktop computer a constant source of frustration). Others highlighted problems with inadequate equipment in classrooms and labs (…absence of computers, projectors, speakers and screens in the classrooms and laboratories is absolutely unconscionable).

*Next bi-annual survey to be conducted in Spring 2011.
### Theme C  
**Learning Infrastructure**

<table>
<thead>
<tr>
<th>Training and Support</th>
<th>Indicators/ Measures</th>
</tr>
</thead>
</table>
| Invest in faculty and staff by providing technology training. Provide software, hardware, and networking support for faculty, staff, and students | • Faculty and Staff Instructor-led information technology courses / participants  
• Faculty and Staff with satisfaction with work-related technology training |

<table>
<thead>
<tr>
<th>Assessment/ Analysis/ Comments</th>
</tr>
</thead>
</table>
| More than 200 technology workshops were offered with over 475 faculty and staff participants. Faculty workshops include training on the Learning Management System (LMS) as well as others provided by TLP. Additional courses are offered to all campus staff on the use of desktop productivity tools, CMS/PeopleSoft, and Web authoring.  
Fewer new systems and tools were implemented in 2009/10 resulting in a decrease in overall training provided. A new Web content management system was rolled out and training on this system makes up a good portion of the workshops offered.  
As faculty become more familiar with the new LMS, participation in courses and the number of courses has decreased. CMS/PeopleSoft modules in use have not changed significantly this year requiring less training for staff to remain current. The next few years will see changes in both PeopleSoft and the LMS software that will require additional training sessions.  
Survey comments supported campus training efforts (…ample training available for the programs I am required to use…) while others saw room for improvement (…limited training opportunities available … ‘Overview of Office 2007’ training only offered during lunch!). |

*Next bi-annual survey to be conducted in Spring 2011.*

![Faculty/Staff Instructor-Led Technology Workshops](image-url)

![Satisfaction with Work Related Technology Training](image-url)
### Theme C
#### Learning Infrastructure

<table>
<thead>
<tr>
<th>Indicators/ Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average network availability</td>
</tr>
<tr>
<td>Faculty satisfaction with wireless connectivity on campus</td>
</tr>
</tbody>
</table>

### Network Performance

*Expand and manage the network to meet future expectations for voice, data, wireless, and video needs*

#### Indicators/ Measures

- Average network availability
- Faculty satisfaction with wireless connectivity on campus

#### Assessment/ Analysis/ Comments

Core services and access to the Internet had very high availability with over 99.8% up-time. The slight dip in availability in 2009/2010 is attributable to unplanned power outages to the datacenter/campus in December and May.

Survey responses indicated a 78.5% satisfaction rate for wireless connectivity. As we continue building out our wireless infrastructure, faculty concerns (…there is no wireless access in my area…) will be addressed.

Currently the only area without wireless coverage is the residence halls. Thirty-five Main and the Bell Memorial Union have partial wireless coverage, with work being done toward full coverage. Outdoor areas have not been specifically targeted; however, every building has a coverage footprint around it.

*Next bi-annual survey to be conducted in Spring 2011.*
## Theme C
### Learning Infrastructure

### Smart Classrooms

*Provide reliable and quality classroom technology that meets the needs of the students and faculty*

- Smart classroom accessibility
- Satisfaction with “Smart” classrooms

### Assessment/ Analysis/ Comments

There are 102 centrally scheduled “Smart” classrooms which equates to approximately 84% of ITS baseline standard defined centrally scheduled classroom space.

Demand for “Smart” classroom space remains high with interest expressed in converting labs and conference spaces.

Survey responses demonstrate that 67.9% of faculty members have access to a “Smart” classroom when needed which validates the large number of comments referencing the shortage of “Smart” classrooms on campus.

Budget constraints precluded building out additional “Smart” classrooms this year.

*Next bi-annual survey to be conducted in Spring 2011.

Faculty satisfaction with “Smart” classrooms is high as more lecture spaces are converted. In Spring 2009, 80% of faculty surveyed responded that they are somewhat to very satisfied with the configuration of “Smart” classrooms. The overall drop in satisfaction may be related to the increasing unmet demand of classroom technology.

The majority of survey comments focused on the shortage of “Smart” classrooms (…not enough smart classrooms in our building…) rather than the quality of the equipment in the rooms (…smart classrooms are excellent).

*Next bi-annual survey to be conducted in Spring 2011.

