



**California State University, Chico**

**2006/2007  
Information Resources  
Performance Report**

August 2007

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The Performance Report can be found on the Web at  
<http://www.csuchico.edu/ires/plans/performanceReports.html>

## **2006/2007 Goals and Accomplishments**

The following highlights several of the many accomplishments achieved by Information Resources in FY 2006/07. 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.

### **Install a new integrated library system that improves the user experience, better integrates with the Web and e-reserves, supports standards, and improves back end processes**

A new integrated library system was rolled out July 2007. The system will:

- Interface the library with enterprise systems such as the LDAP directory and Portal
- Improve security of patron data
- Enable searching of multiple information resources (e.g. library catalog and journal databases) simultaneously
- Manage over 20,000 electronic journals with one application
- Combine electronic and traditional reserve access into one search instead of two

**See Appendix D – Library Annual Report**

### **Enhance the First Year Experience**

The Technology and Learning Program and the Library are assisting in the redesign of University 101. The first phase of this project will be implemented via pilot section(s) to be delivered Fall 2007.

### **Create and maintain an environment of accessibility working in partnership with campus staff, faculty, and administrators**

Chico made significant progress in response to the system wide Accessible Technology Initiative (ATI) by:

- Creating a governance structure to develop accessibility plans for procurement, the campus web site, and instructional materials
- Identifying the top fifty web pages and bringing them into compliance
- Increasing emphasis on accessibility of new technology (e.g., classroom ‘clickers’)
- Working with other campuses to develop metrics for measuring success with ATI

**<http://www.csuchico.edu/ires/projects/accessibleTechnology/index.html>**

## ***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 highly qualified and diverse candidates in our recruitments. During 2006-07 we conducted 12 staff recruitments, one administrative level recruitment, and three faculty 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 86 employees including the Information Security Office and Enterprise Project Planning (CMS). Information Resources invested \$180,851 to support technical training, presentations, conferences, workshops, and CSU system meetings. In addition, a total of 27 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 25 non-Information Resources staff were provided professional development opportunities for a total cost of \$36,569.

## ***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.

### **Upgrade CMS/PeopleSoft to version 8.9 to provide improved support for enrollment management, financial aid, student financials, and human resources**

We completed the PeopleSoft 8.9 upgrade on time and without the need for outside consulting. Outcomes include:

- Upgraded functionality to streamline business processes and create better user interfaces
- Additional self-service functionality for Human Resources and Student Administration business processes
- Improved access to student and faculty self-service functionality
- Degree Audit modifications for Facilitating Graduation process making the Degree Audit report easier to use
- Successfully submitted year-end financial reports to Chancellor's Office within newly mandated two-week close period
- Completed Financials Revenue Management Project (transition to operating from Trust)

**See Appendix B – Enterprise Systems-CMS Annual Report**

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**Launch Vista, the second-generation Learning Management System (LMS), and work with faculty to migrate courses to the new system. Provide assistance in course redesign as part of the migration**

The Vista implementation is on track for completion by Spring 2008. This year we have seen:

- Excellent progress moving faculty and instructional materials to the Vista platform
- Marketing campaign complete – Dean, Dept. Chairs & AAS meetings, info packet, flyers, trainings, newsletter, and lots of TILT sessions raising faculty awareness of Vista
- Work to stabilize and expand Vista system with hardware purchases
- PeopleSoft integration functioning well
- HorizonWimba integration improvements

**Continue to improve information security by increased centralization of servers with confidential information, improved tracking of confidential data, and a major information security communication campaign**

Information Resources made major strides in campus information security this year. Some highlights include:

- Analyzed campus systems/servers to determine risk of data compromise
- Continued to migrate systems with confidential data to the data center
- Continued to move forward on securing campus servers
- Developed a tool to scan web servers for SSNs and completed scan of the primary campus web server
- Provided campus training and communication program to raise security awareness

See Appendix C – Information Security Office Annual Report

**Working with campus stakeholders (e.g. faculty, ATEC staff, and FMS) to develop a five year plan for classroom technology that includes goals for lighting improvements, equipment refresh, staff support, additional technology enhanced classrooms and a funding model**

Academic Technologies now has a total of 98 centrally scheduled “Smart” classrooms. All centrally scheduled “Smart” classrooms have been upgraded to a standard configuration allowing for improved centralized support. Progress includes:

- “Smart” Classroom Strategic Plan developed outlining the costs of building, maintaining, and supporting mediated classroom technology.
- Centralized support improves response time for faculty problem resolution
- Dollars allocated to implement switched bank lighting

See Appendix E – “Smart” Classroom Plan

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

The successful production cutover to the new system occurred during summer 2007. In addition to providing the library user community with state-of-the-art services, the new system provides the following efficiencies:

- Requires less specific library knowledge for users to find and use information
- More useful information is available in the catalog display – item location is linked to a map of the floor where it resides
- Increased functionality to design custom searches that can be saved and run regularly
- Allows for effective redeployment of staff and improves back office workflow

**See Appendix D – Library Annual Report**

## **Working with campus stakeholders (e.g. faculty, staff, administration) to develop a five year plan for a campus-wide sustainable desktop refresh program that meets the needs of faculty and staff**

Desktop refresh scope directly impacts support costs. This year's plan development includes:

- Summary report and presentation on the desktop refresh plan for Academic Affairs leadership
- Researching purchased vs. lease options for ongoing desktop computer refresh
- Creating procedures to expand Academic Affairs desktop computer bulk purchase model to include other campus VP areas
- Survey data indicates 86% of our current desktop inventory is within the four year refresh cycle established by UTAC

## **Implement a new multi-tiered model for supporting discipline-based computer labs that provides specific service level agreements for central support ranging from free basic service to full lab management**

In order to offer a consistent and equitable level of support, Student Computing (STCP) established a multi-tiered support structure for department labs as summarized below:

### **Tier I - Limited (Free) Support**

STCP will create and deploy a campus standard disk image (software suite) to new lab computers, as well as provide basic consulting, support, and training to college and department lab managers.

### **Tier II – Full (Fee-based) Support**

STCP will contract to provide full service lab management functions for an annual fee.

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**Move the current fee-based wireless service to free access for faculty/staff/students, and develop a plan for continued build out of wireless coverage addressing scope of coverage, refresh cycle, and funding**

Responding to increased demand for wireless services, the following activities have been completed:

- Secured Cabinet approval for implementation of free wireless to be offered to students, faculty and staff in Fall 2006
- Validated that the service was well received and continues to grow with more end-users logging on to the network
- Kept up with the bandwidth demand as well as the contention ratio ensuring sufficient service levels
- Presented a wireless plan to University Technology Advisory Committee (UTAC) and campus leadership. This plan is tied to the system wide deployment of wireless. Chico is currently scheduled for build out in 2011

**Reorganize the reporting line and the management of enterprise servers to better align with future technologies and to continue centralization of servers which contain confidential information or which support critical campus services**

In an effort to leverage emerging technologies and cost containment strategies for enterprise server management, Information Resources has:

- Completed a successful hire for critical ESYS manager position
- Established Service Level Agreements (SLAs) for co-hosted servers. Implemented monthly reporting of server performance and security for hosted servers
- Created four year plan for server and storage refresh to enable better planning and budgeting
- Begun implementation of best practices for server and storage management.
- Implemented Phase I of new email anti-spam solution

**Working with campus stakeholders (e.g. Public Affairs, Deans, Student Affairs, Business, etc.) to develop and implement a strategy that meets the campus need for web page/site development and content management, has a sustainable funding model, and has a governance/management model**

As the campus web presence becomes increasingly critical to the overall perception of the University, it is important that we continue our efforts to build out the environment and support strategies for Chico web sites. This year we have:

- Completed pilots for WASC and NCATE using the current web content management system
- Convened a campus committee to recommend a new web content management system for implementation in Spring 2008
- Presented a draft new governance structure to campus leadership

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**Enable services (e.g. faculty and staff self-service password management) and improve security (e.g. requiring student log on to all lab computers) through improved identity management infrastructure**

This year, improvements to the identity management infrastructure include:

- Completed moving all faculty, staff, and students to a single user ID for authentication to campus enterprise systems
- Changed initial user ID authentication from SSN to Chico State ID + birth date
- Developing and implementing self service password controls for student accounts
- Implementing a replacement strategy for Sun Directory Server – anticipated completion in October 2007
- Implemented secure logon using standard user ID for access to computers in public computer labs

**As part of the Information and Knowledge Management Initiative, work with campus stakeholders to rebuild both Finance and Student Administration/Human Resources data warehouses**

During the initial year to establish a data warehouse program to support the Knowledge Management Initiative, the following accomplishments were critical:

- Established a data warehouse organization structure
- Provided team training
- Researched enterprise data warehouse architecture design
- Completed student administration RDS 8.9 retrofit; conducted a Finance warehouse system health check/diagnostics
- Reviewed business intelligence tools licensed by the CSU
- Collaborated with sister campuses to develop baseline warehouse content

## 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 survey, 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 biannual faculty and staff technology use and satisfaction surveys (spring of 1999, 2001, 2003, 2005, and 2007). 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, technology support and training, and satisfaction with technology.

