

CLAYTON STATE UNIVERSITY

IT STRATEGIC PLAN

PHASE 1

SWOT

FINAL REPORT

APRIL 27, 2012

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1. Overview & Charge

Implementing a new strategic plan requires all of the sub-units of an organization to re-examine their goals, objectives, and policies. Given that technology is one of a few critical means for facilitating campus learning, President Hynes has charged a group of Clayton State faculty and staff to assess the current state of information technology at Clayton State. The committee is tasked with developing a new strategic information technology plan once that assessment is complete. To guide the committee's work, President Hynes provided three important charges.

First, technology should be seen as a means of supporting all campus operations in all five campus divisions. Technology supports our core business of learning. Planning must focus on ways we can explore and support connections between technology and the goals expressed in the university's strategic plan. However, the planning must avoid debating the merits of one technology versus another. Instead, planning must focus on how diverse technologies can provide unique benefits to faculty, staff and student learning, and can support those operations that support and strengthen direct learning efforts.

Second, the infrastructure and support services necessary to ensure access and reliability of access to technologies that enable learning are a critical university priority. Clayton State's legacy as a "lap top university" continues to pay dividends as faculty, staff and students regard the university as a "7", on a scale 1 to 10 indicating how "high tech" we are. Clayton State's legacy of employing technology to give our students access to successful life-long learning strategies is important to our brand. We can start by ensuring that our access points to knowledge resources, whether those points are found on the internet, in the university center, or the library, are open to the technologies that students find useful at school, work and home.

Third, Dr. Hynes reminded the committee that plans frame choices institutions must make under conditions of scarce resources. Scarce resources require a consideration of the total cost of purchasing, and supporting, technologies. While platform agnosticism creates an environment supportive of student technology choices, campus choices are constrained by fiscal realities.

Dr. Hynes has charged the committee to write a plan that will give the university a means to assess these questions:

How can the use of technology help us achieve our broader strategic plans?

How can technology best support effective instruction?

How can technology provide effective support for all university operations?

This document provides a summary of the key issues and concerns expressed as strengths, weaknesses, opportunities and threats relative to the use of technology to support the goals of Clayton State for the next five years. The findings of this report set the stage for developing a plan that will guide Clayton State as it finds answers to important questions. This report marks the end of Phase I of the committee's work. Phase II begins May 1, 2012 and will culminate October 15, 2012 with a new plan for information technology at Clayton State.

Questions and comments regarding the contents of this report may be directed to either Carolina Amero or Jim Flowers.

2. Executive Summary

The committee's charge focuses on a strategic plan for the management of information technology critical for the implementation of the university's strategic plan. A successful technology plan is a holistic approach to the organizational, human, and technical aspects of technology use. Ultimately, technology provides a means of supporting the university and its mission, and the faculty and staff who realize that mission, to do their jobs effectively and efficiently.

Surveys, focus groups, and individual meetings provided much data for the committee to consider. A number of issues and themes have been identified which will serve as a foundation for the drafting of a new strategic plan for information technology. The committee believes the following key issues need further investigation.

Organizational Issues

If the university's IT plan is to be successful, the plan must be aligned with the university's strategic objectives. An IT plan must accommodate an organization's norms, processes and structures. Once aligned, appropriation of university resources for information technology services can be prioritized effectively to support the university's strategic plan. Among the organizational issues to be considered, the committee notes the following:

- **Alignment of technology with instructional goals:** Technology decisions should support faculty's ability to achieve instructional outcomes. In particular, the university community needs a clearly articulated strategy for online courses, including resources and support and the means to measure success.
- **Support:** Ensure that IT support staff is deployed where the need is the greatest, possibly clarifying the services university staff can provide. In particular, faculty and students in online courses and at remote sites have different needs from faculty and students on-campus. Evening and weekend classes need adequate support.
- **Consistent learning experience:**
 - Faculty should adopt a consistent approach to using technology in instruction, especially the Learning Management System (LMS), so that students can focus more on course content rather than having to adapt to varying implementations and tools. There also needs to be a strategic approach to integrating technology throughout an academic department or curriculum.
 - Leveraging technology to provide effective access to knowledge may require that we be open to student technology choices and think carefully about how our resources best provide access to all manner of data (books, records, images, sounds, etc.)

- **Communication and accountability:** The university community should have a clear understanding of the decisions underlying the use of the student technology fee and should be kept apprised of the university's progress towards strategic technology goals. The University community should have the ability to provide feedback on all aspects of technology and its use in instruction and student support services.
- **CSU's reputation, branding and ability to attract students:**
 - Our reputation as a laptop university may no longer be key to attracting students. The availability and use of technology are important elements in the decisions made by students when selecting an institution.
 - Concerns also exist about the image/identity of the institution and our ability to sustain a unique presence among similar institutions in order to remain competitive.
 - We must deliver what we promote; if what we promote is not demonstrated, students will go elsewhere.
- **Policies and procedures:** Virtually every issue identified requires that directions and decisions be communicated to the university community. Specific policies of concern include:
 - Faculty and students need access to their courses and email more than few days before classes begin so that they are all ready to go on the first day of class.
 - Faculty course load should address differences between the work necessary for face-to-face, hybrid, and online courses.
 - Compliance with existing policies and procedures, such as student privacy and recordkeeping, should be verified.
 - Laptop policy: there needs to be a consistent policy regarding student use of laptops/technology in the classroom.
 - Policies regarding social media and university web pages should be constructed to ensure the University's branding and messaging are consistent.
 - Compliance with federal, state, USG, and local requirements, such as ADA, HIPAA, FERPA, etc., needs to be measured and improved where necessary.
- **Risk Management:**
 - University ERM analysis notes "Strategic alignment of IT resources is not sufficient to support the mission and goals of university". Consideration of a governance structure to monitor implementation of the IT strategic plan; to measure its support of the university strategic plan; and to analyze operational metrics to manage risk; is a priority for the committee. For example, the university must consider risk relative to the university's strategic objectives and decisions whether to fund expansion and maintenance of technology infrastructure.
 - Contingencies are needed that recognize how a worldwide IT labor shortage threatens university objectives.

- An understanding of the relationship of system-level decisions to centralize services such as Banner and learning management systems is critical to the success of a new plan. The effects that such decisions may have upon innovations developed by Clayton State that distinguish CSU in the marketplace require constant monitoring.

Human Issues

The human element focuses on how information technology systems and goals depend upon individual awareness, training, and motivation to see those goals fulfilled. Effective support of faculty and staff efforts to apply, and innovate, technology to achieve effective delivery of learning services is key to Clayton State's future. A number of comments regarding these issues are noted below.

- **Instruction:** Faculty need training on pedagogical models that use technology effectively. Faculty need minimum competencies in the use of technology, ranging from hardware (connecting laptops to projectors, connecting to a network) to software (use of LMS, the DUCK, and other tools).
- **Learning:** Students need training on how to use technology effectively. Students need minimum competencies in the use of technology, including software (desktop applications) and hardware (network connections, backups). The needs of both traditional and non-traditional students must be understood.
- **Research:** Faculty and students involved in research need technology tools to explore new knowledge.
- **Administration:** Staff need training specific to the tasks they perform and software they use.
- **Knowledge exchange:** Students, faculty, and staff should have a mechanism to foster communities of practice where they can share lessons learned and ask questions on a peer-to-peer basis.
- **Compliance:** Students, faculty, and staff need to know what is expected of them to comply with policies such as ADA, FERPA, and other mandates.

Technical Issues

Technical issues focus on the capacity and reliability of current technology employed to support Clayton State. It should be noted that the comments regarding support of the technology systems demonstrated both high and low ratings. Beauty may very well be in the eyes of the beholder – but, the community acknowledges the great service given by the HUB and CID. These technical issues are focused on technology and not the human and organizational issues of budgeting, training and support.

- **Platform agnosticism:** Materials and programs should be generally available to a university community that is rapidly adopting platforms not currently supported (Apple and Linux operating systems; tablets, smartphones, and other devices).
- **Learning Management System:** The university community needs uninterrupted access to the LMS. Similarly, software for online learning should be sufficiently robust; for example, WebEx's limitations to seven live microphones makes spontaneous discussion impractical. What other technology tools would be effective complements to the LMS?
- **Infrastructure:** The university community needs a consistent, reliable network that can be accessed throughout campus.
- **Network capacity:** Faculty and students need reliable access to online content when they need it, such as during lectures.
- **Network security:** While it is essential to ensure that information is available to authorized individuals and personal data is protected, the current NAC security system is often disruptive; for example, the NAC agent interrupts students during exams and faculty during lectures.
- **Equipment:** Classrooms need equipment that complements delivery of instruction, and the equipment needs to be refreshed on a schedule. Several faculty requested that classrooms have computers rather than having to carry their laptops. Employee PC's and other technology also need to have an established replacement schedule.
- **Facilities:** Some classrooms have poor sightlines, making it hard for some students to see video. In some classrooms, audio is a problem.

