California State University, Sacramento
Strategic Plan for Information Technology
June, 2012

2012 Annual Review of the Plan

This 2012 revision of our Strategic Plan for Information Technology begins the process of Redefining the Possible for the use of IT on our campus. This version comprises substantial changes based upon: 1) dramatic drops in CSU and campus funding; 2) major constraints imposed upon both our strategic and operational campus planning; 3) the 2012 Annual Progress Report on the Strategic Plan for Information Technology (www.csus.edu/itprogress); and 4) input from the Academic Information Technology Strategic Goals approved by the Faculty Senate in April, 2012.

Strategic Planning for the University & Planning for Information Technology

“At the state level, the years now in view will be a time characterized by population growth and demographic change, rapidly changing technologies, and workforce transition....And these years will be a time of sweeping change for all of higher education, as technology will continue to expand capacity to meet new populations and to change traditional ways of doing the work of teaching, research, and service.”¹

This statement from Access to Excellence, the 2008 California State University long-range strategic plan, highlights the critical role played by technology as part of both the context and solution for the strategic needs of the University. Sacramento State’s institutional Strategic Plan² itself begins by noting rapid global technological change as one of the four major contextual forces affecting our campus, while the university’s strategic vision statement highlights the critical importance of utilizing ‘the best in teaching and learning technology’ for our faculty and students.

Keeping pace with these rapid and growing changes in technology, coupled with the critical need to keep pace with use of technology to enhance the teaching and learning mission of the university, is inherently challenging. The ongoing California budget crisis, resulting in at least three years of steady decline in resources for the campus, has added substantially to this challenge. These continued and deepening fiscal challenges simply will not allow us to continue ‘business as usual’ in the way we utilize information technology. As stated by President Gonzalez in his spring, 2012 Address:

“To Redefine the Possible, we must Do the Unexpected. Our work to create a university for the 21st century will require a major commitment to looking beyond the limitations we now perceive. We must not look just at how we can improve, but how we can re-invent ourselves in the
name of improvement….I believe we are at the precipice of rapid change.”

These substantial challenges will thus make it necessary for us all to plan together strategically to ensure we use information technology in creative, cost-effective, and transformative ways. This reassessment of how we use information technology is required for us to maintain essential IT services, respond to increasing demand for those services, and allow us to continue to meet essential educational needs in a time of declining resources.

Background
Sacramento State created its first strategic plan for the use of information technology in 2009, responding to the fact that IT was increasingly perceived as critical to the strategic mission of the university. That original 2009 plan also included a comprehensive review of the closure of gaps identified in the 2008-2009 Information Technology Gap Analysis. In early 2011, the first Progress Report On Information Technology was completed, reviewing the first two years of accomplishment in campus use of IT and resulting in minor revisions to the Plan. A second Progress Report on IT was just completed in mid-2012, providing a catalyst for this major revision of the Strategic Plan for Information Technology. This 2012 version of the Plan specifically factors in the dramatic changes of the last two years of the Great Recession and sets the stage for responding to President Gonzalez’ Redefine the Possible initiatives and our continuing fiscal challenges. For a complete review of all the background planning documents noted, please see www.csus.edu/itplan.

As with the original IT strategic plan, this major revision begins with statements of mission, vision, and a core set of principles and values for use of campus information technology. This is followed by a review of the perceived strengths and weaknesses of our utilization of information, as recently updated by the IT Steering Committee. The core of this document then defines a set of fifteen broad strategic goals for information technology, with each such goal comprising a set of more specific objectives.

Mission, Vision, and Core Values

Our Information Technology Mission
California State University, Sacramento will use its information technology resources for furtherance of the university’s strategic mission, ensuring a continual focus on support of access to education, excellence in teaching and learning, student success, and cost-effective administrative services.
Our Vision for Information Technology
Sacramento State will be known throughout the CSU system, and increasingly throughout the nation, both for its effective use of information technology in support of student success and for improvement of the efficiency and cost-effectiveness of its educational and business processes.

