



You are here: [My Surveys](#) > [CIO TSP survey](#) > View Summary

View Summary

[« Back to menu](#)

The survey has **1** entries. [Show details of all entries](#)

Technology Strategic Planning Survey

Chief Information Officer

The University Technology Strategic Planning Committee has been charged with developing a plan, implemented over five years, that utilizes technology and modern instructional practices to assist the University and its schools in achieving their stated mission and goals. To develop this plan, the Committee requests your responses to the following survey.

Please assist the Committee by responding to each item on the following survey, which is broken into 11 sections. The Committee thanks you for your time and efforts.

Administrative Processes and Operations

Describe your current electronic student information system:

- (0%) We do not have a student information system.
- (0%) Student information is maintained and available only in the registrar's office.
- (0%) Student information is maintained and available only in the registrar's and administrative staff offices.
- (100%) [Student information is maintained and available to every person who needs and is authorized to access it.](#)
- (0%) *no answer*

How does the current student information system compare with benchmark data?

- (0%) Below average
- (0%) Average
- (100%) [Above average](#)
- (0%) Not applicable
- (0%) *no answer*

How could the student information system be improved?

1 response [view this question](#) [view all questions](#)

Electronic voicemail messaging systems in this university are:

- (100%) [Not readily available](#)
- (0%) Available but not widely used
- (0%) Available, widely used, but haven't replaced older forms of communication
- (0%) Available, widely used, and have largely replaced older forms of communication
- (0%) *no answer*

Electronic e-mail messaging in this university are:

- (0%) Not readily available
- (0%) Available but not widely used
- (100%) [Available, widely used, but haven't replaced older forms of communication](#)
- (0%) Available, widely used, and have largely replaced older forms of communication
- (0%) *no answer*

How do the current messaging systems compare with benchmark data?

- (0%) Below average
- (0%) Average
- (100%) [Above average](#)
- (0%) Not applicable
- (0%) *no answer*

In this university, how many of the processes that might benefit from conversion from paper to electronic formats have been converted?

- (0%) None
- (100%) [Some*](#)
- (0%) Most*
- (0%) All
- (100%) [*Please identify those processes](#)

Which statement best describes the university's integration of databases and information systems?

- (0%) There is no electronic storage of information.
- (0%) Information is stored electronically but often needs to be entered in different databases.
- (0%) There is a central database in our information system, but there are other databases that are not integrated.
- (100%) [All data systems are integrated. Information is entered into the system once and is then available for all legitimate purposes.](#)
- (0%) I do not know.
- (0%) *no answer*

How does the current integration of databases and information systems compare with benchmark data?

- (0%) Below average
- (0%) Average
- (100%) [Above average](#)
- (0%) Not applicable
- (0%) *no answer*

Connectivity**Rate the quality of Internet access at the university:**

- (0%) We do not have Internet access.

- (0%) We have access, but it is consistently slow or unreliable.
- (100%) [Access is usually adequate with some slowdowns.](#)
- (0%) Access is excellent.
- (0%) *no answer*

What is the speed of the Internet connection for a typical building on the campus?
1 response [view this question](#) [view all questions](#)

How does this compare with benchmark data?

- (0%) Below average
- (100%) [Average](#)
- (0%) Above average
- (0%) Not applicable
- (0%) *no answer*

What is the speed of the local area network within most university offices and classrooms on the historic campus?

- (0%) We do not have a local area network.
- (0%) < 10 megabits (less than Ethernet speeds)
- (0%) 10 megabits
- (100%) [100 megabits](#)
- (0%) > 100 megabits
- (0%) *no answer*

How does this compare with benchmark data?

- (0%) Below average
- (100%) [Average](#)
- (0%) Above average
- (0%) Not applicable
- (0%) *no answer*

What is the speed of the local area network within most university offices and classrooms on the law campus?

- (0%) We do not have a local area network.
- (0%) < 10 megabits (less than Ethernet speeds)
- (0%) 10 megabits
- (100%) [100 megabits](#)
- (0%) > 100 megabits
- (0%) *no answer*

How does this compare with benchmark data?

