



California State University, Chico

**2005/2006
Information Resources
Performance Report**

June, 2006

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2005/2006 Goals and Accomplishments

The following highlights a few of the many accomplishments achieved by Information Resources in FY 2005/06. They are presented as they relate to California State University, Chico Strategic Priorities.

Strategic Priority 1

Believing in the primacy of student learning, we will continue to develop high quality learning environments both inside and outside of the classroom.

Shape library collections and electronic resources to support the evolving research and curricular needs of the campus

The library continued to focus collection management efforts on curricular and research needs of the campus this year with the following actions:

- Used additional one-time funding from the Provost to strategically target collections including the General Education Collection, Popular Reading Collection, and additional full-text electronic journal databases.
- Added new full-text databases to the electronic collection by re-shaping the campus collection to reflect new priorities and system wide support.
- Reviewed, analyzed, and de-selected outdated and duplicate material in the Main Collection and Government Documents.
- Analyzed Reference Collection Usage Study data gathered in 2004/05 to determine the areas in most need of updating.
- Completed transfer of 3/4 inch Video format to DVD format as part of a long term project to consolidate non-print materials into easily supported formats.
- Communicated with department and college Book Chairs regularly to discuss issues and make decisions about the shaping of collections.
- Participated in the Association of Research Libraries LibQual+ assessment program, the most widely used assessment in the nation. Chico joined several other CSU libraries in using LibQual+ to assess satisfaction with library collections, services, and ambience. Response data will be analyzed over the summer.

Strategic Priority 2

Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.

Enhance Information Resources faculty and staff through high quality recruitments and staff development

- Information Resources has continued to seek high qualified and diverse candidates in our recruitments. During 2005-06 we conducted 11 staff recruitments and two administrative level recruitments. In all cases prescribed Human Resources processes were followed.
- Staff development is a very high priority. The staff and library faculty face a continuously changing landscape of resources, discoveries, products, and opportunities. This year Information Resources provided training/professional development to 74 employees including the Information Security Office and Enterprise Project Planning (CMS). Information Resources invested \$134,626 to support

technical training, presentations, conferences, workshops, and CSU system meetings. In addition, a total of 17 fee waiver classes were taken by Information Resources employees.

- CMS also provided training for staff outside of Information Resources related to the implementation and upgrade processes. An additional 22 non-Information Resources staff were provided professional development opportunities for a total cost of \$39,095.

Strategic Priority 3

Believing in the wise use of new technologies in learning and teaching, we will continue to provide the technology, the related training, and the support needed to create high quality learning environments both in and outside of the classroom.

Work with other campus units to complete the core CMS/PeopleSoft SA/HR 8.0 modules

Completed CMS Central identified core HR/SA/FIN modules on schedule and under budget as follows:

- **Human Resources**
 - ✓ *Recruit Workforce*
 - ✓ *Administer Workforce*
 - ✓ *Labor Cost Distribution*
 - ✓ *Time and Labor*
 - ✓ *Base Benefits*
 - ✓ *Employee Self-Service*
- **Financials**
 - ✓ *General Ledger*
 - ✓ *Purchasing*
 - ✓ *Accounts Payable*
 - ✓ *Budget*
 - ✓ *Accounts Receivable*
 - ✓ *Billing*
 - ✓ *Asset Management*
- **Student Administration**
 - ✓ *Academic Advising/Transfer Credit*
 - ✓ *Campus Community*
 - ✓ *Student Records/Registration*
 - ✓ *Financial Aid*
 - ✓ *Student Financials*
 - ✓ *Student Self-Service*
 - ✓ *Faculty Self-Service*
- **Reporting/Warehousing**
 - ✓ *Financials v7.6 warehouse*
 - ✓ *HRSA warehouse – RDS*
 - ✓ *Campus on-demand-Brio Reporting*
 - ✓ *Financials EPM warehouse – pilot*
 - ✓ *HCM EPM warehouse -06/07*

Implement WebCT Vista, the new Learning Management System and prepare faculty for the transition.

Last year a **faculty and technical staff committee** chose WebCT Vista as the strategic direction for a learning management system. Implementation began this year with purchase and installation of hardware and software. Vista is a more complex enterprise level solution than the current WebCT CE product. The installation required the participation of multiple units within Information Resources and a new level of project management by ATEC. By the end of the year we will have:

- Pilot tested Vista with 250 students, seven faculty and eight courses
- Implemented both production and development environments
- Produced customized Vista training and support materials for faculty

- Began training faculty to migrate to Vista for Fall 2006
- Visited colleges and departments to present Vista timeline and invited faculty and department staff to attend training sessions during summer 2006 (May/June/July)
- Began a summer pilot test of the full production integrated system using summer school courses
- Built a data transfer interface between PeopleSoft and Vista to reflect near real-time enrollment changes. Information Resources is leading a system wide effort to implement this level of integration with testing this summer for fall 2006 rollout

As described in the Vista [project plan](#), full production must be ready by fall 2006 with the expectation that it will take at least a year to migrate all courses to Vista.