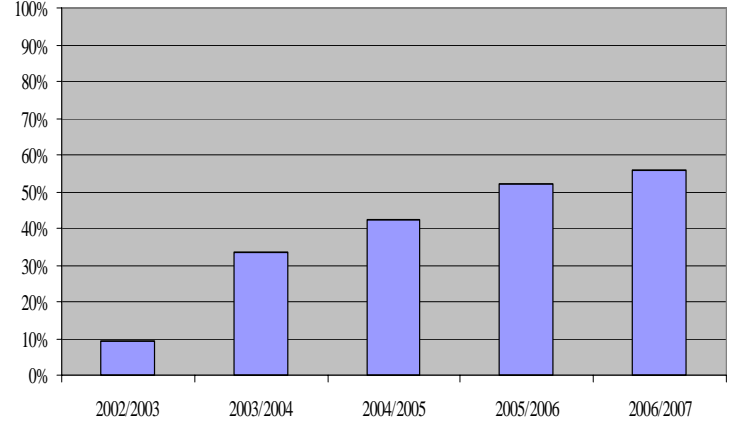
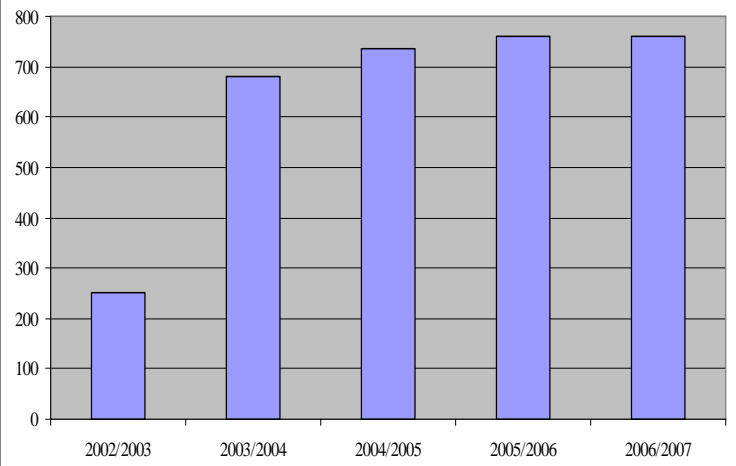
Performance areas identified as supporting the Information Resources strategic plan, *Aligning with the Future*, Themes A-E include:

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

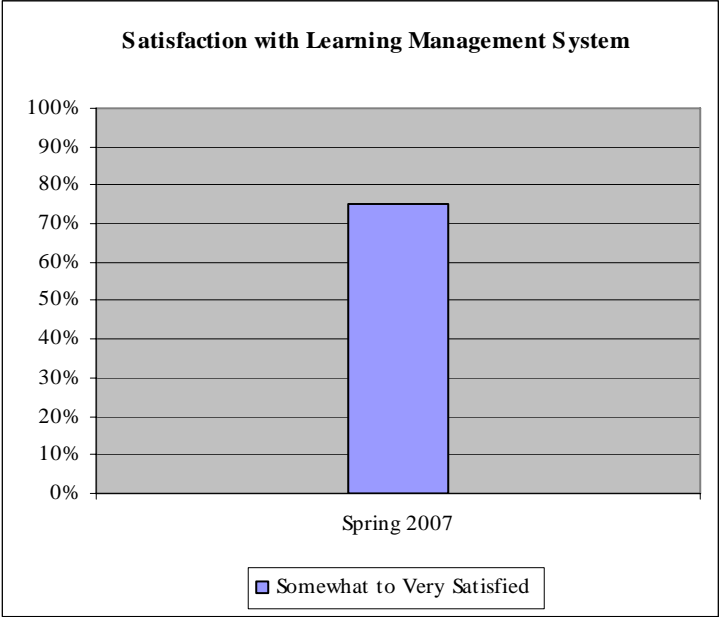
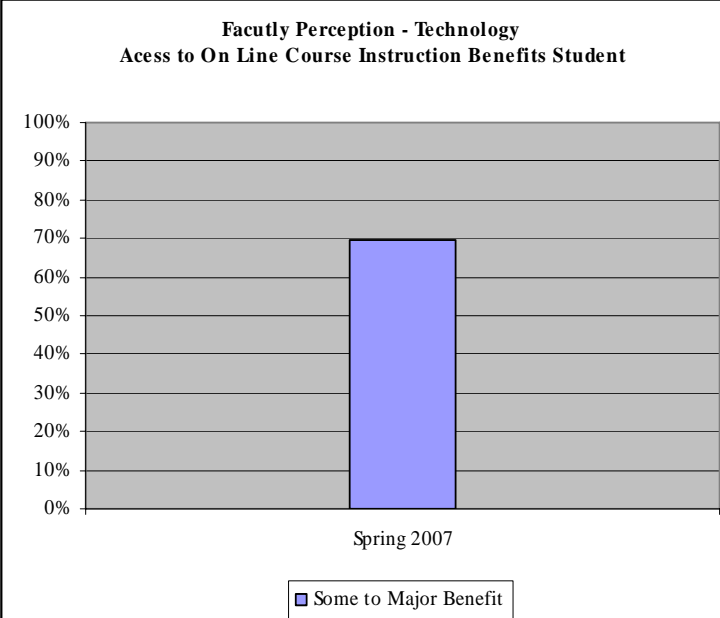
Indicators have been identified for each performance area. The performance measures associated with these indicators serve to demonstrate the importance of information technology in meeting the needs of the campus community and the level of satisfaction in the delivery of support and services.

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

<p align="center"><b>Theme A</b> <b>Teaching and Learning</b></p>	<p align="center"><b>Indicators/ Measures</b></p>
<p><b>Learning Management System</b> <i>Provide diverse learning environments that offer access anytime, anyplace, anyhow.</i></p>	<ol style="list-style-type: none"> <li>Utilization of Learning Management systems as measured by the percentage of “active” LMS course sections measured against all course sections (with enrollments) offered during the year.</li> <li>Utilization of the Learning Management Systems as measured by the number of faculty using the LMS for their courses.</li> </ol>

<p align="center"><b>Assessment/ Analysis</b></p>	<p align="center"><b>Graphs</b></p>												
<p>Over the last five years the percentage of active LMS courses (active criteria established by the TLP) has risen from 9% to 56% of active course sections in the 06/07 academic year.</p> <p>The percentage of courses utilizing the Learning Management System continued to rise this year even though the faculty were asked to transition to Vista. New tools and functionality in the updated product should encourage faculty to utilize the LMS for more courses.</p>	<p align="center"><b>Utilization of Learning Management System</b> <b>Percentage of Course Sections in LMS</b></p>  <table border="1"> <caption>Utilization of Learning Management System - Percentage of Course Sections in LMS</caption> <thead> <tr> <th>Academic Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2002/2003</td> <td>9%</td> </tr> <tr> <td>2003/2004</td> <td>34%</td> </tr> <tr> <td>2004/2005</td> <td>43%</td> </tr> <tr> <td>2005/2006</td> <td>53%</td> </tr> <tr> <td>2006/2007</td> <td>56%</td> </tr> </tbody> </table>	Academic Year	Percentage	2002/2003	9%	2003/2004	34%	2004/2005	43%	2005/2006	53%	2006/2007	56%
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<p>Information Resources has made progress on shifting faculty and students to Vista. This year 760 faculty (the same as last year) used the Learning Management System even though the campus was transitioning to the new version.</p> <p>The Learning Management System is a critical part of the Chico learning infrastructure. Conversion to a new version required faculty retraining and reevaluation of course content in order to utilize the enhanced features. This may explain why the number of faculty using the LMS remained constant this year.</p>	<p align="center"><b>Utilization of Learning Management System</b> <b>Number of Faculty Using LMS</b></p>  <table border="1"> <caption>Utilization of Learning Management System - Number of Faculty Using LMS</caption> <thead> <tr> <th>Academic Year</th> <th>Number of Faculty</th> </tr> </thead> <tbody> <tr> <td>2002/2003</td> <td>250</td> </tr> <tr> <td>2003/2004</td> <td>680</td> </tr> <tr> <td>2004/2005</td> <td>740</td> </tr> <tr> <td>2005/2006</td> <td>760</td> </tr> <tr> <td>2006/2007</td> <td>760</td> </tr> </tbody> </table>	Academic Year	Number of Faculty	2002/2003	250	2003/2004	680	2004/2005	740	2005/2006	760	2006/2007	760
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<p align="center"><b>Theme A</b> <b>Teaching and Learning</b></p>	<p align="center"><b>Indicators/ Measures</b></p>
<p><b>Learning Management System</b> <i>Provide diverse learning environments that offer access anytime, anyplace, anyhow.</i></p>	<p>3. Faculty Satisfaction with the Learning Management System as measured by the spring 2007 Faculty Technology Survey</p> <p>4. Faculty perception about the way computers and information technology has provided students with access to electronic on line course instruction anytime, any place.</p>

