

Preliminary Evaluation Report on Campus-Wide Information Technology, 2007-2008

Prepared by the 2008-2009 Technology Planning Committee

Overview

The Technology Planning (TPC) as a Faculty Senate Standing Committee has been given a charge to write an annual evaluation report on what and how information technology is available, acquired, used and supported in the campus of the University of West Georgia. The absence of available data to support the writing of an evaluation report for academic year 2007-2008 provided a need for data collection in late October 2008. The TPC believed that the data collected will serve the need of the task to be completed and as baseline for future annual evaluation reports.

TPC members assigned to collect data on specific academic and administrative units contacted appropriate representatives to provide responses to six open-ended questions focusing on acquisition, implementation, support, concerns, challenges and future plans and/or actions –

- What technology had been acquired by your unit in the last 12 months that supported student learning, faculty teaching, and administrative functions?
- How did your unit use (implemented the use) this technology?
- How is the acquisition and implementation of this technology supported (or funded)?
- Does your unit have concerns about the availability (accessibility) of technology at this university?
 - What are the challenges that your unit experiences in using and integrating technology to support teaching, research or service?
 - What are your unit's plans for future acquisition and/or deployment (implementation) related to information technology?

An additional question also asked for the individual who responded to the survey and served as source of information.

Limitations

After the data was collected in early December 2008, the TPC Chair as the designated person to review the data, attempted to make sense of the varied responses to each survey question to facilitate writing of the evaluation report. This preliminary report is a product of such an exercise managed by one person. Given the range and variety of responses to a specific question, the categories used to make sense of the data were based on the TPC chair's knowledge of information technology, higher education operations, and the University of West Georgia.

Unit Participation

At the end of December 2008, a total of thirty departments and administrative units responded to the request for survey completion (see Table 1). There were 17 academic units from Colleges of Arts & Sciences, Business and Education. Thirteen administrative units responded to the request, too.

Table 1
Number of units participating in survey completion

| Academic or Administration Group | Academic | Administrative | Total |
|----------------------------------|-----------|----------------|-----------|
| Arts & Sciences | 10 | -- | 10 |
| Business | 2 | 1 | 3 |
| Education | 5 | -- | 5 |
| Student Affairs | -- | 9 | 9 |
| Development | -- | 1 | 1 |
| Library | -- | 1 | 1 |
| Information Tech Services | -- | 1 | 1 |
| Total | 17 | 13 | 30 |

It is important to note that several academic units from two colleges and school did not report any data in response to the survey. A similar situation from two primary administrative units was also observed.

Acquisition

Data used for this section is based on responses received to survey question #1: *What technology had been acquired by your unit in the last 12 months that supported student learning, faculty teaching, and administrative functions?* Given the type and amount of data received from academic and administrative units, the following categories were identified to better understand the acquisition of technology-related resources in 2007-2008:

- Hardware
- Software
- Other

These categories facilitated ease in making the frequency count of acquired resources. Based on the responses (see Tables 2A, 2B, 2C), Arts & Sciences led in the acquisition of hardware for its academic units (8) followed by Business (4) and Education (1). Also, Arts & Sciences led in acquiring software applications to support instructional activities (10) followed by Business (5) and Education (1). For other technology-related acquisition, the same pattern was observed with Arts & Sciences (25) first, followed by Business (22) and then Education (15).

Table 2A

Number of technology-related acquisition as reported by participating units from the College of Arts & Sciences, 2007-2008

| Arts & Sciences | Hardware | Software | Other |
|--------------------------------|-----------------|-----------------|--------------|
| Art | 1 | -- | -- |
| Communications | -- | -- | -- |
| English & Philosophy | 1 | -- | 4 |
| Foreign Languages & Literature | 2 | -- | 6 |
| History | 1 | -- | 3 |
| Music | -- | 3 | 2 |
| Political Science & Planning | -- | 1 | -- |
| Psychology | 1 | 1 | 2 |
| Theater | -- | 4 | 3 |
| University TV | 2 | 1 | 5 |
| Total | 8 | 10 | 25 |

Table 2B

Number of technology-related acquisitions as reported by participating units from the College of Business, 2007-2008

| Business | Hardware | Software | Other |
|-----------------|-----------------|-----------------|--------------|
| Economics | 2 | 3 | 9 |
| Management | 1 | 1 | 13 |
| Dean's Office | 1 | 1 | -- |
| Total | 4 | 5 | 22 |

Table 2C

Number of technology-related acquisition as reported by participating units from the College of Education, 2007-2008

| Education | Hardware | Software | Other |
|--|-----------------|-----------------|--------------|
| Curriculum & Instruction | -- | -- | 2 |
| Counseling & Ed Psychology | -- | -- | 1 |
| Media & IT | 1 | 1 | 8 |
| Physical Ed & Recreation | -- | -- | 1 |
| Special Ed & Speech Language Pathology | -- | -- | 3 |
| Total | 1 | 1 | 15 |

Administrative units reported hardware as their top acquisition for academic year 2007-2008 (see Table 2D). However, other technology-related resources (19) followed as second and software (14) acquisition as third.