- We will be known for our effective and collaborative planning for use of information technology resources for the learning, retention, and graduation of our students, as well as for use of technology for enhancement of both excellence in teaching and learning and faculty/student scholarship.

- We will increasingly provide the best in teaching and learning technologies to our faculty and students, both in and outside our classrooms, and will also provide the support and training required for comfortable and effective use of those technologies.

- We will continuously assess our use of information technology resources and will thereby adapt those resources to meet the changing needs of our campus, our state and our student, faculty, staff, and auxiliary populations.

- Sacramento State will be recognized for its efficient and effective use and support of technology for the improvement of services for its students, prospective students, faculty, staff, and community.

- We will shift our emphasis from merely managing IT hardware and services to facilitating analysis of information and its effective use for decision-making.

Core Values for Information Technology
In 2008, the Information Technology Steering Committee conducted a campus-wide survey regarding values for information technology\(^4\), to assist in development of the following statement of core values. In order to prevent those values from being mere platitudes, the Committee also developed a set of related actions to define what Sacramento State will do as a result of holding these values. These initial values and actions were reviewed by the Steering Committee and minor revisions made in 2012.

<table>
<thead>
<tr>
<th>We Value...</th>
<th>We Will Therefore...</th>
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<tbody>
<tr>
<td>...using information technology to solve educational problems, not just using technology for its own sake.</td>
<td>...focus on proven uses of technology, where evidence gives us confidence the technology is likely to solve our strategic educational problems.</td>
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<tr>
<td>...focusing our information technology resources on the primary mission of the...</td>
<td>...consistently use our IT resources to support excellence in teaching, student success in learning, and research.</td>
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<td>...strategic planning and being supportive of institutional strategic goals.</td>
<td>...focus our resources on the key shared goals of improving student success/retention/graduation, evidence-based decision-making, and improvement of campus-wide communications and engagement.</td>
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<tr>
<td>...providing effective and efficient campus administrative technology.</td>
<td>...work together to both identify inefficiencies and to find more effective means to meet the needs of our students, faculty, and staff.</td>
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<tr>
<td>...working collaboratively to promote increased efficiency and effectiveness.</td>
<td>...carefully coordinate our resource planning for information technology campus-wide, in order to avoid unnecessary duplication and cost and improve efficiency and effectiveness of services.</td>
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<tr>
<td>...effective customer service in the provision of information technology to our campus.</td>
<td>...make it easy for faculty, staff and students to understand and use information technology, while being attentive and responsive to user needs.</td>
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<tr>
<td>...use of information technology to enhance communications campus-wide.</td>
<td>...enhance the email, web, learning management, portal and related services that are needed to improve campus-wide engagement.</td>
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<tr>
<td>...inclusiveness in IT planning.</td>
<td>...plan collaboratively in a coordinated team approach, seeking input from students, faculty, and staff, providing timely notification of pending changes and impacts, and valuing careful listening to feedback.</td>
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<tr>
<td>...equitable minimum standards for all in the availability of information technology resources.</td>
<td>...work together to ensure there are not have and have-nots on our campus in the availability of essential IT resources.</td>
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<tr>
<td>...providing accessibility to information technology services.</td>
<td>...provide equally effective access to all campus users of information technology by effectively implementing Accessible Technology Initiative goals for Instructional Materials, Web Development, and Procurement.</td>
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<tr>
<td>...protecting the confidentiality, security, and privacy of the information entrusted to us.</td>
<td>...implement information security and privacy policies that will protect the privacy and confidential data of our faculty, staff, and students, while at the same time promoting ease-of-use and needed flexibility.</td>
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<tr>
<td>...use of effective methods of assessment for continuous improvement.</td>
<td>...develop methods for assessing satisfaction with IT services, while also using customer feedback to continuously improve IT services.</td>
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Evaluating Our Strengths and Weaknesses

Effective strategic planning is dependent on a clear understanding of the context in which such planning occurs, including an honest evaluation of our strengths and weaknesses in regard to utilization of information technology. In 2008, the IT Steering Committee conducted a campus-wide survey of faculty and staff at Sacramento State to define perceived strengths and weaknesses for information technology. A complete review of those 2008 strengths and weaknesses can be found at the [www.csus.edu/itsurveys](http://www.csus.edu/itsurveys) website, including a complete listing of specific comments provided by faculty and staff. Key strengths of information technology identified by faculty and staff in the 2008 survey that are still perceived by the IT Steering Committee as clear strengths today include:

- The campus recognizes the pivotal role played by information technology
- Our student body is strongly interested in using information technology to improve learning
- Our faculty is widely interested in using technology for teaching and learning
- The campus has high quality IT staff, provides good localized IT support, and recognizes the need to use IT for unique local needs
- The campus is working to make technology accessible for all

‘Growing strengths’ of IT identified in 2008 have since developed into outright strengths in 2012. These include:

- The use of technology to communicate a campus identity
- Campus use of technology to improve our business processes
- The use of technology to manage data for program assessment and improvement, and
- Improved information security for protecting the privacy of our confidential data.

In its 2012 review, the IT Steering Committee identified the following potential new strengths of information technology at Sacramento State, based on progress made in meeting the goals of the original Strategic Plan for IT:

- The use of data for evidence-based decision-making
- Strengthened core IT services that are available equitably to all
- The achievement of savings in the cost of core IT services
- Improved sharing of IT services with other CSU campuses
- Enhanced anytime and anyplace access to IT for students, faculty and staff
- A collaborative and comprehensive IT project planning process
- Strengthened one-stop support through a campus-wide Service Desk
There were also six key perceived weaknesses of information technology at Sacramento State identified in 2008. A widely perceived and primary weakness was “Little previous planning for IT and little coordination and collaboration in that planning, with no clear focus on IT outcomes.” This Strategic Plan for Information Technology, plus the Gap Analysis, two progress reports, and two comprehensive reviews of the Strategic Plan for IT represent significant improvement in those planning processes.

A second significant weakness was identified as “Communication about IT was lacking on campus and there was a resulting lack of awareness about information technology services, with many on campus not knowing where to go for IT help.” While satisfaction with improved IT communications has not been specifically measured, the IT Steering Committee recognizes that major improvements have been made in both the quantity and quality of communications to the campus regarding information technology. These advancements are covered in detail in the 2012 Progress Report On IT, found at www.csus.edu/itprogress.

There was also concern in 2008 that information technology was too focused on the technical and that “IT resources were not aligned with pedagogy, including inadequate technology and support in classrooms, and undersized student technology facilities.” Although there is still much to be done, this plan itself emphasizes the critical importance of focusing our technology resources on improving teaching and learning, including specific emphases on improvement of learning spaces and student technology. Additional information on correction of these previous weaknesses is found in the two campus progress reports on information technology.

One final previous weakness that has received significant attention over the last two years has been the perception that “IT resources were not adequately aligned with constituent needs.” Annual surveys of the information technology needs of our faculty, student and staff constituencies – as well as comprehensive attention to and follow-up to those surveys – has resulted in a much better understanding of the campus need for IT resources. Improved knowledge of constituent needs has also been provided by robust attention to the involvement of various constituencies in the entire IT project planning process.

Two of the weaknesses identified in the 2008 SWOT analysis remain relative weaknesses today. The first of these is “Inadequate planning for replacement of IT equipment and weak processes for acquisition of IT hardware and software.” Planning on this issue has actually improved markedly, in that a) a comprehensive campus-wide computer replacement plan was developed by IRT; b) annual bulk buys of computers have occurred, and c) all IT acquisitions over $2,500 in value are now reviewed under the Accessible Technology Initiative. But despite these improvements in planning, the cost of campus-wide IT equipment purchases continues to rise and many purchases of IT hardware and software still occur independently, without regard to long-term and short-term costs and consequences for the campus.

The second weakness that seems to persist is the issue of “Insufficient attention to diverse local IT needs, possibly due to spotty and inequitable distribution of IT
resources.” The 2008 SWOT survey identified a markedly dichotomous view of local IT support, wherein some areas of campus were extremely satisfied with local IT support and other areas were extremely dissatisfied. Surveys both this year and last year clearly show that these divergent viewpoints on local IT support persist and may even have accelerated due to declining (but variable) financial and staffing resources. An unfortunate, but related reality of the last two years is that it’s increasingly difficult to support localized, experimental, and innovative uses of information technology at a time when there aren’t enough resources for even basic IT needs.