3. Data Collection Methodology

The IT Strategic Planning Committee approached data collection through a survey and focus groups. A SWOT (strengths, weaknesses, opportunities, threats) approach guided the data analysis.

A Likert scale set of questions with an optional comment entry was sent to all faculty and staff. All currently enrolled students received a pop-up window with a link to the survey when they logged in to the SWAN portal. Each distinct community had an appropriate set of questions. A link to the survey was also pushed through other online methods in an effort to obtain maximum response rate (Laker Lines, Twitter, Facebook, etc.). Students were given an additional incentive to fill out the survey by being entered into a drawing for two \$25 Loch Shop gift cards. The results were analyzed by subcommittees based on survey group looking at strengths, weaknesses, opportunities, and threats identified by the respondents.

Four focus groups were conducted to garner additional information and clarification of the survey findings. There were two staff groups totaling 12 members, one student group of 7 members, and one faculty group with 9 members. All group sessions were recorded so that the IT Strategic Planning Committee could conduct further analysis.

In April, Dr. Curt Carver, the Vice Chancellor and Chief Information Officer of University System of Georgia, met with the IT Strategic Planning Committee to answer questions and provide information on what expectations the USG had for development and support of the state university system with emphasis on technology. The committee will consider the information he provided in the SWOT and use it to guide its recommendations.

4. Survey Data Analysis

Surveys can provide meaningful data for the analyst and an opportunity for feedback to the respondent. The planning committee was able to leverage a survey used by a national organization, EDUCAUSE, to provide a means of input for students, faculty, and staff of Clayton State University relative to their impressions of the performance of the institution's technology and support services. Using a validated survey instrument allowed the committee to compare results to other institutions. More than 1,200 students, 100 faculty, and 140 staff responded to the survey. On average, 1 out of every 5 members of the Clayton State community contributed to this report.

The survey allowed for comments to many of the questions that enriched the quantitative analysis with data that suggested themes for further review. Focus groups explored those themes in greater depth and are discussed in the next section.

4a. Results from Likert Scale Questions

The following are highlights from the IT survey results which indicate the Likert scale questions with the lowest scores, as well as those questions that were most divided between high and low scores. These questions, along with the SWOT comments, helped each subcommittee develop a list of topics that were discussed in the focus group sessions in order to gain more in-depth feedback on these potential areas of concern. The complete survey results can be found in Appendices A, B, and C.

Students Survey

- Question with lowest score (highest percent strongly disagree/disagree):
 - “Student technology fees are used effectively to support technology needs.”
- Respondents most divided between high and low scores:
 - “Network access across the campus supports the needs of faculty/staff/students.”

Faculty Survey

- Questions with lowest scores (highest percent strongly disagree/disagree):
 - “My students have appropriate technology skills.”
 - “Network access across the campus supports the needs of faculty/staff/students.”
 - “There are adequate opportunities to offer feedback and suggestions regarding campus technology.”
 - “CSU takes advantage of emerging technologies to support learning.”
- Respondents most divided between high and low scores.
 - “There is a commitment by CSU to maintain state-of-the-art technology.”
 - “There is adequate helpdesk and technical support.”
 - “The IT systems I use work together to meet my needs.”

Staff Survey

- Questions with lowest scores (highest percent strongly disagree/disagree):
 - “Technology resources for support services (non-teaching) are adequate.”
 - “There are adequate opportunities to offer feedback and suggestions regarding campus technology.”
 - “I have appropriate access to training for the technology I use.”
- Respondents most divided between high and low scores.
 - “There is a commitment by CSU to maintain state-of-the-art technology.”
 - “Network access across the campus supports the needs of faculty/staff/students.”
 - “There is adequate helpdesk and technical support.”

4b. Strengths

In reviewing the results of the SWOT Survey comments regarding strengths, committee members found a variety of topical items. There were a number of common themes which included the following:

- A strong network providing both Ethernet and wireless connectivity.
- A strong centralized support model for the technologies with a dedicated staff.
- A classroom technology model that provides support for an effective learning environment.
- Having access to a variety of software applications that support both the learning environment and the groups that support that environment.
- A reputation of using technology as an important tool in enhancing the learning environment provided by Clayton State.
- Online and distance learning capabilities.
- Having access to responsive support for both student and faculty technology.

4c. Weaknesses

Campus not keeping up with new technologies

- Lack of use of mobile technology.
- Support of Microsoft only when Apple is a viable player.

Faculty not using same technology as students

- Laptop replacement – faculty laptops are outdated.
- Most faculty are still using XP but students are required to use Windows 7.

Installed technology needs help

- WiFi and cell coverage across campus – dead spots.
- Slow internet speed; lack of bandwidth.
- Need stationary computers at podiums to save instructional time.
- Are we really a laptop university (laptop requirement vs. usage)? Faculty are frustrated with classrooms where wireless doesn't work and many faculty do not allow the use of laptops in the classroom because students are surfing instead of paying attention.
- Problems with firewall and the amount of SPAM getting through.

Lack of support and training

- Lack of services to online students – HUB needs Mon-Sun coverage including evening.
- Software selections not suited for students with disabilities.
- Lack of faculty and student training on computer skills, software, and hardware.
- Faculty do not want to stand in line at the HUB – long wait and need to utilize time in instruction or service to students.
- Instructions on the HUB site are unclear – needs to be written in layman's terms.

Technology integration into class not consistent

- Lack of vision and communication of how to use technology in the courses.
- Lack of holding faculty accountable for use of technology in the courses.
- Faculty lack of technology use like GeorgiaVIEW for all classes.

Need more technology

- Computer labs for SPSS.
- Students want SmartPrint in every building.

Technology decisions need help

- Software decisions lacking long-term vision or usability – DNN, NAC agent, Digital Measures, Advisor Trac.
- No quality control for the use of technology.
- Usage of technology fees is unknown. Colleges want input into how that money is spent.

4d. Opportunities

Opportunity was one of the least responded to items on the IT Survey. However, given the responses, there emerged a small number of common themes which included the following:

- Opportunities for more/better online instruction
- Opportunities for enhanced enrollment
- Opportunities for enhanced customer service and support
- Opportunities for additional revenues

In the academic realm, the opportunities associated with more online distance education at all levels were stressed. The core curriculum, it was noted, was currently underserved in the area of distance learning. Also, more and better training for students, staff and faculty were another area of opportunity at CSU. In addition, the integration of applied technology as part of the CSU educational experience was another area in which CSU could advance its status and reputation as a leading university.

The enhanced enrollment potential for our current and potential students was an additional area of opportunity that was identified. This would allow CSU access to new markets for potential students, both within and outside of our traditional service areas.

In the areas of customer service and support, opportunities exist in the areas of enhanced data collection capabilities as well as more efficient and timely student support and effective information management. In addition, by increasing support for multiple technology platforms, the emerging Apple-based technologies can be better supported and integrated into CSU's technology environment. Growth and integration of the emerging social media platforms into our instructional, service and recruitment efforts would benefit the institution across the board.

Finally, opportunities for increased revenues through attracting more external support, provision of better discounts for individual acquisitions, and overall operational efficiency exist.

Though based on limited responses, the opportunities identified in the IT Survey provide some direction and support for the continued enhancement of institutional technology at Clayton State University.

4e. Threats

The following primary themes emerged from the overview of the comments regarding threats:

Being competitive in the higher education marketplace; loss of reputation; failure to grow and retain students; increased online course offerings

- Faculty and staff are concerned about the image/identity of the institution as well as our current and future ability to attract students and faculty. They are unsure of our ability to sustain a unique image/presence among similar institutions and being passed by other USG institutions. Technology affects our ability to reach our potential.
- Clayton State University is competing with much larger state institutions and well-funded for-profits such as Georgia State University, Kennesaw State University, DeVry, University of Phoenix.
- “Being a notebook university is no longer relevant” – it’s about how to properly use technology in the classroom. Complacency with regard to the use of technology within higher education is a risk.
- Concentrate on accessibility and usability of technology along with currency and appropriateness of technologies.
- When technology issues, such as problems with network/wireless access, negatively impact students’ experiences, retention and “word-of-mouth” recommendations will be adversely affected. We could lose students as a result.
- We must deliver what we promote; if what we promote is not demonstrated, students will go elsewhere.
- If we cannot respond in a timely fashion to students’ needs, other institutions will, and already have.
- Failure to deliver and support “state-of-the-art” technology will make Clayton State “less attractive to prospective students” and result in decreases in enrollment.
- Graduates could be less prepared to compete in a technologically changing environment.
- The “first impression we make is how we ‘look’ technologically – web pages, online recruiting and application processes; convenient, online services; faster access to financial aid” – this is key to success.
- Lack of online presence: online course offerings need to increase to be competitive with other institutions, and need to be more flexible to meet the needs of adult students and others who could benefit from distance learning.
- If our students and faculty feel our technology is inferior, students may select other institutions that offer more.
- Becoming too reliant upon technology “takes away from the important human element involved in learning.”
- Faculty members value the use of technology and are concerned about the application of technology to the mission and goals of the institution.

