

***MEETING THE CHALLENGE:
AN INFORMATION TECHNOLOGY STRATEGIC PLAN
FOR EAST CENTRAL UNIVERSITY***



*A report submitted by
The Information Technology Strategic Planning Committee*

*Presented to
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Executive Summary

Participating in the 2009 strategic planning process has been an energizing effort and a discovery experience for all involved. The vision of East Central University is to “be recognized both within the state and nation as Oklahoma's premier comprehensive student centered regional university, offering outstanding academic programs and experiences for its students and contributing to the betterment of the region and beyond.” This implies a fundamental reevaluation of how information technology supports the university; the opportunity to use information technology for the collective benefit of the university is very different from our history of supporting a somewhat distributed technology environment.

Our organization’s direction is to be strong and keenly focused on information technology at a university level, collaboratively architecting, planning, and implementing in a way that minimizes university investment yet delivers highly effective learning and business systems and communications. Our vision capitalizes on what we know is our greatest strength today – our ability to recognize and respond to university-wide opportunities and leverage economies of scale. We are a natural consolidation point for leadership and transparent management of technology components requiring scalability, stability, security, and a natural point for leadership and coordination of the diverse and dynamic IT needs of the university.

This document describes the strategic view (i.e., the five year view of success) of a highly integrated and more effective organization. For the balance of FY09, all projects are funded. For future years, where necessary, new funding will be requested in order to fulfill the goals and objectives of this plan. We will be conducting semi-annual reviews of our progress in meeting the timelines associated with the projects outlined in this plan.

The following goals were developed during the planning process. 1) Empower and Enhance Teaching, Learning, and Research; 2) Support University Administration and Management; 3) Enhance and Ensure Reliable, Robust, and Secure Access to Information and Technology; 4) Plan and Manage Information Technology Data and Operations; and 5) Promote Customer-centered Information Technology Services and Support.

Introduction

The vision of East Central University is to “be recognized both within the state and nation as Oklahoma's premier comprehensive student centered regional university, offering outstanding academic programs and experiences for its students and contributing to the betterment of the region and beyond.” Traditionally this mission has meant the preservation, creation and transmission of knowledge through the activities of teaching and research. Today, emerging technologies afford new opportunities to transform and improve the ways in which these traditional activities are delivered. Through appropriate use of media and technologies, East Central University can deliver high quality instruction with greater flexibility.

The challenge inherent in realizing such opportunities, however, lies in finding an approach that addresses and reconciles the tension among the interrelated dynamics of access, quality, and cost. On one hand, information technologies can be used to: expand access to educational programs and information available worldwide, to reduce or eliminate the traditional barriers of distance and time, and to enable students to learn more conveniently or even independently as drivers of their own learning; to enhance the quality of instruction and the pace of learning and to promote collaboration; improve the quality and convenience of services and to simplify and speed admission, registration and other business operations; and to reduce paperwork and redundancy and to contain the costs of instruction and services, maximizing the university's use of limited resources.

On the other hand, technology is not a universal remedy. Expanding access to educational programs and services, or enhancing the quality of instruction and services, requires a substantial and ongoing investment in the acquisition and maintenance of new technologies as well as in the training to use them. To maximize the impact of technology, we must continue to rethink traditional models of the teaching and learning processes. We continue to amend our menu of student services to better meet the needs of a technology fluent population and continue to meet the protean computing demands of the future. The university must continually strive through a strategic planning process to promote a technology vision that balances the dynamics of access, quality, and cost.

In the early 2000s, the university made tremendous strides in the strategic planning process. Today, this process molds the future of every college, department, and unit at the university. This process needs to be continued in the Information Technology Department as the institution's technology planning processes are updated. To maximize the effectiveness of the process and the impact of technology, one central area should have purview over all computer and telecommunications technology and should guide the university in its technology acquisition, purchases, and planning. This office, in tandem with administrative and academic departments, should provide technology guidance for the institution and make appropriate recommendations regarding the integration and utilization of technology.

Strategic planning needs to be an on-going process, revisiting and revising the strategic plan in reaction to events, developments, and the successes and failures which are encountered as implementation continues. This can be accomplished if the plan entails deliberate and responsible procedures for process and outcome evaluation.

The Process

The process started with an analysis of the information technology environment at East Central University, and it included representation from administrative units, academic units, students, faculty, and staff. This internal analysis included “brainstorming” sessions, individual interviews, forums, and on-line surveys. In total 511 students, 100 faculty, and 93 staff responded to a detailed on-line survey.

In addition, the information technology strategic and tactical plans of other institutions were reviewed as well as technology-related higher education resources, such as EDUCAUSE and Gartner, to identify trends in information technology in higher education. The information that follows represents a continuing effort to address the opportunities and challenges posed by our current technological situation and upcoming needs as discovered by the planning committee.

Report Structure

There were five subcommittees created to deal with the distinct areas of study and concern. These areas encompass all programs and support services provided by East Central University, whether on campus, off campus, or in the greater community. Within each of these areas appropriate strategic initiatives are articulated and recommended to serve as a guiding force in the future technology planning and acquisitions of the university. The following are the five subcommittees:

- Academic Subcommittee
- Administration Subcommittee
- Financial Subcommittee
- Hardware/Software Subcommittee
- Student Relations Subcommittee

INITIATIVES AND PRIORITIES

Academic

Learning, research, and creative scholarly environments are empowered and enhanced by the transparent and seamless uses of technology. These uses of technology provide an environment conducive to effective and inspired teaching and learning, to scholarly research and creativity, and to continued professional development of faculty, students, and staff.

Goal 1: Empower and Enhance Teaching, Learning, and Research

Higher Education institutions are facing dramatic changes which are being fueled by the rapid advancements in information technology. The very nature of the teaching and learning process is under scrutiny. Changes in information technology impact both the academic and administrative portions of our institution. All stakeholders are requesting greater integration of data. Administrators desire fast and accurate information regarding enrollment, performance, and budgets in order to analyze efficiencies and effectiveness, as well as to respond to policy entities, such as boards and elected officials. Faculty desires enhancements to learning, greater access to student data, discipline specific trends, and collegial interfaces regarding best practices. Students desire greater access to administrative and support services, and expansion of traditional service approaches.

At the same time, the academic function is facing competition from “virtual” universities and from traditional “brick and mortar” universities utilizing information technology to reach out to students across the country and internationally. Since technology has become an integral part of the teaching and learning process, it is imperative that the university maximize accessibility to computing facilities by incorporating design elements that meet the needs of both the faculty and students.

PRIORITY 1.1: To ensure computing facilities and classrooms are equipped with interoperable tools to support virtual and physical environments appropriate for teaching, learning, and collaboration of our students and faculty.

Internet access provides greater flexibility for research (student and professor), class material preparation, and class activities. Courses taught span the weekend as well as the workweek. The TV network allows faculty to expand their class sizes and reach students that would ordinarily be unable to attend the university. These technologies include the ability to show concepts in action, but are becoming dated. The current trend is directed to online and blended courses. This trend will continue; online instruction and blended or reduced seat time instruction, and other new emerging instructional technologies will become an integral part of the teaching and learning process. The university must provide the software and training to insure the appropriate use of these technologies.

The Linscheid Library currently provides access to full-text journals, newspapers, periodicals, and television transcripts via electronic databases. In addition, via the online catalog, patrons are able to view their circulation records. Guides to other libraries on the web, electronic databases on the web, and Internet search engines are also available. All of these services, in addition, to the online catalog itself and interlibrary loan, are available via terminal in the library or remotely through the library's web page. Digital microfiche readers, a CD-ROM database of government documents, and college catalogs from other institutions are available in the library itself.

East Central University provides twenty-six computer labs primarily for student's use but may be used by faculty and staff. All computer labs are on a three-year replacement cycle assuring student's current and fast computers to meet their needs. ECU recognizes the need to provide technology-rich open-access computing labs for teaching and learning that are consistent across the university while reflecting the programmatic needs of the individual disciplines.

Administrators along with faculty need to continue to review and improve the current standards and levels of support provided for all open-access computing labs. Responsible staff needs to identify emerging opportunities/technologies to experiment with and prototype. Administration will continue to ensure that technology in all open-access computing labs is current and refreshed.

PRIORITY 1.2: To enhance our distributed and distance learning education efforts to meet the diverse needs and expectations of the students and faculty.

The university has an established and well-communicated collaborative model for high-level instructional design and advanced technological and pedagogical innovation, as well as basic-level support for the use of academic technology in course content and course management. This support is grounded in sound principles of learning and in a thorough knowledge of integrating technology for effectiveness and efficiency.

Recognizing the general trend in higher education to deliver courses in ways that best reach students, collaboration in the development of distributed and distance learning opportunities to meet the diverse needs and expectations of the students and faculty should continue to be of high importance. The university should continue to collaborate with students and faculty, to improve online learning materials and media to enhance the learning experience for all students. Also, ensure continuous improvement in the mission critical online course management system and a robust web-based learning infrastructure to support university courses.

The university should be watchful of emerging technologies and be committed to improving the advancement of the technology at East Central University. Our goal is to keep ECU operating on the cutting edge and utilizing all technological improvements for maximum

educational benefit. By researching into the expanse of today's technology, we help improve the quality and performance of tomorrow's educational system. East Central University needs to continue to leverage current technology available to offer students, faculty, and staff greater ability to access the university's network and recourses.

Administration and Finance

Administrative information technology systems are developed and managed collaboratively with end-users to support the administration and management of the university and are responsive to the diverse needs of students, faculty, staff, departments, and divisions.

Goal 2: Support University Administration and Management.

PRIORITY 2.1: To complete the implementation or re-implementation of our Enterprise Resource Planning (ERP) software providing increased ability to share information and an increased level of web-based student services.

The greatest barrier to effective institutional management is the incomplete and ill-installed Enterprise Resource Planning (ERP) software suite. The existing Jenzabar CX information system has an obvious impact on institutional management. The incomplete installation of Jenzabar's ERP hinders the timely retrieval of information. Data retrieval from the campus database is often incorrect due to "customs" and traditions that have been developed; often circumventing the intended process of the ERP system.

Current hardware technologies that are in place in administrative offices are typically computers, printers, and copiers. Software applications are the usual Email, word-processing, spreadsheet, database, and Internet browsers found throughout the university's networked system. The fact that the university has encouraged university-wide standards for both hardware and software has improved the ability of staff members to communicate through the sharing of documents. Also, the ability to integrate scanning (optical bar codes and documents) technology would be highly beneficial for many administrative areas. It would also be very useful in the creation and management of the institution's equipment and supplies inventories. In order to enhance the productivity in administrative offices and use new technology as it is introduced into the workplace, the institution should continue to provide adequate training and/or technological support.

Employment opportunities are frequently advertised in various print media and appear on Internet web sites. Possible applicants are also notified of job openings through Email postings and via postings on the Human Resources Office website.

At the present time, employees receive information of this nature primarily through Email notices. However, issues related to retirement and health benefits can be retrieved on a limited basis from web sites that have been established by the appropriate agency. Expanding web-based services of this type so those members could retrieve personal information directly would be highly beneficial.

The university uses a limited number of computer-based tools and systems to share information to the student population. Administrative offices, such as the Financial Aid Office and the Registry Office, keep electronic records and transcripts. With the

implementation of enrollment and student records modules in the Office of Admissions and Records, the activation of “myECU” giving students online access to class schedules, semester grade reports, and transcripts have moved the institution dramatically forward. Likewise, faculty are now able to access student biographical information, student schedules, submit grades, and view student transcripts online. By contrast, other than in financial aid, most student service modules remain unused, though available, including enrollment management tools. There is also a need to move forward on implementing online enrollment to better serve students, especially at off-campus locations. An online, integrated method is needed to provide increased web-based, automated student service. This approach would allow for increased “student centered” services; both on-site and at remote locations.

In the future it would be useful to improve student access to university services by the use of voice mail and interactive websites to provide answers for commonly asked student questions. An integrated networked enrollment system could allow students to apply for admission, to enroll, to apply for financial aid information, and to obtain work permits while online from anywhere in the World. Electronic key card for student housing could provide additional security for students. Scanning technology might be used to allow students the convenience of purchasing items at the campus bookstore, paying for fees and tuition, or accessing university functions.

Computer technology is being used inconsistently to provide the transfer and sharing of documents, reports, forms, and records of all types through our management information system, Jenzabar CX. This is done through sharing of information stored in the university’s main database as well as through a sharing of networked software resources such as Email. Voice and video data is currently limited to few applications and is one area that expansion of services could be very beneficial. There is ample opportunity to improve the flow of information through the use of technology to provide remote access to computer files and campus databases.

PRIORITY 2.2: To enhance administrative and financial systems to support institutional stewardship, training, compliance, communications, and continuous procurement processes.

There appears to be a need to develop and implement a formalized support model for administrative computing which should include the following:

- Stewardship: Promote university-wide prioritization, coordination, oversight, and planning required in the implementation of administrative information technology systems.
- Support and Training: Provide information systems support and training to assist the community in performance of business-related or administrative processes.

- **Compliance:** Ensure compliance with all appropriate federal, state, and local laws, regulations, and auditable practices.
- **Communications:** Ensure continuous communication and feedback between services and support providers and the areas using the services and support.
- **Continuous Procurement Process:** Provide support in procurement, implementation, and ongoing enhancement and maintenance of enterprise level business/administrative information systems purchased by the university.

PRIORITY 2.3: To develop a document management system.

There is a campus wide need to develop and implement a document management system to ensure accurate collection, maintenance, presentation, and archival of information in a digital format. This system would support management of documents and other media and will facilitate routing of electronic documents through the business and academic processes of the university.

Hardware/Software

Information technology provides seamless and integrated access to information, education, and research resources for all students, faculty, and staff, while recognizing the diverse and special needs within each of these groups. The state-of-the-art network and systems infrastructure is comprehensive, robust, scalable, and secure, and is recognized for providing a premier information technology environment in higher education.

Goal 3: Enhance and Ensure Reliable, Robust, and Secure Access to Information and Technology

PRIORITY 3.1: To preserve and enhance the network infrastructure.

Preserve and enhance the network infrastructure through an ongoing commitment to upgrade, extend, and diversify its capabilities and support. Regularly refresh the network services, introducing newer versions of supported operating systems and key applications (e.g., file, print, backup, electronic mail, and scheduling/calendaring) as they become available and in accordance with the university academic and administrative calendars.

PRIORITY 3.2: To develop and implement a master plan for the management and distribution of servers.

Develop a model for effective management of network file servers including a replacement cycle and the consolidation of distributed servers with more capable and reliable centrally managed server clusters.

The core of the campus network is a Virtual Machine (VM) setup of several servers housed in a central machine room. The Virtual Machine configuration has allowed the technological infrastructure and service to the university to be more robust, stable, reliable, and secure. VM has allowed Information Technology staff the ability to monitor and adjust resources. With data, voice, and video running on the campus network, any failure, even momentary, will disrupt the activities of hundreds of people. Although failures are unpredictable many are preceded by warning indications. Currently, we have monitoring systems installed for existing equipment but this needs to be improved upon. The monitoring facilities track traffic rates, maintain error counts, temperatures, voltages, fan speeds, that indicate operational conditions.

PRIORITY 3.3: To establish strategies that systematically provides state-of-the-art computing for students, faculty, administration, and staff.

There are many types of software in use at East Central University. However, there is a core of applications that are universally installed and supported. These include: Email, word processing, spreadsheet, web browser, anti-virus programming, and presentation software. The university must continue to designate and support those applications that are universal to campus computing. Software versions must be current and must align with industry standards so as to better facilitate internal and external communication. Email and computerized office products on the ECU campus have been standardized with Microsoft.

Computer viruses are a permanent feature of the technical landscape. The attachment of computers to the Internet has changed the predominant mode of propagation for viruses from diskette transfer to transfer through the network. However, the fundamental activities of a virus have not changed. The nature of the student population at a university means that a significant threat may originate from any computer lab on campus. A commercial enterprise can take protective measures in terms of guarding the internal network from everything outside.

One often mentioned request is for access to the services of the campus network from off campus. This request has three distinct components: software, data and Email. Access to Email from off-campus is provided through the use of Outlook Web Access (OWA). Large scale commercial programs such as word processors and spread sheets may be installed at home by ECU full-time faculty and staff for official business use only.

PRIORITY 3.4: To establish software licensing and management standards.

Evaluate opportunities for providing universally available software licenses to support multiple platforms, developing processes to support volume purchasing of software, creating access to the software regardless of geographic location, and offering central maintenance and clearinghouse capabilities.

PRIORITY 3.5: To improve on campus wireless capability.

Aggressively pursue the enhancement of a campus-wide wireless infrastructure by expanding and coordinating wireless access consistent with the university's mission and scope.

PRIORITY 3.6: To improve network and application software security.

Develop a model to ensure a strong foundation for information technology security in conjunction with university continuous operations planning. Develop and implement policies and procedures to protect the security of university information technology and institutional data, safeguard personal privacy, and respect intellectual property rights, while at the same time promoting academic freedom with access to information.

Information Technology Management

Technology is effectively and efficiently planned, managed, and reflects the complexity of the university's information technology environment and the need for increased participation by and communication with a wide array of university constituents.

Goal 4: Plan and Manage Information Technology Data and Operations

PRIORITY 4.1: To develop a model for developing information technology policies.