Finally, the Vice President & Chief Information Officer has identified the following new weaknesses in the use of IT at Sacramento State:

- Significant disparities in management and control of IT spending, policy, and planning across the institution.
- Limited progress in development of online learning programs, relative to the goals of the campus and the Cal State Online initiative.

The IT Steering Committee has recommended that a new SWOT analysis be conducted over the coming year, to verify the above perceptions about changes in IT strengths and weaknesses.

A variety of documents detailing information the IT Steering Committee reviewed in revising the Strategic Plan for IT can be found at www.csus.edu/itplan.

**Strategic Goals for Information Technology At Sacramento State**

The primary purpose of our strategic planning is to identify and prioritize a key set of strategic IT goals, as well as clear objectives related to each such goal. The resulting fifteen strategic goals listed below are not intended to address all the possible applications of information technology on campus. They are rather intended to identify the IT priorities that are most likely to either leverage the current strengths of information technology or address extant weaknesses that are exceptionally threatening. Clearly, a new aspect of the planning process that affects our review in 2012 is the stark environmental threat presented by California’s dire budget situation.

I. **A Focus on Teaching and Learning and the Student Experience**

   “The highest and best use of academic technology is to help faculty provide a quality education that focuses on the student and enables the learning, teaching, research, and creative scholarship that quality education requires.”

   “Priority should be given to projects with clearly defined benefits for the faculty/student learning and teaching environment.”

The above planning principles cited by the CSU-wide Academic Technology Planning Committee and Information Technology Advisory Council (ITAC) in 2005 are still valid
today and summarize the first major tenet of strategic planning for information technology. That is, information technology should be effectively integrated with pedagogy to promote excellence in teaching and learning and the quality of the student experience. Key strategic goals for information technology in these two critical sub-categories are listed below.

**Excellence In Teaching and Learning**

1) **An ongoing process will be implemented to identify, prioritize, and address academic technology needs at all levels**
   
   a. Annual surveys and other methods for collecting data from faculty, staff and students will be utilized to determine the needs and uses of academic technology, with those data used to proactively adapt and improve technology services and clearly communicate results to the campus.
   
   b. Metrics for the regular assessment of the satisfaction and effectiveness of academic technology services will be built into annual surveys and the results clearly reported campus-wide.
   
   c. Needs assessments will include consideration of faculty and student needs for experimental and innovative uses of information technology to enhance teaching and learning.

2) **A reliable, scalable, and well supported system for delivery of educational resources and tools will be provided**
   
   a. We will facilitate enhanced use of our campus-wide learning management system, will periodically evaluate the need for additional or changed features for teaching and learning, and will add enhancements for mobility, group communications, and more flexible access to both learning materials and teaching methods.
   
   b. We will provide our faculty and students with anytime and anyplace access to personal files, class files, shared files, instructional and learning materials, and related resources.
   
   c. The campus will enhance its use of online learning to improve student success and time-to-degree, by using technology in support of hybrid and fully online approaches to teaching and learning.
   
   d. The campus will provide technologies for use of accessible repositories of local digital content for instruction, learning, and scholarship.
   
   e. Technology tools, services and training will be provided to faculty and students for the use of universal design principles for the preparation and use of technology-based teaching materials, web content, and learning resources.
f. Technology tools will be provided to faculty and students that support research and scholarship.

3) Effective teaching and learning spaces will be created for both students and faculty, with particular attention to the effective and flexible use of academic technology in classrooms, computer labs, and informal learning spaces

a. A five year plan will be developed for the design, maintenance, support, and refresh of technology-assisted learning spaces that are easy-to-use, support multiple modes of teaching, enhance interaction with and between students, and encourage productive student learning.
b. A five year plan for the provision of effective computer lab resources for faculty and students will be developed, including consideration of discipline-specific needs. Computer lab planning will strive to balance the availability of lab space for instruction, testing, and student study.
c. Virtualization of computer lab and classroom hardware and software will be planned and implemented, to both reduce costs and increase anytime/anyplace access.
d. All plans for new and renovated buildings and spaces will include plans for incorporation of enhanced teaching and learning technologies and spaces.
e. A related plan will be developed for the provision of informal student learning spaces outside formal classrooms and labs.