Table 2D

Number of technology-related acquisitions as reported by participating administrative units, 2007-2008

| Administrative Unit | Hardware | Software | Other |
|---|-----------|-----------|-----------|
| Information Technology Services | 6 | 3 | 3 |
| Library | 3 | 2 | 1 |
| Printing & Publication | 1 | 1 | -- |
| Admissions | 1 | 1 | 1 |
| Campus Center | 1 | -- | 2 |
| Career Services | 2 | 1 | -- |
| Residence Life and Student Judicial Affairs | 1 | -- | -- |
| EXCEL Center | 2 | 1 | 3 |
| Financial Aid | 4 | -- | 6 |
| Health Services | 2 | 2 | -- |
| Orientation | 1 | -- | 1 |
| Registrar | 1 | -- | 1 |
| Student Affairs Web & Tech | 1 | 3 | 1 |
| Total | 26 | 14 | 19 |

Implementation

Data used for this section is based on responses received to survey question #2: *How did your unit used (implemented the use) this technology?* Given the type and amount of data received from academic and administrative units, the following categories were identified to better understand the implementation of acquired technology-related tools and resources for 2007-2008 in support of:

- Student learning
- Faculty teaching
- Faculty research
- Administrative activities
- Equipment replacement activities
- Marketing and recruitment activities
- Student services
- Other

These categories facilitated ease in making the frequency count of implementation by reporting academic and administrative units (see Tables 3A, 3B, 3C). Based on the responses, the units from the College of Arts & Sciences used their acquisition to support student learning (13), then faculty teaching (6), and finally administrative activities (4).

The College of Business similarly used their acquisition to support student learning (11) and then administrative activities (5). College of Education followed the same pattern of implementation that supported student learning (3). It also identified faculty teaching (3) as one of the areas supported.

Table 3A

Report on how technology-related acquisition supported the implementation activities in the College of Arts & Sciences, 2007-2008

| Arts & Sciences | Student Learning | Faculty Teaching | Faculty Research | Administrative Services | Equipment Replacement | Marketing & Recruitment | Student Services | Other |
|--------------------------------|------------------|------------------|------------------|-------------------------|-----------------------|-------------------------|------------------|----------|
| Art | 1 | -- | -- | -- | -- | -- | -- | -- |
| Communications | -- | -- | -- | -- | -- | -- | -- | -- |
| English & Philosophy | -- | 4 | -- | 4 | -- | -- | -- | -- |
| Foreign Languages & Literature | 1 | 1 | -- | -- | -- | -- | -- | -- |
| History | 1 | -- | -- | -- | -- | -- | -- | -- |
| Music | 2 | -- | -- | -- | -- | -- | -- | -- |
| Political Science & Planning | -- | -- | 1 | -- | -- | -- | -- | -- |
| Psychology | 4 | -- | -- | -- | -- | -- | -- | -- |
| Theater | 2 | -- | -- | -- | -- | -- | -- | -- |
| University TV | 2 | -- | -- | -- | -- | -- | -- | -- |
| Total | 13 | 6 | 1 | 4 | -- | -- | -- | 0 |

Table 3B

Report on how technology-related acquisition supported the implementation activities in the College of Business, 2007-2008

| Business | Student Learning | Faculty Teaching | Faculty Research | Administrative Services | Equipment Replacement | Marketing & Recruitment | Student Services | Other |
|-----------------|------------------|------------------|------------------|-------------------------|-----------------------|-------------------------|------------------|----------|
| Economics | 4 | -- | 1 | 5 | 2 | -- | -- | 1 |
| Management | 5 | 1 | -- | -- | -- | 1 | -- | -- |
| Dean's Office | 2 | -- | -- | -- | -- | -- | -- | -- |
| Total | 11 | 1 | 1 | 5 | 2 | 1 | -- | 1 |