Implement a new voice communication system (PBX) for the campus

Implementation of a new voice communication system was essential to provide needed phone services on campus. Switching out the entire campus voice system without interrupting services was a huge task. To achieve this goal we:

- Assembled a team including an outside consultant to draft an RFP along with a scope of work required for a new voice system (PBX)
- Selected Altura Communications to provide an Avaya solution for the first campus-owned voice communication system
- Installed all new telephones and redundant core switches
- Staged installation over several months with completion spring 2006

This implementation went smoothly with a few glitches due to SBC cut over problems. This PBX system supports new phone functions that utilizes both old and new wiring on campus, and supports a gradual shift to Voice over IP services.

Continue network infrastructure build out of the Technology Infrastructure Initiative (TII Project)

The Chico TII project continued the capital construction phase led by Business Affairs with support from Information Resources. Information Resources has:

- Continued to provide telecommunications inspection on the project
- Worked with SBC on networking equipment (routers and switches) design and configuration
- Provided 'Inspector of Record' services to save project funding by completing as much wiring and cabling work as possible while a new general contractor was being selected
- Provided recommendations for scope reduction to meet the reduced funding level for the project while at the same time minimizing impacts to the campus buildings that would not be wired internally
- Provided supporting documentation as well as budgetary estimates to address buildings now removed from the original scope of work
- Continued to work with FMS and Facilities Planning to move the project to completion at the reduced scope level

Enhancing information security across the campus through both technical and process improvements

Information Resources made major strides in campus information security this year as detailed in the Security Report appendix. Some of the highlights include:

- Built a server registry database that includes information regarding the location of confidential data stored on campus servers
- Converted the majority of campus systems from the use of SSN to Chico State ID (PeopleSoft emplid) as the primary identifier for students, faculty and staff
- Implemented stricter password requirements as well as the Chico Password Station tool to help users create/maintain stronger passwords
- Purchased equipment and began implementation of a cross-departmental Forensics Lab in partnership with UPD and USRV
- Hired a Technical Security Analyst to develop the technical security architecture and to facilitate incident handling processes
- Recruiting a Data Security Analyst to analyze and identify where confidential data is stored and protected
- Distributed a series of communications about campus use of confidential data including a brochure defining confidential data, a flyer with steps to protect confidential data, and campus SSN Procedures and Guidelines
- Facilitated information sharing/training sessions for server administrators including a Server Manager Meeting, a Microsoft Security Onsite two-day training event, and two small group training sessions on System/Server Security Plans and Analyzing Vulnerability Scans

Security is a continuing process as well as a goal. This year the infrastructure has been built for that process at CSU Chico.

Increasing self-service activities and enhancing communication for the campus community by extending the functionality of the new University Portal

Information Resources began the build out of additional functionality in the new campus portal based on open-source uPortal. In cooperation with the CMS team and other campus units, the university portal functionality was extended as follows:

- Implemented student self-service access to PeopleSoft records and registration via the portal
- Implemented faculty self-service access to PeopleSoft for submission of grades and viewing real-time class rosters via the portal
- Implemented faculty and staff self-service access to Human Resources employee data via the portal
- Implemented faculty and staff access to campus announcements via the portal in cooperation with Public Affairs
- Enabled student voting in elections via the portal in cooperation with Associated Students
- Created a new portal channel to display the new Chico State ID to faculty, staff, and students
- Created a new portal channel for students to access the Alcohol Edu program In cooperation with CADEC staff
- Created a new portal channel to provide faculty easier access to technology support

- Created a new portal channel to display the status of campus electronic systems, providing better notification of downtime or maintenance

Expanding the functionality of the portal is a campus wide initiative led by User Support Services in cooperation with technical and functional staff within Information Resources and across campus.

Increase faculty and student access to library material and improve business processes by selecting a new integrated library system

The current automated library system, Horizon 7.0 is an outdated product line abandoned by the vendor for academic libraries. This year the library began a major effort to replace the system with one that better integrates with the web, supports standards, and improves back end processes. One time funding was provided by the Provost for the basic license. The RFP designed by the library faculty and staff was issued in April and the library chose Innovative Interfaces as the new library system vendor. The conversion to the new system will occur during next fiscal year with production cutover scheduled for summer 2007.

Implement a password management system to increase security and allow faculty and staff to reset their passwords

Password management has been a major frustration for faculty and staff as well an on going security problem. This year, as part of the identity management infrastructure, two projects were initiated to:

- Allow faculty, staff, and students to reset their own passwords through a web self service interface
- Synchronize the exchange password (active directory) with the portal password (LDAP) for faculty and staff
- Force the use of a strong password
- Eliminate SSN from the initial authentication process for faculty, staff, and students
- Delete SSN from the Identity Management Registry and the portal (LDAP) directory

Completely retire the IBM mainframe by eliminating the remaining applications

The CMS project moved major administration applications to PeopleSoft, but left a number of other applications to be resolved. This year all remaining applications have either been retooled as web-enabled applications utilizing Linux and Oracle platforms, or the business process was redesigned to eliminate the need for the application. Examples of applications retooled include ASSIST, SET, and Test Score Archive. The SIS-Plus Operational Data Store database was expanded to include all SIS-Plus data that might have future value. As a result of this project, the IBM was surplusd freeing up valuable computing facility space.