Create a model for developing and managing information technology policies and procedures. Explore ways of involving students, faculty, and staff in the identification and handling of information technology issues and concerns.

PRIORITY 4.2: To develop a communications model for information and feedback.

Develop and implement ongoing coordinated information technology communications and feedback mechanisms for students, faculty, and staff.

PRIORITY 4.3: To develop a model for information technology operations and management.

Establish an information technology operational environment that aligns operations and management of information technology across the university and is adequately supported so costs are effectively managed, services have the resources required, resource alternatives are explored, resources are shared and used to their maximum potential, collaboration is a priority, and services are continually assessed and improved.

PRIORITY 4.4: Assess emerging technology uses and needs in light of faculty/student interaction and acquire the best technologies to enhance mission.

Emerging technologies such as e-learning, podcasting, virtualization, and social networking websites along with enhancing our research capability will need to be addressed and the university will need to develop policies for their adoption.

Student, Faculty, and Staff Relations

Information technology encourages and supports an operational environment that is customer-centered and provides quality assurance for information technology services and support.

Goal 5: Promote Customer-centered Information Technology Services and Support

PRIORITY 5.1: To establish a customer service support model.

Identify East Central University information technology clients, clients with special needs, client characteristics, and client expectations and needs. Explore options for and implement a customer service support model to meet the client needs and that provides reliable, ubiquitous access to and support for the use of information technologies. The model will provide suitable and appropriate technology support across the university including the following:

- User training
- Help desk service level optimization
- University-wide problem reporting and tracking processes
- Service level agreements
- Client satisfaction metrics
- Continuous improvement processes

PRIORITY 5.2: To enhance the web-based services (JICS) environment.

Continue to development and enhance the robust portal environment for unified web-based client services that are tailored to individuals based on their affiliation with the university.

PRIORITY 5.3: To improve communication channels.

Increase coordination and communication among the many providers, supporters, and users of information technology at East Central University.

PRIORITY 5.4: To improve coordination and Management of projects.

Improve internal coordination and management of projects, including more formal coordination across division groups and increased communication and engagement with the university community.

PRIORITY 5.5: To improve the availability of information technology Services and support.

Improve communication with clients about available information technology services and support.

PRIORITY 5.6: To develop formal communication processes:

Define and manage the user environment and experience through formal processes that guide service rollout, technology evaluation, release management (deploy and decommission), system management documentation, user requirements, and feedback.

RECOMMENDATIONS

- 1) To re-implement our existing Jenzabar CX ERP software.
 - a. This project will be a two year project starting when the funds are available and Jenzabar can arrange their resources.
 - b. Estimated completion date is December 2011.
- 2) To add or improve wireless access across the entire ECU campus.
 - a. Add and improve wireless locations across campus, including married student housing.
 - b. This project is estimated to be completed by June 2009.
- 3) To continue to support distance learning, online class offerings, and smart class rooms for students.
 - a. Continue to install new and upgrade old smart class rooms and ITV rooms as funding comes available.
 - b. One to three rooms will be addressed each fiscal year through 2012.
 - c. Implement a new streaming server and software.
 - i. This project will be completed by June 2010
- 4) To continue to support the student's learning experience and campus life environment.
 - a. Continue the enhancement of the myECU Portal.
 - i. This project will continue for the life of the Portal but offering the portlets that have already been purchased is estimated to be completed by June 2010.
 - b. Add laptop printing capability to campus lab located in Danley Hall (perhaps other labs across if this is successful).
 - i. Estimated completion date is May 2010.
 - c. Investigate offering students access to free (or at a reduced cost) software.
 - i. Estimated completion date is January 2010.
- 5) To support faculty and staff's ability to enhance their job performance.
 - a. To monitor emerging technologies and when appropriate or necessary to support the needs of faculty and staff's efforts we will be supportive and responsive.
 - b. To improve the "initial contact" resolution performance of the Information Technology Help Desk.
 - c. To plan and develop better on-campus and off-campus wireless access.
 - i. Estimated completion date is May 2010.
- 6) Increase or improve the data and computing security while on or off the ECU campus.
 - a. Update and publicize our data security policy.
 - i. Estimated completion date is June 2010.

APPENDIX A

Subcommittee Reports

ACADEMIC

ADMINISTRATION

FINANCIAL

HARDWARE/SOFTWARE

STUDENT RELATIONS

ACADEMIC SUBCOMMITTEE

Members

Dr. Adrianna Lancaster, Chair
Mr. Geoffrey Fonga
Dr. Robert Greenstreet
Mr. Jay Poff
Ms. Mary Kay Tarver
Dr. Rick Wetherill

Since the release of the last report on technology planning, the university has made significant strides in making technology available to the faculty and students. More faculty are using technology in more ways than ever before. The challenges facing the university now are making the faculty aware of technology opportunities available on campus, training faculty in the use of these technologies, and making technologies available off campus.

Subcommittee Structure and Process

The Academic Subcommittee is comprised of two full-time faculty members, a student representative, a member of the IT staff and two academic administrators. The subcommittee met face-to-face as well as by email. The committee, as a whole, gathered information by holding forums for faculty, students and staff and administering a survey instrument. The results of these information gathering techniques provide the data for this report.

Subcommittee Mission or Goal

The focus of the Academic Subcommittee is technology as it relates to teaching and learning at East Central University. The Academic Subcommittee's mission is to determine the current and predict the future teaching and learning needs of university students and faculty.

Current Status of Technology

In the previous technology report, *Crossroads: A Technology Vision for East Central University*, the academic committee identified two priorities: 1) to provide access to technology and 2) to pursue distance education opportunities for the students and faculty. In the past ten years, the university has done a great deal to address both priorities.

Faculty overwhelmingly report (almost 80%) they use PC compatible computers with 15% reporting the use of Macintosh computers. 48% report that their computers perform above or somewhat above average, but 17% report below or somewhat below average. Interestingly, many faculty report that they use both campus and personal computers. Faculty also report that when they use a campus computer NOT in their office, it is most typically in their departmental lab.

Faculty also report that they use technology frequently. Eighty-four percent check their email several times a day, 60% use the ECU website several times a day, and 15% use the MyECU portal several times a day, also 25% use the portal once a day, and 53% use it occasionally.

The second priority identified in the Crossroads report was to provide opportunities for distance education. The university uses Interactive Television (ITV) to offer a number of courses and programs to distance sites. The university focuses on delivery to three main locations (Ardmore, Shawnee, and McAlester) but also offers courses and programs to ten additional sites. After receiving a Title III grant, the university invested in a course

management system (currently Blackboard). Survey data indicates that over 60% of ECU faculty has used Blackboard for courses in the past year, while thirty-six percent have taught enhanced courses, 27% have taught blended courses, and 10% have taught completely online courses in the last semester. Almost 67% encourage their students to use the Blackboard system. Faculty response to the survey indicates that many features of Blackboard are used, including content presentation, discussion, assessment, assignments, mail and others. Only chat is a feature that is used very little. Fifty-six percent of faculty responding to the survey rated Blackboard as either above or somewhat above average.

Another implementation from the Title III grant was the installation of over 50 smart classrooms on campus. Each smart classroom includes a computer with Internet access and a projector. Most include document cameras, VCR/DVD players, and sounds systems. Over half of the faculty respondents have taught in a smart classroom. Most use the presentation software, the Internet and the VCR/DVD players, but few use the document camera.

Although 24% of faculty state they do not use technology because they lack the technology skills, faculty report that using technology in their teaching is important for a variety of reasons.

- 81% – to increase students’ access to course materials
- 80% - to facilitate communication between students and faculty
- 74% - to make teaching more efficient
- 72% - address different student learning styles and need
- 62% – to increase students’ familiarity with technology

Future Technology Needs

Although faculty report that they are using technology and that they believe it is important for teaching and learning, they want more. Faculty want more multimedia presentation systems (53%), more technology enhanced teaching processes (45%), wireless connections in classrooms and labs (55%), power stations in classrooms and labs for laptops (41%), and easy access to printers for laptops (45%). Faculty also indicate they would use, if available, streaming video (64%), podcasting (44%), webinars (38%), Wimba (32%), ITV (30%), and the ability to image documents (53%). Of particular interest is that streaming video, podcasting, and ITV are currently available to faculty but the survey results indicate faculty are unaware of these resources on campus.

Recommendations

The survey results indicate that faculty would use more technology if they were aware of all the resources available on campus, if they had training in these technologies, and if technology were made available off campus. The challenge is finding ways to accomplish these three recommendations. Few faculty (5%) strongly agree that the university is good at communicating with its faculty. Twenty-eight percent indicate that the university is NOT good at communicating with the faculty. When asked how they keep informed of what

happens at the university, 28% say from department heads, deans, etc., 41% say email, and 20% say word of mouth.

As for training, 64% say that short structured courses should be made available in the use of hardware, multimedia and software. However, few faculty attend when such training sessions are made available. Providing training at convenient or attractive times is a challenge.

Four-eight percent of faculty respondents said the university should provide them with a laptop. Faculty indicate they would like to be able to access their network drive from an off campus location. As technologies become more mobile, faculty would like to work from any location.

ADMINISTRATION SUBCOMMITTEE

Members

Ms. Pamla Armstrong, Chair
Mr. Jeremy Bennett
Ms. Meredith Jones
Mr. Ryan Wetherill

Subcommittee Structure and Process

The Administration Subcommittee is comprised of persons from the Office of Grants and Sponsored Programs, the Department of Communications and Marketing, the IT Department, and the Office of Admissions and Records. This representative group combined efforts to identify current usage of technology by administrative offices at East Central University and issues to address for the future as existing needs change and new technology becomes available. Recommendations were developed by the committee members in regard to improving current technology and access. All information was based on results from forums and surveys, as well as from direct experience in the member work areas.

Subcommittee Mission or Goal

Our goal is to assess current technology usage and determine future usability in regard to administration.

Current Status of Technology

Since 2004, East Central University has used an integrated software system purchased from Jenzabar for maintaining student data, human resources information and all financial systems. The Jenzabar CX system, specifically the base product, is used by the majority of administrative offices while many academic administrators use the Jenzabar web product known as JICS (aka “the portal”) for information retrieval. Students also use the JICS product for accessing information. Although the student system is working well, there are a number of existing problems with the student billing, financial aid, and payroll modules. Other modules, discussed later in this report, are not being used at all.

Various administrative offices across campus use a variety of report writers to access information. Cognos is used primarily in the academic offices, while a number of other database applications are used in offices such as Grants and Sponsored Programs and Institutional Research. The IT department, with more widespread access, uses SQL, ACE, and PERL scripts to retrieve and change data. Cognos has proven to produce unreliable data in a number of instances; therefore, the IT staff is called on frequently to produce needed reports for several departments.

The ECU Website is maintained by a full-time webmaster who is available to all departments on campus. Designated representatives from the departments work directly with the webmaster to keep pages and forms updated, as well as to post updated documents, such as the *Catalog* and *Schedule*, as they are made available.

Online and blended courses use a course management software product called Blackboard in which courses are designed and student access is created. Within the Blackboard shell, students may participate in chat rooms, communicate directly with the instructor, view video, submit assignments, and take exams.

Various methods of communication are used to interact with prospective and current students. A listing of these may include Web 2.0, Twitter, Facebook, MySpace, etc.

The current telephone system has been maximized to the fullest and is now outdated and cannot be expanded. A new telephone system has been purchased and processes have begun to implement the system campus-wide.

Future Technology

As stated above, implementation of a new telephone system is in process. Administrative offices will have the ability to utilize it in more productive ways than the current system. It will also be adequate for handling expanded growth of the university for years to come.

The Jenzabar Degree Audit, Web Registration, and Document Imaging modules were purchased in 2004 at the same time as the other modules. However, they have yet to be implemented. These three functions should be developed as soon as possible. Degree Audit and Web Registration will aid both the student and the advisor. Document Imaging will help streamline administrative offices and be cost and space effective. On-line bill pay is another function of the financial system that should be implemented as soon as possible.

The Jenzabar system and other forms of technology such as Blackboard and the Web are equipped to serve students, academic administrators and administrative offices well. However, training and communication regarding the technology are severely lacking. Whether it be how to use the technology or to address policy/procedural updates, it appears that staff members are not receiving information in a thorough and up-to-date manner. Suggested forms of training that may be developed are webinars, streaming videos offered via the web, Blackboard portals and self-paced training modules.

Finally, kiosks placed in each building around campus are excellent communicators to visitors, students, and staff. Information displayed on the interactive touch screens should include schedules of events, personnel directories, personalized group welcomes, announcements, and campus maps. Further, the kiosks could be used as part of a campus-wide alert system if the need arises.

Recommendations:

Regardless of how advanced technology may become, without the proper training of those using the product it will not serve the entire purpose for which it was intended. Formalized staff training is a must and it is the recommendation of the committee that training be developed and coordinated within a centralized department. Along with training, it is imperative that better communication be developed between representative staff members from all involved offices as policies are created or modified. Decision makers must be well-informed on how issues may affect users across campus.

Although only a limited number of staff members are affected, e-mail attachment limitations and network drive space limits can be problematic at times. Even though the number of persons who may encounter such problems is small, the limitations create significant problems for them as they perform their jobs. It is recommended that alternatives be explored concerning increasing the designated limits.

The helpdesk is an important part of the functionality of the IT department; however, those accepting the requests are often limited in knowledge concerning various issues that arise in the departments. It is recommended that a full-time IT staff member be employed to assist in those instances where student assistants do not have the expertise needed to solve problems and to coordinate work assignments within the IT department.

The ECU website contains a tremendous amount of information for both the public and campus community. It is recommended that an intranet be developed which would be accessible only to the campus community. This would include such information as forms, announcements, training issues, etc., that may not be appropriate to those outside the campus.

The committee believes that a campus-wide alert system should be developed. This would require extensive research by a number of departments before a system could be developed; however, it is believed that a plan of action is needed in this area. It is further suggested that the possibility of obtaining grants to provide some funding be explored.

Not only is the security of personnel of importance, but the security of data is also a topic of concern. If a campus policy concerning the security of data exists, it should be better publicized. This policy should address how laptops are to be handled, specifically when taken off campus. It should also address the access of data via the web. Along these same issues, better edits and tracking of data and data changes should be explored. This may include the downloading of data into reports, data access by personnel, and historical tracking of data and the changing of such.

Lastly, but most importantly, it is recommended that more programming staff be hired in the IT department. The programmers and other staff members are extremely knowledgeable in their fields and do everything within their power to assist administrative offices quickly and thoroughly. This requires that they understand all aspects of the data and the office needs. However well they are trained, the programming needs of the offices are far greater than what the current IT staff can provide.

Of course, each recommendation listed above requires funding, thus budgeting is of major concern when addressing the needs of technology on campus.

Results from Surveys and Forums Pertaining to Administration:

It should be noted that survey statistics were derived from surveys and forums conducted of all staff. Of the total, 12.2% were from the administration, 45.1% were professional staff,

37.8% were support staff, and 4.9% did not fall into one of these categories. Administrative staff and support staff percentages were not separated, thus, the following statistics represent the opinions of both.

- Knowledge of IT policies-64% did not know a purchasing policy existed and, even though 67.6% do get approval from IT before purchasing, most did not realize it was a requirement.
- JICS (i.e. portal) usage-33.3% use the portal to get information about students (this would be mostly academic offices) and 37.7% do not use it at all.
- The majority of those surveyed report their experience with the CX financial and human resources modules to be adequate or better. Usage of the system is based on needs of the position.
- The rating of the Jenzabar system as a whole is as follows: 2.7% excellent, 21.6% good, 36.5% average, 16.2% poor, 10.8% very poor, 12.2% don't know.
- Satisfaction with technology at ECU was the highest rating at 51.4% for somewhat satisfied.
- Eighty-one and seven tenths of those surveyed occasionally use the helpdesk. Forty-three and seven tenths feel they are given the needed assistance at all times and 42.3% feel they are given the needed assistance sometimes. Sixty-eight percent feel the helpdesk serves a needed function but that it falls short of providing more than basic information and trouble shooting. These feel it should be staffed with professional and knowledgeable IT staff. This would help provide more immediate action to resolve issues. 67.6% believe the level of assistance received was between good and average.
- An overwhelming majority of those surveyed believe the IT staff is knowledgeable (81.3%), that they are helpful (81.7%), and that they are always professional (71%). However, only 15.7% believe the number of staff is adequate and only 4% believe services are handled in a reasonable amount of time. 38% report that they are very satisfied with IT staff and 45.1% report they are somewhat satisfied with IT staff. When asked how they find information about IT services, 52.9% report that they talk to the IT staff directly.
- Of those surveyed, 48.6% report that they prefer instructor led training while 28.6% would like web access to online leaning tutorials. Over half of those surveyed prefer structured short courses for training versus in-depth, self-help training materials. 65.8% feel they are adequately trained on current technology.
- The majority of users on campus (95.9%) use e-mail to communicate. 43.8% report

they would use both e-mail and a chat network if one were available. 52.1% report e-mail is the primary source used to stay informed on campus. 26% report word of mouth is their primary source of information. 50.7% believe the university is good at communicating with staff. Only 4.1% strongly agree with the remaining 45.2% disagreeing or do not have an opinion.

