IT Organization, Staffing, and Financing

This module includes questions about central IT organization, staffing, and financing. This module is required for all participants.

In responding to the survey questions in this module, unless specified otherwise, please enter data that describe your IT environment during the prior fiscal year (FY 2015-2016). Prior fiscal year is defined as the most recent fiscal year ending before July 1, 2016.

NOTES:
- Unless otherwise specified, all questions in this survey request data for the prior fiscal year.
- Throughout the survey, "central IT" refers to the centralized information technology services and support organization reporting to the highest-ranking information technology administrator/officer in the institution.
- For CDS participants from central offices of multicampus systems and community college districts, "institution" refers to the central office only, not the entire multicampus entity. For all other participants, Institution refers to the individual college or university (typically referred to as a campus).
- Please refer to the CDS glossary for definitions of other terms in the survey.

IT Organization, Staffing, and Financing

Q1-3 | Highest Ranking IT Officer Position
Q4 | IT Issues
Q5 | Technology Adoption
Q6 | Service Delivery
Q7 | Fiscal Year
Q8 | Central IT Funds Available
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Q10-11 | Central IT Expenditures
Q12 | Central IT Expenditures by IT Domain
Q13 | Central IT Expenditures by Run, Grow, and Transform
Q14 | Central IT Staffing
Q15 | Distributed IT
Q16 | Multicampus Systems/Districts
Q17 | Institutions Outside the United States
Q18-19 | Supplemental Information
Q20-23 | Module Feedback
Q1–3 | Highest-Ranking IT Officer Position

IT Organization, Staffing, and Financing

Q1–3 | Highest-Ranking IT Officer Position

1. What was the title of the highest-ranking IT administrator/officer in your institution during the prior fiscal year? (Check all that apply.)

- Chief information officer (CIO)
- Chief technology officer (CTO)
- Chief information technology officer (CITO)
- Chief digital officer (CDO)
- Chief learning officer (CLO)
- Vice president
- Vice chancellor
- Vice provost
- Associate provost
- Associate vice president

- Associate vice chancellor
- Associate vice provost
- Assistant vice president
- Assistant vice chancellor
- Assistant vice provost
- Dean
- Executive director
- Director
- Other (please specify)
- Not applicable—position was vacant

2. To whom did the highest-ranking IT administrator/officer in your institution report?

NOTE: VP/VC = vice president or vice chancellor

- President/chancellor/CEO
- Highest-ranking academic officer (provost, academic VP/VC, dean)
- Highest-ranking administrative officer (administrative VP/VC, executive VP)
- Highest-ranking business officer (VP/VC, business officer, CFO)
- Second-level academic officer (vice provost, assistant or associate provost/academic VP)
- Second-level administrative officer (assistant or associate administrative VP/VC)
- Jointly to president/chancellor/CEO and chief academic officer
- Jointly to president/chancellor/CEO and chief administrative or financial officer
- Jointly to chief academic officer and chief administrative or financial officer
- Other (please specify)
- Not applicable—position was vacant

3. Was the highest-ranking IT administrator/officer a member of the president’s or chancellor’s cabinet?

- Yes
- No
- Not applicable—position was vacant

Q4 | IT Issues

IT Organization, Staffing, and Financing
We were one of the last to adopt new technologies.
We tended to adopt new technologies after our peers did.
We tended to adopt new technologies at the pace of our peers.
We strived to be early adopters of new technologies where we saw exceptional benefits.
We were usually among the very first to adopt new technologies.

Q5 | Technology Adoption

IT Organization, Staffing, and Financing

5. What was your institution’s preferred overall approach to adopting technology?
   - We were one of the last to adopt new technologies.
   - We tended to adopt new technologies after our peers did.
   - We tended to adopt new technologies at the pace of our peers.
   - We strived to be early adopters of new technologies where we saw exceptional benefits.
   - We were usually among the very first to adopt new technologies.

Q6 | Service Delivery

IT Organization, Staffing, and Financing

6. To contextualize your institution’s central IT financial and staffing data, please indicate the services for which central IT had primary responsibility for providing during the prior fiscal year.

NOTE: Services and service categories were developed by ECAR working groups and published in the Higher Education IT Service Catalog: https://library.educause.edu/resources/2015/4/the-higher-education-it-service-catalog-a-working-model-for-comparison-and-collaboration.