- (0%) Below average
- (100%) [Average](#)
- (0%) Above average

(0%) Not applicable

(0%) *no answer*

What are your recommendations for improving the LAN?

1 response [view this question](#) [view all questions](#)

What is the speed of your university's wide area network?

1 response [view this question](#) [view all questions](#)

How does this compare with benchmark data?

(0%) Below average

(100%) [Average](#)

(0%) Above average

(0%) Not applicable

(0%) *no answer*

What are your recommendations for improving the WAN?

1 response [view this question](#) [view all questions](#)

In what percentage of classrooms is network access available?

(0%) 0%

(0%) 1-25%

(0%) 26-50%

(0%) 51-75%

(100%) [76-100%](#)

(0%) *no answer*

How does this compare with benchmark data?

(0%) Below average

(0%) Average

(100%) [Above average](#)

(0%) Not applicable

(0%) *no answer*

Technical Support

Does your university have a full-time network support person?

(100%) [No](#)

(0%) Yes; However, he or she has additional duties that take 50% or more of his/her time away from network support

(0%) Yes; However, he or she has additional duties that take 25 -50% of his/her time away from network support

(0%) Yes; He or she devotes more than 75% of his/her time to network support

(0%) *no answer*

Technical support systems are considered proactive when they constantly assess users needs and

redesign themselves to be more responsive to those needs. How proactive is your technology support system?

- (0%) We do not have a technology support system.
- (0%) Not proactive
- (100%) [Somewhat proactive](#)
- (0%) Extremely proactive
- (0%) *no answer*

What is the ratio of hardware support staff to computers in your university?

1 response [view this question](#) [view all questions](#)

How does the ratio of hardware support staff to computers compare with benchmark data?

- (100%) [Below average](#)
- (0%) Average
- (0%) Above average
- (0%) Not applicable
- (0%) *no answer*

How many additional people (full time equivalents) do you feel would be required to give your district an excellent level of technical support for technology?

1 response [view this question](#) [view all questions](#)

In your university, how long does it take to get a failed computer repaired?

- (0%) Within minutes
- (0%) Within hours*
- (100%) [Within days*](#)
- (0%) Within weeks*
- (0%) Unpredictable*
- (100%) [*How could this be improved?](#)

In your university, how long does it take to get help when there is a software problem?

- (0%) Within minutes
- (0%) Within hours*
- (100%) [Within days*](#)
- (0%) Within weeks*
- (0%) Unpredictable*
- (100%) [*How could this be improved?](#)

In your university, how long does it take to get network services restored when the network goes down?

- (0%) Within minutes
- (100%) [Within hours*](#)
- (0%) Within days*
- (0%) Within weeks*
- (0%) Unpredictable*

1 (100%) [*How could this be improved?](#)

In your university, how long does it take to get network services restored when the network goes down?

0 (0%) Within minutes

1 (100%) [Within hours*](#)

0 (0%) Within days*

0 (0%) Within weeks*

0 (0%) Unpredictable*

1 (100%) [*How could this be improved](#)

Rate the following technical support services in your university:

University telephone support services

1 (100%) [Inadequate*](#)

0 (0%) Barely adequate*

0 (0%) Adequate. Some room for future growth*

0 (0%) Completely adequate. Future growth well anticipated.

0 (0%) Don't know

1 (100%) [*How could this be improved?](#)

University video services, including videoconferencing (if available), digital video satellite, and broadcast services

0 (0%) Inadequate*

0 (0%) Barely adequate*

1 (100%) [Adequate. Some room for future growth*](#)

0 (0%) Completely adequate. Future growth well anticipated.

0 (0%) Don't know

1 (100%) [*How could this be improved?](#)

Hardware support and repair services, including computers and peripheral devices

0 (0%) Inadequate*

1 (100%) [Barely adequate*](#)

0 (0%) Adequate. Some room for future growth*

0 (0%) Completely adequate. Future growth well anticipated.