Performance Indicators/Assessment Report

Information Resources Performance Indicators

Information Resources compiles and reports technology information for the Chancellor's Office.* Additional CSU, Chico technology assessments are being performed on campus by Information Resources to provide vital information for planning and clarification purposes.

Information Resources collects data to respond to a number of surveys including the annual CSU Measures of Success survey (MOS), the CSU Annual Campus Technology surveys, the Library Annual Statistics survey, the Educause Core Data survey, and the Greene Campus Computing Project. In addition, Information Resources also performs biannual faculty and staff technology use and satisfaction surveys (spring of 1999, 2001, 2003 and 2005). Indicators have been identified from the extensive data collected that provide performance assessment data for Information Resources and include information about the uses of technology, perceptions of technology, campus technology support and training, and campus satisfaction with technology. The performance areas identified as core to Information Resources mission include

- Computing Hardware/Workstations
- Teaching and Learning
- Training and Support
- Network Performance
- Library

The performance measures associated with these indicators serve to demonstrate the importance of information technology in meeting the needs of the campus community and the level of satisfaction in the delivery of support and services. The following tables and charts supply details on Information Resources performance in identified core service areas.

* The Chancellor's Office has formalized technology information gathering to meet accountability requirement established by the California Legislature in the 1999 Budget Act. Information is also used to inform and to evaluate implementation of the Operations and Support Strategies component of the CSU's Integrated Technology Strategy - Technology Infrastructure Initiative.

| Information Resources Core Performance Areas | Indicators/ Measures |
|---|---|
| Computing Hardware/workstations | <ol style="list-style-type: none"> 1. 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 2. Faculty/Staff satisfaction with campus provided workstation |

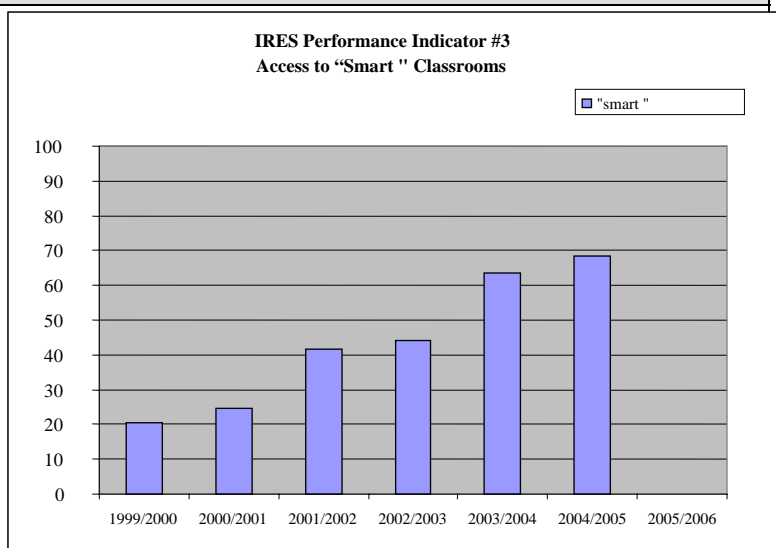
| Assessment/ Analysis | Graphs | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------|-------------|-----------|-------------|-----------|----|------|----|-----------|------|----|----|-----------|-----|----|----|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|
| <p>85% of faculty workstations, 92% of staff workstations, and 75% of centrally provided student workstations meet or exceed the current system wide ITS baseline standards.</p> <p>A standard refresh cycle is being developed with a proposed funding model to guarantee baseline standards are being met</p> | <p>IRES Performance Indicator #1 Quality of Workstations based on Baseline Standards</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Faculty (%)</th> <th>Staff (%)</th> <th>Student (%)</th> </tr> </thead> <tbody> <tr> <td>1999/2000</td> <td>95</td> <td>95</td> <td>75</td> </tr> <tr> <td>2000/2001</td> <td>90</td> <td>75</td> <td>68</td> </tr> <tr> <td>2001/2002</td> <td>105</td> <td>90</td> <td>80</td> </tr> <tr> <td>2002/2003</td> <td>92</td> <td>92</td> <td>82</td> </tr> <tr> <td>2003/2004</td> <td>85</td> <td>82</td> <td>80</td> </tr> <tr> <td>2004/2005</td> <td>85</td> <td>92</td> <td>75</td> </tr> </tbody> </table> | Year | Faculty (%) | Staff (%) | Student (%) | 1999/2000 | 95 | 95 | 75 | 2000/2001 | 90 | 75 | 68 | 2001/2002 | 105 | 90 | 80 | 2002/2003 | 92 | 92 | 82 | 2003/2004 | 85 | 82 | 80 | 2004/2005 | 85 | 92 | 75 |
| Year | Faculty (%) | Staff (%) | Student (%) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1999/2000 | 95 | 95 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2000/2001 | 90 | 75 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2001/2002 | 105 | 90 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2002/2003 | 92 | 92 | 82 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2003/2004 | 85 | 82 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2004/2005 | 85 | 92 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>83% of faculty and 92% of staff indicated in the 2005 INF survey that their workstation was adequate and that they were satisfied with their desktop.</p> <p>The quantitative numbers and the satisfaction levels indicate that in spite of budget cuts we have been able to meet 80% of the campus need. Reaching 100% satisfaction and regularizing distribution of computing resources are addressed by the IT strategic planning process this year.</p> | <p>IRES Performance Indicator #2 Satisfaction with/Adequacy of Workstation</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Faculty (%)</th> <th>Staff (%)</th> </tr> </thead> <tbody> <tr> <td>1999</td> <td>78</td> <td>-</td> </tr> <tr> <td>2001</td> <td>80</td> <td>88</td> </tr> <tr> <td>2003</td> <td>88</td> <td>92</td> </tr> <tr> <td>2005</td> <td>83</td> <td>92</td> </tr> </tbody> </table> | Year | Faculty (%) | Staff (%) | 1999 | 78 | - | 2001 | 80 | 88 | 2003 | 88 | 92 | 2005 | 83 | 92 | | | | | | | | | | | | | |
| Year | Faculty (%) | Staff (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1999 | 78 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2001 | 80 | 88 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2003 | 88 | 92 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 83 | 92 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Information Resources Core Performance Areas | Indicators/ Measures |
|---|---|
| Teaching and Learning | <ol style="list-style-type: none"> 3. Percentage of classrooms that are considered “smart classrooms (equipped to support the use of multimedia instructional resources) based on ITS baseline standards reported to the Chancellor’s Office 4. Use of Learning Management systems as measured by the percentage of “active” WebCT course sections (those with enrollments) measured against all active course sections offered during the year |