Having adequate resources – both fiscal and human – to deliver and support technology

- Currently there is a rapid increase in technology expectations and a decrease in availability of funds.
- “The largest threat is that we will not continue to have the budget to support advances in technology.”
- The recession and budget cuts threaten the University’s ability to sustain technology.
- Fund IT infrastructure to support consumers who are seeking online classes.
- BOR reporting requirements incorporating large data sets requires adequate technology and additional trained staff. Concern was expressed about state funding and how to meet USG requirements imposed upon the institution and staff.
- Balancing the “passion for technology” with what the University can afford to support is a dilemma.

Safeguarding system security; loss of data; hacking; spam

- Safety of students’ personal information is extremely important; students would not choose to attend an institution that could not keep information secure.
- Online security threats, such as hacking, are a concern.

Having access to a fast and stable network

- The stability of the infrastructure is a threat – down time or slow/unreliable network access cause widespread dissatisfaction/frustration (and constitute the majority of the weaknesses cited in the survey).

5. Focus Group Summary Reports

5a. Student Focus Group

The student focus group met on March 14, 2012. Seven students were in attendance, majoring in business, supply chain management, political science, liberal studies, and the MBA program.

The questions posed to the students centered around faculty use of technology in the classroom. A general observation is that our students seem to consider “effective use of technology in the classroom” to mean that more traditional methods, like PowerPoint and a projector, are working consistently as they should. Their expectations seem to be set relatively low because of many of the problems regularly experienced with even this basic set up in the classroom, and the fact that most of our students have not been exposed to other types of technologies being used for instruction. However, when prompted, they did say that they would like to see more technology used in instruction, such as videos, and other “visual” tools, and interactive techniques and applications. The following were the students’ key concerns:

CSU lap top policy

- Many instructors do not allow computers to be used during lectures because they find they are too much of a distraction (use of Facebook, online shopping, etc.).
- This policy of not allowing computers to be used in the classroom seems to be in conflict with CSU being a “lap top university”.

Faculty training & support

- Instructors frequently experience problems with the technology set up at the start of a class period which is disruptive and wastes time. Students often end up helping instructors with these technical issues.
- Instructors should receive some basic training on how to use technology and equipment in the classroom.

Students and faculty need better ways to share lessons learned/tips regarding technology

Examples:

- How to better navigate and use short cuts in GeorgiaVIEW.
- Techniques for delivering video in the classroom.
- How to install a software package for a class.

Ad hoc use of technology within an area of study

- There is often inconsistent use of technology within a field of study (e.g., students get different statistics packages for different statistics classes).
- Faculty should make more consistent use of GeorgiaVIEW as appropriate (posting information, testing, etc.).

- There needs to be a strategic approach to integrating technology throughout an academic department or curriculum.

Technical issues

- Network connectivity:
 - In certain locations on campus, it is frequently difficult for all students to have network access in a classroom once the class reaches a certain number of students.
 - Use of YouTube videos is often unsuccessful because of browser and network issues, and faculty members frequently don't have the expertise to deal with/work around these issues.
 - NAC assessment can be very disruptive when it begins to run and interrupts an online test.
- Equipment in the classroom:
 - Often can't get equipment to work (e.g., projector isn't compatible with PC).
 - Sometimes have visibility issues with projector – can't see from all seats in classroom (especially in Arts & Science building).
- A lot of required software doesn't work on Apple products or with some versions of Windows.

A more detailed version of this report can be found in Appendix D.

5b. Faculty Focus Group

The Faculty Focus Group meeting on March 14, 2012 was guided by a series of questions related to a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of institutional technology at Clayton State University, with special emphasis on faculty perceptions and concerns. The nine faculty members addressed issues and concerns in three general areas:

1. Technical Issues: A number of responses identified concerns regarding a variety of technical issues. These included concerns about accessibility and connectivity in classrooms and other campus areas for internet and other instructional technology. There were also concerns about technical support for different learning systems, software, and computer systems, such as Apple-based technology. Technical support on all CSU campuses, evening and Saturdays were noted as related concerns.
2. Policy Issues: Institutional and system policy issues need to be revised to support the use of institutional technology in a responsible learning environment. Specifically, student access to GeorgiaVIEW and class email listservs at least one week prior to the start of a semester must be made available. Other policy concerns related to minimum competency levels for students, as well as faculty, involved in online instruction were raised. Also, administrative policy adjustments should be considered with regard to faculty compensation and/or course credit for teaching 3-D (traditional, hybrid, 100% online) versions of courses.
3. Support Issues: In many areas, CSU has done an outstanding job in supporting technology. However, some support adjustments related to the HUB were noted. A faculty priority system, with access to loaner laptops, and the availability of a school/college-based technical support person were suggested.

In summary, the session reflected appreciation for the available resources and the technological support provided to the faculty, especially from the CID. Campus and classroom accessibility to the internet appears to be a major concern, particularly when large numbers of students in a class try to get online. Also, issues of student, faculty and administrative accountability with regard to preparation for quality online instruction were common. Early access to GeorgiaVIEW was stressed as an essential and immediate need. Likewise, underlying a number of the comments was a concern that CSU needed to more readily embrace and support multiple technology systems, in particular in response to the rapid growth of Apple-based technology.

A more detailed version of this report can be found in Appendix E.

5c. Staff Focus Group

Staff focus groups were conducted to gain perspectives about technology at Clayton State University. Four staff members attended a session on March 6, 2012 and eight staff members participated in the session held on March 14. The key issues raised by these groups are outlined below.

Clayton State's reputation as a technology-based institution and our ability to attract students:

- Our reputation as a laptop university may no longer be key to attracting students. The use of technology and the availability of technology are important elements in the decisions made by students when selecting an institution. To address this, we need to look at supporting the technologies adopted by faculty for instruction and by students for learning. We should focus our attention on addressing the technology needs of all student populations (i.e., traditional, non-traditional) and all age groups and ability levels.

University-wide course offerings:

- Online course offerings are important to the future of Clayton State. Online course offerings need to be balanced with on-campus offerings in a way that supports the integrity and mission of the institution, and they need to be of the same quality as on-campus course offerings. We need to assess the success rate of students taking online courses. Further, the impact of additional online course offerings, and the impact they will have on current services and resources needs to be evaluated.

Computing resources and laptop computers:

- There is some inconsistency with regard to technology guidelines and University recommendations by faculty, departments and colleges. Inconsistencies such as how and when students are to use their computers in the classroom could threaten the perception of the institution as a technology-based institution. Suggestions offered include having more ubiquitous computing resources on campus (i.e. computer kiosks and labs). If we require students to have laptop computers, this policy needs to be communicated and enforced. Otherwise, it may be necessary to re-evaluate the current laptop policy.

Campus-wide support, funding and identified assets:

- Despite the current support which is highly rated by staff, additional opportunities for professional development would be welcomed. A technology skills class would be beneficial in assisting staff and students alike. It should be designed to address basic skills as well as specific work-related skills.
- Funding resources and personnel need to be sufficient to support technologies required by staff, students and faculty. Universal access would be preferable as it would make instructional materials/programs available to everyone regardless of the technology/platform they choose. One vital resource, our network, is one of the most