0 (0%) Don't know

1 (100%) [*How could this be improved?](#)

Network support services

0 (0%) Inadequate*

1 (100%) [Barely adequate*](#)

0 (0%) Adequate. Some room for future growth*

0 (0%) Completely adequate. Future growth well anticipated.

0 (0%) Don't know

1 (100%) [*How could this be improved?](#)

Software support services (e.g., workstation software installation, configuration, upkeep, user training, help desk, and troubleshooting)

0 (0%) Inadequate*

1 (100%) [Barely adequate*](#)

0 (0%) Adequate. Some room for future growth*

0 (0%) Completely adequate. Future growth well anticipated.

0 (0%) Don't know

1 (100%) [*How could this be improved?](#)

How many additional people (full time equivalents) do you feel would be required to give your university a "Completely Adequate" level of technical support for technology in all areas?

1 response [view this question](#) [view all questions](#)

What would each additional person do?

1 response [view this question](#) [view all questions](#)

Technology Resources

Does your network have security features such as user accounts, passwords, firewalls, etc.?

0 (0%) No

0 (0%) Yes, but I am not confident in the security.

0 (0%) Yes, and I am fairly confident in the security.

1 (100%) [Yes. I am completely confident in the security.](#)

0 (0%) no answer

How do your network security features compare with benchmark data?

0 (0%) Below average

0 (0%) Average

1 (100%) [Above average](#)

0 (0%) Not applicable

0 (0%) no answer

Educators have access to resources on the university Intranet.

0 (0%) No

0 (0%) Yes, within the school building only

1 (100%) [Yes, within the school and from home/away](#)

0 (0%) I don't know.

0 (0%) We do not have an Intranet.

0 (0%) no answer

Students have access to resources on the university Intranet.

0 (0%) No

0 (0%) Yes, within the school building only

- 1 (100%) [Yes, within the school and from home/away](#)
- 0 (0%) I don't know.
- 0 (0%) We do not have an Intranet.
- 0 (0%) *no answer*

Technology-Ready Facilities

In our university, the typical building design:

- 0 (0%) Creates constant barriers to technology use
- 0 (0%) Creates occasional barriers to technology use
- 1 (100%) [Is adequate for most current technology uses](#)
- 0 (0%) Accommodates virtually all current technologies throughout the building
- 0 (0%) Is visionary. All uses are accommodated and future uses are anticipated.
- 0 (0%) *no answer*

The organization of space in our buildings:

- 0 (0%) Frequently hinders our ability to execute the school's instructional strategies
- 1 (100%) [Occasionally hinders our ability to execute the school's instructional strategies](#)
- 0 (0%) Is adequate to execute the school's instructional strategies
- 0 (0%) Supports our ability to execute the school's instructional strategies and is ready for future innovation
- 0 (0%) *no answer*

How ready are buildings in your university for each of these technology concerns?

Availability and placement of electrical outlets

- 0 (0%) Inadequate*
- 1 (100%) [Barely adequate*](#)
- 0 (0%) Adequate. Some room for future growth*
- 0 (0%) Completely adequate. Future growth well anticipated.
- 0 (0%) Don't know
- 1 (100%) [*How could this be improved?](#)

Building designs that accommodate learning and use beyond the traditional work day by students and faculty (e.g., appropriate security systems, easy-to-use technology, automated systems for after-hours use, etc.)

- 0 (0%) Inadequate*
- 1 (100%) [Barely adequate*](#)
- 0 (0%) Adequate. Some room for future growth*
- 0 (0%) Completely adequate. Future growth well anticipated.
- 0 (0%) Don't know
- 1 (100%) [*How could this be improved?](#)

Cabling/bandwidth for voice, video, and data

- 0 (0%) Inadequate*
- 1 (100%) [Barely adequate*](#)
- 0 (0%) Adequate. Some room for future growth*
- 0 (0%) Completely adequate. Future growth well anticipated.
- 0 (0%) Don't know
- 1 (100%) [*How could this be improved?](#)

Heating, ventilation, and air conditioning system as needed for maximum technology use