- Around 60.6% of those surveyed report they feel the level of data security at ECU is good. 9.9% feel it is excellent while the remaining report average to no opinion.
- Currently 32.9% use document imaging and 41.4% would like to while 25.7% have no need for document imaging.
- Hardware devices considered to be essential for one's job are as follows: 95.9% an office computer (71 responses), 23% a laptop (17 responses), 90.5% internet access (67 responses), 91.9% a printer (68 responses), 24.3% an external hard drive (18 responses), 44.6% a flash drive (33 responses) and 41.9% a scanner (31 responses). 89.3% felt their office computer performed average or above.
- Software considered to be helpful for ones job is as follows: 97.7% web access (68 responses), 100% e-mail (75 responses), 96% word processing (72 responses), 29.3% access (22 responses), 62.7% specific software packages (47 responses), 10.7% programming languages (8 responses), 25.3% library resource databases (19 responses), 25.3% electronic discussions (19 responses).
- Of those surveyed, the following are the electronic devices they currently own: 66.7% laptop (54 responses), 88.9% cell phone (72 responses), 17.3% smart phone (14 responses), 9.9% PDA (8 responses), 63% scanner (51 responses), 90.1% digital camera (73 responses), 75.3% flash drive (61 responses), 60.5% IPOD/mp3 player (49 responses), and 55.6% game system (45 responses).
- If available, the following technologies would be used: webinars (62.3%), streaming video (45.3%), podcasting (35.8%), ITV (24.5%), other (22.6%)
- Software used on a daily basis at least once per day is reflected, in order, in the following list: Word processing software, spreadsheet software, ECU website, Jenzabar CX, presentation software, graphics software, database, Blackboard course management software, publishing software, Web 2.0, web editing software, audio and video editing software, animation software, podcasting, discipline specific software, statistical, testing, Jenzabar JICS, Cognos.

IT Strategic Planning Financial Infrastructure

Members

Becky Isaacs, Chair

Lynn Lofton

Rob Thompson

Marilyn Schwarz

Jim Waller

The Financial Infrastructure Subcommittee was comprised of four distinct areas of the University community. These areas are the Bursar's Office, Controller's Office, Financial Aid Office and Information Technology (IT) Office. These offices work interchangeably with each other as well as with all other areas within the University and all areas deal in some part with the finances of the University and students.

The report assimilates five groups at the University, each of which utilizes the financial system for unique purposes. Administrators utilize the overall budgeting, payroll, accounting and the requisition processing aspect of their departments; faculty utilizes the budget, accounting and requisition/invoice processing; students utilize financial aid, registration, student billing and student payroll; staff utilizes the payroll, accounting requisition/invoice processing for their respective departments; the controller's office utilizes the budget, payroll, accounting and requisition/invoice processing; and the IT staff utilize all of the aspects. For a strategic planning document, questions and summaries will focus on changes and/or improvements in these areas inherent to financial infrastructure, as viewed by each of these groups, as well as the committee's perspectives and experiences in association with each group.

Financial Infrastructure Goal

The goal or mission of the Financial Infrastructure Committee is to modify, enhance and utilize available technology to produce accurate, reliable, user-friendly data for financial record keeping, reporting, billing, purchasing, payroll and informational processes; ultimately to provide more efficient financial services to students, faculty and staff.

Current Status of Technology

The primary source of funding for ECU is state appropriations. For the FY 2009-2010, ECU will experience a decrease in state funding from the FY 2008-2009. There is also the possibility that further budget cuts could occur if state revenues are below the estimated revenues for the coming year.

ECU implemented a new campus wide management information system in 2004. The system, Jenzabar CX, replaced a legacy system maintained and written by our internal IT staff. The CX system is used campus wide by all departments for budget review, student registration, student billing, accounting review, requisition/invoice processing and approvals, financial aid and a portion of the human resources capability. Financial statements, payroll and budgeting utilize other systems.

The system consists of several "modules" with a few that were implemented either partially or not at all. Several modifications or "customs" were written for the University by Jenzabar at an additional cost. Due to the failures within some of the modules, there is a planned re-implementation in the future, at an additional cost.

With the implementation of Jenzabar CX, ECU should be increasing the level of web-based

student services. However, online registration is not available and online bill paying for students is just now a reality. ECU is currently paying a yearly fee for the use of Jenzabar CX of approximately \$216,000.00.

Some computers, printers, and other hardware campus-wide are not up to date, and most departments have minimal or no equipment funds in their budgets to replace computers and other necessary technology equipment. These same budgetary constraints may limit the possibility of new and emerging technologies for the foreseeable future.

While a few departments utilize document scanning, the majority of administrative departments do not. The University does pay Jenzabar for document management system (Feith) maintenance; however funds have not been available to purchase and operate the system. With the current, and immediate future budget restrictions, the administration must determine the areas with the most crucial needs across campus.

Future Technology

Due to the technology industries apparent ability of ‘speed of light’ advancement; the term ‘Future Technology’ will be defined as technology that is currently available, but not yet fully utilized. Based on prior higher education strategic planning reports reviewed, the ability to foresee technological needs and/or technological advancement availability appears to be limited to a one or two year window.

The most apparent technology use expectancy, regarding higher education, appears to be on-line service availability. While the University has provided on-line class schedules, limited enrollment services, grade posting and reporting, online student bill paying and review, and most forms for university-wide services. Accessing financial aid services and electronically signed document transfer availability continue to be manual processes that will require upgrading.

A minimal review of document storage currently utilized by most administrative departments would accentuate the critical need for a university-wide document management system, whether the system is fully linked to the current management information system or not.

Wireless service enhancement; advanced utilization of on-line classes; keyless entry; electronic message boards; ability to electronically transfer financial aid funds; and enhancement of education based technologies such as blackboard, smart boards and lecture availability to I-pods and comparable off-site technology use components are university-wide desired goals.

Training of personnel for the efficient utilization of future technologies and even the currently available technologies is an inherent cost component in assessing the strategic plan from the financial infrastructure perspective.

The possibility of re-implementation of the Jenzabar CX system, including full installation of certain modules left out of the original implementation should be re-examined. These areas must be determined by the business units involved in the operation of the modules and the costs inherent in the process.

Recommendations

Budget constraints are very real at ECU during the current economic times. The State of Oklahoma is experiencing revenue shortfalls and as a consequence, funding to state agencies has been cut for the FY2009-2010 from FY 2008-2009 levels. During the first two months of the current year, revenues were less than anticipated and the appropriations for those months were reduced even further. This limits funding for operations to the bare minimums.

While the increasing of fees is an unpopular means of raising capital, an increase in the Student Technology fee of \$0.50, based on 111,700 estimated credit hour production for 2009-2010 would produce an additional \$55,850.00 in funding. An increase of \$1.00 would produce an additional \$111,700.00 and an increase of \$1.50 would provide \$167,550.00 in additional funds. Seeking available grant funds is another viable option for additional funding for computers labs, smart classrooms, virtual labs, etc. A new administrative technology fee and some type of campus printing fee to provide printers and paper for use by students in the computer labs is yet another funding option.

In the re-implementation of the Jenzabar CX system, the modules to be considered must be evaluated by the various divisions or departments that utilize the system. Many modules were only installed partially, not at all or with major customizations. The customizations must be taken into consideration when determining the re-implementation of specific modules. When Jenzabar is contracted for re-implementation, training must be an integral part of the cost. Complete training and full instructional guides of all options available in the use of the module must be included in the cost.

There should be some type of formal training offered by or for each individual on campus. This is usually a low cost or no cost option for the institution. Constant and effective training is essential for the skill level of employees and the efficient use of the available management system. At some point in the future, ECU could create a separate department that could focus on departmental training.

Online service availability is a must for ECU to remain competitive. Currently, ECU does not offer online enrollments, online access to financial aid information, online payments of application fees or services, online or virtual labs, electronic student account refunds (financial aid disbursement), or any type of electronic signature capability. Many of these services could be contracted out to third party companies, at an additional cost, that can then be bridged into the Jenzabar system. Regardless of the re-implementation of Jenzabar, we must move forward to provide these services.

Hardware and software up-grades are integral components of technology utilization throughout the campus. There should be a seamless sharing of information between staff, faculty and students.

ECU must implement a campus wide document management system. The current document storage is antiquated, unsecure and possibly hazardous. We can no longer store the magnitude of files necessary in our ordinary course of business. The cost and security of electronic data storage should be weighed against the cost and security of paper storage.

Results from Surveys and Forums Related to Financial Areas

Results were obtained from surveys and forums presented to faculty, staff and students during the 2009 spring semester. The participation of the students, faculty and staff was very limited by all three groups. Of the 3500 plus currently enrolled students, only 474 responded to the surveys and only six attended the forums. Of the 400 plus faculty and staff, 86 faculty and 82 staff responded to the surveys.

The use of computers, printers, internet access, email and word processing ranked 90% or more as needed or helpful for staff to perform their job duties. Some of the problems indicated in these areas were old or slow computers and printers and current use of older versions of word processing. Of the faculty surveyed, 63.8% responded that slow performance was the main problem with their office computers.

The student forum indicated the dissatisfaction with the computer labs. The areas included were the hours available for use, non working printers and computers, software product versions were different from one lab to the next, and copier availability. These areas also carried over to the surveys. The top two reasons for problems in the computer labs were printing problems (51.4%) and labs not open at convenient times (40.8%). Of the students surveyed, 69.1% felt that computing was “extremely important” in the success of their coursework. The students felt that the Student Technology Fee charged per credit hour should enable them access to working printers and computers and that ECU should be on the leading edge of technology.

Both faculty (65%) and staff (65.1%) believed that they are adequately trained to use the current technology at ECU; this committee believes this to be incorrect. The day to day work within our offices attests to this belief.

Over half of the students responding to the question concerning the use of the ECU Help desk (217 of the 426) stated that they never used this service. Staff usage was 81.7% occasional and faculty usage was 85.9% occasional. The staff concluded that the level of assistance received from the Help desk was as follows; excellent 12.7%, good 32.4%, average 35.2%, poor 11.3%, very poor 1.4% and don't know at 7.0%.

The highest percentage responses for information concerning IT services were talking to IT

staff and word of mouth from both the faculty and staff surveys. Of staff, 45.1% were somewhat satisfied with the IT departmental staff and 48.1% of faculty was the same. Overall, 51.4% of staff and 44.3% of faculty were somewhat satisfied with the technology at ECU.

HARDWARE/SOFTWARE SUBCOMMITTEE

Members

Mr. Dave Henley, Chair
Mr. Tom Shannon
Mr. Robert Vavricka
Mr. Dennis Walden

Workstations

There are approximately 1,000 PC and 125 Macintosh computers in use on campus. Of this number, about 500 PC's and 80 Macintoshes are in labs and the remaining computers are used by administrative, faculty and student workers. All computers are loaded with software depending upon the type of needs for each location. Most labs have both Microsoft Office and WordPerfect Office installed on each computer, increasing the cost about \$40.00 per system. About two-thirds of the staff and faculty also have both Microsoft and WordPerfect Office on their computers.

Every year funds are assigned to purchase new computers for labs and faculty/staff use. Sources for funding these purchases vary according to the use of the computer and the departmental area. For example, computer labs are funded from student tech fees and grant areas are government funded but controlled by the university. All PC purchases are the responsibility of the director from each department working with IT staff to obtain the desired hardware specifications and price quotes from Dell, the designated campus supplier. Macintosh purchases are made on a per-department basis and not assisted by IT.

Computer labs are replaced on a 3-5 year cycle depending on the use and computing power needed. Faculty/staff computers are replaced on a schedule regulated by department budget allocations. As existing computers are relocated, each computer is checked to meet the minimum hardware specifications, proper functionality, and the operational software is replaced with a clean install. Any computer not meeting the minimum hardware specifications will be pulled from service.

All existing computers are redistributed with the original hardware specifications. It is the responsibility of the new user to specify additional hardware specifications and purchase the necessary hardware and software from their budgets. IT will recommend the proper hardware and provide installation but does not provide additional hardware or software that did not come with the original purchase. Any PC that is not operating properly is evaluated to find the cause, repaired and returned to service. IT techs are certified Dell technicians and can replace/repair current hardware components through warranty service. Maintaining standardized hardware platforms, a computer can be returned to service in a short amount of time. Macintosh computers are not maintained on campus because of the proprietary control from Apple computer.

Complaints from users regarding slow computers or computers not functioning properly can be a result of several possibilities. A computer can run slow if there is insufficient amount of RAM memory. This can occur if the computer was purchased with inadequate hardware resources, an older computer needing additional resources, the type of software being used requires greater memory usage or the user opens too many applications at one time. One of the biggest causes for a computer to begin running slowly is from a user installing software that runs in the background, software that conflicts with legitimate software or malware. In many instances, the computer operating system must be reinstalled.

The Microsoft Windows Deployment Services (WDS) was implemented to speed the deployment of the Windows Operating System and other Microsoft software. New computers or computers needing repair now take less than an hour to completely restore with an original configuration. All computers in a lab can be set up and prepared for use at one time or the operating system can be deployed overnight. WDS also provides the ability to create installer packages of many applications that can be pushed out to computers or made available on demand.

All PC workstations are kept updated with the latest Microsoft patches using the Microsoft Windows Update Services system. Any critical update, security patches, or product updates are pushed out to PC's overnight on a regular basis. The update service maintains a history of all Microsoft installations and the status of updates that have been implemented.

The Sophos Antivirus system was implemented to provide antivirus and application control to computers across campus. New virus signatures made available are automatically downloaded every 60 minutes. The product also provides control of the installation and operation of applications that are known malware. The Sophos system provides a management console that provides an up-to-date view of the status of virus protection installations, malware occurrences and the version of the currently installed virus signatures. The console also has the ability to download and install the virus protection client on campus computers and automatically sets attributes to computers based on groups the computer is assigned. Macintosh computers can use the Sophos system but it must be installed and managed on each individual computer.

As a part of some of the campus agreements, faculty and staff may install the Microsoft XP operating system, Microsoft Office and Sophos Antivirus software on their home computers. Macintosh users can install the Microsoft Office and Sophos Antivirus software. Installation disks can be obtained from the IT Help Desk.

The ability to print documents created on computers is as important as having a computer. There are many varieties of printer brands found on the ECU campus ranging from dot matrix, inkjet, black and white and color printers with each having its own requirements for printing supplies. Each department and computer lab is responsible for purchasing the printer, the supplies and any repairs required.

The IT department is often called upon to set up printers and connectivity to computers, install printer driver software on computers, provide network connectivity and troubleshoot printing problems. Currently, there are not any standards or guidelines set to assist users when purchasing printers. Printers are purchased without consideration of the duty cycle, cost of supplies, compatibility with existing systems, and methods of connecting with computers or the campus network.

When printers are purchased, IT is called upon for installation because user access to some installation tasks is restricted. This restriction is in place to help deter malware from

installing itself on a computer.

Questions addressed in forums and IT surveys regarding printing indicate that printing problems across campus are numerous. A review of trouble tickets indicates several reasons for users experiencing printing problems. Many instances refer to problems related to the printer with paper jams, ink cartridge or toner cartridge problems, bad network cards, corrupted print jobs and general printer failure. Some printing problems were a result of print server malfunction.

In most cases, IT is called to investigate printing problems. Many times the technician does nothing more than un-jam the printer, replace ink or toner cartridges or clear printing caches. However, if the problem cannot be resolved by the ECU tech, an outside printer repair tech must be called. In other situations, the cost of a printer is less than the cost to repair it. The cost for repair or replacement is at the expense of the department owning the printer.

The Plan

Windows 7 is the next operating system by Microsoft and the campus will begin migrating to Windows 7 within the next year or year and one-half because Microsoft is going to quit selling the license for Windows XP very soon. We should be able to remain with that operating system for at least five years since we have been using Windows XP Professional for the last six years. It has been the exclusive operating system for the last three years. All computers will need to have at least 1 GB of RAM to use this version, but 2 GB would be preferred.

ITV

Background

East Central University currently has 62 Smart Classrooms and 8 ITV rooms on campus. Smart Classrooms vary in sophistication from a simple projector and PC in a cabinet to large lecterns containing VCR/DVD, document cameras, surround sound audio systems, cameras, microphones and control equipment. These are generally built on a design created in 2002 using input from faculty and equipment based on their needs as well as the technology available at that time.

The ITV rooms are all H.323 based video conferencing rooms used for Distance Education classes with similar sites at schools around the state. Most use technology that is 10 years old; one ITV room in the Nursing Department was installed in the fall of 2007 using newer devices. All provide audio and video interaction as well as the sharing of the instructor's PC, document camera, and VCR/DVD.

In addition, Streaming (Windows Media, Real Media, QuickTime, MP3, MPEG4) was implemented on campus in 2002. This was to supply ITV classes with an alternative way to deliver classes in case of network difficulties. The old method involved physically mailing a VHS tape to a remote campus and requiring students to come to a central location to view it. Now students are able to access archived courses from a PC at their convenience.

Objective

Smart Classrooms: Continue to install new rooms, anticipating six per year. Incorporate new technology including digital document cameras, wireless projectors, student response systems, audio-recording, campus wide media management system (to replace VHS tapes and DVDs in classrooms).

ITV Rooms: Upgrade six of the eight rooms to latest generation devices.