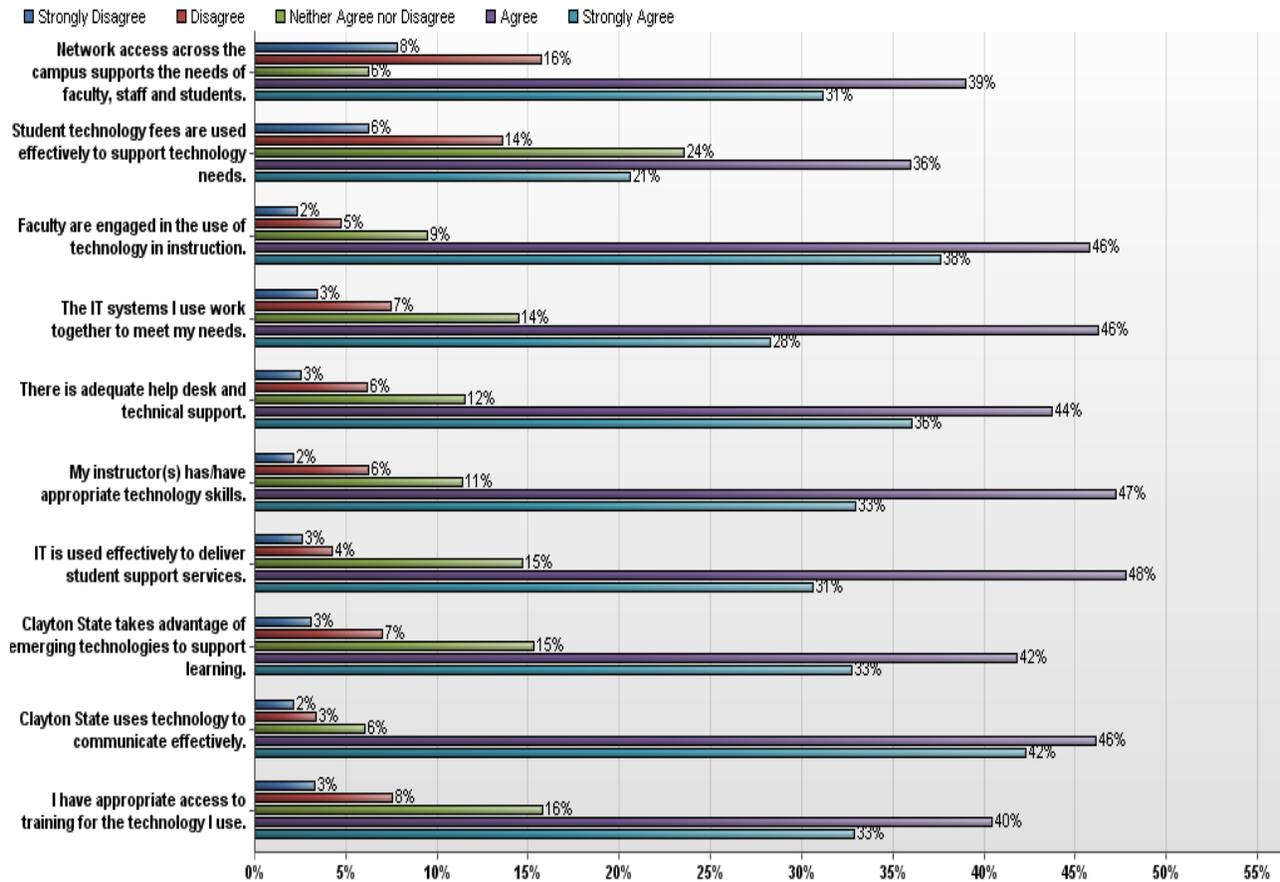
universally used systems and one that everyone depends upon in their daily work. The overall performance of our network is a critical concern, and efforts to increase performance and availability across campus should be addressed. Priority funding for the purchase and replacement of old or outdated technology would help productivity.

- One of our greatest assets is the technology support provided by the HUB, OITS, and CID. Continued support is essential.
- One thing that was learned by all is the value of having these types of open discussion opportunities. The opportunity to express concerns, as well as discover and learn what others are doing is invaluable. The staff focus groups were clear that they would like to have more opportunities to share.

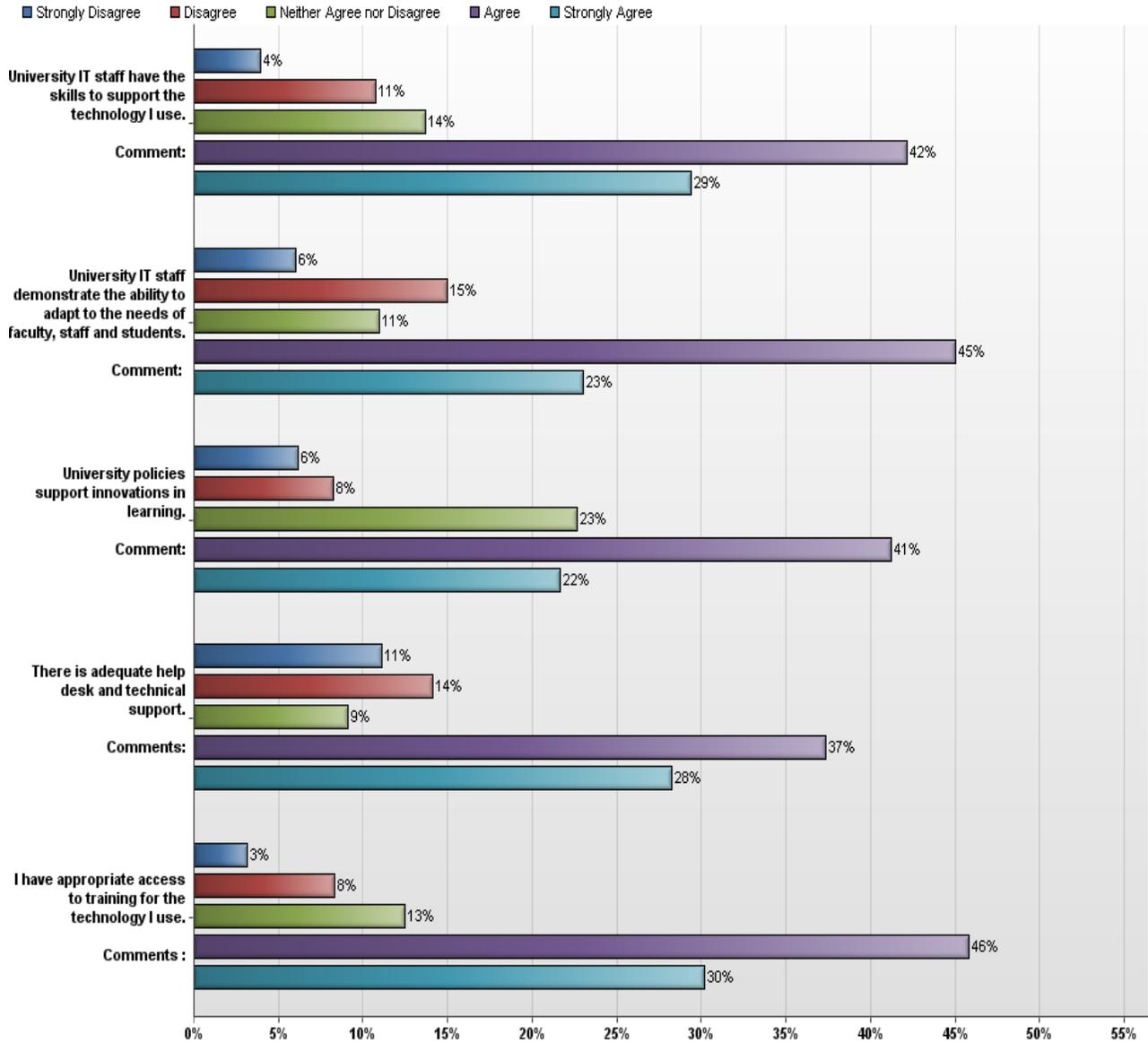
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Appendix A: Student IT Survey Results