<p align="center"><b>Assessment/ Analysis</b></p>	<p align="center"><b>Graphs</b></p>				
<p>Over 75% of the faculty surveyed during the spring semester expressed satisfaction with the Learning Management System.</p> <p>Despite the disruption of transitioning to a new version this year, there remains high satisfaction from the faculty for the Learning Management System and its place in the learning infrastructure at Chico. LMS use will continue to be encouraged as new tools and integrations with other systems are brought on line.</p>	<p align="center"><b>Satisfaction with Learning Management System</b></p>  <p>A bar chart with a vertical axis from 0% to 100% in 10% increments. A single blue bar for 'Spring 2007' reaches the 75% mark. A legend below the chart shows a blue square for 'Somewhat to Very Satisfied'.</p> <table border="1"> <caption>Satisfaction with Learning Management System</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Level</th> </tr> </thead> <tbody> <tr> <td>Spring 2007</td> <td>75%</td> </tr> </tbody> </table>	Year	Satisfaction Level	Spring 2007	75%
Year	Satisfaction Level				
Spring 2007	75%				
<p>70% of the faculty responding to the survey (N = 410) felt that providing access to on line course instruction any time, anyplace provided some to major benefit to Chico students.</p> <p>These results suggest that the faculty believe that the Learning Management System plays a critical role in student learning at Chico.</p>	<p align="center"><b>Faculty Perception - Technology Access to On Line Course Instruction Benefits Student</b></p>  <p>A bar chart with a vertical axis from 0% to 100% in 10% increments. A single blue bar for 'Spring 2007' reaches the 70% mark. A legend below the chart shows a blue square for 'Some to Major Benefit'.</p> <table border="1"> <caption>Faculty Perception - Technology Access to On Line Course Instruction Benefits Student</caption> <thead> <tr> <th>Year</th> <th>Benefit Level</th> </tr> </thead> <tbody> <tr> <td>Spring 2007</td> <td>70%</td> </tr> </tbody> </table>	Year	Benefit Level	Spring 2007	70%
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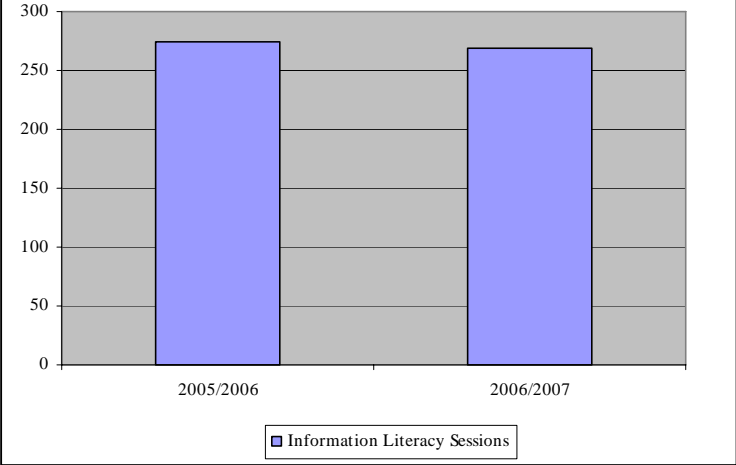
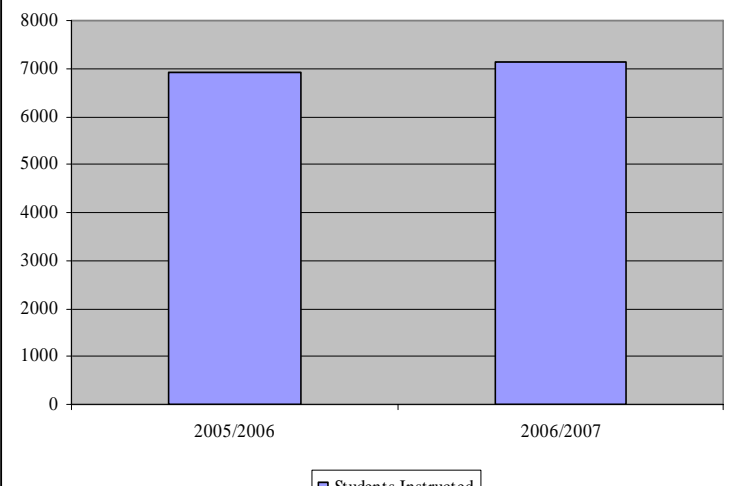
<p align="center"><b>Theme A</b> <b>Teaching and Learning</b></p>	<p align="center"><b>Indicators/ Measures</b></p>
<p><b>Library Resources</b> <i>Provide electronic resources in all formats to meet the teaching, learning, and research needs of the campus community</i></p>	<p>5. Use of Electronic Library Resources as measured by the total number of electronic journal searches performed and the total number of electronic articles reviewed</p> <p>6. Annual circulation of library materials</p>

<p align="center"><b>Assessment/ Analysis</b></p>	<p align="center"><b>Graphs</b></p>															
<p>Over one million electronic searches were performed with over 565,000 articles reviewed in 2006. These figures do not include the full-text retrieved via Google Scholar.</p> <p>Notwithstanding the popular view that “everyone uses Google” the use of full-text resource searches continues to grow and the article views are very steady. A system wide priority is in place to increase the number of full-text databases available in the electronic core collection.</p>	<p align="center"><b>Use of Electronic Resources</b></p> <table border="1"> <caption>Use of Electronic Resources 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>~650,000</td> </tr> <tr> <td>2004</td> <td>~500,000</td> <td>~850,000</td> </tr> <tr> <td>2005</td> <td>~550,000</td> <td>~1,050,000</td> </tr> <tr> <td>2006</td> <td>~550,000</td> <td>~1,050,000</td> </tr> </tbody> </table>	Year	Article Views	Total Searches	2003	~300,000	~650,000	2004	~500,000	~850,000	2005	~550,000	~1,050,000	2006	~550,000	~1,050,000
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<p>Library borrowing has increased slightly from last year with circulation of over 149,000 items in the collection.</p> <p>Additional funds were allocated for book purchases this year to support lower division GE including building our collection in sustainability and to support the Popular Collection. The new library system being introduced this year will make it easier for users to find and use information found in the library</p>	<p align="center"><b>Annual Circulation of Library Materials</b></p> <table border="1"> <caption>Annual Circulation of Library Materials Data</caption> <thead> <tr> <th>Year</th> <th>Library Materials</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>~165,000</td> </tr> <tr> <td>2002</td> <td>~155,000</td> </tr> <tr> <td>2003</td> <td>~160,000</td> </tr> <tr> <td>2004</td> <td>~160,000</td> </tr> <tr> <td>2005</td> <td>~135,000</td> </tr> <tr> <td>2006</td> <td>~145,000</td> </tr> </tbody> </table>	Year	Library Materials	2001	~165,000	2002	~155,000	2003	~160,000	2004	~160,000	2005	~135,000	2006	~145,000	
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Information Resources Theme A	Indicators/Assessment Instrument
<p><b>Library Utilization</b></p> <p><i>Provide electronic resources in all formats to meet the teaching, learning, and research needs of the campus community</i></p>	<p>7. Use of Reserve materials, a comparison of electronic sources versus paper reserve materials</p> <p>8. Interlibrary loan items borrowed from other libraries by Chico as measured by transactions in Pharos</p>