Streaming: Implement a new streaming server with software that will deliver most ITV-archived recordings in Flash format, simplifying student access. Also integrate a new Media Content Server and associated Media Encoder. This will allow for all current VHS tapes and DVDs that faculty use in classrooms to be converted to a streaming format and made available campus-wide in any Smart Classroom. It will also provide a way to easily record and distribute Satellite Teleconferences as well as Cable TV broadcasts. This will eventually allow for the removal of VHS and DVD players in the Smart Classrooms as well as retire the use of AV Carts.

TRAINING

Background

Training for faculty, staff and student use of software and hardware varies and is dependent on having someone with the expertise and time and charge to provide training. During the Title III grant (CETL), specific cohorts of faculty were provided training in the use of the (CMS) Course Management System (WebCT, now owned by Blackboard) and the use of technology in teaching. Hardware included computers, scanners, digital cameras and camcorders, LCD projectors, and equipment within smart classrooms. Software included Windows, Microsoft Office (Word, PowerPoint, Excel and Publisher), video editing software, PresenterOne (PowerPoint with video capture software) Lesson Builder, Respondus and Corel Paint Shop Pro. Faculty members were paid a stipend through the grant to attend the training sessions and to develop and deliver an online course. After the grant ended, the university continued the employment of the instructional technology designer to continue to provide training and support for faculty developing and teaching enhanced, blended and online classes. Currently, training in the use of the CMS is provided each fall and spring semester through a series of ten 90-minute sessions. Additional software instruction is provided as requested and time is available. The instructional designer is developing a series

of instruction sheets and narrated screen capture movies to provide on-demand instruction and assistance using the CMS and other software.

Training for staff in the use of some software (Word, PowerPoint, Excel and Adobe Acrobat) has been provided by library personnel on a periodic basis. This training is currently on hold as the person providing the training has changed positions and will be continued when possible. The library also provided instruction on Microsoft Outlook when the University changed e-mail systems from Groupwise and on the University Portal when it was initiated. There is not an ongoing training in the use of Outlook or the portal for new faculty and staff.

Training for students in the use of hardware or software is limited. Some tutorials have been developed to assist students in the use of the CMS (Blackboard) and are made available through the ECU web pages. This is an ongoing project of the instructional designer in CETL. The library has developed training for students in the use of the library and it is available online and is an integral part of the Freshman Seminar class (UNIV 1001).

The Plan

The plan is to continue to provide training to faculty, staff, and students and to develop ways that the training can be delivered either online or as needed. Live classes for faculty use of Blackboard will continue to be taught as long as there are individuals who will attend the sessions. The instructional Designer currently reports to the Director of the Library and Distance Education where some of the other training has traditionally been provided. This should make the training more cohesive since even though it will be provided by different individuals it will all be under the supervision of one person. Surveys of the faculty, staff and students should also help set the topics and type of training provided.

Campus Network Infrastructure and Telephone Systems

The campus network and server systems infrastructure was upgraded in 2005 to replace aging and inefficient systems. The upgrades also brought ECU into enterprise class systems that enhanced availability and reliability.

The network upgrade provided a routing-based backbone across dual Gigabit fiber connections to each building. All network equipment was HP Procurve based providing a consistent operating environment across the campus using existing and new equipment. The UPS systems for each data closet were also upgraded to APC systems to provide a more reliable and managed set of the devices.

A pair of Symantec Firewalls was installed to provide enhanced perimeter security from the outside world. The firewalls were configured for active-active operation, meaning connectivity was spread across both devices for load balancing and failover availability.

Built into the firewall were virus protection, spam prevention, intrusion detection and prevention.

A virtual server infrastructure was installed to replace the white box servers that had been used for data storage, web servers and mail servers. The system consisted of a Storage Area Network (SAN) that provided 2.5 Terabytes of data storage and two host VMware servers. The initial installation of the VMware operating system and the “virtual server system” provided for ten Microsoft servers. The value of implementing the new server and storage system brought ECU into the enterprise class of systems that increased availability by eliminating downtime for hardware failure. Also, the cost of adding new servers only required the cost of a server license thus eliminating additional hardware cost.

In addition to the virtual server systems, the IT department also hosts physical servers for Library systems and the Blackboard Learning Management system.

The Netware operating system that had been providing network services across campus was replaced with the Microsoft Active Directory based system. This provided a homogenous server/client connection between the workstations and the server systems without the need for additional software installations and configurations. The Active Directory system provides methods to group users and computers for manageable control for access, specialized features and functions.

The email application, Microsoft Exchange, replaced the Novell GroupWise email system across campus. The licensing costs were reduced because the Microsoft Campus Agreement that was being used for providing the workstation operating systems and Microsoft Office software provided for client access licensing for email and other applications.

Backup systems were also upgraded to an HP Tape Library and Data Protector software to automate the backup procedures and provide larger capacity tape storage. Over the next several years additional upgrades were provided to enhance the new systems. Additional hard drives were added to increase storage capacity of the SAN. An additional drive shelf and hard drives were added to provide storage for the email archival system. Memory was added to the Virtual Host Servers to allow for additional virtual servers. Operating systems were upgraded to provide enhancements.

The HP3000 and HP9000 HP-UX servers that have provided the campus business systems and the Jenzabar ERP system have been replaced with a higher capacity HP-RX6600 HP-UX server system. All OS and integrated modules have been upgraded to the most recent versions. The HP RX6600 server system has the capacity to increase RAM memory, additional processors and hard drive availability for years to come.

The Jenzabar ERP system is scheduled to begin a re-implementation project that will add programming modules that were not originally implemented and revise existing modules to be fully functional and error free.

The JICS Portal system was brought online in 2008 and has undergone many changes to meet the needs of the administration, faculty and students. Additional functionality will become available as the Jenzabar re-implementation progresses and the two systems interact more efficiently.

In 2009, the network infrastructure was upgraded a second time to provide Power over Ethernet (PoE) support for the new Mitel IP telephone system. The upgrade also provides for network security enhancements that will maintain a stable network environment for data, telephone and video delivery.

The Mitel VoIP phone system was purchased in 2009 to replace the existing Nortel SL-1 system which was donated to ECU by Cameron University in 2001. The Mitel phone system will allow the campus to expand its limited internal numbering plan from 700 extensions to over 2,000 extensions. The new system will also provide increased security on campus by providing the E911 service to local emergency facilities and provide campus-wide emergency notification through the built-in speakers.

An APC Symmetra InfraStruXure data center UPS was installed to provide a single source of power protection to the data center servers, phone system and network devices. The Symmetra UPS system reduces the number of smaller UPS systems needed and increases the available runtime during power outages. As part of the installation, a centralized UPS management server was added to monitor and manage the many building data closets. Major features of the UPS management server are the ability to monitor the UPS devices in real-time and send outage notifications via SMS communications to the appropriate technicians.

As part of the campus-wide network upgrade, the data closet UPS devices were also upgraded to provide extended runtime for the VoIP phones located in the buildings. All UPS devices were extended with additional battery packs to provide a minimum of two hours of runtime. In addition, all UPS devices were configured with real-time network connectivity to communicate with the UPS management server for status reports and management.

Procurve Manager Plus was installed to provide a current status of the campus network and methods to manage the 100-plus network devices. The network devices, which include the different models of network switches and wireless access points, can be remotely managed, configured and updated with the needed OS firmware. Plug-ins to the PCM+ system includes Mobility Manager and Identity Manager.

Mobility Manager provides a method to monitor how wireless Access Points are functioning and provide a real-time view of data traffic and client usage per location and as a network.

Identity Manager provides a method to monitor and control where students, faculty/staff and guests access the campus network. Limits to time of day, location, bandwidth control and access to allowed areas of the network are assigned when the user logs on to the network.

The need to restrict port access to users is eliminated since their access can be controlled. Procurve Access Control Server provides management and control of students, faculty/staff and guests as they access the wireless network. Limits to time of day, location and bandwidth limitations provide a controlled environment for all ECU users and guests on the wireless network.

Upgrades to the wireless network across campus began in the new Fine Arts building with the latest HP wireless Access Points. Replacement of the existing 60 Enterasys access points located in most campus buildings and dorms will progress through the 2009-2010 school year. Wireless access will also be added to many locations on campus including outdoor areas around the campus.

The upgrades to the wireless network will be the first enhancement since the installation in 2004. New technology will provide added bandwidth and reliability for access in the dorms. The majority of complaints from students in the dorms centers on the speed of the connection. The use of the wireless network grew from less than 100 users in 2004 to more than 700 users in 2009. The original access points were only capable of the 802.11B standard which provided a maximum bandwidth of 11 Mbps. The connection capacity and the demand for bandwidth overwhelmed the ability of the access points to provide a reliable and responsive quality of service. The new AP's have the capability of the latest 802.11G and 802.11N standards which have the capacity of up to 300 Mbps connection speeds.

The wireless network upgrades encompass a total campus solution that includes access points and access control. All faculty, staff and students will be required to log onto the wireless network using their campus network ID and password. Guests will have limited access to the wireless network to preserve the available bandwidth to qualified users.

The campus firewalls will be upgraded in 2009 to replace the existing system that became unsupported by the manufacturer. The new firewalls will provide faster throughput and offer enhanced capabilities due to technological advances.

An additional feature available in the new firewalls will be the capability to provide VPN access to allow a secure off-campus connection to the campus network. Authorized faculty, staff and students will be allowed access to email, network drives and other connections as if they were on campus. The VPN will also provide the capability to extend the VoIP phone system to locations outside the campus.

The campus network will also be extended to the upgraded Elvan George building, the football stadium and the new strength and conditioning building to provide full network access and VoIP phone capabilities.

STUDENT RELATIONS SUBCOMMITTEE

Members

Ms. Amy Ford, Chair
Mr. Matthew Balliett
Ms. Ashlee Thompson
Mr. Indhira Ramirez

Technology has significantly evolved since the last technology planning report and students are the driving force. Today's students literally expect technology accessibility at their fingertips and we must continue to meet the demands.

Subcommittee Structure and Process

The Student Subcommittee is comprised of three full-time staff members and a student representative. The subcommittee staff members met face-to-face a couple of times during the process and were involved in the committee's development of questions for a student survey and two student forums to discuss East Central University's technology options.

Subcommittee Mission or Goal

The focus of the Student Subcommittee is to evaluate the students' technology expectations by first examining who are students, then evaluating what they think of technology at ECU and finally assessing their future needs.

Current Status of Technology

Ten years ago the student technology fee was \$4/credit hour. Today, students pay \$10.50/credit hour, which has enhanced the student experience – 79.1% reported they were very satisfied or somewhat satisfied and only 10.1% reported they were somewhat unsatisfied or very unsatisfied.

Students today are coming to college with their own technology, as 81% have their own laptops and 25% have desktop computers. They are spending less than six hours per week in the ECU computer labs but spend more than 21 hours on their personal computers. However, 85.7% feel that they still need access to the campus-owned computers. When asked why they use a campus computer, 4% said because they do not have a computer, 8.8% indicated the class was a lab, 20.3% said they did not have the software, 33% said they use the printer and 34% said so they can do their work at school.

Wireless network throughout campus is a constant topic for students. Out of 284 who answered the question "What has been your experience with wireless service in other areas on campus?," 212 rank it excellent or good while 72 rank it poor or very poor. The majority (82%) of those surveyed do not live on campus or live in married student housing do not have access to wireless internet in their rooms.

During 2000, students had to rely on faculty and staff to review financial aid and student account information. Today 87% feel that it is highly desired to have this access and 84% are highly interested in the ability to enroll in courses on line.

Future Technology

When 413 students answered the question, “What technologies should the computer labs and classrooms provide to help your learning process?”

- 238 (57.6%) - Easy access to printers for laptops
- 214 (51.8%) – Wireless or wired connections in labs and classrooms
- 149 (36.1%) – Power station in labs and classrooms for laptops
- 115 (27.8%) – More technology-enhanced teaching process
- 108 (26.2%) – More multimedia presentation systems

Social networking has more than taken off over the past couple of years so it was interesting to hear how the students would prefer for faculty and staff to contact them other than the traditional method of “in the classroom” -- 57% indicated Blackboard email, 46.7% said ECU email, 44.7% wanted to use their personal email, 23.9% said blackboard discussion was important, 21.2 said cell phone and 19.9 prefer texting which is more than the social networking options when 16.7% said Facebook, 8.1 said instant messaging, 6.5 liked MySpace and 4.1% would like for their faculty and staff to use Twitter.

Recommendations

The ability for students to enroll and pay online is crucial. ECU must do whatever it takes to adopt this technology.

Granting access to software -- either by installing software on students personal computers or the creation of a virtual lab with access to needed software programs would help students with their school work (74.8%).

Possibly adding printing labs throughout campus which students could access 24 hours a day.

- Improve Blackboard for students accessing the program off-campus
- Ability to enroll in offsite campus location (Ardmore, McAlester, Shawnee).
- Improve wireless connection in all residential housing including married student housing
- Add more Smart Classrooms
- More online classes

APPENDIX B

Forum Results

STUDENTS

FACULTY

STAFF

FORUM RESULTS

ECU STUDENTS

(TOTAL ATTENDING BOTH DAYS – 7)

1. How well is the current technology at ECU supporting your ability to perform in your classes and enjoy campus life? How does the current technology at ECU compare to other educational institutions where you have attended?

- **Blackboard**-it has its kinks but is good. Some people who have problems just don't know how to use it.
- **Number of labs**-there is a good number of computer labs across campus for students to use. The Writing Center and the Education lab are very good.
- **The H drive**. This allows more storage than having to store everything on a laptop.
- **The EBSCO host in the library**-this is very helpful.

2. How is current technology at ECU NOT supporting your ability to succeed in your classes and enjoy campus life?

- **Internet in dorms**-it does not always work. You sometimes have to move to the hall or different parts of the room to get a signal and sometimes it does not work at all. This happens in Pesagi, Briles and Pontotoc for sure. When the internet is down sometimes there is no-one at the IT department or the helpdesk to get help from, especially on the weekends.
- **Blackboard**- it is hard to login to sometimes. If you try to load a large file such as a power point from your instructor it will kick you out.
- **E-mail**-sometimes the reply if using a laptop won't work. Even though you turn the pop-up blocker off, it won't stay turned off. This is sporadic and may have something to do with whether or not student is on or off campus.
- **Password change request**-the timing is not always good on this. Most come toward the end of the semester when students are preparing for finals and papers. Having to reset everything makes it more frustrating at that busy time of the semester.
- **Printing power point slides**-many power point files exceed the limit of pages allowed to print in the lab. Since student's pay a technology fee they should be able to print as much as they need in the labs if it is required for school.
- **Copying problems**-the copier in the library is the only place students can get copies. The machines require exact change. This can be a problem if a student has to go across campus between classes to make copies, especially if they do not have exact change. If the copy machines would accept a card to pay (much like the cafeteria) that would help. In addition, more copy machines across campus would be helpful.

- Perhaps the student center and the writing center would be good places to put more copiers.
- **Printers**-all labs should have working printers. Some of the ones that do have printers do not always work. This is especially true in Danley Hall.
 - **Software**-the labs should be equipped with needed software. The EHS lab needs to have the PDS software on the machines. There are other labs that need the same thing. It would be nice to be able to access all software from all labs. Perhaps a virtual lab would allow this.
 - **Lab hours**-it would be nice if the labs and the writing center were open more on the weekends.
 - **Specific lab issues**-the EHS lab has really old, slow computers that freeze up and don't always work. The EHS department requires specific software for its students but many machines will not allow it to be downloaded on them. The Education students are required to use software called Inspiration. Because the students can't always afford to buy this software they might use a free trial version but must use the lab in most cases. It would be nice to have it available via their home computers or laptops.
 - **Software Product versions**-All computers should have the same version of Microsoft on them. The versions vary from lab to lab. Students who create a project in a newer version then go to a lab with the older version cannot access their project.
 - **Dorms**- computer labs in the dorms would be a tremendous help to the students and more convenient. It would also be a plus on security because students would not have to come and go late at night if they didn't want to.
 - **H drive**-having access to the H drive from home would be helpful.
 - **Online books**-students like having the opportunity to access online books rather than having to purchase them. This method would be an alternative for some classes.

3. What emerging technologies do you foresee needing in order to perform or to enjoy campus life better? What can be done to improve your ECU technology experience (software, services, or support)?

- **Classrooms**-All classrooms at ECU should be equipped with smart boards and other technology in the smart classrooms, not just a select few. In addition, education majors should be taught how to work on the smart boards and with other classroom technology so that they are prepared when they go out to student teach and become employed. It seems that most public schools have this type of technology already in them and the education majors need to know how to work it.
- **Lectures on iTunes**- Some schools already have this and it is a great service to the students who want to listen to the lessons more than one time.

4. Other comments regarding technological need or issues at ECU? What else do we need to know?

- ECU needs to be more on the **leading edge of technology**. The students pay a technology fee so this should be affordable.
- The helpdesk and the lab assistants need to be **more experienced** and knowledgeable.
- Perhaps computer science majors could be utilized to help other students that are struggling with using the technology available to them.
- IT staff needs more help so that they can help the offices and students with problems.

5. **Feedback** from the students in attendance from questions asked by the committee.