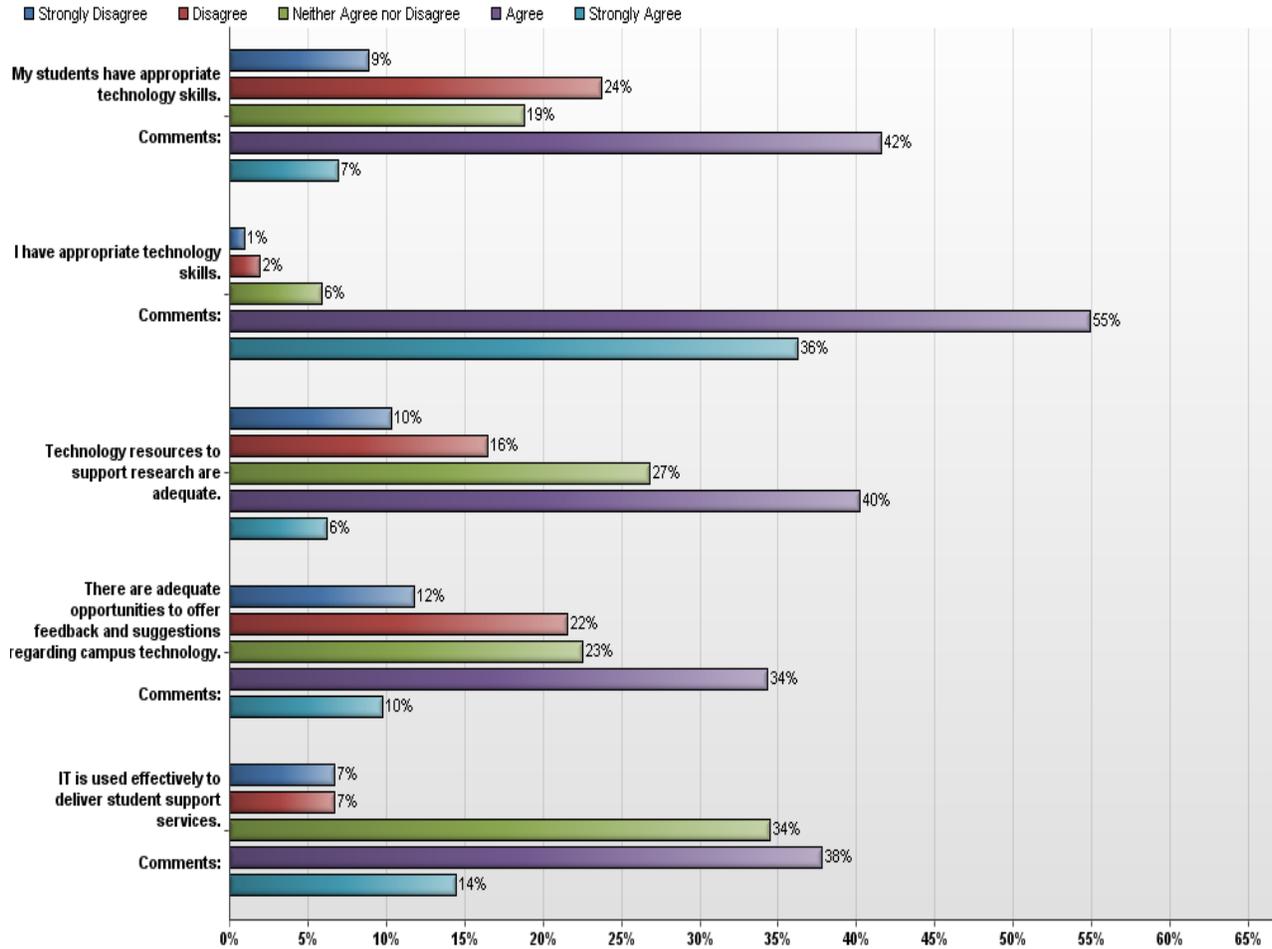
1. How do you rate the following statements?



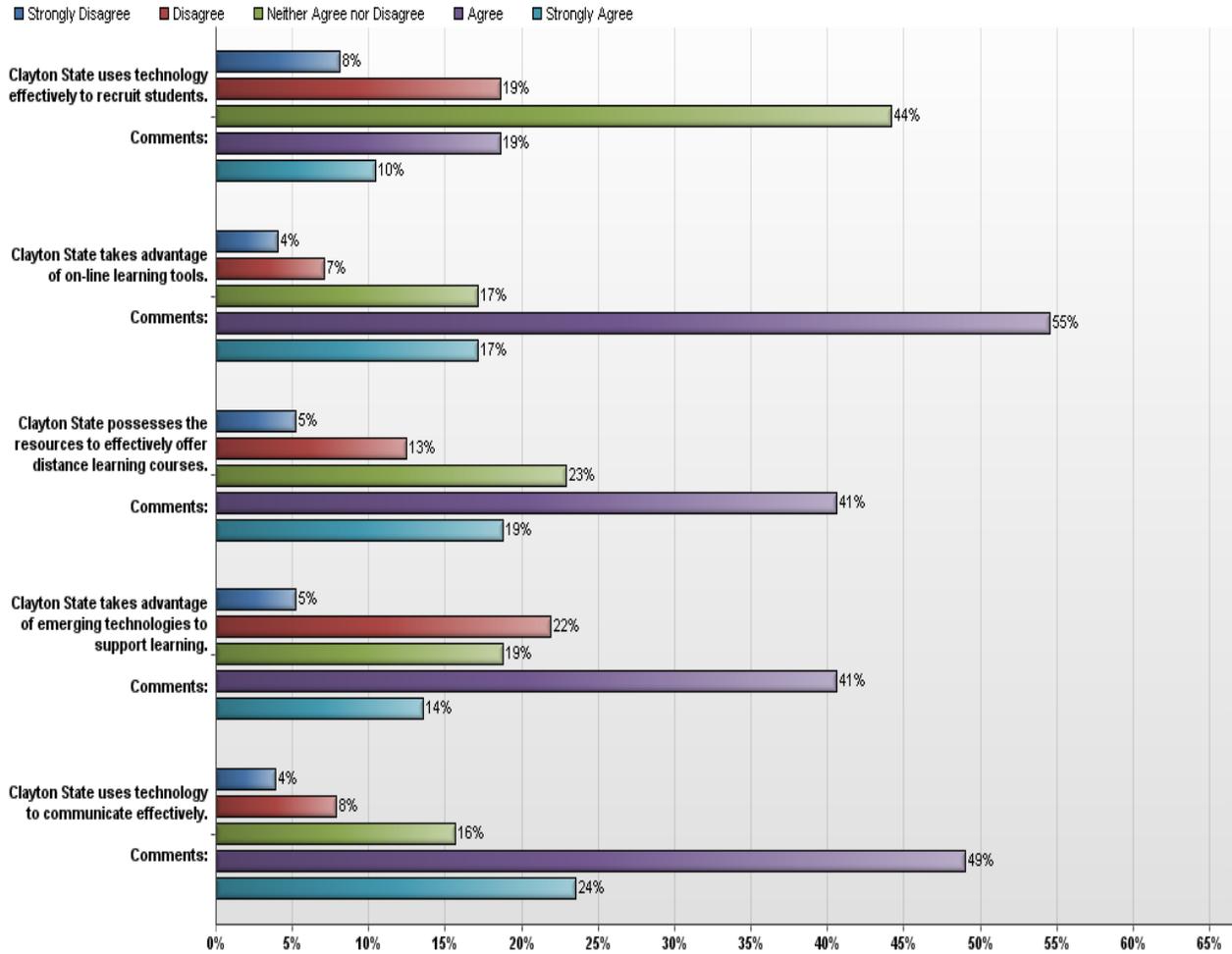
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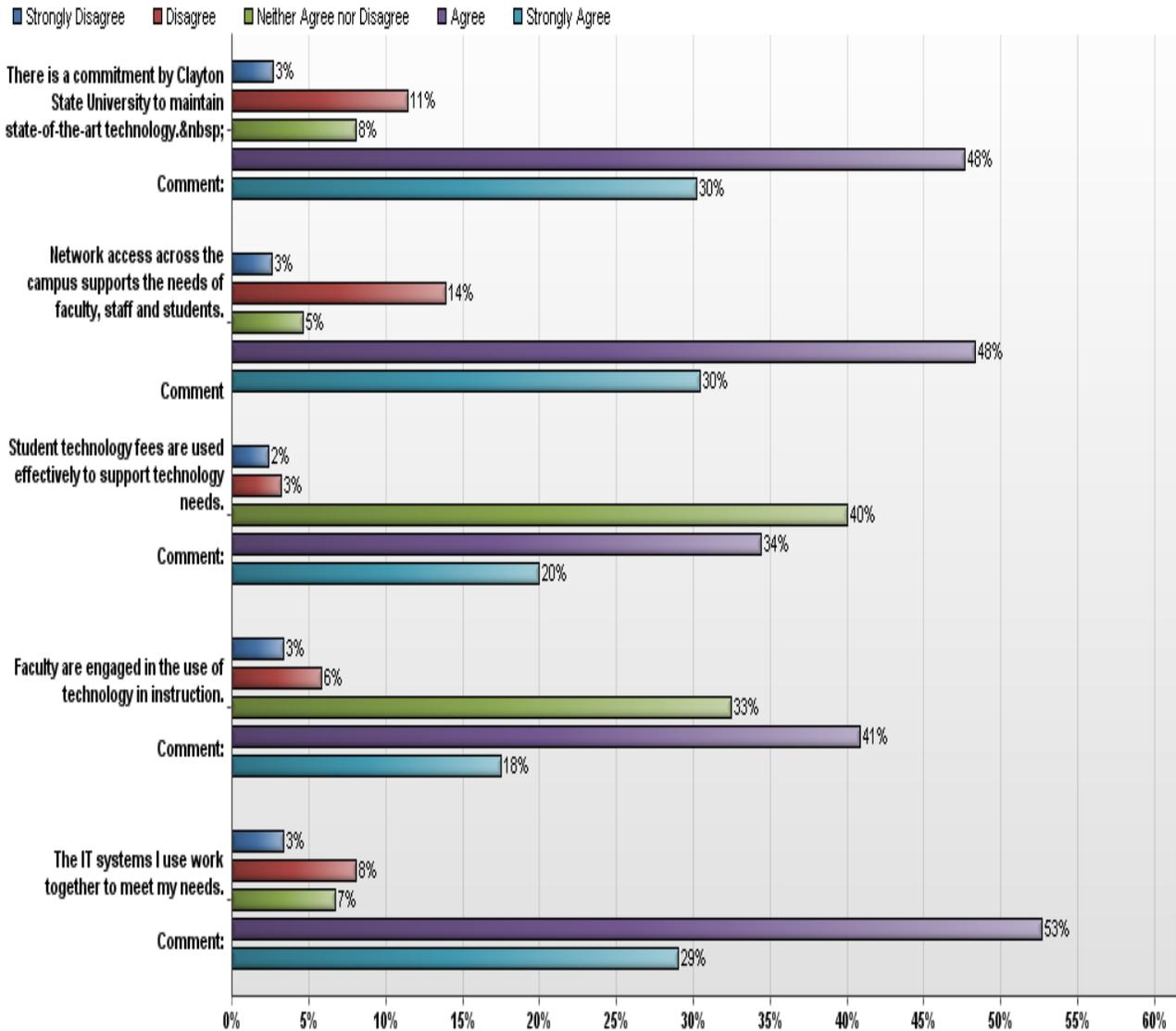


How do you rate the following statements?