| Assessment/ Analysis | Graphs |
|----------------------|--------|
|----------------------|--------|

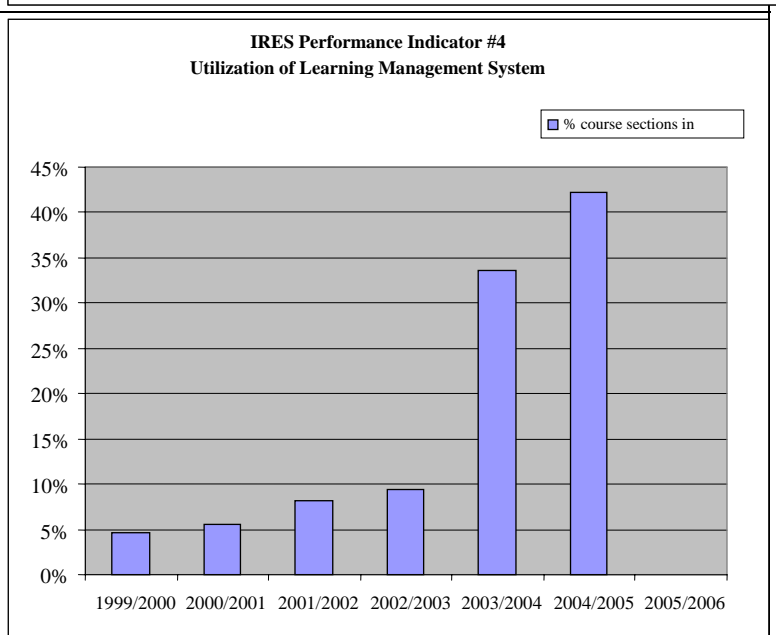
Over the last five years Chico has increased its percentage of “smart” classrooms from 20% to over 70%. Based on [survey data](#), smart classrooms are in high demand on campus.

Reaching 100% mediation and meeting faculty needs for mediated classrooms are goals addressed by the IT strategic planning process this year



Over the last five years the percentage of active WebCT courses has risen from 5% active WebCT sections in 99/00 to 42% active WebCT course sections in the 04/05 academic year.