Assessment/ Analysis	Graphs																								
<p>Over the last few years the use of paper reserve materials has dropped in favor of electronic reserves and the trend has continued this year. Over 77% of reserve materials use is now in electronic resources.</p> <p>Students are now able to access reserve materials via WebCT. 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. Additionally, faculty can link students directly to online journals and articles which could account for the overall decrease in reserve use.</p>	<p style="text-align: center;"><b>Use of Reserve Materials</b></p> <table border="1"> <caption>Use of Reserve Materials Data</caption> <thead> <tr> <th>Year</th> <th>Paper</th> <th>Electronic</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2001/2002</td> <td>48,000</td> <td>0</td> <td>48,000</td> </tr> <tr> <td>2002/2003</td> <td>34,000</td> <td>8,000</td> <td>42,000</td> </tr> <tr> <td>2003/2004</td> <td>19,000</td> <td>51,000</td> <td>70,000</td> </tr> <tr> <td>2004/2005</td> <td>18,000</td> <td>57,000</td> <td>75,000</td> </tr> <tr> <td>2005/2006</td> <td>13,000</td> <td>47,000</td> <td>60,000</td> </tr> </tbody> </table>	Year	Paper	Electronic	Total	2001/2002	48,000	0	48,000	2002/2003	34,000	8,000	42,000	2003/2004	19,000	51,000	70,000	2004/2005	18,000	57,000	75,000	2005/2006	13,000	47,000	60,000
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<p>Interlibrary loan transactions increased slightly with over 8,000 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 databases available in the electronic core collection grows.</p>	<p style="text-align: center;"><b>Borrowing from Other Libraries for Chico Community</b></p> <table border="1"> <caption>Borrowing from Other Libraries for Chico Community Data</caption> <thead> <tr> <th>Year</th> <th>ILL Borrowing</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>8,500</td> </tr> <tr> <td>2002</td> <td>8,200</td> </tr> <tr> <td>2003</td> <td>7,100</td> </tr> <tr> <td>2004</td> <td>7,200</td> </tr> <tr> <td>2005</td> <td>7,400</td> </tr> <tr> <td>2006</td> <td>8,100</td> </tr> </tbody> </table>	Year	ILL Borrowing	2001	8,500	2002	8,200	2003	7,100	2004	7,200	2005	7,400	2006	8,100										
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Information Resources Theme B	Indicators/ Measures
<p><b>Information Literacy</b></p> <p><i>Incorporate fundamental literacy skills and concepts into the first year experience and facilitate integration of information literacy into academic programs</i></p>	<p>9. Information Literacy sections either specialized or as a component to University 101.</p> <p>10. The number of students instructed in Information Literacy either in specialized course or included as part of their University 101 course content.</p>

Assessment/ Analysis	Graphs						
<p>Librarians presented 269 specialized lectures as well as information literacy lectures to 24 sections of University 101 students. Each UNIV 101 section has a two lecture series on information literacy integrated into the curriculum to reinforce learning.</p> <p>Currently there are six information literacy goals addressed through librarian lectures and by the instructors of record. A UNIV101 WebCT page for instructors has been developed including an information literacy module providing support materials for instruction on information literacy.</p>	<p style="text-align: center;"><b>Information Literacy Sessions</b></p>  <table border="1"> <caption>Information Literacy Sessions Data</caption> <thead> <tr> <th>Year</th> <th>Information Literacy Sessions</th> </tr> </thead> <tbody> <tr> <td>2005/2006</td> <td>269</td> </tr> <tr> <td>2006/2007</td> <td>269</td> </tr> </tbody> </table>	Year	Information Literacy Sessions	2005/2006	269	2006/2007	269
Year	Information Literacy Sessions						
2005/2006	269						
2006/2007	269						
<p>In 2006/2007 over 7,000 students received instruction on Information Literacy.</p> <p>In a UNIV101 follow-up with a focus group, the group responses showed that while more than half of the students were able to pick the best "type" of information for a specific need, only about half could pick the correct database for a specific search. Results indicated that more curricular emphasis needs to be put on choosing the right database, developing effective search statements, and finding articles from known citations.</p>	<p style="text-align: center;"><b>Information Literacy Program</b></p>  <table border="1"> <caption>Information Literacy Program Data</caption> <thead> <tr> <th>Year</th> <th>Students Instructed</th> </tr> </thead> <tbody> <tr> <td>2005/2006</td> <td>6900</td> </tr> <tr> <td>2006/2007</td> <td>7100</td> </tr> </tbody> </table>	Year	Students Instructed	2005/2006	6900	2006/2007	7100
Year	Students Instructed						
2005/2006	6900						
2006/2007	7100						

Information Resources Theme C	Indicators/ Measures
<p><b>Learning Infrastructure</b></p> <p><i>Computing Hardware/workstations: Guarantee faculty, students, and staff access to secure, maintainable networked personal computing device.</i></p>	<p>11. 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</p> <p>12. Faculty/Staff satisfaction with campus provided workstation from spring 2007 Faculty/Staff Technology Survey.</p>

Assessment/ Analysis	Graphs																								
<p>86% of faculty workstations, 91% of staff workstations, and 83% of centrally provided student workstations meet or exceed the current system wide ITS baseline standards.</p> <p>Despite the fact that refresh timing and funding has been uneven due to dependency on one time funding, the majority of the campus desktops are within the standards as defined in the ITS baseline standards.</p>	<p style="text-align: center;"><b>Quality of Workstations Based on ITS Baseline Standards</b></p> <table border="1"> <caption>Quality of Workstations Based on ITS Baseline Standards</caption> <thead> <tr> <th>Year</th> <th>Faculty (%)</th> <th>Staff (%)</th> <th>Student (%)</th> </tr> </thead> <tbody> <tr> <td>2002/2003</td> <td>90</td> <td>90</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> <tr> <td>2005/2006</td> <td>72</td> <td>80</td> <td>80</td> </tr> <tr> <td>2006/2007</td> <td>85</td> <td>90</td> <td>82</td> </tr> </tbody> </table>	Year	Faculty (%)	Staff (%)	Student (%)	2002/2003	90	90	82	2003/2004	85	82	80	2004/2005	85	92	75	2005/2006	72	80	80	2006/2007	85	90	82
Year	Faculty (%)	Staff (%)	Student (%)																						
2002/2003	90	90	82																						
2003/2004	85	82	80																						
2004/2005	85	92	75																						
2005/2006	72	80	80																						
2006/2007	85	90	82																						
<p>86% of faculty and 92% of staff indicated in the 2007 Information Resources Technology survey that their workstation was adequate and that they were satisfied with their desktop.</p> <p>The quantitative numbers and the satisfaction levels indicate IRES has been able to meet over 85% of the campus need. Maximizing satisfaction and regularizing distribution of computing resources across the campus are addressed in the proposed Campus Computing Desktop Refresh Plan.</p>	<p style="text-align: center;"><b>Satisfaction with/Adequacy of Workstation</b></p> <table border="1"> <caption>Satisfaction with/Adequacy of Workstation</caption> <thead> <tr> <th>Year</th> <th>Faculty (%)</th> <th>Staff (%)</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>80</td> <td>86</td> </tr> <tr> <td>2003</td> <td>88</td> <td>92</td> </tr> <tr> <td>2005</td> <td>83</td> <td>90</td> </tr> <tr> <td>2007</td> <td>86</td> <td>92</td> </tr> </tbody> </table>	Year	Faculty (%)	Staff (%)	2001	80	86	2003	88	92	2005	83	90	2007	86	92									
Year	Faculty (%)	Staff (%)																							
2001	80	86																							
2003	88	92																							
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2007	86	92																							

Information Resources Theme C	Indicators/ Measures
<p><b>Learning Infrastructure</b></p> <p><i>Training and Support: Invest in faculty and staff by providing technology training... Provide software, hardware, and networking support for faculty, staff, and students</i></p>	<p>13. Faculty and staff satisfaction with the technology training offered on campus as measured in the 2007 Faculty/Staff Technology survey</p> <p>14. Faculty and staff satisfaction with the technology support they receive as measured in the 2007 Faculty/Staff Technology survey</p>