### Graphs

#### Faculty Have Access to a Smart Classroom When Needed

- Spring 2007
- Spring 2009

#### Faculty Satisfaction with Smart Classrooms

- Spring 2001
- Spring 2003
- Spring 2005
- Spring 2007
- Spring 2009
| Theme D  
Enterprise Information Management Systems | Indicators/ Measures |
|-----------------------------------------------|----------------------|
| Security                                       | • Security training offered by the Information Security Office  
• Border firewall exemptions. Measures protection from unauthorized access through the network from outside of the campus |

### Assessment/ Analysis/ Comments

The Information Security Office continues to offer training to staff, faculty and student employees. System Security Meetings are one of the most successful programs with an average attendance over 35.

Campus servers with a high risk category (red) were reduced 10% year over year from 15% high risk to 5% high risk. This reduction in risk required the hard work of both Information Security Office personnel and server administrators across campus.

### Graphs

#### 2009/2010 Information Security Training

<table>
<thead>
<tr>
<th># Events</th>
<th>Event Type</th>
<th>Attendance</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>System Security Meetings</td>
<td>363</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Foundstone Vulnerability Management Training</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Protect Yourself/Campus from Cyber Threats Training</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>New Hire Orientation</td>
<td>61</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>454</td>
<td>15</td>
</tr>
</tbody>
</table>

![Security Dashboard](image-url)
### Theme D
**Enterprise Information Management Systems**

<table>
<thead>
<tr>
<th>Indicators/ Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portal</td>
</tr>
<tr>
<td>* Deliver a portal and pathways to guide users to relevant teaching, learning, and business resources</td>
</tr>
<tr>
<td>* Expand Web based technologies to enable self service functionality for campus administrative and student activities</td>
</tr>
<tr>
<td>• Portal Usage measured by number of unique logins aggregated by day and the total number of logins for the year</td>
</tr>
<tr>
<td>• Satisfaction with self-service functionality</td>
</tr>
</tbody>
</table>

### Assessment/ Analysis/ Comments

<table>
<thead>
<tr>
<th>Graphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Chico State Connection Portal is the gateway to self-service functionality for faculty, staff, and students. The Portal was highly available to the users with uptime at 99.99%. Portal usage continues to grow as self-service opportunities expand. Students and faculty enter the learning management system (Vista) for coursework, faculty download class rosters and upload grades to CMS/PeopleSoft, and employees view their payroll and benefits information through the portal. Usage is expected to continue to increase as the Portal becomes the link to new tools and services.</td>
</tr>
</tbody>
</table>

Staff survey responses indicate that over 80% are somewhat or very satisfied with the self-service functionality available to them. In addition to the self-service information currently available, a major self-service application will soon be added allowing employees to access their online timecard using the portal. As more self-service and links to additional resources become available, it is imperative that the portal remains stable.

*Next bi-annual survey to be conducted in Spring 2011.*
<table>
<thead>
<tr>
<th>Theme D</th>
<th>Enterprise Information Management Systems</th>
<th>Indicators/ Measures</th>
</tr>
</thead>
</table>
| Common Management System | Support reliable standards-based enterprise-wide administrative and academic systems and services that provide the campus community with effective business processes | • CMS/PeopleSoft response time  
• CMS/PeopleSoft ease of use |

<table>
<thead>
<tr>
<th>Assessment/ Analysis/ Comments</th>
<th>Graphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS/PeopleSoft is supported by the Chancellor’s Office (CO) in conjunction with a hosted hardware strategy. Survey responses show a decreasing satisfaction with system response time. The CO staff is working on strategies for improvements system wide. Additional survey comments reflect corresponding frustration with PeopleSoft response time. *Next bi-annual survey to be conducted in Spring 2011.</td>
<td><img src="chart1.png" alt="Staff Satisfaction with the Speed or Response Time of CMS / PeopleSoft" /></td>
</tr>
<tr>
<td>Slightly more than half of PeopleSoft users find the systems easy to use. Vendor and CO updates scheduled over the next few years are focused on improving functionality and associated business processes. Local development efforts have been made to provide data/reports to the university community as well as improve business processes by automating manual procedures. Survey comments support the need for local development to augment PeopleSoft functionality (…the slowest and most cumbersome institutional software I’ve used…). *Next bi-annual survey to be conducted in Spring 2011.</td>
<td><img src="chart2.png" alt="Staff Satisfaction with the Ease of Use of CMS / PeopleSoft" /></td>
</tr>
</tbody>
</table>
**Theme E**  
**Knowledge Management**

<table>
<thead>
<tr>
<th>Indicators/ Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enterprise data warehouse report usage (queries run by</td>
</tr>
<tr>
<td>faculty, staff, and administrators)</td>
</tr>
<tr>
<td>• Satisfaction with Web-based reporting (“Insight”)</td>
</tr>
</tbody>
</table>