- 1 (100%) [Inadequate*](#)
- 0 (0%) Barely adequate*
- 0 (0%) Adequate. Some room for future growth*
- 0 (0%) Completely adequate. Future growth well anticipated.
- 0 (0%) Don't know
- 1 (100%) [*How could this be improved?](#)

Load or amount of electricity available to your building

- 1 (100%) [Inadequate*](#)
- 0 (0%) Barely adequate*
- 0 (0%) Adequate. Some room for future growth*
- 0 (0%) Completely adequate. Future growth well anticipated.
- 0 (0%) Don't know
- 1 (100%) [*How could this be improved?](#)

Technology readiness of permanent furniture and office fixtures

- 1 (100%) [Inadequate*](#)
- 0 (0%) Barely adequate*
- 0 (0%) Adequate. Some room for future growth*
- 0 (0%) Completely adequate. Future growth well anticipated.
- 0 (0%) Don't know
- 1 (100%) [*How could this be improved?](#)

Comprehensive, Prioritized Funding**Funding for technology in my university is:**

- 1 (100%) [Provided almost exclusively through non-renewable sources like grants and one-time funds](#)
- 0 (0%) Provided through a balance of one-time and renewable funds
- 0 (0%) Provided almost exclusively through sustainable funding sources
- 0 (0%) Don't know
- 0 (0%) *no answer*

How does this compare with benchmark data?

- 1 response [view this question](#) [view all questions](#)

How well prepared to fund technology's total cost of ownership is your university?

- (100%) [Although funds have been made available for initial hardware, software, and professional development, there is no long-term plan for supporting technology.](#)
- (0%) Infrastructure and professional development are line items in the budget, but there is no comprehensive technology budgeting.
- (0%) The university has analyzed the total cost of ownership, including acquisition, replacement, support, training, connectivity, etc., and has begun to align revenue sources with identified costs.
- (0%) The university has a long-term plan for funding technology's total cost of ownership.
- (0%) Don't know
- (0%) no answer

How true is this statement? Discretionary funding is focused on high impact student technology use; grants and additional funds to support these projects are actively pursued.

- (0%) Not true
- (100%) [Slightly true](#)
- (0%) Mostly true
- (0%) True
- (0%) Does not apply
- (0%) Don't know
- (0%) no answer

Does your budget provide you with the financial resources and flexibility to provide the hardware, software, and support required by the administration, faculty, and staff?

- (100%) [No](#)
- (0%) Yes
- (0%) Not sure
- (0%) no answer

How does your budget compare with benchmark data?

- (100%) [Below average](#)
- (0%) Average
- (0%) Above average
- (0%) Not applicable
- (0%) no answer

Culture of Learning and Innovation**How is university policy used to reward innovation, both with and without technology?**

- (0%) University policy discourages innovation.
- (100%) [University policy allows some innovation.](#)
- (0%) The university uses funding, perks, and waivers to support and encourage innovation.
- (0%) no answer

In the culture that currently exists in our university, individual innovation is:

- (0%) Discouraged and not tolerated
- (0%) Tolerated
- (100%) [Supported but not rewarded](#)
- (0%) Rewarded
- (0%) *no answer*

Digital-Age Standards and Assessments

How true is each statement?

The university has established hardware standards aligned to the vision for technology.

- (0%) Not true
- (0%) Slightly true
- (100%) [Mostly true](#)
- (0%) True
- (0%) Does not apply
- (0%) Don't know
- (0%) *no answer*

The university has established network standards aligned to the vision for technology.

- (0%) Not true
- (0%) Slightly true
- (100%) [Mostly true](#)
- (0%) True
- (0%) Does not apply
- (0%) Don't know
- (0%) *no answer*

Systems Thinking and Process Reengineering

< td>

How are expectations for technology use communicated to educators in your university?

- (0%) There are no expectations for how educators will use technology.
- (100%) [Educators are generally aware that they are expected to use technology, but administrators either don't monitor use or that use is not a criterion for performance reviews or evaluations.](#)
- (0%) Educators are expected to use technology, and this use is recognized, although not formally.
- (0%) Effective technology use is monitored and is a criterion for performance reviews or evaluations.
- (0%) I don't know.
- (0%) *no answer*

How does your university review administrative practices that affect how well technology advances student learning?