Table 3C

Report on how technology-related acquisition supported the implementation activities in the College of Education, 2007-2008

| Education | Student Learning | Faculty Teaching | Faculty Research | Administrative Services | Equipment Replacement | Marketing & Recruitment | Student Services | Other |
|--|------------------|------------------|------------------|-------------------------|-----------------------|-------------------------|------------------|-----------|
| Curriculum & Instruction | 2 | -- | -- | -- | -- | -- | -- | -- |
| Counseling & Ed Psychology | 1 | -- | -- | -- | -- | -- | -- | -- |
| Media & IT | -- | 3 | -- | 1 | -- | 1 | -- | -- |
| Physical Ed & Recreation | -- | -- | -- | 1 | -- | -- | -- | -- |
| Special Ed & Speech-Language Pathology | -- | -- | 1 | -- | -- | -- | -- | -- |
| Total | 3 | 3 | 1 | 2 | -- | 1 | -- | -- |

Support

Data used for this section is based on responses received to survey question #3: *How is the acquisition and implementation of this technology supported (or funded)?* Report from the academic units (see Table 4A) inform us that many of the technology-related acquisition to support various academic and administrative activities were funded by money allocated for the department (14) followed by the Dean's office (9). Student technology fees (7) and other sources (7) were also identified as top sources for funding for academic units.

Table 4A

Sources of funding for technology-related acquisition as reported by academic units, 2007-2008

| Unit | Tech Fee | Department | Dean's Office | Personal | Other |
|--|----------|------------|---------------|----------|----------|
| Art | 1 | -- | 1 | -- | -- |
| Communications | -- | -- | -- | -- | -- |
| English and Philosophy | -- | 6 | 1 | -- | 1 |
| Foreign Languages | 1 | 1 | 1 | 1 | -- |
| History | -- | 1 | -- | -- | -- |
| Music | 1 | 1 | -- | -- | -- |
| Political Science & Planning | -- | 1 | -- | -- | -- |
| Psychology | -- | 1 | 1 | -- | -- |
| Theater | 1 | 1 | 1 | -- | -- |
| University TV | -- | -- | 1 | -- | -- |
| Economics | -- | 1 | 1 | -- | 1 |
| Management | -- | 1 | 1 | -- | -- |
| Business Dean's Office | 2 | -- | 1 | -- | -- |
| Counseling & Ed Psychology | 1 | -- | -- | -- | -- |
| Curriculum & Instruction | -- | -- | -- | -- | 1 |
| Media & IT | -- | -- | -- | 1 | 1 |
| Physical Ed & Recreation | -- | -- | -- | -- | -- |
| Special Ed & Speech-Language Pathology | -- | -- | -- | -- | 3 |
| Total | 7 | 14 | 9 | 2 | 7 |

Survey responses from the administrative units (see Table 4B) informed us that many of the technology-related acquisition to support various activities were funded from a range of sources with department budget as primary (13) followed by RPG funds as a distant second.

Table 4B

Sources of funding for technology-related acquisition as reported by administrative units, 2007-2008

| Administrative Units | Unit Budget | End-of-year funds | Lapsed salaries | Tech Fee | Income | RPG Funds | Grants | DoE |
|---|-------------|-------------------|-----------------|----------|----------|-----------|----------|----------|
| Information Tech Services | -- | 1 | 1 | -- | -- | -- | -- | -- |
| Library | 1 | 1 | -- | 1 | -- | -- | -- | -- |
| Publications & Printing | 1 | -- | -- | -- | 1 | -- | -- | -- |
| Admissions | 1 | -- | -- | -- | -- | -- | -- | -- |
| Campus Center | 1 | -- | -- | -- | -- | -- | -- | -- |
| Career Services | 1 | -- | -- | -- | -- | -- | 1 | -- |
| Student Development Center | -- | -- | -- | -- | -- | -- | -- | -- |
| Residence Life & Student Judicial Affairs | 1 | -- | -- | -- | -- | -- | -- | -- |
| EXCEL Center | 3 | -- | -- | -- | -- | 3 | -- | -- |
| Financial Aid | 1 | -- | -- | -- | -- | -- | -- | 1 |
| Health Services | 1 | -- | -- | -- | -- | -- | -- | -- |
| Orientation | -- | -- | -- | -- | 1 | -- | -- | -- |
| Registrar | 1 | -- | -- | -- | -- | 1 | -- | -- |
| Student Affairs Web and Tech | 1 | -- | -- | -- | -- | -- | -- | -- |
| Total | 13 | 2 | 1 | 1 | 2 | 4 | 1 | 1 |

Concerns

Data used for this section is based on responses received to survey question #5: *What are the challenges that your unit experiences in using and integrating technology to support teaching, research or service?* Major concerns identified by academic units (see Table 5A) focused on *WebCT* as learning management system, and the availability of software applications to support streaming video. Also, an improved communication between providers and users of technology-related resources was reported to be much desired. Finally, concerns about efficient and just-in-time technology support were raised by several academic units.