**Assessment/ Analysis/ Comments**

<table>
<thead>
<tr>
<th>Graphs</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Enterprise Data Warehouse Reports Run" /></td>
</tr>
<tr>
<td><img src="image2" alt="Staff Satisfaction with Web-based reporting" /></td>
</tr>
</tbody>
</table>

Over 83,000 reports were run against the enterprise data warehouse this year. Close to 350 faculty, staff, and administrators used “Insight” to view human resources, student administration, and financial data using parameter driven reports from the Enterprise Data Warehouse. This year, additional data from Financials, Alumni, and EOP sources were added to the warehouse. “Insight” also provides reports for Academic Program Review, Institutional Research, Course-Class, Deans, APO, and PS Security.

Enterprise Data Warehouse report usage via “Insight” is increasing as the demand for actionable data continues to grow.

The Enterprise Data Warehouse team works with campus developers and functional staff to provide Web-based reports from the enterprise data warehouse using “Insight”, the Chico version of the Microsoft Reporting Service.

Survey participants responded favorably to “Insight” with less than 10% of the staff demonstrating dissatisfaction with Web reporting functionality.

Survey data suggest more involvement by functional staff to fine tune reports might be helpful.

*Next bi-annual survey to be conducted in Spring 2011.*
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Financial Report
The chart below illustrates Information Resources state funding sources for fiscal year 2009/10.

The above chart does not include Reimbursed Activities and Foundation Contracts, Grants and Project funds.
The chart below illustrates how the Information Resources budget allocation for fiscal year 2009/10 is strategically directed to support and enhance campus technologies.

**NOTE:** Information Resources received $751,000 as a continued base allocation to Library Collections via Lottery Funding.
The chart below illustrates the Enterprise Technology Planning and Support budget expenditures for fiscal year 2009/10.

![Pie chart showing Enterprise Technology Planning & Support 2009/10 Expenditures]

*NOTE:* Total expenditures for the campus computer refresh project included upgrades to desktop machines in the amount of $93,354.
One-Time Provost Allocation Recap:

<table>
<thead>
<tr>
<th>Amount</th>
<th>One-Time Initial Allocations 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9,938</td>
<td>Assessment Coordinator</td>
</tr>
<tr>
<td>$1,000</td>
<td>New Faculty Incentive</td>
</tr>
<tr>
<td>$6,600</td>
<td>Tenured/Tenure Track Faculty Development</td>
</tr>
<tr>
<td>$1,800</td>
<td>Probationary Faculty Development</td>
</tr>
<tr>
<td>$9,938</td>
<td>CFA (.20 AY)</td>
</tr>
<tr>
<td>$150,645</td>
<td>Special Lottery Allocation</td>
</tr>
<tr>
<td>$10,000</td>
<td>Library Hours</td>
</tr>
<tr>
<td>$12,109</td>
<td>Technology and Learning Program (TLP) New Hire</td>
</tr>
<tr>
<td>$202,030</td>
<td>Provost Funding</td>
</tr>
</tbody>
</table>

One-time funding received by Information Resources was expended as follows:

**Assessment Coordinator – $9,938**

$9,938 The assessment coordinator allocation was used to help support the Information Technology Planning Services group.

**New Faculty Incentive, Probationary Faculty Development, & Tenured Faculty Development – $9,400**

$1,000 One new faculty librarian attended two ALA annual conferences to learn about new technology advancements, instruction practices and techniques and serve on instruction committee as a reviewer for poster sessions.

$6,600 There are five tenured faculty. Three were supported in 2009/10. One attended the North American Serials Interest Group conference; one attended the Internet Librarian conference and one attended the Western Association of Map Libraries conference.

$1,800 There are three probationary librarians. One attended the American Society for Information Science & Technology conference to lead a pair of strategic planning meetings; one attended workshops at Western Round Up conference for methodology of processing photograph and digital collections; and one attended CARL pre-conference session to examine the nature of reference in today’s libraries.

**Special Lottery Allocation – $150,645**

$37,645 **Mobile furniture for MLIB 4th Floor** – Today’s students create their own study groups on the fly and need to be able to customize and configure spaces to meet their needs. Mobile furniture allows students to create impromptu community learning environments. Students are constantly trying to drag our heavy library furniture around to create settings that work for the project at hand, causing damage to the carpeting. Mobile furniture is gaining in popularity throughout libraries and classrooms and would create a new and innovative type of learning space in the Meriam Library.