- How many of you have your own computer? Of the six students in attendance, all have their own computer. Four are laptops and two are PCs.
- How many of you live on campus? Two of the six students in attendance live in the dorms and the remaining four live off campus.
- What do you use the labs for? The labs are good to use for printing. This is the main purpose of using them. They are also used to work on assignments between classes when they don't have access to their own computer. Of course, they are necessary for students that do not have computers of their own.
- What do you use MyECU for? Mostly for getting their transcripts, grades, and bill.
- What e-mail system do you use? Most use their own accounts. Two of the four in attendance use the ECU e-mail. When asked if they knew they could forward their ECU e-mail to their own account, none knew that they could. It was suggested this be a subject taught in UNIV 1001, UNIV 3001 and at transfer enrollment day.
- Do you have a class that uses Blackboard? One student does.
- Do you use twitter? No students do.
- Do you use Facebook? All six students do.
- Do you think you have sufficient training on using the ECU computer system or know where to go to get it? None knew anything about training.

FORUM RESULTS

ECU FACULTY

(TOTAL ATTENDING BOTH DAYS – 21)

1. How well is the current technology at ECU supporting your (job, teaching, learning) experiences? How does the current technology at ECU compare to other institutions you have attended or visited? Students, how well have we met your expectations or your needs?

- Using a MAC on campus has become easier, access to e-mail and IT support of MAC problems.
- Blackboard is a helpful tool.
- The direction that the department has gone with unifying things (systems) is working well. Everything seems to tie in better now.
- Good response time.
- Voice mails are operating great.
- E-mail was nicely integrated with the users.
- The e-mail instructions from Frank are wonderful.
- MyECU has made tremendous improvements.
- PDF usage on campus has improved.
- PC purchasing process has improved.
- Home access to ECU systems is a definite plus for all.
- The electronic database has been very helpful.
- It would be nice if all output was to PDF instead of printing.

2. How is current technology at ECU NOT supporting your (job, teaching, learning) experiences? Students, if we have NOT met your expectations or your needs what can we do better or what can we provide?

- Students are unable to perform simulations in the Writing Center. They have to go to the Library.
- Current equipment doesn't interface with X-Ray equipment. Old computer has died and new software and hardware is too expensive.
- A request that SPSS certification be moved to a date away from the middle of the semester has been requested. It will cause less stress to students because of lock outs right before the end of break.
- Video players – keep these updated more frequently (The short response time from IT has been a positive with this though).
- Everyone should have a web page up – more staffing to help with this would be a plus.

- Access to information at home for students – in particular the software in a virtual lab or if this can't be provided can computer lab times be extended?
- Blackboard is sketchy – loses log-in information periodically/during grading periods and **often** does not allow attachments on either end of the sending or receiving.
- Can a help desk web page hold available updates for all campus software? Step by step on the help desk page or something close to this.
- At 12:00 a.m. the Blackboard server is slow and unresponsive. Can this be fixed? What is causing this, student overload?
- Would online homework venues help or be an option?
- Not having access to Jenzabar at home is a problem. Can a portal for people to work from home be made?
- Push back the back up time later than 12:00 a.m.
- Expand help desk hours.
- Can we get funding for more lab hours or creating more labs on campus?
- Can we get student passwords to students before classes begin like it was done in the past? Is there no mailed print out anymore?
- H Drive has problems for students – they are having to use flash drives instead.
- H Drive is showing up as a user and not the individual person's drive. Can this be fixed?
- Blackboard PowerPoint downloads (the yellow bar) – can the bar process be completely eliminated?
- Can we get accessibility to the H Drive on Macs?
- Why do the virus protection updates take so long? Can we speed Sophos up?
- Address the infrastructure's ability to do what we need to do as a University.
- Can we get more availability and assistance with outreach sites?
- Can alternate labs be created for classes to be held in? (i.e. the Math Dept.- More classes could be offered with lab assistance, but the main Math Lab is being occupied by Intermediate Algebra for the majority of the day.)
- The MyECU printer friendly button are confusing and not so friendly. Can another tab or approach be used?
- Can the line of communication between faculty and IT be more open?
- MyECU needs to have an update on the areas of roster printing, class list search, and the calendar portion.
- E-mail capacity needs to be larger, it is really affecting the process of sending and receiving grant information and other large files.
- Video conference facilitation – Is this something that One Net does?
 - Frank explained the new opportunity for this in the state, administrative rights can be given to a group if needed, and he explained how the new phone system will be an asset in all of this.
- Need more staff – IT – A new Bob Vavrika type position maybe?
- Java/Sophos can the timing of these updates be in unison late at night, possibly past 2:00 a.m.?

- If IT has a change in personnel can a required set of notations be made by the person leaving? The notations should be regarding any recent work/update/changes that they may have made recently in areas, so that the ball does not get dropped if they are working on something or were in the process of fixing something.

3. What emerging technologies do you foresee needing in order to do your job (or school work) better or consider for the classroom, computer labs, and dorms? What can be done to better your ECU technology experience? What software, services or support should IT consider to provide you with a more productive work or learning environment?

- Blackboard availability on iphones.
- Need LabVIEW profession version (software and hardware) to support research and teaching. Currently have student version.
- Faster internet connections.
- Wireless printing capabilities.
- Audio and video capability for off campus access.
- Use of itune University (Rose State currently uses itune University).
- Quick Time Server.
- Podcasting, PowerPoint presentations and course content available off campus on demand.
- Bottom up support of technology in delivery of information to students.

4. What emerging technologies do you foresee needing in order to do your job better? What can be done to better your ECU technology experience (software, services, or support)?

- SPSS at home
--Frank discussed the possibility of a 24 hour virtual lab that is depending on funding and capabilities. The lab would be accessible to work, save to the H Drive, and print from a student's house. He also noted that staff and faculty will eventually have access to their H Drives from their homes, it is just taking some time.
- Clicker technology allows typing, texting, and exam completion. It is used by OSU and OU now. A grant for this is currently being written.
- How will the open wireless networks around campus be secured? Frank discussed how a plan is in place for this already.
- Slates – student software.
- Every class needs a smart classroom area, so that everyone can host information on these in the classroom. Also, can there be access to share from laptops or computers in the classrooms.
- Twitter updates – Educational Values
- Web 2.0 – something that would be minimal upkeep.
- Smartboard in ITV, pod-casting, and just make everything more user friendly.
- Online Enrollment
- Online testing – Can there be a designated testing center campus wide.

5. What other comments would you like to make regarding technological needs or issues at ECU?

- Surprised at number of IT strategic planning committee members.
- Can information of what technology is to come at ECU be placed on the IT web page?
Can it also hold continuous updates?
- Desire to Learn – the front page holds updates when you log in, can Blackboard do this?
 - Frank discussed Desire to Learn- Can be used through OneNet. He also noted that moving from blackboard to another system is something he would like to see entertained. There are ups and downs to both systems; cost is a factor in all of these.
- Need More IT Staff
- Jenzabar for Mac users.
- There was a high appreciation for staff attitudes and work.

FORUM RESULTS

ECU STAFF

(TOTAL ATTENDING BOTH DAYS – 50)

1. How well is the current technology at ECU supporting your (job, teaching, learning) experiences? How does the current technology at ECU compare to other institutions you have attended or visited? Students, how well have we met your expectations or your needs?

- Outlook Calendar and its scheduling capabilities to look at other peoples calendars in scheduling appointments is a plus.
- Accomplish a lot through e-mail faster than before and uses less paper.
- Shared drive capability helps with distributing information.
- Outlook Calendar and its scheduling capabilities to reserve rooms also a plus.
- From student recruitment aspect, it is beneficial to have program requirements available on the web.
- Quick response from IT when disability services giving tests and encounter technical problems.
- After web reconstruction, the number of calls requesting information has decreased in housing.
- Other educational institutions exceed our web applications such as interactive forms.
- Improvements to Outlook are good.
- Help desk workers are personable and if they don't know the answer they will tell you and find the answer from someone else.
- Knowing the down times ahead of time is very helpful especially for people who work off hours.
- My ECU helps most of the time, some error messages.
- Allowing shared information through shared drives is very helpful.

2. How is current technology at ECU NOT supporting your (job, teaching, learning) experiences? Students, if we have NOT met your expectations or your needs what can we do better or what can we provide?

- More people with access to edit web pages.
- Less hostility towards MAC users.
- Off campus access to files.
- Increase reliability of access to e-mail from off-campus.
- Faster response from help desk when computer problem arises.
- Easier web navigation – less clicks to find what you are looking for.
- More prominent search feature on web site.
- Improved data tracking (double entry of information from Jenzebar to database)

- Longer password reset cycle.
- Increase reliability of wireless internet access to everywhere on campus.
- Consistency in updating hardware and software: PowerPoint conference presentations – AV equipment not supportive of newer applications such as Windows 2007, difficulty in locating update equipment to take to conference.
- Report acquisition problems – have to contact IT department for special report to gather data needed, need more user-friendly and reliable cognos reports.
- Fully utilizing current applications – not using Jenzabar to full potential, has many applications but only a limited number of people know how to access the information, implementation problems need to be addressed with more IT staff and money before adding additional features,
- Jenzabar problems with scheduling what classes will be offered.
- Document imaging – limited amount of space with shared files.
- Limited space for file storage causing removal of files that could be needed later.
- Network speed not adequate and limitations for file size for document transfer off campus (larger files such as publishing cannot be e-mailed).
- Web site navigation – lose student if they don't find what they need after four clicks.
- IT staffing – current staff too small, overworked. Not enough manpower to implement currently owned software or train and support staff on new applications. Other similar institutions have twice the number of IT staff.
- Problems with money being collected but not allocated to correct account.
- Pro-card reports print extra pages (waste of paper).

3. What emerging technologies do you foresee needing in order to do your job (or school work) better or consider for the classroom, computer labs, and dorms? What can be done to better your ECU technology experience? What software, services or support should IT consider to provide you with a more productive work or learning environment?

- Employment of on-line forms for housing applications (with capability to make general assignments), work orders, help desk requests and CLASS ENROLLMENT, CLASS ENROLLMENT, CLASS ENROLLMENT!
- Campus negotiated agreement with Adobe like what we have with Microsoft.
- One single point of contact to enter and retrieve student data.
- More usage of Web 2.0 applications such as My Space, Tweeting, etc.
- More active presence on Facebook, use of blogs.
- One single point of contact for room availability.
- One single point of contact on the web for University forms.
- Access control system for dorms.
- Student web access to enrollment procedures such as what forms have been submitted and what yet needs to be completed for admission.
- Training module with tracking capability as to who has been trained and who hasn't.
- More people trained on how to use existing technology.

- Increase communication between IT and disability committee so that all technology at the University is accessible to students with disabilities.
- E-mail access on cell phones.
- Online payment capabilities.
- Ability to keep files electronically (scanned files)
- Replacement cycle for staff computers, not just labs.
- Help Desk staffed by professional IT staff.
- More speed.
- More e-mail reminders of computer maintenance and current IT requested computer procedures.
- One central place for campus announcements sorted by faculty/staff/student.
- Employment of on-line forms for initial enrollment, class enrollment, recruitment (request for information, instant contact), graduate program (class enrollment), continuing education (conference & class registration w/payment possibilities), student elections (to increase participation), leave sheet (with electronic signatures), and work orders.
- Web access to employee information such as paycheck and leave data.
- One single login on for all applications: Blackboard, My ECU, Jenzebar, etc.
- Database shared information capabilities – being able to preview what letters has been sent to students.
- Electronic workflow to reduce amount of paper documentation with electronic signature capabilities.
- An easier way to access all staff e-mail for downloads to survey monkey.
- Smart classrooms in Continuing Education.
- Interactive electronic messaging boards campus wide for directions and emergency messaging.
- More document imaging availability. (Going Green)
- Workflow, Workflow, Workflow capabilities.
- Keyless entry into resident halls.
- Blackboard available on cell phones.
- More formal training for existing applications and more stress on everyone taking training and applying that training. (Not everyone on campus is using Windows 2007)
- Off campus access to allow work at home.
- Web streaming capabilities, video on demand.
- Computer that types twice as fast as you can.
- Kiosk that would allow students to access transcripts and schedules after hours.
- Full implementation of Jenzebar.
- Cognos Reports that are easier to access and are more reliable.
- Something less clunky than Blackboard.
- Improve PC cycle to increase newer computers and printers for everyone
- Hire a web applications developer.

- An easier way to refund a cancelled class in Continuing Education.
- New telephone system with conference capabilities.
- Desktop video conferencing for small groups

4. What other comments would you like to make regarding technological needs or issues at ECU?

- ECU has really good IT people, example of computer problems just this morning and IT responded quickly and fixed problem.
- Appreciative of all the hard work the IT department does with the limited staff and budget they currently have.
- IT staff very dedicated.
- Document Imaging – we must do some high speed imaging across campus. Grants office is using imaging but running out of space. Registry is imaging and putting stuff on disk.

APPENDIX C

Survey Results

STUDENTS

FACULTY

STAFF

IT Strategic Planning Survey – Students

Are you?

Answer Options	Response Percent	Response Count
Male	27.4%	130
Female	72.6%	344

How old are you?

Answer Options	Response Percent	Response Count
18-19	10.1%	48
20-22	31.2%	148
23-24	9.5%	45
25-30	14.9%	71
31 or over	34.3%	163

How long have you been at ECU?

Answer Options	Response Percent	Response Count
Less than a year	10.8%	51
1 year	21.1%	100
2 years	27.1%	128
3 years	16.1%	76
4 years or more	24.9%	118

What is your major?

Answer Options	Response Percent	Response Count
Accounting	3.6%	17
Art	1.5%	7
Biology	6.6%	31
Business Administration	8.9%	42
Cartography	0.8%	4
Chemistry	1.1%	5
Communication Studies	1.5%	7
Computer Science	1.7%	8

Criminal Justice	2.7%	13
Early Childhood Education	2.3%	11
Education (Grad)	8.5%	40
Elementary Education	5.9%	28
English	1.5%	7
Environmental Health Science	1.1%	5
Family & Consumer Science	1.5%	7
General Studies	0.2%	1
Health Information Management	0.4%	2
History	2.3%	11
Human Resources (Grad)	4.9%	23
Human Resources	1.1%	5
Human Services Counseling	8.2%	39
Kinesiology	5.1%	24
Legal Studies	2.3%	11
Mass Communications	3.4%	16
Mathematics	1.3%	6
Music	1.1%	5
Native American Studies	0.6%	3
Nursing	5.3%	25
Organizational Leadership	1.1%	5
Physics	0.8%	4
Political Science	1.1%	5
Psychological Services (Grad)	1.9%	9
Psychology	2.1%	10
Social Work	3.6%	17
Sociology	0.6%	3
Spanish Education	0.6%	3
Special Education	1.3%	6
Undecided	1.7%	8

How many hours are you taking this semester?

Answer Options	Response Percent	Response Count
Less than 12	25.7%	121
12-15	54.3%	255
16-18	15.3%	72
9-20	3.4%	16
21 or over	1.3%	6

Do you live on campus?

Answer Options	Response Percent	Response Count
Yes	17.6%	83
No	82.4%	388

Do you live off campus NOT with parents?

Answer Options	Response Percent	Response Count
Yes	69.3%	321
No	30.7%	142

Do you live off campus with parents?

Answer Options	Response Percent	Response Count
Yes	13.2%	61
No	86.8%	400

Do you own and mainly use a laptop?

Answer Options	Response Percent	Response Count
Yes	69.2%	326
No	30.8%	145

Do you own and mainly use a desktop computer?

Answer Options	Response Percent	Response Count
Yes	43.4%	202
No	56.6%	263

Do you mainly use campus lab computers?

Answer Options	Response Percent	Response Count
Yes	24.4%	114
No	75.6%	354

When formal classes are scheduled, what times and days are best for you?

Answer Options	Response Percent	Response Count
Weekday mornings	56.5%	257
Weekday afternoons	19.3%	88
Weekday evenings	21.3%	97
Weekends	2.9%	13

In the last academic year, approximately for how many courses have you had that use the following?

Answer Options	0	1	2 or more	Response Count
Blackboard for enhanced courses (no reduced seat time)	108	116	221	445
Blackboard for blended courses (some reduced seat time)	154	165	122	441
Blackboard for online courses (no class time)	188	132	115	435
Smart classrooms (rooms with a computer, projector and other technology)	148	76	224	448
Computer lab	206	116	105	427
Interactive Television (ITV)	294	68	78	440

In a typical week of this semester, HOW MANY HOURS do you use computers for any reason?

Answer Options	campus computers	personal computers	both	Response Count
Less than 6	154	25	36	215
6-10	38	77	35	150
11-15	13	69	37	119
16-20	12	79	30	121
21 or over	12	132	55	199

When you use computers on campus (other than in the residence halls), where do you go? (mark all that apply) If you use more than one of these labs, please tell us which ones are the most useful to you for school related activities:

Answer Options	Where	Most Useful	2nd Most Useful	Response Count
to the Writing Lab (Danley Hall)	138	116	70	236
to the Assessment Lab (Danley Hall)	50	24	21	86
to an academic department's own Lab (e.g., MIS, Business, English,	157	159	49	258

Education, PS&LS, HIM, Physics)				
to the University Center	51	26	33	98
to a facility within the Library	103	53	64	175
to a facility within Nursing	48	23	15	74
to a facility within the Human Resources Department	63	38	24	100
to the Art/Music Labs	58	23	19	88

Please indicate if it is helpful or required by your teacher to use any of the following software.