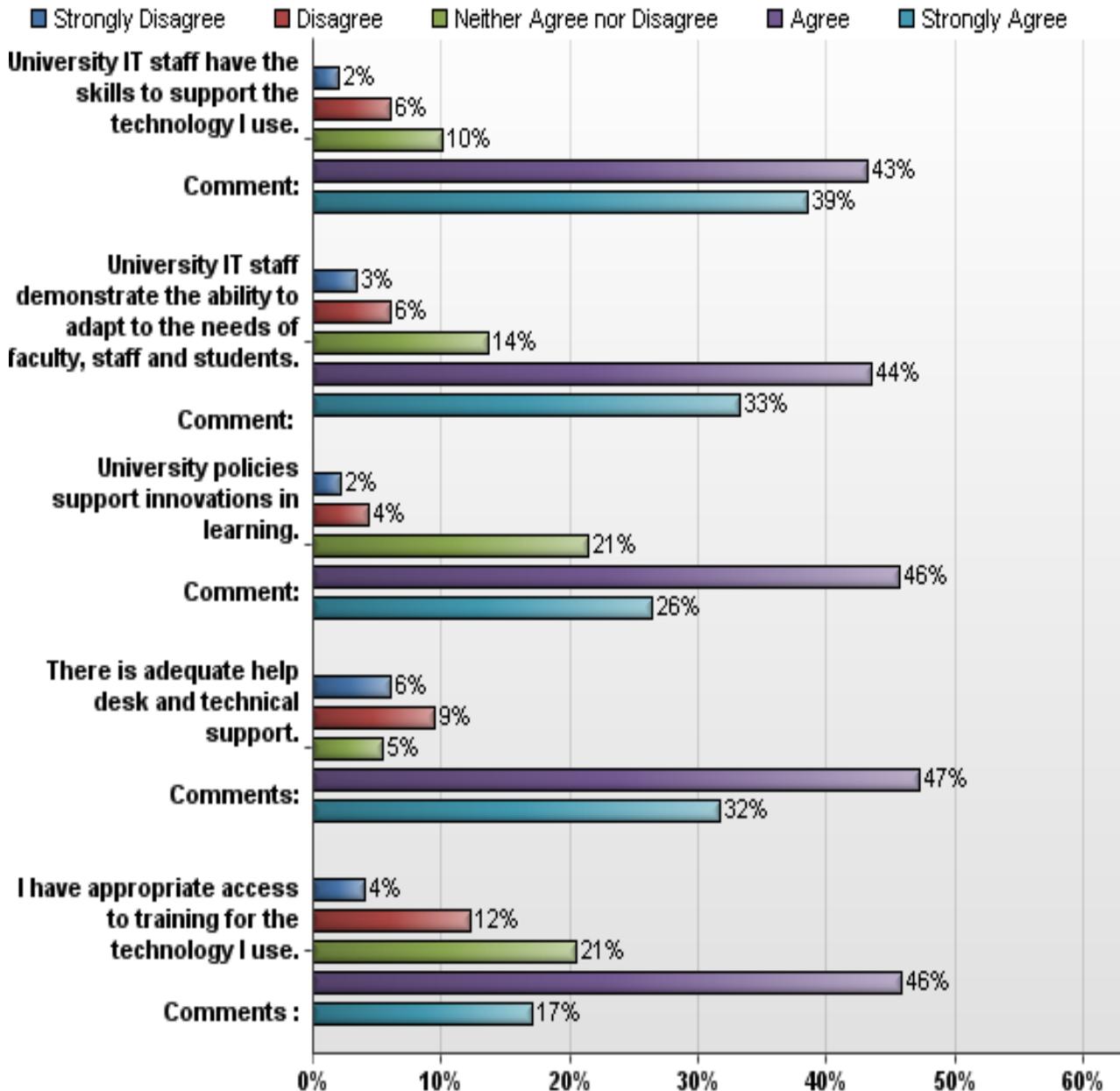


Appendix C: Staff IT Survey Results

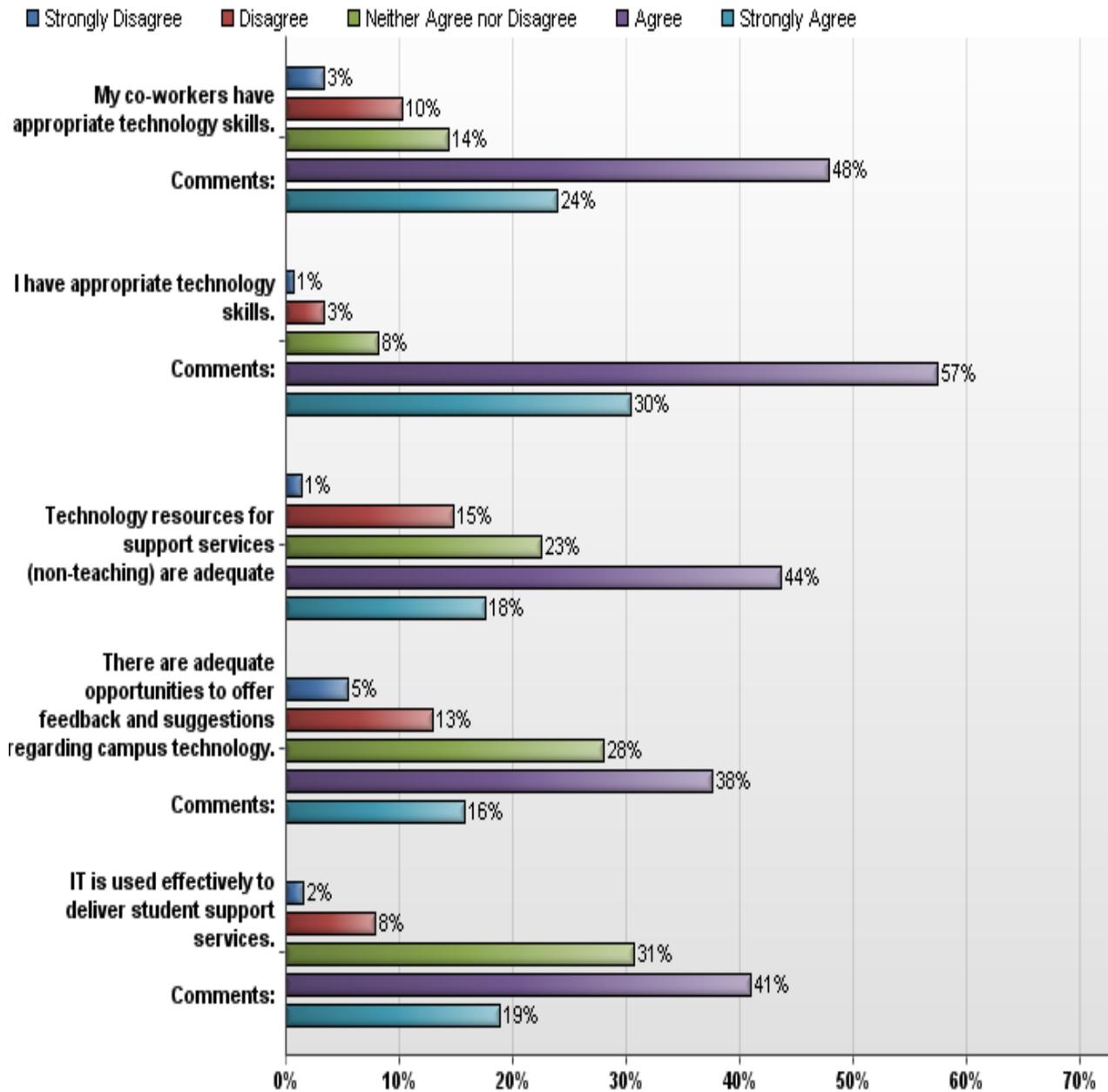
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How do you rate the following statements?