4) A distributed and connected system of instructional technology support shall be created based on recognized best practices, with coordination of services both centrally and with campus units

a. Support and training for faculty use of technology for teaching, including use of new and innovative technologies, will flexibly meet faculty needs identified in annual surveys.
b. Support and training for student use of technology for learning will be designed to flexibly meet student needs identified in annual surveys, with special attention to development of services through the Student Technology Center.
c. The Service Desk will provide a single place for faculty, staff and students to be connected with seamless services from both institutional and local IT support.
d. Policies and guidelines for use and support of privately purchased computer devices with essential or required university services will be developed.

Quality of the Student Experience
“Reared in a digital age, many of today’s students have an approach to learning that differs dramatically from norms of even ten years ago.”

“The Integrated Technology Strategy is not about technology for its own sake. It’s about using technology to enhance access and success for students in attaining their educational goals, to support the quality of the teaching and learning experience and to augment the overall student experience and support them in achieving educational goals.”

5) An ongoing process will be implemented to identify, prioritize, and address student technology needs at all levels

a. Annual surveys and other methods for collecting data from students and faculty regarding student technology needs will be utilized and plans developed for translating those needs into effective IT services. The university will participate in the Educause annual survey of undergraduate student IT use and base follow-up surveys on the results of that survey.

b. Plans for addressing needs identified in annual surveys will be developed on an annual basis and those plans communicated to students.

c. Student satisfaction with the administrative processes they use on campus will be assessed annually and plans developed to improve those processes based on student needs.

d. Metrics for assessment of the satisfaction and effectiveness of student technology services will be built into surveys and the results clearly communicated.

e. Needs assessments will include identification of student needs for experimental and innovative uses of information technology to enhance both learning and student life.

6) We will provide technology services to students that support student learning, retention and graduation

a. We will develop information technology services to enhance student learning, retention and graduation rates, with emphasis on implementation of robust degree planning tools.

b. We will work across divisions to develop IT services to enhance student advising, orientation, registration, financial aid, fee payment, career and other student support services.

c. Services will be developed to support effective student use of computer labs, classrooms, and other spaces for learning.

d. Students will be provided with enhanced access to both general use and discipline-specific software for learning.
e. Increased training opportunities will be provided to support student use of technology for learning.

7) Improve communications and collaboration between faculty, staff and students both within and beyond the classroom
   a. Targeted messaging for students, faculty and staff will continue to be enhanced, with special emphasis on communications related to both teaching and learning and student life.
   b. The My Sac State web portal will be continually enhanced to provide one-stop access to priority academic and student life resources needed by our students and faculty.
   c. We will regularly evaluate student needs for use of a variety of tools and technologies for campus communications to ensure we are meeting varied student communication styles and providing interactive, mobile, group-oriented, and individualized messaging services.
   d. Coordinated campus calendars will be provided online, with information available on both academic and co-curricular activities.

8) Provide increased access to technology resources for all students anytime and anyplace
   a. Students should have access to instructional materials, personal files, email, learning management systems, collaborative and social tools, and other learning resources on a 24/7/365 basis and accessible globally.
   b. Campus information technology resources for students should integrate with popular social networking and cloud services and support student learning in appropriate ways across the breadth of the student experience, including co-curricular student life activities.

II. Ensure Further Alignment With Our Campus-wide Strategic Goals

“The question here no longer concerns if information technology has a role to play in campus conversations and public discussions about assessment and outcomes. Rather, the issue before us...concerns when college and university IT leaders will assume an active role, a leadership role...bringing IT resources and expertise – bringing data, information, and insight – to... critical planning and policy discussions....”