Assessment/ Analysis	Graphs															
<p>83% of faculty surveyed and 80% of staff indicated that they were satisfied with the technology training offered on campus. Over 80% agree that the campus has a good strategic plan for use of technology.</p> <p>Technology training on campus ranges from LMS and instructional design training for faculty to PeopleSoft courses, office productivity tools, and web design classes for faculty/staff. Survey comments indicate the need for more advanced training on office tools.</p>	<p style="text-align: center;"><b>Satisfaction with Technology Training/Support</b></p> <table border="1"> <caption>Satisfaction with Technology Training/Support</caption> <thead> <tr> <th>Year</th> <th>Faculty (%)</th> <th>Staff (%)</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>78</td> <td>75</td> </tr> <tr> <td>2003</td> <td>81</td> <td>80</td> </tr> <tr> <td>2005</td> <td>80</td> <td>70</td> </tr> <tr> <td>2007</td> <td>83</td> <td>86</td> </tr> </tbody> </table>	Year	Faculty (%)	Staff (%)	2001	78	75	2003	81	80	2005	80	70	2007	83	86
Year	Faculty (%)	Staff (%)														
2001	78	75														
2003	81	80														
2005	80	70														
2007	83	86														
<p>83% of faculty and 86% 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 with after hours support provided by the Student Help Desk. Analyses of survey comments indicate that faculty need more communication about where and how to obtain after hours help.</p>	<p style="text-align: center;"><b>Satisfaction with Technical Support</b></p> <table border="1"> <caption>Satisfaction with Technical Support</caption> <thead> <tr> <th>Year</th> <th>Faculty (%)</th> <th>Staff (%)</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>75</td> <td>75</td> </tr> <tr> <td>2003</td> <td>80</td> <td>83</td> </tr> <tr> <td>2005</td> <td>81</td> <td>84</td> </tr> <tr> <td>2007</td> <td>83</td> <td>86</td> </tr> </tbody> </table>	Year	Faculty (%)	Staff (%)	2001	75	75	2003	80	83	2005	81	84	2007	83	86
Year	Faculty (%)	Staff (%)														
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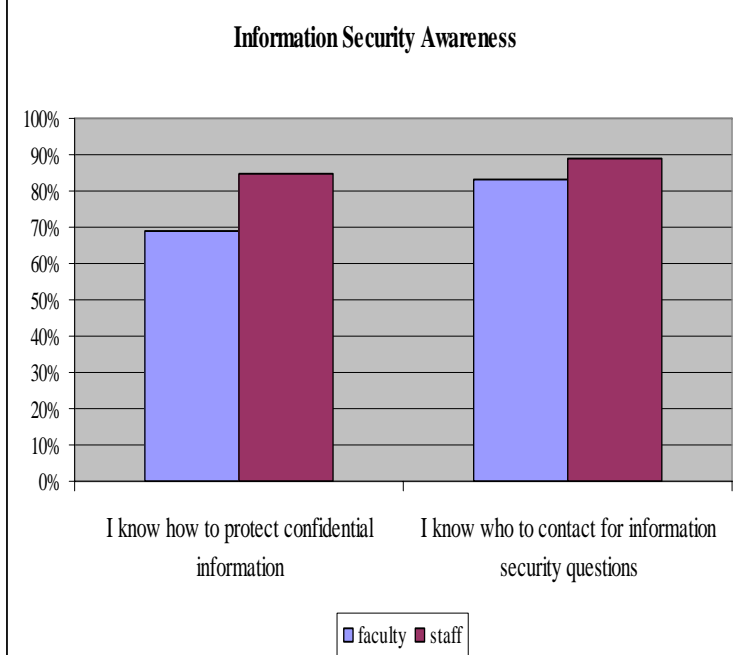
Information Resources Theme C	Indicators/ Measures
<p><b>Learning Infrastructure</b></p> <p><i>Network Performance: Expand and manage the network to meet future expectations for voice, data, wireless, and video needs</i></p>	<p>15. Network peak utilization measures the highest level of bandwidth usage. Lower percentages indicate that the campus has high bandwidth capacity available for campus uses</p> <p>16. 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 7% in the 06/07 year indicating high availability for network traffic with over 90% of our capacity unused and available.</p> <p>The drop in peak utilization seen in the chart reflects the increase in our available bandwidth capacity allowing the network to more than keep up with the rising campus demand.</p>	<p style="text-align: center;"><b>Network Peak Utilization</b></p> <table border="1"> <caption>Network Peak Utilization Data</caption> <thead> <tr> <th>Year</th> <th>Utilization (%)</th> </tr> </thead> <tbody> <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>11</td></tr> <tr><td>2006/2007</td><td>7</td></tr> </tbody> </table>	Year	Utilization (%)	2000/2001	10	2001/2002	15	2002/2003	10	2003/2004	10	2004/2005	12	2005/2006	11	2006/2007	7
Year	Utilization (%)																
2000/2001	10																
2001/2002	15																
2002/2003	10																
2003/2004	10																
2004/2005	12																
2005/2006	11																
2006/2007	7																
<p>Network uptime was 0.9892 (close to 99% availability) during the past year. Core services and access to the Internet had very high availability.</p> <p>Installation of new network equipment as part of the Technology Infrastructure Initiative (TII/ITRP) required more planned (and unplanned) downtime this past year. However, the new equipment should provide for more uptime (reliability) now that installation is almost complete. Chico’s target for network reliability is .999.</p>	<p style="text-align: center;"><b>Network Uptime</b></p> <table border="1"> <caption>Network Uptime Data</caption> <thead> <tr> <th>Year</th> <th>Uptime</th> </tr> </thead> <tbody> <tr><td>2000/2001</td><td>0.9987</td></tr> <tr><td>2001/2002</td><td>0.9867</td></tr> <tr><td>2002/2003</td><td>0.9847</td></tr> <tr><td>2003/2004</td><td>0.9967</td></tr> <tr><td>2004/2005</td><td>0.9987</td></tr> <tr><td>2005/2006</td><td>0.9867</td></tr> <tr><td>2006/2007</td><td>0.9892</td></tr> </tbody> </table>	Year	Uptime	2000/2001	0.9987	2001/2002	0.9867	2002/2003	0.9847	2003/2004	0.9967	2004/2005	0.9987	2005/2006	0.9867	2006/2007	0.9892
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2006/2007	0.9892																

Information Resources Theme C	Indicators/ Measures
<p><b>Learning Infrastructure</b></p> <p><i>Smart Classrooms: Provide reliable and quality classroom technology that meets the needs of the students and faculty</i></p>	<p>17. Number of centrally scheduled classrooms that are considered “Smart” classrooms (equipped to support the use of multimedia instructional resources based on ITS baseline standards).</p> <p>18. Satisfaction with “Smart” classrooms as measured through the spring 2007 Faculty Technology survey.</p>

Assessment/ Analysis	Graphs												
<p>Chico continues to increase its number of centrally scheduled “Smart” classrooms with 10 classrooms added this year. Additional spaces such as labs and conference rooms may have also been mediated but are not centrally scheduled and therefore not in this count.</p> <p>Completing mediation of all our centrally scheduled classrooms and meeting faculty needs for mediated classrooms are goals addressed in the 2007 “Smart” Classroom Plan (Appendix E). Mediation of departmental spaces/labs is also desirable to reach more students.</p>	<p style="text-align: center;"><b>Number of "Smart" Classrooms</b></p> <table border="1"> <caption>Number of "Smart" Classrooms</caption> <thead> <tr> <th>Year</th> <th>Number of Classrooms</th> </tr> </thead> <tbody> <tr> <td>2002/2003</td> <td>68</td> </tr> <tr> <td>2003/2004</td> <td>76</td> </tr> <tr> <td>2004/2005</td> <td>76</td> </tr> <tr> <td>2005/2006</td> <td>87</td> </tr> <tr> <td>2006/2007</td> <td>98</td> </tr> </tbody> </table>	Year	Number of Classrooms	2002/2003	68	2003/2004	76	2004/2005	76	2005/2006	87	2006/2007	98
Year	Number of Classrooms												
2002/2003	68												
2003/2004	76												
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2005/2006	87												
2006/2007	98												
<p>Faculty satisfaction with “Smart” classrooms continues to grow as more lecture spaces are converted. Over 85% of faculty surveyed responded that they are somewhat to very satisfied with “Smart” classrooms</p> <p>Demand for “Smart” classroom space remains high with interest expressed in converting labs and conference spaces. The 2007 “Smart” Classroom Plan (Appendix E) addresses mediation of centrally scheduled and department scheduled spaces.</p>	<p style="text-align: center;"><b>Satisfaction with "Smart" Classrooms</b></p> <table border="1"> <caption>Satisfaction with "Smart" Classrooms</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Level (%)</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>72</td> </tr> <tr> <td>2003</td> <td>78</td> </tr> <tr> <td>2005</td> <td>78</td> </tr> <tr> <td>2007</td> <td>86</td> </tr> </tbody> </table> <p style="text-align: center;">■ Somewhat to very satisfied</p>	Year	Satisfaction Level (%)	2001	72	2003	78	2005	78	2007	86		
Year	Satisfaction Level (%)												
2001	72												
2003	78												
2005	78												
2007	86												