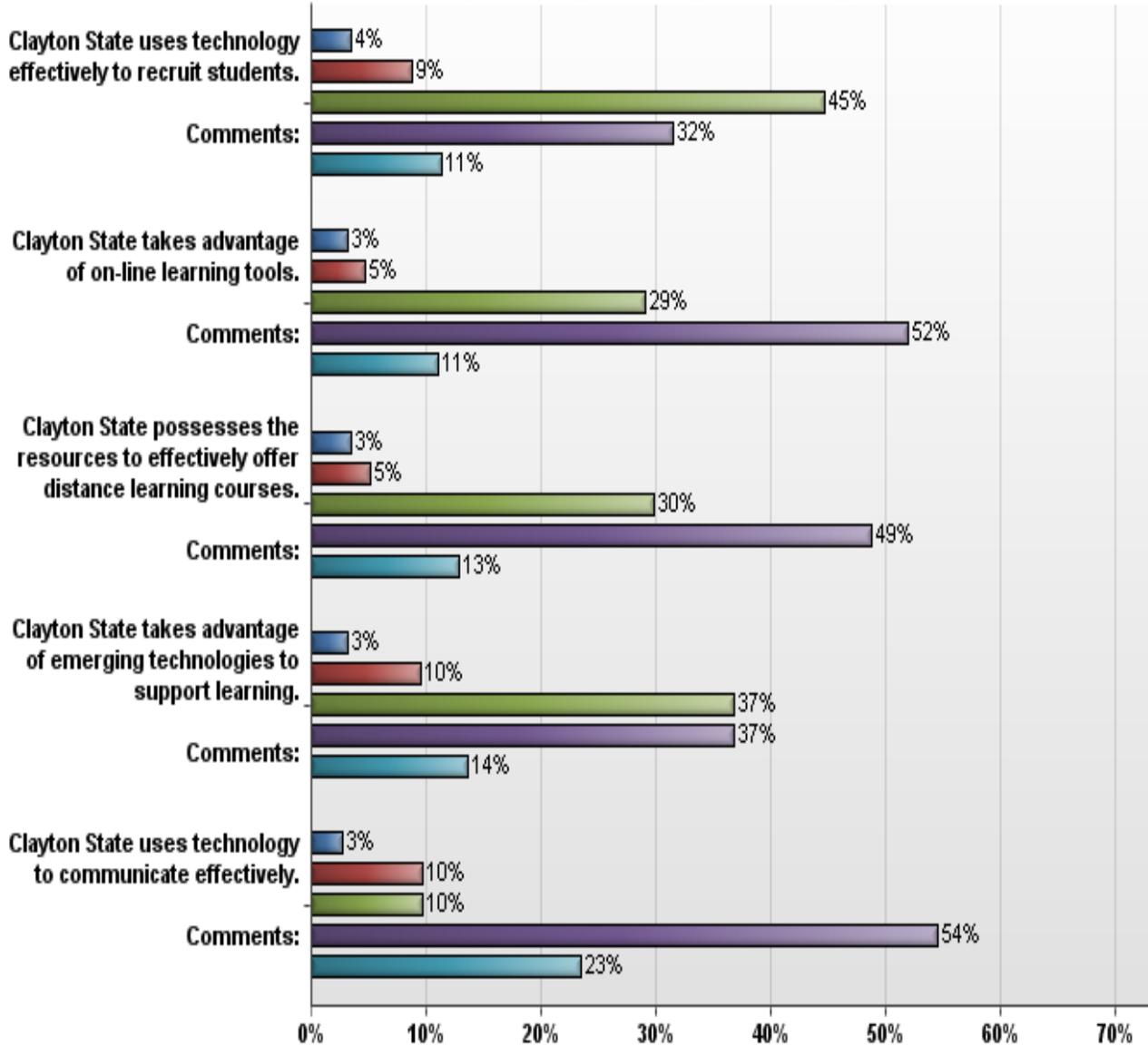


How do you rate the following statements?



How do you rate the following statements?

■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree



Appendix D: Student Focus Group Report

The student focus group met on March 14, 2012. Seven students were in attendance, majoring in business, supply chain management, political science, liberal studies, and the MBA program. The questions posed to the students centered around faculty use of technology in the classroom.

General observations:

- CSU students seem to consider “effective use of technology in the classroom” to mean that more traditional methods, like PowerPoint and a projector, are working consistently as they should. Their expectations seem to be set relatively low because of all of the problems regularly experienced with even this basic set up in the classroom, and the fact that most of our students aren’t exposed to other types of technologies being used for instruction.
- Online and hybrid classes often consist of too much “busy work” and not enough interaction.
- Many instructors’ policy of not allowing computers to be used in the classroom seems to conflict with CSU being a “lap top university”.
- The science department gets a lot of positive feedback:
 - Good use of modeling software and interactive tools.
 - Effective tools used across the entire department.
 - Faculty is well trained on use of required software.
 - Lab classes make good use of tools to show visuals (e.g., post image of dissections).

Student Suggestions:

- Instructors should receive some basic training on how to use technology and equipment in the classroom.
- Would like to see consistent, integrated use of technology through fields of study (e.g., you get a different stats packages for stats, business modeling, etc.)
- Faculty should make more consistent use of GeorgiaVIEW as appropriate (posting information, testing, etc.). It is preferable to post reference materials online (versus making them available at the library)
- Find a better way to communicate GeorgiaVIEW planned maintenance so students can plan around system downtime.
- Students need better ways in which to share tips and short cuts to using online applications and software.
- Students would like to see more of the following tools used by faculty:
 - Videos, and other “visual” tools
 - Other types of presentation software (e.g., Prezi)
 - Interactive techniques and applications (like texting responses to questions)
 - Greater use of “simulators” encouraged
 - Role playing software
 - New social networking applications (like OrgSync)
 - Voice over PowerPoint (to post online as reference material)

- Exposure to more and diverse applications will prepare better for the workforce (MS apps not sufficient)

Equipment & technology in the classroom:

- Like using the “3 screens” – good visual; like to see, not just hear.
- Like use of white board – provides interaction and examples.
- Like swivel board – provides more time to take notes.
- Would like more Smart Boards.
- Faculty should make more consistent use of GeorgiaVIEW as appropriate (posting information, testing, etc.)

Equipment and network support:

- Often can't get equipment to work (e.g., projector isn't compatible with PC).
- Lack of support, time consuming.
- Don't call HUB because would have to wait too long for help.
- Students often end up helping instructor with technology issues.
- Evening classes have even less support.
- Sometimes have visibility issues with projector – can't see from all seats in classroom (especially in Arts & Science building).
- GeorgiaVIEW maintenance schedule is not well communicated so students often cannot access when needed.
- Accessing course materials on GeorgiaVIEW can be cumbersome; it is faster when instructors convert the files to PDF format before posting.
- NAC assessment can be very disruptive when it begins to run and interrupts an online test. It is not as much of a problem if an Ethernet connection is used, but this is not an option in many classrooms.
- Need to have required software information and instructions earlier so that it can be successfully loaded before classes begin.
- A lot of required software doesn't work on Apple products or with some versions of Windows.
- Use of Youtube videos is often unsuccessful because of browser and network issues, and faculty members frequently don't have the expertise to deal with/work around these issues.
- Difficult to pull up schedule online using phone – too many steps. Should look into schedule app used by Savannah State and Georgia Tech.

Student use of lap tops in the classroom:

- Many instructors do not allow computers to be used during lectures because they find they are too much of a distraction (use of Facebook, online shopping, etc.)
- However, many students like to take notes on their computers.
- Students point out that this faculty policy conflicts with CSU being a “lap top” university.

Appendix E: Faculty Focus Group Report

The Faculty Focus Group met on March 14, 2012. Nine faculty members were in attendance representing the Colleges of Arts and Sciences, Business, Health, and Information/Mathematical Sciences. The Deans of each college were contacted and asked to send 2-3 representatives and invite any additional interested faculty. Though the group was smaller than expected, participation was very active.