“Our ability to accomplish campus goals and to meet our many challenges rests upon our ability to identify and solve problems collectively, to strengthen our shared values as a community.[A key component of this process is our effort to] implement effective communication channels across all levels of the campus.”
“The ITS vision ... is to produce an integrated electronic environment that enables all CSU students, faculty, and staff to communicate with one another and to interact with information resources from anyplace, to anyplace, at anytime.”

This second category of goals focuses on the key campus strategic goals of enhancing the use of data for evidence-based decision-making and communicating campus goals more effectively to create a common understanding.

9) **Technology tools and resources will be effectively deployed to support evidence-based decision-making with a focus on the improvement of student learning, retention, and graduation.**

   a. The collection, organization, reporting, analysis and use of data required for decision-making related to student success will be a top priority. Particular attention should be given to use of data in support of degree planning, curricular planning, class scheduling, and student advising.

   b. Training and support will be provided for the effective use of data for decision-making by faculty, staff, and students related to student success initiatives.

   c. Data and tools to facilitate students’ easy self-management of academic planning will be provided.

   d. Data services will be provided that facilitate more seamless pathways between high schools, community colleges, and Sacramento State.

10) **Information technology tools and resources will be provided to support evidence-based decision-making with a focus on enhancement of key campus business processes to improve student, faculty, and staff services.**

   a. The collection, organization, reporting, analysis and use of data required for decision-making related to campus management, business process analysis and redesign, and program planning will be a priority. Special emphasis will be placed on enhancement of financial processes, procurement, budgeting, financial aid, human resources, advancement and related functions.

   b. Tools, training, and support will be provided for the development of business process analysis, workflow enhancement, and online self-help services.

11) **Sacramento State’s information technology resources will be used to improve campus-wide communication and engagement**

   a. A campus communications dashboard will be deployed to allow for consolidated management of email, text, instant messaging, telephone, web, digital signage, network notification, public address, and emergency
beacon messaging. Special provisions will be made for use of the dashboard for campus emergency notification.

b. Web content management tools, web navigation enhancements, staff expertise, training, and web templates will be provided and coordinated campus-wide to ensure equitable and effective access to enhanced web communications and information security.

c. The My Sac State web portals will be enhanced to facilitate targeted communications to students, faculty, and staff. Customized versions of My Sac State will be targeted at applicants and alumni.

d. A backup campus web site will be created to provide continuing web services in the event of a disaster or emergency.

III. Efficient and Effective Use of IT Resources

“In many ways, academic transformation amounts to a new institutional culture and ethic – one that appreciates the importance of convenience and time, that accepts the irrelevance of place, and that is prepared to embrace the values of efficiency, productivity, accountability, incentives, merit, [and] competition in the institutional process.”

“We need to invest resources in projects and programs that anticipate the future needs of the state and our students.”

“There is considerable duplication of effort across ... campuses. The duplication is costly. ... A common definition of shared services is the provision of a service in one part of an organization instead of providing that service in more than one part of the organization. The move to shared service centers is taking hold in higher education.”

In a time of declining resources, Information technology tools and services are increasingly essential to the ability of our campus to deliver academic and administrative services to students, faculty, and staff. Demand for information technology continues to grow rapidly, with all segments of the campus community both increasing adoption of current tools and pressing for access to new IT services. As budget cuts continue to constrict our resources, many are turning for solutions in online, automated, and self-help tools that are based on access to advanced information technology resources. Given this continued strong growth in the demand for information technology, it’s therefore imperative that our strategic goals ensure that we:

12) Implement a sustainable, campus-wide planning, management, and funding model for information technology.

   a. Planning, policies, and budgeting for information technology should be coordinated at the institutional level for all university funding sources to
ensure alignment with strategic planning, the minimum amount of duplication and the greatest efficiency in the use of limited resources.

b. Procurement of all information technology resources should be coordinated at the institutional level to ensure the lowest possible acquisition and life-cycle costs. Consultation with users should ensure that specialized needs are appropriately met.