$52,500 **Tehama 131 Upgrade** – THMA 131 is the only reservable instructional computer lab available to all campus faculty and student support departments. When the lab is not reserved for private instruction, it is used as an open access student lab. The THMA lab averages 291 reserved classes per year, with nearly 2400 private instruction hours during the past 3 ½ years. As budgets have diminished, the THMA lab has been adversely affected. The computers are the
oldest in our inventory, and the printer, projector, and chairs are all nearing end of life. Lottery funds were used to upgrade the existing computers, chairs, projector, and printer. The lab is mediated, and includes one instructor station, 40 campus-networked and managed computers, one networked printer attached to the pay for print system, and overhead projector.

$17,500 Upgrade Existing NetStudy Rooms – Although Student Computing regularly refreshes the shared computers in the existing NetStudy rooms, these rooms suffer two main drawbacks – small monitor size and old furniture. The 32” monitors currently installed were the largest cost effective screen size available at the time they were purchased (a data projector is not feasible in these rooms) but are marginal for a group of eight people to view comfortably. The tables used in these rooms were leftover library study tables – in addition to being old and unattractive, they have ergonomic issues and cannot accommodate power for the laptop computers often used in these rooms (student’s string power cables and extension cords in unsafe ways to overcome this lack).

$43,000 Smart Classrooms – Upgraded remaining 53 computers. This would complete the computer refresh for all remaining smart classrooms. Information Resources contributed an additional $7,000 in one-time state funding towards smart classroom upgrades.

NOTE: In addition to the above, Information Resources received $751,000 as a continued base allocation to Library Collections via Lottery funding. Lottery funding has been a regular part of the base allocation for the library collection budget to support library materials and printed subscriptions to periodicals. It is, however, labeled one time because of the use of lottery funds to support this critical need for the campus.
One-Time IRES Internal Project Funding – $113,202

Each year Information Resources internally allocates one-time funding for projects that support our strategic priorities. The following projects were funded in 2009/10.

$49,896  **Web Content Management Temporary Staff funded**  – Allowed existing staff to focus on implementation of a Web Content Management System for the university.

$14,466  **Turnitin Contract**  – Turnitin’s plagiarism prevention system lets faculty quickly and effectively check all of students’ submitted assignments to make certain that authors and references receive proper attribution and citation. It can also be used to detect plagiarism. Results are based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals.

$4,330  **Statistical Package for the Social Sciences (SPSS)**  – This software is used by a number of faculty and staff for statistical analysis.

$12,525  **Data Center Upgrades**  – New back-up tapes following data preservation request by CO legal counsel and additional licenses to support the academic computing virtual server environment.

$20,000  **ContentDM Digital Repository**  – ContentDM is a digital collection management software package that can handle the storage, management and delivery of digital collections to users across the Web. ContentDM allows us to make available collections of newspapers, maps, photographs, and text documents and their related metadata through a user friendly Web interface. It is Windows based and includes a server for storage and access of digital files; a customizable Web-based user interface and a downloadable client workspace for staff.

$9,206  **Kendall 207/209 Technology Upgrade**  – Smart classroom funding specifically to improve technology in Kendall 207/209.

$2,779  **Large GE Course Redesign (CME): Online Course Development**  – Funds to support faculty participation in large course redesign pilot.
Contracts, Grants and Projects

Academic Technologies Projects 2009/10

<table>
<thead>
<tr>
<th>Organization</th>
<th>State Agencies</th>
<th>Private</th>
<th>On Campus SCSA</th>
<th>Total Gross Amount *</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Contracts for 2009/10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affinity</td>
<td>X</td>
<td></td>
<td></td>
<td>228</td>
</tr>
<tr>
<td>California Kids to Kids</td>
<td>X</td>
<td></td>
<td></td>
<td>1,500</td>
</tr>
<tr>
<td>Department of Education/Infant Nutrition</td>
<td>X</td>
<td></td>
<td></td>
<td>10,584</td>
</tr>
<tr>
<td>Fire Marshall</td>
<td>X</td>
<td></td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td>Proximity</td>
<td>X</td>
<td></td>
<td></td>
<td>142</td>
</tr>
<tr>
<td>Stihl</td>
<td>X</td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>Witt-Kieffer</td>
<td>X</td>
<td></td>
<td></td>
<td>171</td>
</tr>
<tr>
<td><strong>Total of New Contracts:</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$112,710</strong></td>
</tr>
</tbody>
</table>

