Three Themes

The consumer experience now defines expectations about campus IT resources & services.

Rising pressure for higher ed to provide the much promised productivity bang for all the IT bucks.

“In God we trust; all others bring data.”

W. Edwards Deming

The Third Decade of the Computer “Revolution”

From Cute & Convenient to Compelling

From Compelling to Compulsory

Great Aspirations vs. Assessment and Accountability

déjà vu

For better or worse, television dominates much of American life and manners…. Part of [the] lackluster record of the educational uses of television is of course due to the heretofore merciless economies of the medium. But profound pedagogic mistrust of the medium also remains a fact of life. The proof of the pudding lies in the fact that on many campuses, fancy television equipment… now lies idle and often unused…. Academic indifference to this enormously powerful medium becomes doubly incomprehensible when one remembers that the present college generation is also the first television generation.

George Bonham
Television: The Unfulfilled Promise
Change, 1972

Two Key Questions

Why don’t professors do more with IT and eLearning?

Why don’t colleges and universities make better use of information technology?
Single Most Important IT Issue

Trends, 2000-2006

| Year | Instructional Integration | User Support | Upgradable ERP | Financial IT | Other
|------|---------------------------|--------------|----------------|-------------|
| 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006
| 40% | 35% | 30% | 25% | 20% | 15% | 10%

Single Most Important IT Issue, 2006

Percentages by sector

| Sector | Network & Data Security | Instructional Integration | User Support | Upgrade/Replace ERP | Financial IT
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<tbody>
<tr>
<td>UCLA</td>
<td>35%</td>
<td>25%</td>
<td>15%</td>
<td>5%</td>
<td>0%</td>
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<tr>
<td>Peer</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Public</td>
<td>25%</td>
<td>15%</td>
<td>5%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Private</td>
<td>20%</td>
<td>10%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

IT Security Incidents, A/Y 2006

Percentages by sector

| Category | UCLA | Peer | Public | Private | Community College
|----------|------|-------|--------|---------|
| Component | 10%  | 15%   | 20%    | 25%     | 30%
| Information | 15%  | 20%   | 25%    | 30%     | 35%
| Infrastructure | 20%  | 25%   | 30%    | 35%     | 40%
| Identity Access | 25%  | 30%   | 35%    | 40%     | 45%
| Malware intrusion | 30%  | 35%   | 40%    | 45%     | 50%
| Security | 35%  | 40%   | 45%    | 50%     | 55%
| Data Loss in disk | 40%  | 45%   | 50%    | 55%     | 60%

Slow Progress on IT Disaster Planning

Percentages by sector

| Year | Public Res. Universities | Private Res. Universities | Public 4-Yr. Universities | Private 4-Yr. Colleges | Community Colleges
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<td>35%</td>
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<tr>
<td>2003</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td>2004</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
</tr>
<tr>
<td>2005</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>2006</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Strategic Plan for Network Security

Percentages by sector

| Year | Public Res. Universities | Private Res. Universities | Public 4-Yr. Colleges | Private 4-Yr. Colleges | Community Colleges
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</thead>
<tbody>
<tr>
<td>2002</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>2003</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>2004</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
</tr>
<tr>
<td>2005</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td>2006</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Addressing P2P Distribution

"Acceptable Use" Policies for P2P

Percentages, by campus type

| Year | Public Res. Universities | Private Res. Universities | Public 4-Yr. Colleges | Private 4-Yr. Colleges | Community Colleges
<table>
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<tr>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>2004</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>2005</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
</tr>
<tr>
<td>2006</td>
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<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Icons of the Internet

Kenneth C. Green
The Campus Computing Project

Wireless Classrooms

VoIP Deployment

Budgets Trends by IT Function, 2006

IT Budgets in Context

Strategic Plan for Open Source

Campus Strategy on Open Source Tools for Central IT Services
Campus Strategy on Open Source Applications for Central IT Services

\[ \text{Public Res. Universities} \quad \text{Private Res. Universities} \quad \text{Public 4-Year Colleges} \quad \text{Private 4-Yr. Colleges} \quad \text{Community Colleges} \]

IT Assessment and Evaluation

\[ \text{Scale: 1 = not important; 7 = very important} \]

- Infrastructure
- Instruction
- Management
- Assessment

The Quality of Online Learning in the US

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Superior</th>
<th>Same</th>
<th>Inferior</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Institutions</td>
<td>21.5%</td>
<td>28.5%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Public</td>
<td>21.4%</td>
<td>21.4%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Private</td>
<td>21.6%</td>
<td>21.0%</td>
<td>21.5%</td>
</tr>
<tr>
<td>For Profit</td>
<td>21.0%</td>
<td>21.5%</td>
<td>21.5%</td>
</tr>
</tbody>
</table>


Superior
Same
Inferior

**How do they know?**

IT in Instruction

The Visualization Challenge
Icons of the Internet
Kenneth C. Green
The Campus Computing Project

The ERP Problem
- Icons of the Internet Economy
- The Spellings Commission
- The Spellings Commission
- The Spellings Commission
- The Spellings Commission

Good News: not so dire
Bad News: we’ve heard these critiques before
Real News: pay attention, as this report has “legs.”

Key Messages
- ACCESS: “too few Americans prepare for, participate in, and complete higher education”
- AFFORDABILITY: “costs have outpaced inflation for two decades….Our higher education financing system is increasing dysfunctional”
- ACCOUNTABILITY: “there is inadequate transparency and accountability for measuring institutional performance”

Message to IT Leaders
- IT moves to the center of the conversation about data, assessment, and outcomes
- Key Tools: Data warehousing/mining & ERP analytics
- RIP: The IR office as we know it
The Future

The Gretsky Rule

We’re All Toast!

Demographics
Multiple “Pigs” in the Python

- Boomers: “Pig in the Python”
- Move beyond current focus on the “Net-Gen” / Digital Natives
- Multiple clientele & constituencies

THE CHALLENGE
Bring Data

- transition from product-based problems
- new emphasis on people and policy
- new concern for services and support
- link programs and services to mission
- FOCUS ON SERVICES & OUTCOMES: technology is just a resource

STUFF HAPPENS

www.campuscomputing.net

THE CHALLENGE

Bring Data

New leadership for eLearning and Information Technology, Info. Resources, Info. Services, & Information Integration

- transition from product-based problems
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