Information Resources Theme D	Indicators/ Measures
<p><b>Enterprise Information Management Systems</b></p> <p><i>Security: Establish comprehensive data and technology standards supporting secure academic and administrative activities</i></p>	<p>19. Security training information tracked by the Security Office.</p> <p>20. Information security awareness on campus as measured through the spring 2007 Faculty/Staff Technology Survey.</p>

Assessment/ Analysis	Graphs																					
<p>The Information Security Office developed and delivered a security course as a part of the Supervisory Certificate program as well as a security message for the New Hire orientations. In addition, they facilitated two System Security meetings to discuss risk management and security strategies and best practice resources available to campus. Training courses were offered to campus technical staff to support the implementation of the McAfee Foundstone Vulnerability Management tool.</p>	<table border="1" data-bbox="683 667 1414 1157"> <thead> <tr> <th colspan="3" data-bbox="690 676 1408 709">Information Security Training</th> </tr> <tr> <th data-bbox="690 762 1166 795">Event Type</th> <th data-bbox="1166 762 1328 795">Attendees</th> <th data-bbox="1328 709 1408 795">Total Time (mins)</th> </tr> </thead> <tbody> <tr> <td data-bbox="690 827 1166 856">Protect Campus from Cyber Threats Course</td> <td data-bbox="1166 827 1328 856">39</td> <td data-bbox="1328 827 1408 856">240</td> </tr> <tr> <td data-bbox="690 905 1166 934">New Hire Orientation</td> <td data-bbox="1166 905 1328 934">85</td> <td data-bbox="1328 905 1408 934">120</td> </tr> <tr> <td data-bbox="690 968 1166 997">System Security Meetings</td> <td data-bbox="1166 968 1328 997">43</td> <td data-bbox="1328 968 1408 997">90</td> </tr> <tr> <td data-bbox="690 1031 1166 1060">Vulnerability Management Training</td> <td data-bbox="1166 1031 1328 1060">23</td> <td data-bbox="1328 1031 1408 1060">240</td> </tr> <tr> <td data-bbox="1101 1125 1166 1155"><b>Total</b></td> <td data-bbox="1166 1125 1328 1155"><b>124</b></td> <td data-bbox="1328 1125 1408 1155"><b>690</b></td> </tr> </tbody> </table>	Information Security Training			Event Type	Attendees	Total Time (mins)	Protect Campus from Cyber Threats Course	39	240	New Hire Orientation	85	120	System Security Meetings	43	90	Vulnerability Management Training	23	240	<b>Total</b>	<b>124</b>	<b>690</b>
Information Security Training																						
Event Type	Attendees	Total Time (mins)																				
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<b>Total</b>	<b>124</b>	<b>690</b>																				
<p>69% of faculty and 85% of the staff surveyed agree that they know how to protect confidential information. Additionally, 83% of the faculty and 89% of the staff indicated that knew who to contact for information security questions (spam, viruses, hacks)</p> <p>The Information Security office has spent considerable time this past year on communications about confidential data and security awareness training. As a direct result, both groups indicated a high level of awareness about information security and protection of confidential data.</p>	 <table border="1" data-bbox="683 1241 1414 1892"> <caption>Information Security Awareness</caption> <thead> <tr> <th>Question</th> <th>Faculty (%)</th> <th>Staff (%)</th> </tr> </thead> <tbody> <tr> <td>I know how to protect confidential information</td> <td>69%</td> <td>85%</td> </tr> <tr> <td>I know who to contact for information security questions</td> <td>83%</td> <td>89%</td> </tr> </tbody> </table>	Question	Faculty (%)	Staff (%)	I know how to protect confidential information	69%	85%	I know who to contact for information security questions	83%	89%												
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Information Resources Theme D	Indicators/ Measures
<p><b>Enterprise Information Management Systems</b></p> <p><i>CMS: Support reliable standards-based enterprise-wide administrative and academic systems and services that provide the campus community with effective business processes</i></p>	<p>21. Staff use of enterprise administrative systems as measured through the spring 2007 Staff Technology Survey.</p> <p>22. Staff satisfaction with enterprise administrative systems as measured through the spring 2007 Staff Technology Survey.</p>

Assessment/ Analysis	Graphs																		
<p>More than 40% of the staff surveyed indicated that they use the CMS HR and SA modules at least once a semester. However, 80% also indicate that they are using the portal at least once a semester.</p> <p>The results from the survey indicate that while staff use of the portal is high; their use of the different CMS modules is low. Since the portal content available to staff is centered on HR resources (e.g. paycheck, emergency contact, leave balances) it appears that staff are not aware they are accessing personal data via the CMS systems.</p>	<p style="text-align: center;"><b>Staff Use of Administrative Systems</b></p> <table border="1"> <caption>Staff Use of Administrative Systems</caption> <thead> <tr> <th>System</th> <th>2005 (%)</th> <th>2007 (%)</th> </tr> </thead> <tbody> <tr> <td>CMS HR</td> <td>33</td> <td>43</td> </tr> <tr> <td>CMS Finance</td> <td>30</td> <td>25</td> </tr> <tr> <td>CMS Student</td> <td>0</td> <td>45</td> </tr> <tr> <td>Portal</td> <td>65</td> <td>80</td> </tr> <tr> <td>Brio (Financial) Reporting</td> <td>0</td> <td>28</td> </tr> </tbody> </table>	System	2005 (%)	2007 (%)	CMS HR	33	43	CMS Finance	30	25	CMS Student	0	45	Portal	65	80	Brio (Financial) Reporting	0	28
System	2005 (%)	2007 (%)																	
CMS HR	33	43																	
CMS Finance	30	25																	
CMS Student	0	45																	
Portal	65	80																	
Brio (Financial) Reporting	0	28																	
<p>Staff satisfaction with enterprise administrative systems is generally high with satisfaction with the campus portal at close to 100%. More than 60% of the staff surveyed was satisfied with the ease of use of the CMS modules, and more than 80% indicated satisfaction with Brio reporting.</p> <p>Although a major upgrade of the CMS HR and SA modules took place right before the staff survey was administered the staff still felt that CMS speed and response time as well as ease of use was satisfactory. Additionally, while the finance warehouse was not always refreshed on time users still were satisfied with Brio reporting.</p>	<p style="text-align: center;"><b>Staff Satisfaction with Administrative Systems - 2007</b></p> <table border="1"> <caption>Staff Satisfaction with Administrative Systems - 2007</caption> <thead> <tr> <th>System</th> <th>2007 (%)</th> </tr> </thead> <tbody> <tr> <td>CMS Speed and Response Time</td> <td>82</td> </tr> <tr> <td>CMS Ease of Use</td> <td>68</td> </tr> <tr> <td>Portal</td> <td>98</td> </tr> <tr> <td>Brio (Financial) Reporting</td> <td>88</td> </tr> </tbody> </table>	System	2007 (%)	CMS Speed and Response Time	82	CMS Ease of Use	68	Portal	98	Brio (Financial) Reporting	88								
System	2007 (%)																		
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Information Resources Theme D	Indicators/ Measures
<p><b>Enterprise Information Management Systems</b></p> <p><i>CMS: Support reliable standards-based enterprise-wide administrative and academic systems and services that provide the campus community with effective business processes</i></p>	<p>23. Faculty use of enterprise administrative systems as measured through the spring 2007 Faculty Technology Survey.</p> <p>24. Faculty use of enterprise academic systems as measured by use of the Learning Management system at least monthly in response to the spring 2007 Faculty Technology Survey.</p>