Table 5A
Concerns identified by academic units on technology-related activities, 2007-2008

| Unit | Hardware | Software | Training | Time | Other |
|--|----------|----------|----------|----------|----------|
| Art | 1 | -- | -- | -- | -- |
| Communications | -- | 2 | -- | -- | -- |
| English and Philosophy | -- | 1 | -- | -- | -- |
| Foreign Languages | -- | -- | -- | -- | 2 |
| History | -- | -- | -- | -- | -- |
| Music | -- | -- | -- | -- | 1 |
| Political Science & Planning | -- | -- | -- | -- | -- |
| Psychology | 1 | 1 | -- | -- | -- |
| Theater | -- | 1 | -- | -- | 1 |
| University TV | -- | -- | -- | -- | -- |
| Economics | -- | -- | -- | -- | -- |
| Management | -- | -- | -- | -- | -- |
| Business Dean's Office | -- | -- | -- | -- | -- |
| Counseling & Ed Psychology | -- | -- | -- | -- | 2 |
| Curriculum & Instruction | -- | -- | -- | -- | 1 |
| Media & IT | -- | 2 | -- | -- | 1 |
| Physical Ed & Recreation | -- | -- | -- | -- | -- |
| Special Ed & Speech-Language Pathology | 1 | 1 | -- | -- | -- |
| Total | 3 | 8 | 0 | 0 | 8 |

Administrative units reported a diverse range of concerns from training issues, availability of funding, adequate personnel, delivery and planning time, construction and maintenance of key infrastructures that support delivery of services, security issues, and acquisition of a specific resource (see Table 5B).

Table 5B

Concerns identified by administrative units on technology-related activities, 2007-2008

| Administrative Units | Training | Funding | Staffing | Time | Infra structure | Security | Resources |
|---|----------|----------|----------|----------|-----------------|----------|-----------|
| Information Technology Services | 1 | 1 | -- | 1 | 1 | -- | -- |
| Library | -- | 1 | 1 | -- | 1 | -- | -- |
| Publications & Printing | -- | 1 | -- | -- | -- | 1 | -- |
| Admissions | -- | -- | -- | -- | -- | -- | -- |
| Campus Center | -- | 1 | -- | -- | -- | -- | -- |
| Career Services | -- | -- | -- | -- | -- | -- | -- |
| Student Development Center | -- | -- | -- | -- | -- | -- | -- |
| Residence Life & Student Judicial Affairs | -- | -- | -- | -- | -- | -- | -- |
| EXCEL Center | -- | -- | -- | -- | -- | -- | -- |
| Financial Aid | -- | -- | -- | -- | -- | -- | -- |
| Health Services | -- | -- | -- | -- | -- | -- | -- |
| Orientation | -- | -- | -- | -- | -- | -- | -- |
| Registrar | -- | -- | -- | -- | -- | -- | 1 |
| Student Affairs Web and Technology | -- | -- | -- | -- | -- | -- | -- |
| Total | 1 | 4 | 1 | 1 | 2 | 1 | 1 |

Challenges

Data used for this section is based on responses received to survey question #6: *What are the challenges that your unit experiences in using and integrating technology to support teaching, research or service?* Challenges involving technology-related resources (see Table 6A) identified lack of skills to take advantage of what is available by faculty and staff. A contributing factor to this challenge was the availability of appropriate just-in-time training programs and access to equipment for use and practice (e.g., Macs). Also, some of the responses pointed out that there was a lack of alignment between training programs delivered by various university units to support faculty development.

Another challenge identified expressed an issue with the delivery infrastructure for teaching and learning at a distance. It seemed that faculty “had some pretty serious issues with *WebCT* and its reliability” as stated by one unit. Also, there seemed to be conflicting perceptions about scalability applicable to course with large enrollments to other courses with a different content and characteristics.