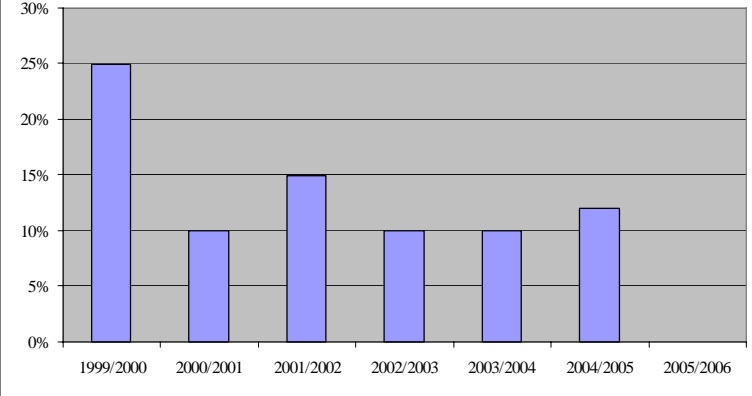
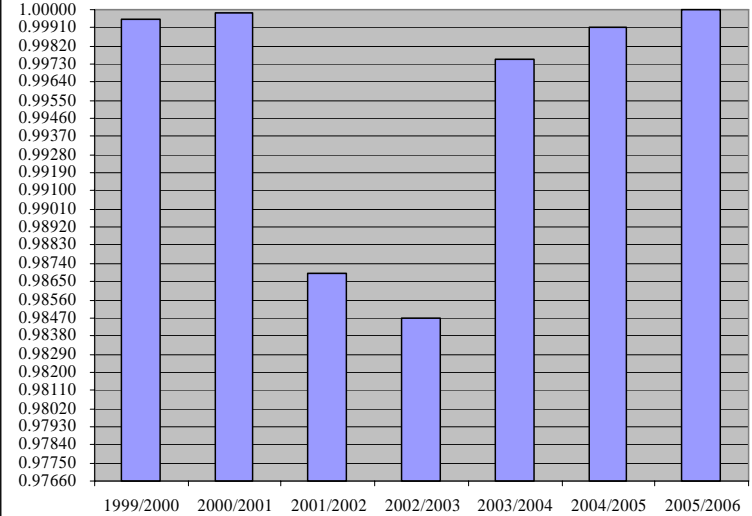
WebCT, the learning management system, has been a critical part of the Chico learning infrastructure. The current upgrade to WebCT Vista is underway to address scalability and improved functionality



| Information Resources Core Performance Areas | Indicators/ Measures |
|---|--|
| Training and Support | 5. Faculty and staff satisfaction with the technology training offered on campus as measured in the 2005 Faculty and Staff Technology survey 6. Faculty and staff satisfaction with the technology support they receive as measured in the 2005 Faculty and Staff Technology survey |

| Assessment/ Analysis | Graphs | | | | | | | | | | | | | | | |
|---|---|-----------|-------------|-----------|------|----|----|------|----|----|------|----|----|------|----|----|
| <p>86% of faculty surveyed and 70% of staff indicated that they were satisfied with the technology training offered on campus.</p> <p>Technology training on campus ranges from WebCT and instructional design training for faculty to PeopleSoft courses, office productivity tools, and web design classes for faculty/staff. Over 170 instructor-led courses were offered during the 2004/2005 fiscal year</p> | <p style="text-align: center;">IRES Performance Indicator # 5 Satisfaction with Technology Training</p> <table border="1"> <caption>IRES Performance Indicator # 5 Data</caption> <thead> <tr> <th>Year</th> <th>Faculty (%)</th> <th>Staff (%)</th> </tr> </thead> <tbody> <tr> <td>1999</td> <td>80</td> <td>70</td> </tr> <tr> <td>2000</td> <td>78</td> <td>75</td> </tr> <tr> <td>2001</td> <td>88</td> <td>80</td> </tr> <tr> <td>2005</td> <td>86</td> <td>70</td> </tr> </tbody> </table> | Year | Faculty (%) | Staff (%) | 1999 | 80 | 70 | 2000 | 78 | 75 | 2001 | 88 | 80 | 2005 | 86 | 70 |
| Year | Faculty (%) | Staff (%) | | | | | | | | | | | | | | |
| 1999 | 80 | 70 | | | | | | | | | | | | | | |
| 2000 | 78 | 75 | | | | | | | | | | | | | | |
| 2001 | 88 | 80 | | | | | | | | | | | | | | |
| 2005 | 86 | 70 | | | | | | | | | | | | | | |
| <p>80% of faculty and 84% of staff surveyed indicated they were satisfied with the level of technical support they received.</p> <p>The faculty and staff Help Line is staffed 45 hours per week. Over the past year, help desk staff have resolved 8,820 hardware/software issues. 62% of service requests were initiated by staff; 38% by faculty</p> | <p style="text-align: center;">IRES Performance Indicator #6 Satisfaction with Technical Support</p> <table border="1"> <caption>IRES Performance Indicator #6 Data</caption> <thead> <tr> <th>Year</th> <th>Faculty (%)</th> <th>Staff (%)</th> </tr> </thead> <tbody> <tr> <td>1999</td> <td>71</td> <td>66</td> </tr> <tr> <td>2001</td> <td>74</td> <td>74</td> </tr> <tr> <td>2003</td> <td>79</td> <td>82</td> </tr> <tr> <td>2005</td> <td>80</td> <td>84</td> </tr> </tbody> </table> | Year | Faculty (%) | Staff (%) | 1999 | 71 | 66 | 2001 | 74 | 74 | 2003 | 79 | 82 | 2005 | 80 | 84 |
| Year | Faculty (%) | Staff (%) | | | | | | | | | | | | | | |
| 1999 | 71 | 66 | | | | | | | | | | | | | | |
| 2001 | 74 | 74 | | | | | | | | | | | | | | |
| 2003 | 79 | 82 | | | | | | | | | | | | | | |
| 2005 | 80 | 84 | | | | | | | | | | | | | | |