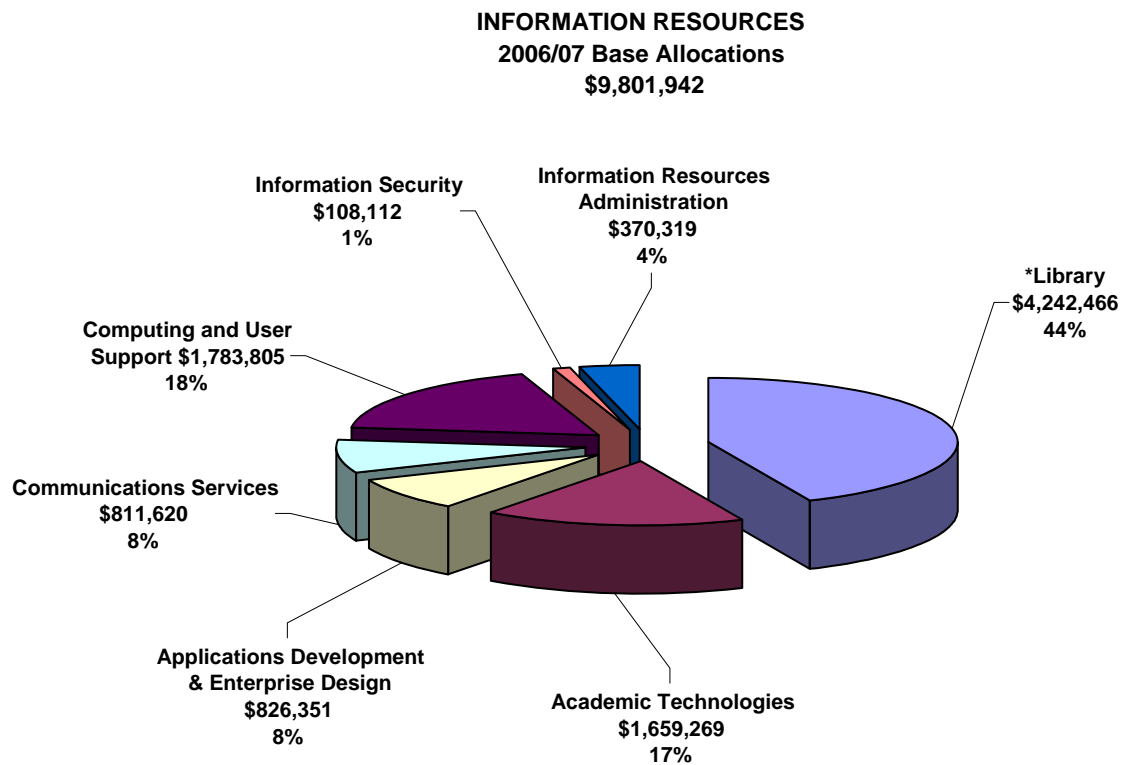
Assessment/ Analysis	Graphs										
<p>Faculty survey responses showed that while more than 50% used CMS at least once during the semester, almost all surveyed used the portal at least once during the semester.</p> <p>Since faculty use CMS to access course rosters, grading, advising, and for personal HR information, it appears that faculty may not be aware they are using the CMS system while in the portal. Satisfaction results are therefore misleading. More in-depth information on faculty use/satisfaction of CMS would need to be collected.</p>	<div data-bbox="690 718 1404 1283"> <p style="text-align: center;"><b>Faculty Use and Satisfaction with Administrative Systems</b></p> <table border="1"> <caption>Faculty Use and Satisfaction with Administrative Systems</caption> <thead> <tr> <th>System</th> <th>Faculty Use at least 1x/semester (%)</th> <th>Faculty Satisfaction (%)</th> </tr> </thead> <tbody> <tr> <td>CMS</td> <td>~55</td> <td>~60</td> </tr> <tr> <td>Portal</td> <td>~98</td> <td>~92</td> </tr> </tbody> </table> </div>	System	Faculty Use at least 1x/semester (%)	Faculty Satisfaction (%)	CMS	~55	~60	Portal	~98	~92	
System	Faculty Use at least 1x/semester (%)	Faculty Satisfaction (%)									
CMS	~55	~60									
Portal	~98	~92									
<p>Faculty use of the Learning Management System for their courses continues to increase. Close to 70% of those surveyed indicating they use the LMS at least once each month.</p> <p>New tools and additional training opportunities should provide more incentive for faculty to use the new Learning Management System introduced this year. All courses have a course shell in the LMS.</p>	<div data-bbox="690 1299 1404 1864"> <p style="text-align: center;"><b>Faculty Use of Academic Systems (Use LMS at least monthly)</b></p> <table border="1"> <caption>Faculty Use of Academic Systems (Use LMS at least monthly)</caption> <thead> <tr> <th>Year</th> <th>Faculty Use (%)</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>~30</td> </tr> <tr> <td>2003</td> <td>~38</td> </tr> <tr> <td>2005</td> <td>~68</td> </tr> <tr> <td>2007</td> <td>~68</td> </tr> </tbody> </table> </div>	Year	Faculty Use (%)	2001	~30	2003	~38	2005	~68	2007	~68
Year	Faculty Use (%)										
2001	~30										
2003	~38										
2005	~68										
2007	~68										

Information Resources Theme E	Indicators/ Measures
<p><b>Knowledge Management</b></p> <p><i>Enterprise Warehouse: Implement integrated technologies for decision support to assure institutional accountability and facilitate data-driven analysis...that provide timely and straightforward access to data and reports...</i></p>	<p>25. Tables and queries converted/built for continued and enhanced reporting from the CMS RDS warehouse.</p> <p>26. Collaboration with other areas to develop new tables/reports for data driven decision making</p>

Assessment/ Analysis	Graphs																	
<p>Conversion of CMS v8.0 tables in the RDS warehouse to v8.9 tables went smoothly. All necessary queries and reports were rewritten for the new version and additional tables were created for enhanced reporting.</p> <p>This is the initial build out year of the Enterprise Warehouse. The priority was converting the student administrative warehouse to the new version of CMS that the campus was upgrading to in March. Cutover to the new version was seamless to the campus users.</p>	<table border="1"> <thead> <tr> <th data-bbox="721 730 1060 835">Systems</th> <th data-bbox="1060 730 1386 835">Built/Reviewed /Converted</th> </tr> </thead> <tbody> <tr> <td data-bbox="721 835 1060 932">RDS Warehouse Upgrade</td> <td data-bbox="1060 835 1386 932">25 tables built 577 tables reviewed 32 tables converted</td> </tr> <tr> <td data-bbox="721 932 1060 968">STEPS</td> <td data-bbox="1060 932 1386 1108" rowspan="4">15 tables built</td> </tr> <tr> <td data-bbox="721 968 1060 1003">Class Fact Table</td> </tr> <tr> <td data-bbox="721 1003 1060 1039">Human Resources View</td> </tr> <tr> <td data-bbox="721 1039 1060 1075">Credentials Test Table</td> </tr> <tr> <td data-bbox="721 1075 1060 1110">Student Profile Table</td> <td data-bbox="1060 1108 1386 1171" rowspan="2">1 set of tables</td> </tr> <tr> <td data-bbox="721 1110 1060 1171">Census/Snapshot (4 separate copies of database)</td> </tr> <tr> <td data-bbox="721 1171 1060 1325">Working Tables: WASC tables, Translation tables, Fact/Dimension tables, Lookup tables</td> <td data-bbox="1060 1171 1386 1325">25 tables in test</td> </tr> </tbody> </table>		Systems	Built/Reviewed /Converted	RDS Warehouse Upgrade	25 tables built 577 tables reviewed 32 tables converted	STEPS	15 tables built	Class Fact Table	Human Resources View	Credentials Test Table	Student Profile Table	1 set of tables	Census/Snapshot (4 separate copies of database)	Working Tables: WASC tables, Translation tables, Fact/Dimension tables, Lookup tables	25 tables in test		
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<p>Building out the enterprise warehouse and providing appropriate tables and views for campus users is the second priority addressed this year.</p> <p>Working with campus users has provided an opportunity to develop data needs analysis processes and tools to develop and provide reports on the web.</p>	<table border="1"> <thead> <tr> <th data-bbox="721 1367 1049 1430">Campus Areas/Colleges</th> <th data-bbox="1049 1367 1414 1430">Collaboration /Development</th> </tr> </thead> <tbody> <tr> <td data-bbox="721 1430 1049 1520">Human Resources APO IRES</td> <td data-bbox="1049 1430 1414 1520">WIKI pilot</td> </tr> <tr> <td data-bbox="721 1520 1049 1556">IRES</td> <td data-bbox="1049 1520 1414 1556">VM pilot</td> </tr> <tr> <td data-bbox="721 1556 1049 1619">Risk Management</td> <td data-bbox="1049 1556 1414 1619">Automate Field Trip Application</td> </tr> <tr> <td data-bbox="721 1619 1049 1682">CSU, East Bay CSU, Fullerton</td> <td data-bbox="1049 1619 1414 1682">Warehouse table sharing, Knowledge sharing</td> </tr> <tr> <td data-bbox="721 1682 1049 1745">Academic Affairs</td> <td data-bbox="1049 1682 1414 1745">Automate Academic Program Review reports</td> </tr> <tr> <td data-bbox="721 1745 1049 1808">Credentials</td> <td data-bbox="1049 1745 1414 1808">Credential Students – Data Needs Analysis</td> </tr> <tr> <td data-bbox="721 1808 1049 1890">Engr/Comp Sci/Const Natural Sciences Humanities</td> <td data-bbox="1049 1808 1414 1890">Registration Data – Needs Analysis</td> </tr> </tbody> </table>		Campus Areas/Colleges	Collaboration /Development	Human Resources APO IRES	WIKI pilot	IRES	VM pilot	Risk Management	Automate Field Trip Application	CSU, East Bay CSU, Fullerton	Warehouse table sharing, Knowledge sharing	Academic Affairs	Automate Academic Program Review reports	Credentials	Credential Students – Data Needs Analysis	Engr/Comp Sci/Const Natural Sciences Humanities	Registration Data – Needs Analysis
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## Financial Report