Other challenges identified focused on appropriate classroom space and layout, continued funding for laboratory staff, timely response to software installation or equipment request, and enhanced communication between units sharing technology-related tools and resources (i.e., Macs, sound systems, PeopleSoft, email) and technology-rich facilities.

Table 6A
Challenges identified by academic units on technology-related activities, 2007-2008

| Unit | Hardware | Software | Training | Time | Other |
|---|----------|----------|----------|----------|----------|
| Art | 1 | -- | -- | -- | -- |
| Communications | -- | -- | -- | -- | -- |
| English and Philosophy | -- | -- | 1 | 1 | 1 |
| Foreign Languages | 1 | -- | -- | -- | 2 |
| History | -- | -- | -- | -- | -- |
| Music | -- | -- | 2 | -- | 1 |
| Political Science & Planning | -- | -- | -- | -- | 1 |
| Theater | -- | -- | -- | -- | 1 |
| Psychology | -- | 2 | -- | -- | -- |
| University TV | -- | -- | 1 | -- | -- |
| Economics | -- | -- | -- | 1 | -- |
| Management | -- | -- | -- | 1 | -- |
| Business Dean's Office | -- | -- | 1 | -- | 1 |
| Counseling & Educational Psychology | -- | -- | 1 | -- | -- |
| Curriculum & Instruction | -- | -- | 1 | -- | -- |
| Media & Instructional Technology | 1 | -- | -- | 1 | 1 |
| Physical Education & Recreation | -- | -- | -- | -- | -- |
| Special Education & Speech-Language Pathology | -- | -- | 1 | -- | -- |
| Total | 3 | 2 | 8 | 4 | 8 |

On the other hand, challenges identified by administrative units (see Table 6B) were much more diverse ranging from issues of communication between and among units, continued availability of funds, unfilled staff positions, non-existent or limited skills among staff members, lack of planning or delivery time, users access, and limited or non-conducive work spaces constraining productivity.

Table 6B
Challenges identified by administrative units on technology-related activities, 2007-2008

| Unit | Communication | Funding | Staffing | Skills | Time | Training | Users | Work Space |
|---|---------------|----------|----------|----------|----------|----------|----------|------------|
| Information Technology Services | -- | 1 | 1 | -- | -- | 1 | -- | 1 |
| Library | -- | -- | -- | -- | 2 | -- | 1 | 1 |
| Publications & Printing | -- | -- | 1 | -- | 1 | -- | -- | -- |
| Admissions | -- | -- | -- | -- | -- | -- | -- | -- |
| Campus Center | -- | -- | -- | -- | -- | -- | -- | -- |
| Career Services | -- | -- | -- | -- | -- | -- | -- | -- |
| Student Development Center | -- | -- | -- | -- | -- | -- | -- | -- |
| Residence Life & Student Judicial Affairs | -- | 1 | -- | -- | -- | -- | -- | -- |
| EXCEL Center | -- | -- | -- | -- | -- | -- | -- | -- |
| Financial Aid | -- | -- | -- | -- | -- | 1 | -- | -- |
| Health Services | -- | -- | -- | -- | -- | 1 | -- | -- |
| Orientation | -- | -- | -- | 1 | -- | 1 | -- | -- |
| Registrar | -- | -- | -- | 1 | -- | -- | -- | -- |
| Student Affairs Web and Tech | 1 | -- | -- | 1 | -- | -- | -- | -- |
| Total | 1 | 2 | 2 | 3 | 3 | 3 | 1 | 2 |

Future Plans and Actions

Several academic units planned to acquire equipment and software applications to support the educational experiences of their students (see Table 7A) in the near future. Also, upgrade of laboratory facilities and replacement of have been planned. Given these future acquisitions, several responses recommended that a plan to continually replace outdated or nonfunctional computers and other hardware should be considered. Continued update and replacement of these resources should support the expansion the number of online offerings for specific academic programs as stated by more than one unit.