Answer Options	Helpful	Required	Response Count
Web access	140	250	390
Authoring web pages	148	71	219
E-mail	178	223	401
Word processing	117	256	373
Access	136	82	218
Course-specific software (e.g., Excel, SAS, Illustrator, MIDI software, etc.)	154	126	280
Programming languages (e.g., C++, JAVA, Basic, FORTRAN)	124	68	192
Accessing Library research databases	156	177	333
Electronic discussions (chat, bulletin boards, etc.)	133	217	350
Other	74	58	132

Do you feel you are adequately trained to use current technology options available?

Answer Options	Response Percent	Response Count
Yes	87.8%	389
No	12.2%	54

How would you define the level of computing access this semester?

Answer Options	Response Percent	Response Count
Excellent	24.3%	108
Good	45.0%	200

Average	23.2%	103
Poor	2.7%	12
Very Poor	2.3%	10
Don't know	2.5%	11

If you have had problems in the labs, please mark the top two reasons that best indicate your problem.

Answer Options	Response Percent	Response Count
Inaccessible	21.2%	68
Didn't Work	15.3%	49
Slow	30.8%	99
Printing Problems	51.4%	165
Labs not open at convenient times	40.8%	131
Other	17.4%	56

How important do you feel computing is to your success in your coursework?

Answer Options	Response Percent	Response Count
Extremely Important	69.1%	307
Very Important	24.5%	109
Somewhat Important	5.2%	23
Not Important	0.5%	2
Don't know	0.7%	3

Do you believe you need both your own personal computer AND access to campus-owned machines?

Answer Options	Response Percent	Response Count
Yes	85.7%	379
No	14.3%	63

What kind of internet connection do you have at home (not in the residence halls)?

Answer Options	Response Percent	Response Count
None	10.8%	48
Dial-up	8.3%	37
Broadband	80.9%	359

Which of the following devices do you consider being essential in your educational pursuits?

Answer Options	Response Percent	Response Count
Cell phone	47.6%	212
PDA	6.7%	30
Laptop computer	77.8%	346
Printer	85.6%	381
Flash drive	80.9%	360
External hard drive	20.4%	91
Digital camera	26.5%	118
Scanner	31.5%	140
Internet access	94.6%	421

On a scale of 1 to 5, where 1 is little desire to 5 which is highly desired, how interested are you in the ability to access your financial aid and student account information online?

Answer Options	Response Percent	Response Count
1	2.5%	11
2	2.0%	9
3	8.0%	35
4	14.5%	64
5	73.0%	321

On a scale of 1 to 5, where 1 is little desire to 5 which is highly desired, how interested are you in the ability to enroll in courses online?

Answer Options	Response Percent	Response Count
1	3.6%	16
2	2.9%	13
3	9.5%	42
4	14.3%	63
5	69.7%	308

Based on your actual experience, how would you rate the following services on a scale of 1 – 3?

Answer Options	Needs attention	Adequate	Excellent	Response Count
Student payroll	75	216	41	332
Tuition and Fee billing/collection	107	252	70	429
Financial Aid	142	206	67	415
Admission/Registration	70	245	119	434
Counseling	54	226	90	370
Advisement	84	209	121	414

If you could add \$1,000,000.00 to the ECU Budget, how would you allocate those funds?

Answer Options	Response Percent	Response Count
Instruction	14.1%	62
Information Technology (hardware, software, etc)	19.8%	87
Buildings and improvements	15.2%	67
Student Services (i.e. housing, food service, curriculum enhancement or entertainment)	14.5%	64
Financial services	25.5%	112
Security (personal, informational, property, etc.)	1.8%	8
Campus or building beautification programs	2.0%	9
Document and record maintenance	1.4%	6
Other	5.7%	25

Which of the following electronic devices do you own?

Answer Options	Response Percent	Response Count
Cell phone	90.4%	404
Smart phone	21.5%	96
PDA	9.2%	41
Scanner	56.4%	252
Digital camera	83.2%	372
Flash drive	85.9%	384
iPod/mp3 player	69.4%	310
Game system	54.8%	245

How often do you check your ECU email account?

Answer Options	Response Percent	Response Count
Several times a day	18.1%	80
once a day	22.6%	100
occasionally	40.0%	177
never	12.6%	56
forwards to another account	6.8%	30

How often do you use the ECU website?

Answer Options	Response Percent	Response Count
Several times a day	39.9%	177
once a day	28.8%	128
occasionally	31.3%	139
never	0.0%	0

How often do you use the MyECU portal?

Answer Options	Response Percent	Response Count
Several times a day	5.4%	24
once a day	12.6%	56
occasionally	78.4%	349
never	3.6%	16

How would you prefer that your faculty and staff communicate with you?

Answer Options	Response Percent	Response Count
In class	70.4%	312
Blackboard email	57.3%	254
Blackboard discussion board	23.9%	106
Instant messaging	8.1%	36
Texting	19.9%	88
Via home phone	5.0%	22
Via cell phone	21.2%	94
ECU email	46.7%	207
Personal email	44.7%	198
Facebook	16.7%	74
MySpace	6.5%	29
Twitter	4.1%	18
Other	2.0%	9

I believe that this university is good at communicating with its students.

Answer Options	Response Percent	Response Count
Strongly agree	19.6%	87
Tend to agree	53.6%	238
Neither agree nor disagree	13.7%	61
Tend to disagree	8.8%	39
Strongly disagree	3.2%	14
Don't know	1.1%	5

Which one of the following keeps you informed the most on what happens at this university?

Answer Options	Response Percent	Response Count
University website	19.6%	86
University intranet (Announcement at signon)	5.9%	26
Announcements from Professors	20.0%	88
Flyers, etc...	9.8%	43
Word of mouth	21.9%	96
Email	22.8%	100

Would a campus "chat" network be beneficial for communications across the campus?

Answer Options	Response Percent	Response Count
Yes, I would not use email as much	9.0%	40
No, I prefer email	24.4%	108
Yes, I would use both email and chat depending on the need	52.0%	230
No, I think a chat system would waste time	14.5%	64

Network drive space is available to all students, which of the following describes the size of the network drive space allowed for your use:

Answer Options	Response Percent	Response Count
More space than I will	34.6%	146

ever need		
Adequate	60.9%	257
Not enough space	4.5%	19

The email attachment size limit is 10MB. What would be an acceptable size limitation?

Answer Options	Response Percent	Response Count
The size limit is OK	61.5%	262
15 MB	11.0%	47
20 MB	16.9%	72
Larger than 20 MB	10.6%	45

All network drives space is backed up nightly. Are you aware that you could request that files and directories be restored?

Answer Options	Response Percent	Response Count
Yes	15.6%	67
No	84.4%	362

Indicate why would the ability to take home and install the Microsoft operating system, Microsoft Office and Sophos virus protection software be beneficial?

Answer Options	Response Percent	Response Count
Help me with school work	74.8%	320
Be a reason to attend ECU	4.7%	20
Be a reason to stay at ECU	8.2%	35
Not important	12.4%	53

What would it mean to you if the cost of tuition or student fees included a laptop with Microsoft office and virus protection software?

Answer Options	Response Percent	Response Count
Help me with school work	40.2%	173
Be a reason to attend ECU	24.0%	103
Be a reason to stay at ECU	14.9%	64
Not important	20.9%	90

Training for Microsoft products has been available on campus at various times. What type of training provides the best support for you?

Answer Options	Response Percent	Response Count
Instructor led	47.4%	202
Computer based training	20.9%	89
Instructional Books	4.5%	19
Web access to online learning tutorials	27.2%	116

What is the reason that most represents why you use a campus computer lab?

Answer Options	Response Percent	Response Count
I don't have a computer	4.0%	16
I don't have the software needed on my computer	20.3%	81
I can do my work while at school	34.0%	136
I use the lab printer	33.0%	132
My class is in a lab	8.8%	35

What technologies should the computer labs and classrooms provide to help your learning process?

Answer Options	Response Percent	Response Count
More multimedia presentation systems	26.2%	108
More technology enhanced teaching processes	27.8%	115
Power stations in labs and classrooms for laptops	36.1%	149
Wireless or wired connections in labs and classrooms	51.8%	214
Easy access to printers for laptops	57.6%	238

Which devices do you use the wireless network to connect to the internet?

Answer Options	Response Percent	Response Count
Laptop	81.6%	323
Desktop	25.8%	102
Smart Phone	11.6%	46
PDA	3.0%	12
Games	8.8%	35
Internet phone	11.4%	45
Other	7.8%	31

When using the wireless network, in which of the following activities do you participate?

Answer Options	Response Percent	Response Count
Chat	21.7%	86
Online games	13.9%	55
P2P	1.5%	6
Internet phone	7.1%	28
Internet music listening	29.3%	116
Internet video viewing	25.8%	102
Audio/video downloads	18.7%	74
Mail	82.1%	325
Conferencing	7.6%	30
ECU related browsing/Blackboard	81.6%	323
Other	31.1%	123

What has been your experience with the wireless service in your dorm room?

Answer Options	Response Percent	Response Count
Excellent	1.9%	8
Good	11.8%	49
Poor	6.5%	27
Very Poor	6.7%	28
Don't live in the dorm	73.1%	304

What has been your experience with the wireless service in other areas on campus?

Answer Options	Response Percent	Response Count
Excellent	13.1%	55
Good	37.3%	157
Poor	11.9%	50
Very Poor	5.2%	22
Don't live in the dorm	32.5%	137

How often do you use the ECU Help Desk?

Answer Options	Response Percent	Response Count
once a week	2.1%	9
occasionally	46.9%	200
never	50.9%	217

The IT helpdesk was put in place as a central source for information and reporting IT related problems and services requests. How do you view the functionality of the helpdesk?

Answer Options	Response Percent	Response Count
It functions as intended	51.2%	207
The helpdesk should be staffed with professional and knowledgeable IT staff	27.2%	110
The helpdesk serves a needed function but falls short of providing more than basic information and trouble shooting	21.5%	87

What services should the helpdesk provide that would improve service to you.

Answer Options	Response Percent	Response Count
The ability to understand and help work through problems	51.5%	203
The knowledge to provide support on Microsoft application questions	27.7%	109
The resources to provide immediate action to resolve basic issues	48.2%	190
Hours of operation that support campus activities during the day and night hours	46.4%	183

How would you define the level of assistance you have received from the Help Desk this semester?

Answer Options	Response Percent	Response Count
Excellent	9.1%	38
Good	23.0%	96
Average	26.8%	112
Poor	5.3%	22
Very Poor	2.9%	12
Don't know	33.0%	138

Overall, how SATISFIED are you with the technology at ECU?

Answer Options	Response Percent	Response Count
Very Satisfied	26.1%	114
Somewhat Satisfied	53.0%	231
Neither Satisfied or Unsatisfied	10.8%	47
Somewhat Unsatisfied	6.9%	30
Very Unsatisfied	3.2%	14

IT Strategic Planning Survey – Faculty

Are you?

Answer Options	Response Percent	Response Count
Male	51.2%	44
Female	48.8%	42

How old are you?

Answer Options	Response Percent	Response Count
Less than 25	3.5%	3
26-30	7.1%	6
31-45	25.9%	22
46-55	29.4%	25
56 or over	34.1%	29

How long have you been a faculty member at ECU?

Answer Options	Response Percent	Response Count
0-4 years	33.7%	29
5-9 years	15.1%	13
10-14 years	16.3%	14
15-19 years	12.8%	11
20 years or more	22.1%	19

What is your position at ECU?

Answer Options	Response Percent	Response Count
Adjunct	9.3%	8
Part-Time	1.2%	1
Assistant Professor	23.3%	20
Associate Professor	16.3%	14
Professor	26.7%	23
Administration	7.0%	6
Other	16.3%	14

What kind of Internet connection do you have at home?

Answer Options	Response Percent	Response Count
None	5.8%	5
Dial-up	8.1%	7
Broadband	86.0%	74

When formal classes are scheduled, what times and days are best for you?

Answer Options	Response Percent	Response Count
Weekday mornings	46.3%	37
Weekday afternoons	40.0%	32
Weekday evenings	13.8%	11
Weekends	0.0%	0

During the past year, have you taught courses using Blackboard (WebCT)?

Answer Options	Response Percent	Response Count
Yes	60.5%	49
No	39.5%	32

In this last semester, approximately for how many courses have you taught with the following?

Answer Options	0	1-2	3 or more	Response Count
Blackboard for enhanced courses (no reduced seat time)	40	15	21	76
Blackboard for blended courses (some reduced seat time)	50	21	6	77
Blackboard for online courses (no class time)	61	8	2	71
Smart classrooms (rooms with a computer, projector and other technology)	23	19	32	74
Computer lab	42	15	9	66
Interactive Television (ITV)	56	10	4	70

Do you encourage your students to use Blackboard (WebCT)?

Answer Options	Response Percent	Response Count
Yes	66.7%	54
No	33.3%	27

If you have taught using Blackboard, which features do you use (check all that apply).

Answer Options	Always	Often	Occasionally	Never	Response Count
Content presentation	35	8	5	9	57
Discussions	23	9	12	13	57
Assessments	19	7	7	20	53
Assignments	32	7	5	13	57
Calendar	25	7	6	16	54
Announcements	31	4	5	11	51
Chat	3	8	9	29	49
Mail	35	8	1	13	57
Other	12	2	6	19	39

Overall, how do you rate Blackboard (WebCT)?

Answer Options	Response Percent	Response Count
Above Average	28.1%	18
Somewhat Above Average	28.1%	18
Average	26.6%	17
Somewhat Below Average	7.8%	5
Below Average	9.4%	6

In developing course materials, how often do you use each of the following software tools?

Answer Options	About once a week	More than once a week	Once or twice a month	Once or twice a semester	Never	Response Count
Presentation software (PowerPoint, etc.)	18	26	9	13	13	79
Publishing software (PageMaker, adobe acrobat, etc.)	13	15	12	12	27	79
Web authoring software (PageMaker, lesson builder, etc.)	6	1	6	15	49	77
Graphics editing software (Photoshop, illustrator, etc.)	9	6	19	16	29	79
Audio editing software (Audacity, soundedit, etc.)	4	5	8	10	50	77
Video editing software (final cut pro, premiere, etc.)	3	2	4	15	55	79

Animation software (flash, camtasia, captivate, etc.)	3	1	2	5	66	77
Testing software (Respondus, etc.)	5	5	8	9	52	79
Spreadsheet software (excel, etc.)	16	21	17	8	15	77
Database software (access, etc.)	8	8	4	10	49	79
Statistical software (SPSS, etc)	3	5	5	8	56	77
Blackboard course management system software	19	18	4	3	33	77
Web 2.0 tools (wikis, Facebook, Twitter, etc...)	11	13	4	9	38	75
Podcasts or vidcasts	5	5	13	7	48	78
Discipline-specific software	14	11	8	6	34	73
Other	4	10	4	3	26	47

If you have taught in a smart classroom, which features/equipment do you use (check all that apply).

Answer Options	Always	Often	Occasionally	Never	Response Count
Presentation (e.g. PowerPoint, audio/video/graphics, etc.)	38	14	8	8	68
Internet	26	18	16	9	69
VCR	12	11	23	16	62
DVD	20	15	21	10	66
Document camera	9	9	17	30	65
Other	5	3	5	26	39

What type of computer are you using on campus?

Answer Options	Response Percent	Response Count
PC	79.7%	63
Macintosh	15.2%	12
Other	5.1%	4

How well does your office computer perform allowing you to do your job?

Answer Options	Response Percent	Response Count
Above Average	31.2%	24
Somewhat Above Average	16.9%	13
Average	35.1%	27
Somewhat Below Average	9.1%	7
Below Average	7.8%	6

In a typical week of this semester, HOW MANY HOURS do you use computers for any reason?

Answer Options	campus computers	personal computers	both	Response Count
Less than 6	6	4	2	12
6-10	4	14	3	21
11-15	8	10	3	21
16-20	15	7	1	23
21 or over	15	9	28	52

Which technology would you use if available?

Answer Options	Response Percent	Response Count
Podcasting	43.9%	29
Streaming Video	63.6%	42
ITV	30.3%	20
Conference Bridge	21.2%	14
Wimba	31.8%	21
Webinars	37.9%	25
Others	28.8%	19

When you use computers on campus (other than in your office), where do you go? (mark all that apply) If you use more than one of these labs, please tell us which ones are the most useful to you.

Answer Options	Where	Most Useful	2nd Most Useful	Response Count
to the Writing Lab (Danley Hall)	6	3	3	9
to the Assessment Lab (Danley Hall)	10	4	6	15
to an academic department's own Lab (e.g., MIS, Business, English, Education, PS&LS, HIM, Physics)	24	19	3	34
to the University Center	4	2	1	6
to a facility within the Library	5	4	1	9
to a facility within Nursing	4	1	2	7
to a facility within the Human Resources Department	6	4	2	10
to the Art/Music Labs	11	9	3	16

Please indicate if you feel the following software is helpful or if you require your students to use them.

Answer Options	Helpful	Required	Response Count
Web access	18	45	63
Authoring web pages	30	1	31
E-mail	21	53	74
Word processing	19	54	73
Access	25	2	27
Course-specific software (e.g., Excel, SAS, Illustrator, MIDI software, etc.)	23	26	49
Programming languages (e.g., C++, JAVA, Basic, FORTRAN)	17	5	22
Accessing Library research databases	29	34	63
Electronic discussions (chat, bulletin boards, etc.)	23	20	43
Other	9	10	19

Do you feel you are adequately trained to use current technology options available?