- (100%) [We don't review administrative practices.](#)
- (0%) Administrative practices are reviewed on a case-by-case basis as problems arise.
- (0%) Administrative practices are reviewed through a formal process.
- (0%) *no answer*

Communication

How true is this statement regarding your university's vision for the use of technology? (If there is no formal vision for technology, mark "No vision" for all items in this section.) Communication about our university's vision for learning technology is guided by a formal communications plan.

- (100%) [No vision](#)
- (0%) Not true
- (0%) Slightly true
- (0%) Mostly true
- (0%) True
- (0%) *no answer*

How are "official" procedures and timelines for hardware, software, and technical support requests communicated to members of the university?

1 response [view this question](#) [view all questions](#)

Digital-Age Vision for Learners

The university technology program assumes that the university will provide students with the opportunity to learn with technology:

- (0%) Within classrooms and computer laboratories
Within the classrooms and computer laboratories, with additional opportunities to
- (0%) participate in technology-supported learning experiences outside of the classroom and lab
- (100%) [Anytime, anywhere. Students have access to technology-supported learning experiences throughout and beyond the campus.](#)
- (0%) *no answer*

Which elements are addressed in your university's vision for learning technology? (Check all that apply.)

- (0%) Specific student learning needs
- (0%) Specific instructional strategies
- (0%) Target levels of technology (for example, number of computers per student, numbers of labs)
- (0%) Student proficiencies in teaming, collaboration, or communication
- (0%) Student proficiencies in data analysis and communication of results
- (0%) Student learning skills (for example, learning to learn)
- (100%) [Don't know/Not sure](#)
- (0%) None apply.
- (0%) *no answer*

How true is this statement regarding the university's vision for the use of technology? (If there is no formal vision for technology, mark "No vision" for all items in this section.) I am aware of the vision for learning technology in my university.

- 1 (100%) [No vision](#)
- 0 (0%) Not true
- 0 (0%) Slightly true
- 0 (0%) Mostly true
- 0 (0%) True
- 0 (0%) no answer

Sound Base in Research and Best Practices

How true is this statement regarding your university's vision for the use of technology? (If there is no formal vision for technology, mark "No vision" for all items in this section.) Data from school and university sponsored pilot projects or action research have shaped the vision.

- 1 (100%) [No vision](#)
- 0 (0%) Not true
- 0 (0%) Slightly true
- 0 (0%) Mostly true
- 0 (0%) True
- 0 (0%) no answer

How often does the university conduct benchmarking exercises related to technology infrastructure and support?

- 1 (100%) [Never](#)
- 0 (0%) Once every 5 or more years
- 0 (0%) Once every 3-5 years
- 0 (0%) Once every 3 years or less
- 0 (0%) Not applicable
- 0 (0%) no answer

Stakeholder Commitment

Describe the level of involvement of each group in the development of your university's vision for education technology:

Alumni

- 0 (0%) No vision
- 1 (100%) [Not involved](#)
- 0 (0%) Slightly involved
- 0 (0%) Significantly involved
- 0 (0%) no answer

Students

- 0 (0%) No vision

- 0 (0%) Not involved
- 1 (100%) [Slightly involved](#)
- 0 (0%) Significantly involved
- 0 (0%) *no answer*

Instructors/Faculty

- 0 (0%) No vision
- 0 (0%) Not involved
- 1 (100%) [Slightly involved](#)
- 0 (0%) Significantly involved
- 0 (0%) *no answer*

Administrators

- 0 (0%) No vision
- 0 (0%) Not involved
- 1 (100%) [Slightly involved](#)
- 0 (0%) Significantly involved
- 0 (0%) *no answer*

Staff

- 0 (0%) No vision
- 0 (0%) Not involved
- 1 (100%) [Slightly involved](#)
- 0 (0%) Significantly involved
- 0 (0%) *no answer*