| **Pre-existing Contracts**                        |                |         |                |                     |
| Department of Toxic Substance Control             | X              |         |                | 105,000             |
| Dept. of Education/Infant Nutrition               | X              |         |                | 19,656              |
| State Water Resources Control Board               | X              |         |                | 200,000             |
| Western Video Market                              | X              |         |                | 180,000             |
| Work Training Center                              | X              |         |                | 4,000               |
| **Total Pre-existing Contracts:**                 |                |         |                | **$508,656**        |

| **2010/11 New Contracts**                         |                |         |                |                     |
| Department of Toxic Substance Control             | X              |         |                | 105,000             |
| Fire Marshall                                     | X              |         |                | 100,000             |
| State Water Resource Control Board                |                |         |                | 200,000             |
| Western Video Market                              | X              |         |                | 180,000             |
| **Total New Contracts for 2010/11:**              |                |         |                | **$585,000**        |

* The Total Gross Amount is the amount funded by the contract (perhaps over multiple years), not the amount billed.

Communications Services Contracts 2009/10

<table>
<thead>
<tr>
<th>Service Agreements</th>
<th>Type of Service</th>
<th>Source of Funding</th>
<th>Contract Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBO/UPE, Student Learning Center, Library, Business &amp; Accounting Services, APO, Counseling &amp; Wellness Center, Grad School, CS Gold, University Advancement &amp; Development</td>
<td>Server Hosting</td>
<td>State Funded</td>
<td>3,369</td>
</tr>
<tr>
<td>STEPS, UHFS, RCE, Student Health Center</td>
<td>Server Hosting, Network Services, Dial Tone, Voice Mail, Local Calling, DSL</td>
<td>State Auxiliary / Foundation (Sponsored Projects)</td>
<td>370,882</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td><strong>$374,251</strong></td>
</tr>
</tbody>
</table>
### Library Grants, Gifts & Contracts 2009/2010

<table>
<thead>
<tr>
<th>Grant</th>
<th>Gift</th>
<th>Contract</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen Deering Endowment: create database Historic and Rare Maps</td>
<td>X</td>
<td></td>
<td>2,414</td>
</tr>
<tr>
<td>Ellen Deering Endowment: Library Index, NE Information Center</td>
<td>X</td>
<td></td>
<td>826</td>
</tr>
<tr>
<td>Ellen Deering Endowment: identify and catalogue John Nopel’s collection of historic Chico and Butte County photos</td>
<td>X</td>
<td></td>
<td>2,505</td>
</tr>
<tr>
<td>Ellen Deering Endowment: Rare Book Restoration</td>
<td>X</td>
<td></td>
<td>1,100</td>
</tr>
<tr>
<td>Ellen Deering Endowment: Ted Meriam Interviews</td>
<td>X</td>
<td></td>
<td>1,200</td>
</tr>
<tr>
<td>Ellen Deering Endowment: Bidwell Jr High Tapes</td>
<td>X</td>
<td></td>
<td>853</td>
</tr>
<tr>
<td>Meriam Library Annual Fund</td>
<td></td>
<td>X</td>
<td>720</td>
</tr>
<tr>
<td>Library of California Interlibrary Loan Lending Program</td>
<td></td>
<td>X</td>
<td>1,531</td>
</tr>
</tbody>
</table>

**TOTAL:**

$11,149

### Computing and User Support Contracts 2009/10

<table>
<thead>
<tr>
<th>Service Agreements</th>
<th>Type of Service</th>
<th>Source of Funding</th>
<th>Contract Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enterprise Systems (ESYS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APO, University Advancement, FMS, Grad School, Library, Counseling &amp; Wellness Center, Student Health Center, Student Learning Center, University Box Office, UHFS</td>
<td>Server Hosting</td>
<td>State Funded</td>
<td>61,515</td>
</tr>
<tr>
<td>RCE, STEPS</td>
<td>Server Hosting</td>
<td>Foundation (Sponsored Projects)</td>
<td>9,461</td>
</tr>
</tbody>
</table>

**TOTAL:**

$70,976

**Student Computing (STCP)**

<table>
<thead>
<tr>
<th></th>
<th>Type of Service</th>
<th>Source of Funding</th>
<th>Contract Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Housing &amp; Food Service – University village</td>
<td>ResNet Support</td>
<td>State Funded</td>
<td>109,731</td>
</tr>
<tr>
<td>AGR</td>
<td>Lab Support</td>
<td>State Funded</td>
<td>4,400</td>
</tr>
</tbody>
</table>

**TOTAL:**

$114,131

**COMPUTING AND USER SUPPORT GRAND TOTAL:**

$191,957