Answer Options	Response Percent	Response Count
Yes	65.0%	52
No	35.0%	28

How would you define the level of computing access to you this semester?

Answer Options	Response Percent	Response Count
Excellent	26.3%	21
Good	30.0%	24
Average	33.8%	27
Poor	5.0%	4
Very Poor	2.5%	2
Don't know	2.5%	2

If you have had problems with your office computer, please mark the top reason that best indicate your problem.

Answer Options	Response Percent	Response Count
It just stopped working - froze up	20.7%	12
Slow Performance	63.8%	37
Software wouldn't work - computer okay	13.8%	8
Got a virus and had to have it re-imaged	5.2%	3
Printing Problems	31.0%	18

Other 19.0% 11

If you have had problems in the labs, please mark the top two reasons that best indicate your problem.

Answer Options	Response Percent	Response Count
Inaccessible	10.8%	4
Didn't Work	32.4%	12
Slow	35.1%	13
Printing Problems	35.1%	13
Labs not open at convenient times	16.2%	6
Other	29.7%	11

Which of the following devices do you consider being essential in your teaching assignment?

Answer Options	Response Percent	Response Count
Office Computer	87.5%	70
Laptop computer	30.0%	24
Internet access	87.5%	70
Printer	83.8%	67
Smart Classroom	67.5%	54
Classroom		
Recording System	16.3%	13
Projection System	58.8%	47
External hard drive	27.5%	22
Flash drive	65.0%	52
Scanner	33.8%	27

Which of the following electronic devices do you own?

Answer Options	Response Percent	Response Count
Laptop	68.8%	55
Cell phone	85.0%	68
Smart phone	12.5%	10
PDA	18.8%	15
Scanner	60.0%	48
Digital camera	85.0%	68
Flash drive	86.3%	69
iPod/mp3 player	52.5%	42

Game system 25.0% 20

Why do you use technology in your teaching?

Answer Options	Response Percent	Response Count
To address different student learning styles and needs	71.8%	56
To implement specific teaching techniques (e.g. collaborate learning, problem based activities, etc.)	55.1%	43
To implement specific assessment techniques (reflection, peer review, hands-on practice, etc)	43.6%	34
To facilitate communication between students and instructors	79.5%	62
To facilitate communication between among students	47.4%	37
To increase students' access to course materials	80.8%	63
To use games and simulations to teach certain topics	11.5%	9
To use multimedia course materials	57.7%	45
To make teaching more efficient	74.4%	58
To expect higher quality work from students	52.6%	41
To increase students' familiarity with technology	61.5%	48
To meet student demand for technology	48.7%	38
To increase access to education for non-traditional students	43.6%	34
To meet personal enjoyment o working with technology	29.5%	23
To meet departmental demand for using technology	34.6%	27
To meet administrative demand for using technology	26.9%	21

Why do you NOT use technology in your teaching?

Answer Options	Response Percent	Response Count
Don't see a need for technology use	4.8%	3
Don't have access to technology to create course materials	9.7%	6
Don't have access to technology in the classroom	21.0%	13
Don't have the technology skills	24.2%	15
Don't have access to technology training	11.3%	7
Don't have time to learn technology	19.4%	12
Don't have time to use technology to create course materials	11.3%	7
Don't have time to use technology in class	4.8%	3
Students don't have technology skills	6.5%	4
Inadequate technology support	6.5%	4
Believe that teaching is more effective without technology	11.3%	7
None of the above	48.4%	30

Are you currently imaging documents in your office?

Answer Options	Response Percent	Response Count
Yes	25.7%	19
No, would like to	52.7%	39
No and no need	21.6%	16

How often and for what purpose do you use Jenzabar?

Answer Options	All day long	Once a day or so	Couple of times a week	A few times a month	Never	Response Count
PO and Requisitions	5	3	12	17	30	67
Other fiscal activities	4	3	6	8	36	57
Student advising	7	9	16	13	24	69
Classroom assistance	4	4	4	12	37	61
Other academic activities	6	6	5	17	29	63
Budgeting	4	1	6	12	37	60
Departmental Reporting	2	3	3	13	39	60
Other	0	0	2	3	29	34

How would you rate the Jenzabar system overall?

Answer Options	Response Percent	Response Count
Excellent	1.3%	1
Good	17.9%	14
Average	30.8%	24
Poor	16.7%	13
Very Poor	12.8%	10
Don't know	20.5%	16

Based on your actual experience, how would you rate the following services?

Answer Options	Excellent	Adequate	Needs attention	Don't know	Response Count
Student payroll	8	14	2	49	73
Faculty/Staff payroll	24	28	13	11	76
Accounts Payable	9	16	5	42	72
Financial reporting/information	5	23	8	36	72
Management information	5	23	7	39	74
Purchasing and supply acquisition	8	24	9	32	73
Human Resources	10	16	8	36	70

If you could add \$1,000,000 to the ECU Budget, how would you allocate those funds?

Answer Options	Response Percent	Response Count
Instruction	38.5%	30
Information Technology (hardware, software, etc)	23.1%	18
Buildings and improvements	11.5%	9
Student Services (i.e. housing, food service, curriculum enhancement or entertainment)	6.4%	5
Financial services	1.3%	1
Security (personal, informational, property, etc.)	0.0%	0
Campus or building beautification programs	1.3%	1
Document and record maintenance	1.3%	1
Other	16.7%	13

Do you know the ECU software and Hardware purchasing policy?

Answer Options	Response Percent	Response Count
Yes	31.6%	25
No	68.4%	54

Which email system do you most often use for ECU business?

Answer Options	Response Percent	Response Count
ECU	86.3%	69
AOL	0.0%	0
Hotmail	1.3%	1
Gmail	0.0%	0
Yahoo	5.0%	4
Mac Mail	2.5%	2
Other	5.0%	4

How often do you check your ECU email account?

Answer Options	Response Percent	Response Count
Several times a day	83.8%	67
once a day	6.3%	5
occasionally	3.8%	3
never	3.8%	3
forwards to another account	2.5%	2

Overall, how do you rate ECU email service?

Answer Options	Response Percent	Response Count
Above Average	33.3%	26
Somewhat Above Average	34.6%	27
Average	26.9%	21
Somewhat Below Average	3.8%	3
Below Average	1.3%	1

How often do you use the ECU website?

Answer Options	Response Percent	Response Count
Several times a day	60.0%	48
once a day	18.8%	15
occasionally	21.3%	17
never	0.0%	0

What do you use the ECU website for?

Answer Options	Response Percent	Response Count
Discover what is going on	6.3%	5
To get information about a program or department	18.8%	15
To get to the MyECU Portal or email from off campus	53.8%	43
To find forms or other job related documents	12.5%	10
Other	8.8%	7
Don't use it	0.0%	0

Overall, how do you rate ECU website?

Answer Options	Response Percent	Response Count
Above Average	8.8%	7
Somewhat Above Average	28.8%	23
Average	37.5%	30
Somewhat Below Average	12.5%	10
Below Average	12.5%	10

How often do you use the MyECU portal?

Answer Options	Response Percent	Response Count
Several times a day	15.2%	12
once a day	25.3%	20
occasionally	53.2%	42
never	6.3%	5

What do you use the MyECU Portal for?

Answer Options	Response Percent	Response Count
Discover what is going on around campus	8.9%	7
Advising	63.3%	50
For my class preparation	25.3%	20
To find information about students	65.8%	52
Other	20.3%	16
Don't use it	7.6%	6

Overall, how do you rate MyECU Portal?

Answer Options	Response Percent	Response Count
Above Average	8.1%	6
Somewhat Above Average	24.3%	18
Average	43.2%	32
Somewhat Below Average	18.9%	14
Below Average	5.4%	4

How would you prefer to communicate with your students?

Answer Options	Response Percent	Response Count
In class	81.0%	64
Blackboard email	40.5%	32
Blackboard discussion board	17.7%	14
Instant messaging	1.3%	1
Texting	3.8%	3
Via home phone	3.8%	3
Via cell phone	10.1%	8
ECU email	67.1%	53

Personal email	16.5%	13
Facebook	15.2%	12
MySpace	2.5%	2
Twitter	5.1%	4
Other	3.8%	3

I believe that this university is good at communicating with its faculty.

Answer Options	Response Percent	Response Count
Strongly agree	5.1%	4
Tend to agree	42.3%	33
Neither agree nor disagree	20.5%	16
Tend to disagree	16.7%	13
Strongly disagree	11.5%	9
Don't know	3.8%	3

Which one of the following keeps you informed the most on what happens at this university?

Answer Options	Response Percent	Response Count
University website	7.6%	6
University intranet (Announcement at signon)	2.5%	2
Announcements from Department Heads, Deans, etc...	27.8%	22
Flyers, etc...	1.3%	1
Word of mouth	20.3%	16
Email	40.5%	32

Would a campus "chat" network be beneficial for communications across the campus?

Answer Options	Response Percent	Response Count
Yes, I would not use email as much	5.1%	4
No, I prefer email	43.0%	34
Yes, I would use both email and chat depending on the need	36.7%	29
No, I think a chat system would waste time	15.2%	12

Network drive space is available to all faculty, which of the following describes the size of the network drive space allowed for your use:

Answer Options	Response Percent	Response Count
More space than I will ever need	7.7%	6
Adequate	70.5%	55
Not enough space	21.8%	17

The email attachment size limit is 10MB. What would be an acceptable size limitation?

Answer Options	Response Percent	Response Count
The size limit is OK	45.6%	36
15 MB	15.2%	12
20 MB	19.0%	15
Larger than 20 MB	20.3%	16

All network drives space is backed up nightly. Are you aware that you could request that files and directories be restored?

Answer Options	Response Percent	Response Count
Yes	54.4%	43
No	45.6%	36

How would you rate the level of data security on the ECU network?

Answer Options	Response Percent	Response Count
Excellent	12.7%	10
Good	40.5%	32
Average	25.3%	20
Poor	2.5%	2
Very Poor	1.3%	1
Don't know	17.7%	14

Do you think the university should provide you with a laptop, so you could take work home and better serve your students?

Answer Options	Response Percent	Response Count
Yes	48.1%	38
No	24.1%	19
Maybe	27.8%	22

Training for Microsoft products has been available on campus at various times. What type of training provides the best support for you?

Answer Options	Response Percent	Response Count
Instructor led	69.7%	53
Computer based training	7.9%	6
Instructional Books	5.3%	4
Web access to online learning tutorials	17.1%	13

Should continuous training opportunities be made available in the use of hardware, multimedia and software that is available for use on campus?

Answer Options	Response Percent	Response Count
Yes, I prefer structured short courses	63.6%	49
Yes, I prefer in-depth training in products available on campus	7.8%	6
Yes, I prefer to learn on my own with high-quality training materials	13.0%	10
No, but I would like to have assistance from knowledgeable sources when needed	14.3%	11
Other	1.3%	1

What technologies should the computer labs and classrooms provide to help your research and teaching?

Answer Options	Response Percent	Response Count
More multimedia presentation systems	53.4%	39
More technology enhanced teaching processes	45.2%	33
Power stations in labs and classrooms for laptops	41.1%	30
Wireless or wired connections in labs and classrooms	54.8%	40
Easy access to printers for laptops	45.2%	33

Which devices do you use the wireless network to connect to the internet?

Answer Options	Response Percent	Response Count
Laptop	81.4%	48
Desktop	30.5%	18
Smart Phone	11.9%	7

PDA	3.4%	2
Games	0.0%	0
Internet phone	3.4%	2
Other	8.5%	5

When using the wireless network, in which of the following activities do you participate?

Answer Options	Response Percent	Response Count
Chat	5.1%	3
Online games	0.0%	0
P2P	1.7%	1
Internet phone	5.1%	3
Internet music listening	10.2%	6
Internet video viewing	13.6%	8
Audio/video downloads	11.9%	7
Mail	72.9%	43
Conferencing	6.8%	4
ECU related browsing/Blackboard	64.4%	38
Other	28.8%	17

What has been your experience with the wireless service in your building on campus?

Answer Options	Response Percent	Response Count
Excellent	11.7%	9
Good	32.5%	25
Poor	13.0%	10
Very Poor	9.1%	7
Don't Know	33.8%	26

What has been your experience with the wireless service in other areas on campus?

Answer Options	Response Percent	Response Count
Excellent	5.3%	4
Good	26.3%	20
Poor	11.8%	9
Very Poor	0.0%	0
Don't Know	56.6%	43

How often do you use the ECU Help Desk?

Answer Options	Response Percent	Response Count
once a week	6.4%	5
occasionally	85.9%	67
never	7.7%	6

The IT Help Desk was put in place as a central source for information and reporting IT related problems and services requests. How do you view the functionality of the helpdesk?

Answer Options	Response Percent	Response Count
It functions as intended	32.9%	25
The helpdesk should be staffed with professional and knowledgeable IT staff	30.3%	23
The helpdesk serves a needed function but falls short of providing more than basic information and trouble shooting	36.8%	28

What services should the Help Desk provide that would improve service to you.

Answer Options	Response Percent	Response Count
The ability to understand and help work through problems	73.1%	49
The knowledge to provide support on Microsoft application questions	31.3%	21
The resources to provide immediate action to resolve basic issues	62.7%	42
Hours of operation that support campus activities during the day and night hours	37.3%	25

How would you define the level of assistance you have received from the Help Desk this semester?

Answer Options	Response Percent	Response Count
Excellent	15.8%	12
Good	28.9%	22
Average	25.0%	19
Poor	13.2%	10
Very Poor	11.8%	9
Don't know	5.3%	4

How do you find information about IT services?

Answer Options	Response Percent	Response Count
ECU website	23.3%	17
Helpdesk	28.8%	21
IT policies literature	1.4%	1
Talk to IT staff	32.9%	24
Word of mouth	39.7%	29
Other	11.0%	8

From your interaction with the IT staff, which of the following is true?

Answer Options	Mostly true	Somewh at true	Not true	Don't Know	Response Count
The IT staff is knowledgeable	51	22	0	3	76
The IT staff is helpful	48	22	3	4	77
IT staff is always professional	50	19	4	1	74
The number of IT staff is adequate	15	20	30	10	75
Requests for services are handled in a reasonable amount of time	28	29	16	2	75

Overall, how SATISFIED are you with the Information Technology Departmental staff at ECU?

Answer Options	Response Percent	Response Count
Very Satisfied	29.9%	23
Somewhat Satisfied	48.1%	37
Neither Satisfied or Unsatisfied	9.1%	7
Somewhat Unsatisfied	5.2%	4
Very Unsatisfied	2.6%	2
Don't Know	5.2%	4

Overall, how SATISFIED are you with the technology at ECU?

Answer Options	Response Percent	Response Count
Very Satisfied	17.7%	14
Somewhat Satisfied	44.3%	35
Neither Satisfied or Unsatisfied	15.2%	12
Somewhat Unsatisfied	20.3%	16
Very Unsatisfied	2.5%	2

IT Strategic Planning Survey – Staff

Are you?

Answer Options	Response Percent	Response Count
Male	19.5%	16
Female	80.5%	66

How old are you?

Answer Options	Response Percent	Response Count
Less than 25	7.3%	6
26-30	9.8%	8
31-45	31.7%	26
46-55	34.1%	28
56 or over	17.1%	14

How long have you been a staff member at ECU?

Answer Options	Response Percent	Response Count
0-4 years	50.0%	41
5-9 years	17.1%	14
10-14 years	13.4%	11
15-19 years	6.1%	5
20 years or more	13.4%	11

What is your employment status at ECU?

Answer Options	Response Percent	Response Count
Administration	12.2%	10
Professional	45.1%	37
Support Staff	37.8%	31
Other	4.9%	4

Which of the following electronic devices do you own?

Answer Options	Response Percent	Response Count
Laptop	66.7%	54
Cell phone	88.9%	72
Smart phone	17.3%	14
PDA	9.9%	8
Scanner	63.0%	51
Digital camera	90.1%	73
Flash drive	75.3%	61
iPod/mp3 player	60.5%	49
Game system	55.6%	45

What kind of Internet connection do you have at home?

Answer Options	Response Percent	Response Count
None	15.9%	13
Dial-up	4.9%	4
Broadband	79.3%	65

What type of computer are you using on campus?

Answer Options	Response Percent	Response Count
PC	90.9%	70
Macintosh	2.6%	2
Other	6.5%	5

How well does your office computer perform allowing you to do your job?

Answer Options	Response Percent	Response Count
Above Average	28.0%	21
Somewhat Above Average	36.0%	27
Average	25.3%	19
Somewhat Below Average	8.0%	6
Below Average	2.7%	2

In a typical week of this semester, HOW MANY HOURS do you use computers for any reason?

Answer Options	campus computers	personal computers	both	Response Count
Less than 6	1	12	1	14
6-10	3	13	3	19
11-15	3	6	3	12
16-20	5	3	0	8
21 or over	36	0	23	59

Which technology would you use if available?

Answer Options	Response Percent	Response Count
Podcasting	35.8%	19
Streaming Video	45.3%	24
ITV	24.5%	13
Conference Bridge	22.6%	12
Wimba	15.1%	8
Webinars	62.3%	33
Others	20.8%	11

When you use computers on campus (other than in your office), where do you go? (mark all that apply) If you use more than one of these labs, please tell us which ones are the most useful to you.