c. Essential IT infrastructure should continue to be funded with dedicated institutional funds, including needed refresh of such infrastructure. ‘Essential infrastructure’ comprises classroom technology, campus-wide computer labs, essential academic and administrative software, the data center, network, information security, and telecommunications.

d. All computer device planning should consider use of virtual computing and cloud technology, to both reduce costs and enhance anytime/anyplace use.

e. General access student computer labs should continue to be funded and refreshed with dedicated all-university funds. A plan should be developed for ongoing support of discipline computer labs, including consideration of flexible options to meet varied discipline needs.

f. An institutional plan should be developed to support the personal computing devices of university employees, as well as university software used on those devices, when those personal devices are required for university work.

g. IT management, staffing, and training resources should be coordinated campus-wide to ensure alignment with both campus strategic goals and with CSU, peer, and Educause standards.

13) **Develop and take advantage of shared IT services with other CSU campuses to reduce costs, enhance revenue, and improve services.**

   a. Plan to take advantage of cost savings, efficiencies and revenue generation possible through shared CSU IT services for data centers, information security, network operations, and other applicable IT services.

   b. Take advantage of shared CSU procurement services for acquisition of IT hardware and software.

   c. Collaborate with other CSU campuses to develop shared services and cost reduction models for CMS/PeopleSoft and other software applications.

14) **Create a seamless CSU-wide experience for users of our campus information technology by providing network, web, and account processes that are ubiquitous, easy-to-use, based on accepted best practices, and not limited by organizational boundaries.**
a. Increase access to all CSU and campus information technology resources for faculty, staff and students through the use of a single sign-on secure user account and a single seamless network.

b. Provide seamless transitions in the use of IT resources for new and departing students, faculty, and staff through development of enhanced identity management services.

c. Use technology to create seamless connections between CSU campuses, community colleges, high schools, and Sacramento State, including special attention to admissions and transfer articulation.

d. Emphasize ease-of-use, self-help, automation, and minimal user entry costs in the development of all IT services.

15) Provide shared campus IT services that take advantage of best practices, economies of scale and standardization, while also providing tools for local management of those IT services.

a. Provide institutional virtual server and virtual application management services, including provisions for local management of such institutional resources.

b. Provide enterprise-quality storage systems and processes with robust security and backup services for faculty, staff and students, including access to management tools for local use.

c. Reduce costs and improve efficiency, effectiveness, and service levels through institutional coordination of desktop support services, ensuring the ability to meet both institutional and local needs.

d. Campus use of campus, CSU, and national cloud services should be continually evaluated for adoption by the campus, whenever this will reduce costs and provide equal or better IT services.

e. Provide information security services that ensure the privacy and confidentiality of campus information, emphasize education and training, and balance security with ease-of-use.

f. Equal access to and use of technology will be provided to all faculty, students, and staff in accordance with federal Section 508 and CSU Accessible Technology Initiative policies and regulations.

Conclusion

A strategic plan should be a living document, subject to review and revision on an ongoing basis. This current plan thus reflects the latest thinking of the Information Technology Steering Committee, based on its latest comprehensive review of the plan and related documents during 2012. Input from the campus on both the plan and its
implementation is always welcome and can be provided at any time by emailing to itfeedback@csus.edu.

1 Board of Trustees of the California State University, “Access to Excellence, A Strategic Plan for the California State University” (Long Beach, CA, May, 2008), p. 5. http://www.calstate.edu/accessoexcellence/


3 See http://www.csus.edu/sacstatenews/Articles/2012/01/documents/01_19_2012_Spring%20Address.pdf, Spring Address, President Alexander Gonzalez.

4 See http://www.csus.edu/irt/strategicplanning/surveys.stm


8 Access to Excellence, P. 17.


12 Reed, p. 4.


14 Board of Trustees of the California State University, Committee on Finance, “Revenue Enhancement and Cost Reduction Strategies,” (Information Item, Presentation By Benjamin F. Quillian, Executive Vice Chancellor and Chief Financial Officer and Ephraim P. Smith, Executive Vice Chancellor and Chief Academic Officer, May 7-9, 2012, p. 2.

15 Board of Trustees, Committee On Finance, p.2.