| Information Resources Core Performance Areas | Indicators/ Measures |
|---|---|
| Network Performance | <p>7. Network peak utilization measures the highest level of bandwidth usage. Lower percentages indicate that the campus has high bandwidth capacity available for campus uses</p> <p>8. Network reliability is indicated by the amount of time the network is available or “uptime. This measure includes planned and unplanned downtime</p> |

| Assessment/ Analysis | Graphs | | | | | | | | | | | | | | | | |
|---|--|------|-----------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
| <p>Network peak utilization was 12% in the 04/05 year indicating high availability for network traffic with 88% of our capacity unused and available.</p> <p>The drops seen in peak utilization seen in the chart does not reflect a decrease in network usage but rather an increase in our available bandwidth capacity to more than keep up with the rising campus demand</p> | <p style="text-align: center;">IRES Performance Indicator #7 Network Peak Utilization</p>  <table border="1"> <caption>Network Peak Utilization Data</caption> <thead> <tr> <th>Year</th> <th>Utilization (%)</th> </tr> </thead> <tbody> <tr> <td>1999/2000</td> <td>25</td> </tr> <tr> <td>2000/2001</td> <td>10</td> </tr> <tr> <td>2001/2002</td> <td>15</td> </tr> <tr> <td>2002/2003</td> <td>10</td> </tr> <tr> <td>2003/2004</td> <td>10</td> </tr> <tr> <td>2004/2005</td> <td>12</td> </tr> <tr> <td>2005/2006</td> <td>-</td> </tr> </tbody> </table> | Year | Utilization (%) | 1999/2000 | 25 | 2000/2001 | 10 | 2001/2002 | 15 | 2002/2003 | 10 | 2003/2004 | 10 | 2004/2005 | 12 | 2005/2006 | - |
| Year | Utilization (%) | | | | | | | | | | | | | | | | |
| 1999/2000 | 25 | | | | | | | | | | | | | | | | |
| 2000/2001 | 10 | | | | | | | | | | | | | | | | |
| 2001/2002 | 15 | | | | | | | | | | | | | | | | |
| 2002/2003 | 10 | | | | | | | | | | | | | | | | |
| 2003/2004 | 10 | | | | | | | | | | | | | | | | |
| 2004/2005 | 12 | | | | | | | | | | | | | | | | |
| 2005/2006 | - | | | | | | | | | | | | | | | | |
| <p>Network uptime was 0.99911. Core services and access to the Internet had a very high availability approaching that of universal countrywide telephone service which is targeted at .99999.</p> <p>Installation of new network equipment as part of the Technology Infrastructure Initiative (TII) will take place during the summer and may lead to an even further increase in network uptime (reliability)</p> | <p style="text-align: center;">IRES Performance Indicator #8 Network Uptime</p>  <table border="1"> <caption>Network Uptime Data</caption> <thead> <tr> <th>Year</th> <th>Uptime</th> </tr> </thead> <tbody> <tr> <td>1999/2000</td> <td>0.99911</td> </tr> <tr> <td>2000/2001</td> <td>0.99911</td> </tr> <tr> <td>2001/2002</td> <td>0.98650</td> </tr> <tr> <td>2002/2003</td> <td>0.98470</td> </tr> <tr> <td>2003/2004</td> <td>0.99730</td> </tr> <tr> <td>2004/2005</td> <td>0.99911</td> </tr> <tr> <td>2005/2006</td> <td>0.99911</td> </tr> </tbody> </table> | Year | Uptime | 1999/2000 | 0.99911 | 2000/2001 | 0.99911 | 2001/2002 | 0.98650 | 2002/2003 | 0.98470 | 2003/2004 | 0.99730 | 2004/2005 | 0.99911 | 2005/2006 | 0.99911 |
| Year | Uptime | | | | | | | | | | | | | | | | |
| 1999/2000 | 0.99911 | | | | | | | | | | | | | | | | |
| 2000/2001 | 0.99911 | | | | | | | | | | | | | | | | |
| 2001/2002 | 0.98650 | | | | | | | | | | | | | | | | |
| 2002/2003 | 0.98470 | | | | | | | | | | | | | | | | |
| 2003/2004 | 0.99730 | | | | | | | | | | | | | | | | |
| 2004/2005 | 0.99911 | | | | | | | | | | | | | | | | |
| 2005/2006 | 0.99911 | | | | | | | | | | | | | | | | |

| Information Resources Core Performance Areas | Indicators/ Measures |
|---|---|
| Library Utilization | 9. Use of Electronic Library Resources as measured by the total number of electronic journal searches performed and the total number of electronic articles reviewed 10. Annual circulation of library materials |

