CONCLUSION

The Integrated Technology Strategy (ITS) has been the organizing policy framework for the deployment and use of information technology in the CSU since 1996. The *Measures of Success* metrics were developed in 1999, the baseline data were presented in 2000, and this is the fourth report measuring progress against that baseline. This is an appropriate time to assess how well the ITS and MOS together are serving the CSU.

The Integrated Technology Strategy was adopted by the CSU Board of Trustees as the official policy framework for the system in 1996. Eight years later, it is still the model for evaluating how well the CSU is addressing the technology needs of students, faculty, and staff, and for developing new initiatives to take advantage of emerging technologies.

As a condition for funding the baseline telecommunications infrastructure, a prerequisite for achieving the ITS academic and administrative goals, the CSU and the legislature agreed in 1999 on a set of metrics for measuring the benefits of this investment. The reporting process will continue through 2008. The 2004 report is the fourth since the baseline year of 1999-2000, and marks the halfway point in the series. It is, therefore, a good time to take stock of how well the ITS framework is serving the technology needs of the CSU, and how the MOS contributes to understanding those needs.

One of the most impressive features of the ITS has been the involvement of CSU campus presidents in its planning and execution. A Technology Steering Committee (TSC), comprised of seven campus presidents and two system executive vice chancellors, has met every month since its inception in 1993 to plan and revise the ITS process. This degree of collaborative presidential leadership in information technology is a rare occurrence in higher education, and it has placed technology near the center of the policy agenda of the CSU system.

The ITS-MOS experience to date has nurtured a “culture of evidence” throughout the system. Through investments in annual campus, student, faculty, and staff surveys, the CSU has become one of the most data-rich systems of higher education in the nation, and is now in a position to track longitudinal changes at the institutional and individual levels. All of this has contributed to meeting the public accountability challenge required by the state’s support of information technology.

The dynamic nature of the ITS is evident in the decision last year by campus presidents to launch four new systemwide initiatives in academic technology, even as the initial initiatives demonstrate continuing growth in scope and quality. New initiatives move into the ITS framework as others move out once they have fully achieved their goals and become institutionalized.

In the administrative arena, the CSU is more than halfway through implementation of the largest ERP in higher education in the nation. Fully 17 campuses have begun or completed implementation of the financial systems module in the Common Management System, 21 have begun or completed implementation of the human resource module, and eight have begun or completed implementation of the student administration module.

The technology infrastructure buildout on the campuses is continuing on course. The goal of achieving a minimum baseline level of hardware and software resources, network connectivity, and user training and support will ensure that all students, faculty, and staff in the CSU have adequate access to technology resources. Achieving that baseline will help to reduce long-standing inequities among campuses in the system.

The user surveys and campus data show that the demand for access to technology resources is growing unabated. Development of a baseline infrastructure capability will provide equipment and connectivity to satisfy that user demand. The implementation of a common administrative system promises greater efficiencies in meeting operational data requirements. Integration of technology into the institution’s core mission holds the potential for transforming the teaching and learning process by making it more accessible and convenient.

As the state’s population continues to grow, together with the need for college-trained workers, so too do the pressures on the CSU physical plant. A robust telecommunications infrastructure provided through the ITS can support high-speed, interactive applications for learning and teaching. This infrastructure enables more extensive use of distributed and online learning to serve greater numbers of students more cost effectively. However, there is a disconnect between student and faculty perceptions about the importance of “anytime, anyplace” online learning.

There remains a paucity of online and distance learning activity in the CSU and, consequently, little movement toward displacing existing physical space to accommodate new enrollments.

On balance, the MOS series documents the pervasiveness and importance of information technology in the CSU. The data show that in almost all of the reporting categories technology has had a generally positive influence, sometimes dramatically so. The MOS has also validated the ITS framework and its initiative approach; to that extent, the MOS has been a valuable addition to the overall ITS process.