The chart below illustrates how the Information Resources budget allocation for fiscal year 2006/07 is strategically directed to support and enhance campus technologies.



Library	Academic Technologies	Applications Development & Enterprise Design
Communications Services	Computing and User Support	Information Security
Information Resources Administration		

\*Note: Information Resources has received \$851,000 as a continued base allocation to Library Collections via Lottery funding

## One-Time Allocation Recap:

Amount	One-Time Initial Allocations 2006/07
\$70,000	SBA Performance Based Allocation
\$1,200	New Faculty Incentive
\$3,600	Tenured/Tenure Track Faculty Development
\$265,000	Smart Classroom Project
\$350,000	Faculty/Staff Computer Project
<b>\$689,800</b>	<b>Provost Funding</b>

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

### Performance Allocation - \$70,000

Performance funds were targeted for those strategic initiatives that required additional funding to get off the ground. The replacement of the campus web servers was essential to providing improved web services to the campus community. In the interest of sustainability as well as usability, modern flat panel monitors were installed in the library Information Commons. Faculty and students continue to benefit from the Turnitin contract which helps them take full advantage of the internet's educational potential.

- \$35,000 Web Content Management Temporary Staff funded – Provided staff to focus on implementation of a Web Content Management System to support WASC, NCATE, and as a pilot for the university.
- \$11,414 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.
- \$20,000 Campus Web Server – The campus web server is the primary web presence for CSU, Chico. This funding allowed us to successfully replace both the web server hardware and software in May 2007. Benefits of the new server include:
  - Faster performance - new server is much faster and web pages are delivered more quickly
  - Increased web space - web space quotas for departments were increased
  - Easier management - better management tools
  - Improved vendor support - faster response for both hardware and software support issues
  - Consistent with campus hardware and operating system standards - the old Sun hardware and OS are no longer actively supported
  - Cost savings - compared with replacing old system with hardware and software from same vendor

\$6,000 30 Flat Panel Monitors 2<sup>nd</sup> Floor Library – 30 LCD flat panel monitors were installed during the summer in the "Information Commons" area on the second floor of the library, replacing old CRT type monitors at the end of their useful lifespan. Benefits of the project include:

- Sustainability - LCD monitors use about one third the energy of the older CRT monitors when in use and about one eighth the energy when "asleep" (turned on, but not in use and in power saving mode)
- Usability - LCD monitors are easier on the users' eyes. Compared to CRT monitors they have better brightness, less distortion, better focus, and no flicker.
- Smaller footprint - the reduced footprint of the LCD monitors makes the InfoCommons area appear less cluttered and provides users with more desk space

### **New Faculty Incentive & Tenured/Tenure Track Faculty Development - \$4,800**

\$1,200 One faculty attended professional development workshops including Internet Librarian Conference, CATS Conference and delivered a paper at Learning Conference National Meeting. One faculty took an extended absence. His allocation is being carried over to 2007/08.

\$3,600 Six Librarians attended ten professional development workshops or conferences including ALA Conference (two meetings per year for three librarians), CARL Conference, presentation at the Learning Conference National Meeting, and Internet Librarian Conference.

### **Smart Classroom Project - \$265,000**

\$265,000 Equipment and supplies for ten new "Smart" classrooms and refurbishing of 50 existing "Smart" classrooms - Items purchased included maintenance agreements, DVD/VCR players, projectors, lens, computers, switches, controllers, replacement lamps, electronic parts and supplies to support the project. 93 out of 98 classrooms are now configured with centrally monitored Extron controllers and media switchers.  
IRES supported this project with \$40,000 base budget funding.

### **Campus Computer Refresh Project- \$350,000**

\$334,650 Purchased 307 computers @ \$1,083.21/each for distribution throughout Academic Affairs.

\$15,350 User Support Services labor cost for management and installation of the project.

**NOTE:** In addition to the above, Information Resources has historically received \$851,000 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.

## Contracts, Grants and Projects

### Academic Technologies Projects 2006/07

Organization	State Agencies	Private	On Campus SCSA	Total Income
<b>New Contracts for 2006/07</b>				
ALCI			X	2,000.00
Calif. Integrated Waste Management Board (2 Year)	X			105,000.00
Dept. of Education	X			9,929.85
<b>TOTAL:</b>				<b>\$116,929.85</b>
<b>2006/07 Contracts</b>				
ATEC Rubric			X	306.00
Calif. Commission on Teacher Credentialing	X			432.00
Calif. Integrated Waste Management Board	X			9,089.36
Chancellor's Office			X	2,500.00
Child Development - Cindy Ratekin			X	7,921.00
Dept. of Toxic Substance Control	X			118,644.85
Harris Moran Seed Company		X		8,000.00
KCHO 2006-2007			X	1,287.50
Mindstorm Creative		X		52,005.00
NAEA	X			3,000.00
National Wildlife Federation	X			350.00
VP Student Affairs Office			X	2,000.00
Western Video Market		X		101,940.00
<b>TOTAL:</b>				<b>\$317,475.71</b>
<b>2007/08 New Contracts</b>				
Calif. Integrated Waste Management Board	X			50,000.00
Dept. of Education	X			20,000.00
State Water Board	X			400,000.00
Student Activities Center			X	130,000.00
<b>TOTAL:</b>				<b>\$600,000.00</b>

### Communications Services Contracts 2006/07

Service Agreements	Type of Service	Source of Funding	Contract Amount
STEPS, RCE, University Housing & Food Service – University Village	Dial tone, Voice Mail, Local Calling, DSL, Server Hosting	State Auxiliary/Foundation	419,655
University Development & Advancement, Student Learning Center, Grad School, FMS, University Box Office, Library	Server Hosting	State Funded	6,049
<b>TOTAL:</b>			<b>\$425,704</b>

### Library Grants, Gifts & Contracts 2006/2007

	Grant	Gift	Contract	Amount
Ellen Deering Endowment: Colman Museum, organize and catalog collection	X			2,470.00
Ellen Deering Endowment: identify and catalog John Nopel's collection of historic Chico and Butte County photos	X			2,413.00
Meriam Library Annual Fund		X		795.00
Bookplates and miscellaneous gift		X		225.00
Library of California Interlibrary Loan Lending Program			X	2,955.10
<b>TOTAL:</b>				<b>\$8,858.10</b>

### Computing and User Support Contracts 2006/07

Service Agreements	Type of Service	Source of Funding	Contract Amount
<b>Enterprise Systems (ESYS)</b>			
FMS, Grad School, Library, Student Health Center, Student Learning Center, University Box Office	Server Hosting	State Funded	19,195
STEPS, University Housing & Food Service	Server Hosting	State Auxiliary/Foundation	26,512
<b>TOTAL:</b>			<b>\$45,707</b>
<b>Student Computing (STCP)</b>			
University Housing & Food Service – University village, Career Planning & Placement	ResNet Support, Lab Support	State Auxiliary/Foundation	87,780
AGR	Lab Support	State Funded	4,400
<b>TOTAL:</b>			<b>\$92,180</b>
<b>Web Development (WEBD)</b>			
Sponsored Programs	Server Hosting	State Auxiliary	75
<b>TOTAL:</b>			<b>\$75</b>
<b>COMPUTING AND USER SUPPORT GRAND TOTAL:</b>			<b>\$137,962</b>