| Assessment/ Analysis | Graphs | | | | | | | | | | | | |
|--|--|----------------|-------------------|----------------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|-----------|
| <p>Over one million electronic searches were performed with over 570,000 articles reviewed in 2005, a 20% increase in searches and a 10% increase in articles reviewed from the previous year.</p> <p>A system wide priority for the upcoming year is to increase the number of full-text database available in the electronic core collection</p> | <p style="text-align: center;">IRES Performance Indicator #9 Use of Electronic Resources</p> <table border="1"> <caption>IRES Performance Indicator #9 Data</caption> <thead> <tr> <th>Year</th> <th>Article Views</th> <th>Total Searches</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>300,000</td> <td>950,000</td> </tr> <tr> <td>2004</td> <td>500,000</td> <td>1,300,000</td> </tr> <tr> <td>2005</td> <td>550,000</td> <td>1,550,000</td> </tr> </tbody> </table> | Year | Article Views | Total Searches | 2003 | 300,000 | 950,000 | 2004 | 500,000 | 1,300,000 | 2005 | 550,000 | 1,550,000 |
| Year | Article Views | Total Searches | | | | | | | | | | | |
| 2003 | 300,000 | 950,000 | | | | | | | | | | | |
| 2004 | 500,000 | 1,300,000 | | | | | | | | | | | |
| 2005 | 550,000 | 1,550,000 | | | | | | | | | | | |
| <p>Book borrowing has gone down somewhat in 2005 from 163,000 items in 2004 to 135,000 items in 2005 as the collection ages and the use of electronic resources increases.</p> <p>The reduction in book usage may be a function of decreased book purchases. Additional funds are being allocated for book purchases in the upcoming year</p> | <p style="text-align: center;">IRES Performance Indicator #10 Annual Circulation of Library Materials</p> <table border="1"> <caption>IRES Performance Indicator #10 Data</caption> <thead> <tr> <th>Year</th> <th>Library Materials</th> </tr> </thead> <tbody> <tr> <td>2000/2001</td> <td>165,000</td> </tr> <tr> <td>2001/2002</td> <td>155,000</td> </tr> <tr> <td>2002/2003</td> <td>160,000</td> </tr> <tr> <td>2003/2004</td> <td>160,000</td> </tr> <tr> <td>2004/2005</td> <td>135,000</td> </tr> </tbody> </table> | Year | Library Materials | 2000/2001 | 165,000 | 2001/2002 | 155,000 | 2002/2003 | 160,000 | 2003/2004 | 160,000 | 2004/2005 | 135,000 |
| Year | Library Materials | | | | | | | | | | | | |
| 2000/2001 | 165,000 | | | | | | | | | | | | |
| 2001/2002 | 155,000 | | | | | | | | | | | | |
| 2002/2003 | 160,000 | | | | | | | | | | | | |
| 2003/2004 | 160,000 | | | | | | | | | | | | |
| 2004/2005 | 135,000 | | | | | | | | | | | | |

| IRES Core Performance Measures | Indicators/Assessment Instrument |
|--------------------------------|---|
| Library Utilization | 11. Use of Reserve materials, a comparison of electronic sources versus paper reserve materials 12. Interlibrary loan items borrowed from other libraries by Chico as measured by transactions in Pharos |

| Assessment/ Analysis | Graphs | | | | | | | | | | | | | | | | | | |
|---|---|------------|---------------|------------|-----------|-----------|--------|-----------|---------|-----------|-----------|-----------|--------|-----------|---------|---------|-----------|---------|---------|
| <p>Over the last few years the use of paper reserve materials has dropped from a high of ~50,000 to ~18,000 in 2005 while use has risen from 0 to ~57,000 in 2005 for electronic reserve materials.</p> <p>Students are now able to access reserve materials via WebCT. Additionally, electronic reserve materials can be used by more than one person at a time and are more convenient because they can be used any time, any place</p> | <p style="text-align: center;">IRES Performance Indicator #11 Use of Reserve Materials</p> <table border="1"> <caption>IRES Performance Indicator #11 Data</caption> <thead> <tr> <th>Year</th> <th>Paper</th> <th>Electronic</th> </tr> </thead> <tbody> <tr> <td>2000/2001</td> <td>~50,000</td> <td>0</td> </tr> <tr> <td>2001/2002</td> <td>~48,000</td> <td>0</td> </tr> <tr> <td>2002/2003</td> <td>~33,000</td> <td>~8,000</td> </tr> <tr> <td>2003/2004</td> <td>~18,000</td> <td>~50,000</td> </tr> <tr> <td>2004/2005</td> <td>~18,000</td> <td>~57,000</td> </tr> </tbody> </table> | Year | Paper | Electronic | 2000/2001 | ~50,000 | 0 | 2001/2002 | ~48,000 | 0 | 2002/2003 | ~33,000 | ~8,000 | 2003/2004 | ~18,000 | ~50,000 | 2004/2005 | ~18,000 | ~57,000 |
| Year | Paper | Electronic | | | | | | | | | | | | | | | | | |
| 2000/2001 | ~50,000 | 0 | | | | | | | | | | | | | | | | | |
| 2001/2002 | ~48,000 | 0 | | | | | | | | | | | | | | | | | |
| 2002/2003 | ~33,000 | ~8,000 | | | | | | | | | | | | | | | | | |
| 2003/2004 | ~18,000 | ~50,000 | | | | | | | | | | | | | | | | | |
| 2004/2005 | ~18,000 | ~57,000 | | | | | | | | | | | | | | | | | |
| <p>Interlibrary loan transactions remain somewhat steady with ~7200 items borrowed from system wide sources.</p> <p>The use of interlibrary loan services seems to be unaffected but the rise of electronic journal use. This may change as the number of full-text database available in the electronic core collection grows</p> | <p style="text-align: center;">IRES Performance Indicator #12 ILL Borrowing from Other Libraries for Chico Campus Community</p> <table border="1"> <caption>IRES Performance Indicator #12 Data</caption> <thead> <tr> <th>Year</th> <th>ILL Borrowing</th> </tr> </thead> <tbody> <tr> <td>2000/2001</td> <td>~8,500</td> </tr> <tr> <td>2001/2002</td> <td>~8,200</td> </tr> <tr> <td>2002/2003</td> <td>~7,000</td> </tr> <tr> <td>2003/2004</td> <td>~7,200</td> </tr> <tr> <td>2004/2005</td> <td>~7,300</td> </tr> </tbody> </table> | Year | ILL Borrowing | 2000/2001 | ~8,500 | 2001/2002 | ~8,200 | 2002/2003 | ~7,000 | 2003/2004 | ~7,200 | 2004/2005 | ~7,300 | | | | | | |
| Year | ILL Borrowing | | | | | | | | | | | | | | | | | | |
| 2000/2001 | ~8,500 | | | | | | | | | | | | | | | | | | |
| 2001/2002 | ~8,200 | | | | | | | | | | | | | | | | | | |
| 2002/2003 | ~7,000 | | | | | | | | | | | | | | | | | | |
| 2003/2004 | ~7,200 | | | | | | | | | | | | | | | | | | |
| 2004/2005 | ~7,300 | | | | | | | | | | | | | | | | | | |