Table 7A

Future Plans for Technology-Related Acquisition and Implementation Activities by Academic Units, 2007-2008

| Unit | Student | Faculty | Administration | Other |
|--|-----------|----------|----------------|----------|
| Art | 1 | -- | 1 | -- |
| Communications | -- | -- | -- | -- |
| English and Philosophy | -- | -- | -- | -- |
| Foreign Languages | 2 | -- | -- | -- |
| History | -- | -- | -- | -- |
| Music | 2 | 1 | -- | -- |
| Political Science and Planning | -- | -- | -- | -- |
| Psychology | -- | -- | -- | 1 |
| University TV | -- | -- | -- | 1 |
| Economics | 2 | -- | -- | -- |
| Management | 3 | -- | -- | -- |
| Business Dean's Office | -- | -- | -- | -- |
| Curriculum & Instruction | 2 | -- | -- | -- |
| Counseling & Ed Psychology | 1 | -- | -- | -- |
| Media & IT | 1 | -- | -- | -- |
| Physical Ed & Recreation | -- | -- | -- | 1 |
| Special Ed & Speech-Language Pathology | -- | -- | -- | -- |
| Total | 14 | 1 | 1 | 3 |

Administrative units reported (see Table 7B) plans to replace their aging equipment (10) in the near future. Secondly, these units planned to enhance technology infrastructures pertaining to phone systems, wireless networks, and student databases. Finally, several units would like to expand their services through acquisition of current or emerging technology.

Table 7B

Future plans for technology-related acquisition and implementation activities by administrative units, 2007-2008

| Unit | Infrastructure | Expansion of Services | Hardware | Software |
|---|----------------|-----------------------|-----------|----------|
| Information Technology Services | 4 | 1 | -- | -- |
| Library | 1 | 2 | 1 | -- |
| Publications & Printing | -- | -- | 1 | -- |
| Admissions | -- | -- | 1 | 1 |
| Campus Center | -- | -- | -- | -- |
| Career Services | -- | -- | -- | -- |
| Student Development Center | -- | -- | -- | -- |
| Residence Life & Student Judicial Affairs | -- | -- | 1 | 1 |
| EXCEL Center | -- | -- | -- | -- |
| Financial Aid | 1 | -- | 1 | -- |
| Health Services | -- | -- | 1 | -- |
| Orientation | -- | -- | 1 | -- |
| Registrar | -- | -- | 2 | 1 |
| Student Affairs Web and Tech | 1 | 1 | 1 | -- |
| Total | 6 | 4 | 10 | 3 |

Sources of Information

Data used for this section is based on responses received to survey questions #4 and 8 that asked for names of individuals who provided responses to the survey questions. The following individuals are acknowledged for their efforts in this data collection exercise to support the writing of this preliminary evaluation report.

College of Arts & Sciences: Jim Anderson, Muriel Cormican, Tommy Cox, Shelley Decker, Steve Goodson, Joey Hannaford, Tobin Hart, Randy Hendricks, Kevin Hibbard, Alan Pope, Robert Schaefer, Gary Schmidt, Amber Smallwood, and Connie Williams

College of Business: David Boldt, Thomas Gainey, Donna Joyner, Liz Runyan, and Diane Williamson

College of Education: Elizabeth Bennett, Donna Harkins, Michael Hazelkorn, Rebecca Stanard, and Bridgette Stewart

Office of the Student Affairs: Annelle Colevins, Leslie T. Cottrell, Nova Davidson, Donna Haley, Bobby Johnson, Kimberly Jordan, Wanda McGukin, Johnnie Pollard, Rebecca M. Reeves, Cheryl A. Rice, and Stephen Whitlock

University Advancement and Development: Sally Roberts

Information Technology Services: Kathy Kral

Ingram Library: Chris Huff

Conclusion

Currently, a subcommittee within TPC is putting together a campus-wide technology plan in alignment with the newly-adopted University Strategic Plan. This technology plan will replace the extended plan currently adopted by the university and scheduled for implementation in the coming academic year upon approval of the Faculty Senate.

A draft of this preliminary evaluation report was shared with TPC members last January 21st to solicit for feedback and reaction. Subcommittee members involved in writing a new technology plan agreed that the data collected and the preliminary analysis provided by the TPC chair did support some if not all the goals they identified. Many TPC members agreed that the data collection exercise provided a baseline for future conversations within the committee on campus-wide information technology acquisition and implementation activities. Others suggested that a conversation needs to be initiated with Institutional Review and Planning to align data collection efforts toward a centralized infrastructure on campus that will allow data mining by university entities (e.g., TPC) tasked with writing specific reports for accreditation and other purposes.

Finally, the TPC chair commends and appreciates committee members who initiated contact with unit representatives in order to generate this preliminary annual report that supports the thinking, conversation and work of the committee. Also, thanks are extended to individuals who provided information about their unit activities related to technology-related acquisition, implementation and issues. Any question related to this preliminary report should be addressed to the 2008-2009 TPC chair.

Danilo M. Baylen
Chair, Technology Planning (2008-2009)

January 26, 2009
Carrollton, Georgia