Answer Options	Use	Most Useful	2nd Most Useful	Response Count
to the Writing Lab (Danley Hall)	6	2	1	6
to the Assessment Lab (Danley Hall)	5	4	0	6
to an academic department's own Lab (e.g., MIS, Business, English, Education, PS&LS, HIM, Physics)	9	4	2	9
to the University Center	4	0	0	4
to a facility within the Library	3	0	0	3
to a facility within Nursing	0	0	0	0
to a facility within the Human Resources Department	1	0	0	1
to the Art/Music Labs	1	0	1	1

During your daily job, how often do you use each of the following software tools?

Answer Options	All day	Several times a day	Once a day	Few times a week	Not often	Response Count
Jenzabar CX (Fiscal, Student, etc...)	22	20	3	13	9	67
Jenzabar JICS	3	8	0	2	22	35
Cognos	1	2	1	2	29	35
ECU Website	15	34	8	14	1	72
Presentation software (e.g. PowerPoint, etc.)	1	4	2	19	36	62
Publishing software (e.g. PageMaker, adobe acrobat, etc.)	6	8	3	24	24	65
Web authoring software (e.g. PageMaker, lesson builder, etc.)	1	0	1	2	43	47
Graphics editing software (e.g. Photoshop, illustrator, etc.)	3	5	4	10	35	57
Audio editing software (e.g. Audacity, soundedit, etc.)	0	0	0	3	39	42
Video editing software (e.g. final cut pro, premiere, etc.)	0	0	0	5	36	41
Animation software (e.g. flash, camtasia, captivate, etc.)	1	0	2	5	33	41
Testing software (e.g. Respondus, etc.)	0	0	0	3	34	37
Spreadsheet software (e.g. excel, etc.)	18	27	7	15	5	72
Database software (e.g. access, etc.)	9	11	5	6	25	56
Word Processing (Word, WordPerfect)	27	31	8	5	2	73
Statistical software (e.g. SPSS, etc)	0	1	1	2	36	40
Blackboard course management system software	2	5	1	5	31	44
Web 2.0 tools (wikis, Facebook, Twitter, etc...)	6	9	5	8	24	52
Podcasts or vidcasts	0	1	3	4	32	40
Discipline-specific software	4	3	5	3	27	42

Please select each of the following software you feel is helpful in you job.

Answer Options	Response Percent	Response Count
Web access	90.7%	68
Authoring web pages	16.0%	12
E-mail	100.0%	75
Word processing	96.0%	72

Access	29.3%	22
Course-specific software (e.g., Excel, SAS, Illustrator, MIDI software, etc.)	62.7%	47
Programming languages (e.g., C++, JAVA, Basic, FORTRAN)	10.7%	8
Accessing Library research databases	25.3%	19
Electronic discussions (chat, bulletin boards, etc.)	25.3%	19
Other	25.3%	19

Do you feel you are adequately trained to use current technology options available?

Answer Options	Response Percent	Response Count
Yes	65.8%	48
No	34.2%	25

How would you define the level of computing access to you this past year?

Answer Options	Response Percent	Response Count
Excellent	14.9%	11
Good	54.1%	40
Average	25.7%	19
Poor	4.1%	3
Very Poor	0.0%	0
Don't know	1.4%	1

If you have had problems with your office computer, please mark the top reason that best indicate your problem.

Answer Options	Response Percent	Response Count
It just stopped working - froze up	43.5%	27
Slow Performance	58.1%	36
Software wouldn't work - computer okay	8.1%	5
Got a virus and had to have it re-imaged	3.2%	2
Printing Problems	11.3%	7
Other	12.9%	8

If you have had problems in the labs, please mark the top two reasons that best indicate your problem.

Answer Options	Response Percent	Response Count
Inaccessible	18.2%	2
Didn't Work	0.0%	0
Slow	36.4%	4
Printing Problems	45.5%	5
Labs not open at convenient times	45.5%	5
Other	9.1%	1

Which of the following devices do you consider being essential in your job assignment?

Answer Options	Response Percent	Response Count
Office Computer	95.9%	71
Laptop computer	23.0%	17
Internet access	90.5%	67
Printer	91.9%	68
External hard drive	24.3%	18
Flash drive	44.6%	33
Scanner	41.9%	31

Are you currently imaging documents in your office?

Answer Options	Response Percent	Response Count
Yes	32.9%	23
No, would like to	41.4%	29
No and no need	25.7%	18

How often and for what purpose do you use Jenzabar?

Answer Options	All day long	Once a day or so	Couple of times a week	A few times a month	Never	Response Count
PO and Requisitions	10	12	8	12	21	63
Other fiscal activities	12	11	8	7	24	62
Student advising	8	5	1	2	36	52
Classroom assistance	0	1	2	3	43	49
Other academic activities	4	5	2	7	35	53
Budgeting	5	12	6	9	26	58

Departmental Reporting	10	5	5	7	31	58
Other	13	10	0	4	17	44

How would you rate the Jenzabar system overall?

Answer Options	Response Percent	Response Count
Excellent	2.7%	2
Good	21.6%	16
Average	36.5%	27
Poor	16.2%	12
Very Poor	10.8%	8
Don't know	12.2%	9

Based on your actual experience, how would you rate the following services?

Answer Options	Excellent	Adequate	Needs attention	Don't know	Response Count
Student payroll	10	12	13	33	68
Faculty/Staff payroll	29	25	5	10	69
Accounts Payable	15	17	2	33	67
Financial reporting/information	8	24	6	29	67
Management information	8	20	7	34	69
Purchasing and supply acquisition	17	33	7	15	72
Human Resources	12	30	7	19	68

Do you know the ECU software and Hardware purchasing policy?

Answer Options	Response Percent	Response Count
Yes	36.0%	27
No	64.0%	48

Do you get approval from IT before purchasing software/hardware?

Answer Options	Response Percent	Response Count
Yes	67.6%	46
No	5.9%	4
Didn't know I should	26.5%	18

If you could add \$1,000,000 to the ECU Budget, how would you allocate those funds?

Answer Options	Response Percent	Response Count
Instruction	10.8%	8
Information Technology (hardware, software, etc)	28.4%	21
Buildings and improvements	10.8%	8
Student Services (i.e. housing, food service, curriculum enhancement or entertainment)	23.0%	17
Financial services	4.1%	3
Security (personal, informational, property, etc.)	1.4%	1
Campus or building beautification programs	0.0%	0
Document and record maintenance	8.1%	6
Other	13.5%	10

Which email system do you most often use for ECU business?

Answer Options	Response Percent	Response Count
ECU	97.3%	72
AOL	0.0%	0
Hotmail	0.0%	0
Gmail	0.0%	0
Yahoo	1.4%	1
Mac Mail	0.0%	0
Other	1.4%	1

How often do you check your ECU email account?

Answer Options	Response Percent	Response Count
Several times a day	98.6%	73
once a day	0.0%	0
occasionally	0.0%	0
never	1.4%	1
forwards to another account	0.0%	0

Overall, how do you rate ECU email service?

Answer Options	Response Percent	Response Count
Above Average	36.5%	27
Somewhat Above Average	37.8%	28
Average	23.0%	17
Somewhat Below Average	1.4%	1

Below Average	1.4%	1
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How often do you use the ECU website?

Answer Options	Response Percent	Response Count
Several times a day	62.2%	46
once a day	14.9%	11
occasionally	23.0%	17
never	0.0%	0

What do you use the ECU website for?

Answer Options	Response Percent	Response Count
Discover what is going on	6.8%	5
To get information about a program or department	27.0%	20
To get to the MyECU Portal or email from off campus	21.6%	16
To find forms or other job related documents	36.5%	27
Other	8.1%	6
Don't use it	0.0%	0

Overall, how do you rate ECU website?

Answer Options	Response Percent	Response Count
Above Average	13.7%	10
Somewhat Above Average	19.2%	14
Average	41.1%	30
Somewhat Below Average	13.7%	10
Below Average	12.3%	9

How often do you use the MyECU portal?

Answer Options	Response Percent	Response Count
Several times a day	20.5%	15
once a day	5.5%	4
occasionally	34.2%	25
never	39.7%	29

What do you use the MyECU Portal for?

Answer Options	Response Percent	Response Count
Discover what is going on around campus	5.8%	4
Advising	17.4%	12
For my class preparation	7.2%	5
To find information about students	33.3%	23
Other	30.4%	21
Don't use it	37.7%	26

Overall, how do you rate MyECU Portal?

Answer Options	Response Percent	Response Count
Above Average	4.3%	3
Somewhat Above Average	17.1%	12
Average	32.9%	23
Somewhat Below Average	4.3%	3
Below Average	2.9%	2
N/A	38.6%	27

How would you prefer to communicate with other ECU staff?

Answer Options	Response Percent	Response Count
ECU email	95.9%	71
Office phone	43.2%	32
Instant messaging	20.3%	15
Texting	10.8%	8
Via home phone	2.7%	2
Via cell phone	5.4%	4
Personal email	2.7%	2
Facebook	6.8%	5
MySpace	4.1%	3
Twitter	4.1%	3
Other	1.4%	1

I believe that this university is good at communicating with its staff.

Answer Options	Response Percent	Response Count
Strongly agree	4.1%	3
Tend to agree	50.7%	37
Neither agree nor disagree	21.9%	16
Tend to disagree	17.8%	13
Strongly disagree	5.5%	4
Don't know	0.0%	0

Which one of the following keeps you informed the most on what happens at this university?

Answer Options	Response Percent	Response Count
University website	9.6%	7
University intranet (Announcement at signon)	4.1%	3
Announcements from Department Heads, Deans, etc...	8.2%	6
Flyers, etc...	0.0%	0
Word of mouth	26.0%	19
Email	52.1%	38

Would a campus "chat" network be beneficial for communications across the campus?

Answer Options	Response Percent	Response Count
Yes, I would not use email as much	9.6%	7
No, I prefer email	30.1%	22
Yes, I would use both email and chat depending on the need	43.8%	32
No, I think a chat system would waste time	16.4%	12

Network drive space is available to all staff, which of the following describes the size of the network drive space allowed for your use:

Answer Options	Response Percent	Response Count
More space than I will ever need	14.1%	10
Adequate	66.2%	47
Not enough space	19.7%	14

The email attachment size limit is 10MB. What would be an acceptable size limitation?

Answer Options	Response Percent	Response Count
The size limit is OK	52.2%	36
15 MB	13.0%	9
20 MB	11.6%	8
Larger than 20 MB	23.2%	16

All network drives space is backed up nightly. Are you aware that you could request that files and directories be restored?

Answer Options	Response Percent	Response Count
Yes	69.4%	50
No	30.6%	22

How would you rate the level of data security on the ECU network?

Answer Options	Response Percent	Response Count
Excellent	9.9%	7
Good	60.6%	43
Average	14.1%	10
Poor	4.2%	3
Very Poor	0.0%	0
Don't know	11.3%	8

Do you think the university should provide you with a laptop, so you could take work home and better perform your job?

Answer Options	Response Percent	Response Count
Yes	20.8%	15
No	41.7%	30
Maybe	37.5%	27

Training for Microsoft products has been available on campus at various times. What type of training provides the best support for you?

Answer Options	Response Percent	Response Count
Instructor led	48.6%	34
Computer based training	20.0%	14
Instructional Books	2.9%	2
Web access to online learning tutorials	28.6%	20

Should continuous training opportunities be made available in the use of hardware, multimedia and software that is available for use on campus?

Answer Options	Response Percent	Response Count
Yes, I prefer structured short courses	52.1%	37
Yes, I prefer in-depth training in products available on campus	7.0%	5
Yes, I prefer to learn on my own with high-quality training materials	21.1%	15
No, but I would like to have assistance from knowledgeable sources when needed	18.3%	13
Other	1.4%	1

Which devices do you use the wireless network to connect to the internet?

Answer Options	Response Percent	Response Count
Laptop	66.7%	26
Desktop	33.3%	13
Smart Phone	20.5%	8
PDA	5.1%	2
Games	0.0%	0
Internet phone	5.1%	2
Other	12.8%	5

When using the wireless network, in which of the following activities do you participate?

Answer Options	Response Percent	Response Count
Chat	10.5%	4
Online games	0.0%	0
P2P	0.0%	0
Internet phone	2.6%	1
Internet music listening	23.7%	9
Internet video viewing	23.7%	9
Audio/video downloads	23.7%	9
Mail	78.9%	30
Conferencing	13.2%	5
ECU related browsing/Blackboard	52.6%	20
Other	26.3%	10

What has been your experience with the wireless service in your building on campus?

Answer Options	Response Percent	Response Count
Excellent	3.0%	2
Good	22.4%	15
Poor	11.9%	8
Very Poor	19.4%	13
Don't Know	43.3%	29

What has been your experience with the wireless service in other areas on campus?

Answer Options	Response Percent	Response Count
Excellent	2.9%	2
Good	22.1%	15
Poor	10.3%	7
Very Poor	2.9%	2
Don't Know	61.8%	42

How often do you use the ECU Help Desk?

Answer Options	Response Percent	Response Count
once a week	8.5%	6
occasionally	81.7%	58
never	9.9%	7

Do you feel you are given needed assistance in a complete and timely manner?

Answer Options	Response Percent	Response Count
Yes	43.7%	31
No	8.5%	6
Sometimes	42.3%	30
Don't know	5.6%	4

The IT Help Desk was put in place as a central source for information and reporting IT related problems and services requests. How do you view the functionality of the helpdesk?

Answer Options	Response Percent	Response Count
It functions as intended	31.9%	22
The helpdesk should be staffed with professional and knowledgeable IT staff	30.4%	21
The helpdesk serves a needed function but falls short of providing more than basic information and trouble shooting	37.7%	26

What services should the Help Desk provide that would improve service to you.

Answer Options	Response Percent	Response Count
The ability to understand and help work through problems	59.1%	39
The knowledge to provide support on Microsoft application questions	40.9%	27
The resources to provide immediate action to resolve basic issues	68.2%	45
Hours of operation that support campus activities during the day and night hours	33.3%	22

How would you define the level of assistance you have received from the Help Desk this past year?

Answer Options	Response Percent	Response Count
Excellent	12.7%	9
Good	32.4%	23
Average	35.2%	25
Poor	11.3%	8
Very Poor	1.4%	1
Don't know	7.0%	5

How do you find information about IT services?

Answer Options	Response Percent	Response Count
ECU website	15.7%	11
Helpdesk	40.0%	28
IT policies literature	4.3%	3
Talk to IT staff	52.9%	37
Word of mouth	44.3%	31
Other	4.3%	3

From your interaction with the IT staff, which of the following is true?

Answer Options	Mostly true	Somewhat true	Not true	Don't Know	Response Count
The IT staff is knowledgeable	57	12	0	2	71
The IT staff is helpful	58	12	0	1	71
IT staff is always professional	49	16	2	2	69
The number of IT staff is adequate	11	16	33	10	70
Requests for services are handled in a reasonable amount of time	28	33	7	2	70

Overall, how SATISFIED are you with the Information Technology Departmental staff at ECU?

Answer Options	Response Percent	Response Count
Very Satisfied	38.0%	27
Somewhat Satisfied	45.1%	32
Neither Satisfied or Unsatisfied	7.0%	5
Somewhat Unsatisfied	5.6%	4
Very Unsatisfied	2.8%	2
Don't Know	1.4%	1

Overall, how SATISFIED are you with the technology at ECU?

Answer Options	Response Percent	Response Count
Very Satisfied	23.0%	17
Somewhat Satisfied	51.4%	38
Neither Satisfied or Unsatisfied	14.9%	11
Somewhat Unsatisfied	6.8%	5
Very Unsatisfied	4.1%	3

APPENDIX D

IT Strategic Planning Committee

Pamla Armstrong	Admissions and Records	Chair, Administration Subcommittee
Matt Balliett	Information Technology	Student/Faculty/Staff Experiences
Jeremy Bennett	Information Technology	Administration Subcommittee
Geoffrey Fonga	Student Senate	Academic Subcommittee
Amy Ford	Communications/Marketing	Chair, Student/Faculty/Staff Experiences
Robert Greenstreet	Faculty Senate	Academic Subcommittee
Dave Henley	Information Technology	Chair, Hardware/Software Infrastructure
Meredith Jones	Academic Affairs	Administration Subcommittee
Becky Isaacs	Administrative Affairs	Chair, Financial Infrastructure
Adrianna Lancaster	Library	Chair, Academic Subcommittee
Lynn Lofton	Administrative Affairs	Financial Infrastructure
Jay Poff	Information Technology	Academic Subcommittee
Indhira Ramirez	Student Senate	Student/Faculty/Staff Experiences
Marilyn Schwarz	Student Development	Financial Infrastructure
Guy Sewell	Faculty Senate	Administration Subcommittee
Tom Shannon	Information Technology	Hardware/Software Infrastructure
Mary Kay Tarver	Faculty Senate	Academic Subcommittee
Rob Thompson	Information Technology	Financial Infrastructure
Ashlee Thompson	Student Development	Student/Faculty/Staff Experiences
Robert Vavricka	Staff Council	Hardware/Software Infrastructure
Dennis Walden	Library	Hardware/Software Infrastructure
Jim Waller	Information Technology	Financial Infrastructure
Rick Wetherill	Continuing Education	Academic Subcommittee
Ryan Wetherill	Communications/Marketing	Administration Subcommittee
Frank Williams	Information Technology	Chair, IT Strategic Planning Committee