Strategic Planning Process

Planning

Information technology plays a key role in enriching Chico State's teaching, learning, and administration. Dependable information technology, as robust infrastructure, secure access, and responsive service and support, enables the university to enhance the student and faculty experience, support collaboration and communication, and empower our present and future endeavors. Our intent in rebuilding our technology plan is to contribute to the fulfillment of the university strategic plan by building and renewing our critical infrastructure to support teaching and learning goals.

The President has been working with members of the campus and the community during the past year to update Chico State's *Strategic Plan for the Future*. Attempting to more closely align the information technology strategic plan with that of the campus plan, the CIO introduced the technology planning process to the Beyond 2000 technology committee, Council of Academic Deans, and the Cabinet. Stakeholder focus groups were convened to recommend opportunities where information technology can assist the university mission.

Aligning with the Future: The IT Strategic Plan builds on a ten-year foundation provided by the *Target 2000* (1995-2000) and *Beyond 2000* (2001-2005) strategic technology plans. The technologies introduced during each five year planning cycle provided the services and support necessary to expand technology-enabled teaching and learning and to support the administrative computing needs of the campus. The IT strategic plan will be finalized this fall subsequent to review by the Faculty Senate, President, and the campus community.

Two fundamental principles drove the rebuilding process. First, collaboration involving all stakeholders is essential for this plan to succeed. Second, technology should never be thought of as an end in itself. The IT strategic plan presents five critical success factors as themes A -E.

- **Theme A: Teaching and Learning** - 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.
- **Theme B: Information Literacy** - 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.
- **Theme C: Electronic Learning Infrastructure** - Accommodate the technology needs of faculty, students, and staff, by implementing, maintaining, and continuously refreshing the basic building blocks of the technology environment.
- **Theme D: Enterprise Information Management Systems** - 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.

- **Theme E: Information and Knowledge Management** - Promote continuous improvement in institutional effectiveness and student outcomes by implementing technologies that support academic and administrative assessment of programs, systems, and initiatives.

These themes consider the natural evolution in products and services necessary to provide a sustainable technology model for the campus learning environment.

Execution

Embedded in the *B2000* plan was a series of goals with specific activities and timelines. Identified outcomes were either completed or designated as ongoing projects (see Appendix B). Action plans supporting *Aligning with the Future: The IT Strategic Plan* during the next five years are under development and the technology projects currently underway are reflected in the **Enterprise Technology Roadmap** shown below.

Introduction of an enterprise technology model will provide a strategic advantage supporting the teaching and learning environment as well as enhancing organizational effectiveness. Investment in enterprise technology will include mechanisms to address issues of resource inequities while establishing regular and sustainable funding for mission critical systems and services and continual maintenance and upgrades. Prioritization and coordination of technology planning and implementation will ensure that Chico State students, faculty, and staff have the combination of skills, knowledge, and technology to thrive in a technology rich future.

Enterprise Technology Roadmap

CSU, Chico is constantly updating and expanding the enterprise wide technology infrastructure to better support instructional and administrative functions. The number of interrelated projects underway at one time is unprecedented. Due to the dependencies between projects, success requires careful planning and coordination of human and technical resources.