The meeting was guided by a series of questions related to a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of institutional technology at Clayton State University, with special emphasis on faculty perceptions and concerns. The following responses were offered by the faculty participants:

Strengths

- The system is durable and reliable
- Technology is well-supported (HUB, CID, Learning Academy)
- Positive institutional philosophy regarding technology
- Openness to experimentation
- Budgetary support

Weakness

- No access to GeorgiaVIEW prior to the Saturday before classes begin
- Class email listserv is not available prior to the Saturday before classes begin
- Faculty are not given priority at the HUB (wait time for faculty)
- Faculty are not given “loaner” laptops to remain productive while their computers are being serviced
- Lack of choice in Learning Management Systems
- Inconsistent course learning outcomes because there is no standardized application of online best practices
- No minimum competency level for faculty teaching online courses
- No minimum competency level for students taking online courses
- Inconsistent connectivity
- Lack of general administrative oversight
- Lack of faculty responsibility and accountability with regard to the use the available technology
- HUB is not proficient in all software applications (e.g. WebEx)

- Lack of written instructions for the use of the equipment in the smart rooms
- Lack of technology support at the Peachtree City campus and weekends and evenings at the main campus

Opportunities

- More online instruction
- Diversify supportive technology
- Recruit more IT qualified faculty
- Offer more online core and upper-division courses
- Promote CSU as a technology savvy institution
- Offer courses in 3-D (same course offered as live/hybrid/100% online). Faculty would receive course load credit for multiple sections

Threats

- Forced to use a single learning management system
- NAC implemented poorly (lack of access from classroom to classroom, in particular for large classes)
- Faculty not properly trained on emerging technology
- Faculty attitude regarding workload for online courses
- Competition from proprietary online schools

In general, the session reflected appreciation for the available resources and the technological support provided to the faculty, especially from the CID. Campus and classroom accessibility to the internet appears to be a major concern, particularly when large numbers of students in a class try to get online. Also, issues of student, faculty and administrative accountability with regard to preparation for quality online instruction were common. Likewise, underlying a number of the comments was a concern that CSU needed to more readily embrace and support multiple technology systems, in particular in response to the rapid growth of Apple-based technology.

Appendix F: Staff Focus Group Report

Staff focus groups were conducted to gain perspectives about technology at Clayton State University. Four staff members attended a session on March 6, 2012 at 2:00 p.m., and eight staff members participated in the session held on March 14, 2012 at 9:00 a.m. Questions based upon SWOT survey responses were used to guide the discussion. Topics and key findings are outlined below.

Does Clayton State have a reputation as a technology-based learning institution? Is technology a factor in a university's ability to attract/enroll/retain students?

- Clayton State at one time had a strong reputation - "laptop university" – now has fallen behind in comparison
- Historically we were progressive; now technology is an assumption for any competitive institution
- Competence with computers a benefit when grads enter job market
- Visual impact – University Center with students on laptops makes a positive impression
- Lack of computer labs or stations makes our campus different from other schools
- Other schools do not have expectation to bring computers to class/for use every day
- Wireless access throughout campus here cited as good compared to other schools with labs only
- Need technology to attract younger students; technology can be intimidating to older students
- Traditional age students are technology driven as a generation; we must keep up to maintain perception
- Non-traditional student population – difficulty with computers; how can we help them?
- Parent – son thought Clayton State was tech savvy, but not – problems with wireless; still have a library

Do you feel a course in basic technology skills (applicable to teaching and learning) should be offered to anyone taking classes or working at this institution?

- Yes. Would help technologically phobic and make the culture more comfortable (for students)
- Yes but NOT an online course for non-traditional students who have technology challenges
- Perhaps partner with CE to offer training in basic skills
- Yes. Problems for older applicants seeking employment (HR) and non-trads (financial aid all online)
- Upgrades should dictate skills training opportunities (staff)

Should Clayton State support a more diverse range of platforms and software (i.e. Apple/Mac)? What would be the risks of either approach?

- Do we have the infrastructure (resources/personnel) to support more/multiple platforms?
- Student access to instructional materials/programs limited unless available on both MAC/PC
- Yes... have observed more students and faculty with Apple equipment

Do you think Clayton State University should offer more or less online classes? Hybrid? Why?

- Nothing wrong with a high percentage of online classes
- Depends on the population we are trying to target
- Traditional students – no – need to be in class, getting experience
- Non-traditional students – no – have not been in school, computer issues, need interaction
- Online instruction a push worldwide; customers want it; revenue generating
- An alternative to not enough space for classes – space vs. money vs. student success
- Online course costs less than classroom course
- The course and the program should determine whether an online format is appropriate
- Hybrid better than 100% online; are courses dynamic, engaging?
- Some students think they are teaching themselves – dependent on own resources
- Students want online classes but often withdraw or fail; need discipline, one-on-one contact
- Look at analysis of success rate for our online courses to determine if more should be added
- If students are not successful, why add more?
- We have to do what is right for our students; our population is not the best fit for online instruction
- Is online our niche? Should look at what Clayton State does best, promote our strengths
- Identity issue – do we want to be AIU or a university with a great learning environment?
- Should be a balance that protects the integrity of instruction – concern for honesty (academic)
- Why more? Because other institutions are doing it? BOR initiative? Strategic Plan?
- New regulations about state-state online education (certification/license to offer in other states)
- Faculty are being instructed how to teach online; students not taught how to take online class

Do you feel that Clayton State should continue to require students to use their own laptop computers?

- “Required” or “recommended” – students are told laptops are needed, but then not used
- Required to have “access” – not to own
- Financial implications if students cannot afford laptop or it is lost or broken
- Being a “notebook university” used to be our thing; has declined; professors not using as much
- Some faculty tell students NOT to bring laptops to class; students surfing web, Facebook
- Why did I spend money to buy the laptop if I am not using it in class?
- Reputation/perception as “laptop university” vs. reality of usage
- We do not have computer labs, so students must have access to their own computer
- If we had some labs or computer stations, would policy change?
- Microsoft campus agreement based on students having laptops; software contracts
- More interactive, collaborative technology needed
- If laptops are not required, students will make personal choice about needs for success
- Some misinformation about purchasing laptops from bookstore – does school get a cut?
- Freshmen are coming in with technology skills; institution should look to future generations

What would you consider to be the number one priority for improving information technology on our campus?

- Some systems run slowly – network access/performance
- Notification of down time for systems during work day
- Accessibility issues (example-screen readers in SWAN portal)
- Authentication (ADP)
- Universal access
- In addition to material resources, such as servers and other equipment, people are critically needed

What do you feel is the most significant technology issue – for your department – to functioning efficiently or enhancing services?

- Slow connections; system slow; crashes; resulting down time
- Assistance with purchasing adequate equipment to run updated and multiple programs
- Insufficient funding to replace outdated computer equipment
- New programs installed (ex. Windows 7) on older equipment that will not support updates
- Online forms/registration/information gathering; Qualtrics will not work for everything
- Imaging technology (such as is now in use for FA and Registrar)
- Automation

- Security to protect information
- Interface/integration of systems (example-Banner); information sharing
- More streamlined and accessible
- Frequent updating of information (such as student address) to ensure accuracy and current data
- Log-in issues from remote locations due to network authentication

How accessible (ADA) do you find technology at Clayton State University?

- Good overall. Screen reader issues with S.W.A.N. portal

Do you have access to adequate training for the systems you utilize?

- Yes – for frequently used systems if it is available
- Sometimes must make part of performance evaluation to encourage training
- Incentive for training not associated with merit increases or promotion / morale
- Need more training on Banner and Crystal Reports
- Would help to have reports that identify students who are enrolled (ex. Library usage; employment - student assistant vs grad compliance issues; usage of Fitness Center)

Given current budgetary limitations, how do you think our technology dollars could be most wisely used?

- Strength and stability of wireless network and overall network performance
- A kiosk for student interaction (bursar, registrar, printing, etc.)
- Sharing of programs purchased across campus
- Increase IT support staff to keep up with current and future demands
- To attract highly qualified people, salaries must be comparable to the industry's salaries
- Cell phone blackout areas; if network/phones are down, cell phones inoperable in emergency

What do you think is good about technology at Clayton State?

- The HUB; Help Desk ticket documentation; immediate response
- The HUB is excellent, concept, global support to students, faculty, staff
- HUB analysts have great job opportunities
- Student perspective – technology is good; they graduate having computer skills the world expects
- Clayton State environment - students/faculty/staff can gain experience with computers/programs
- VPN works well

- Staff (OITS) support is great – they make it happen-take dream and make it a reality
- Financial Aid fax issue – would get a ream of paper faxes; now comes through digitally
- System sharing, data warehouse, integration - OITS staff assistance to Auxiliary Services
- Administrative Systems – brilliant, not enough of them – a concern, limited staff to provide support
- Not enough manpower resources – need more people to support technology
- OITS application development – must prioritize – what will make most impact (one vs. 6,000)
- CID staff
- Web – CMS project DNN migration has gone smoothly thus far
- Research of what other schools are doing; not easy to find things on other schools websites
- Good institutional web presence, accurate, easy to navigate, intuitive