ADMINISTRATIVE AND BUSINESS
   - a. Alumni and advancement
   - b. Athletics
   - c. Auxiliary systems
   - d. Document imaging and management
   - e. Faculty information systems
   - f. Finance, human resources, and procurement systems

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g. Library systems
h. Medical and health systems
i. Reporting and analytics
j. Research administration systems
k. Student information systems

COMMUNICATION AND COLLABORATION
l. Collaboration (i.e., technology-enhanced communication)
m. Conferencing (i.e., online conferencing services)
n. E-mail and calendaring
o. Emergency notification
p. Telephony
q. Television
r. Websites

ENDPOINT COMPUTING
s. Network access
t. Endpoint support (desktops, mobile devices, etc.)
u. Printing
v. Software distribution

INFRASTRUCTURE
w. Data center
x. Database (i.e., hosting and administration of databases)
y. Middleware
z. Monitoring
aa. Network
ab. Server infrastructure
ac. Storage

IT PROFESSIONAL SERVICES
ad. Application development
ae. Consulting and advising
af. Business continuity and disaster recovery
ag. Enterprise licensing
ah. IT service management
ai. Portfolio and project management
aj. Training

RESEARCH
ak. Advanced applications
al. Lab-management systems
am. Research computing
an. Visualization

SECURITY
ao. Identity and access management
ap. Secure computing
aq. Security consulting
ar. Security incident response and investigation
as. Security policy and compliance

TEACHING AND LEARNING
at. Assessment systems
au. Classroom technology and support
av. Educational technology consulting and training
aw. E-portfolio sites
Q7 | Fiscal Year

**IT Organization, Staffing, and Financing**

**Q7 | Fiscal Year**

7. In which month and year did your institution’s prior fiscal year end?

- July 2015
- August 2015
- September 2015
- October 2015
- November 2015
- December 2015
- January 2016
- February 2016
- March 2016
- April 2016
- May 2016
- June 2016
- Other (please specify)

Q8 | Central IT Funds Available

**IT Organization, Staffing, and Financing**

**Q8 | Central IT Funds Available**

8. Please enter the actual funds available from all funding sources to central IT (in U.S. dollars) during the prior fiscal year from each of the categories listed.

**NOTES:**
- Expenditure data are requested in Question 10. Funds available need not be equal to total expenditures for the fiscal year. For example, your institution may permit carryover from one fiscal year to the next or may have been provided with project funds that have not yet been spent.
- To answer this question:
  - Enter total funds available first. After entering total funds available, category cells will unlock and item 7 will be calculated automatically.
  - The total of all dollars entered should represent the total funds available to central IT in the prior fiscal year (including funds for compensation and employee-related expenditures, carryover funds, etc.)
  - If you had no funds available from a category area, enter 0.
  - If there were funds available from a category but the amount is impossible to estimate, check “Unable to estimate.”
  - For this question to be complete, all items must have either a positive value, 0, or “Unable to estimate” checked.
  - Do not use commas for estimates of 1000 or greater.

<table>
<thead>
<tr>
<th>ENTER TOTAL FUNDS AVAILABLE FIRST</th>
<th>Prior fiscal year funds available</th>
<th>Unable to estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carryover from the prior fiscal year (if any)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Funds allocated to central IT from revenue generated from a general student technology fee (if not included in ongoing base funds)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q9 | Student Technology Fee

**IT Organization, Staffing, and Financing**

**Q9 | Student Technology Fee**

9a. Did your institution charge a general student technology fee (that is, a fee designated wholly for IT that is levied on all students, as opposed to specific IT fees based on academic major or other criteria)?

**NOTES:** If you select "No," Questions 9b–9d will not be displayed.

- [ ] Yes, embedded in tuition/not charged separately
- [ ] Yes, charged separately
- [ ] No

9b. What amount in U.S. dollars (USD) was generated for the entire institution by the technology fee during the prior fiscal year?

**NOTE:** The amount entered here may differ from the response entered in Question 8, Item 2.

- [ ] Amount generated
- [ ] Unable to estimate

9c. Were any funds allocated to central IT from revenue generated from the general student technology fee?

- [ ] Yes
- [ ] No
- [ ] Unsure

9d. Who participated in determining how student technology fee revenue is spent? (Check all that apply.)

- [ ] Students
- [ ] IT administration
- [ ] Institutional leadership
- [ ] Campus committee
- [ ] State agency
- [ ] System or district office in a multicampus system or district
- [ ] Funds are earmarked or restricted by policy

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Q10–11 | Central IT Expenditures

**IT Organization, Staffing, and Financing**

Q10–11 | Central IT Expenditures

10. Please enter the U.S. dollar (USD) amounts central IT spent during the prior fiscal year from each of the expenditure categories listed.

**NOTES:**
- Funds available are requested in Question 8. Funds available may not be equal to total expenditures for the fiscal year. For example, your institution may permit carryover from one fiscal year to the next or may have been provided with project funds that have not yet been spent.
- To answer this question:
  - Enter total expenditure estimate first. The expenditure estimate entered here and in question 12 should be the same. After entering total expenditures, expenditure category cells will unlock and item 8 will be calculated automatically.
  - The total of all dollars entered should represent the total central IT spent in the prior fiscal year.
  - If you had no expenditures in a category area, enter 0.
  - If there were expenditures in a category but the amount is impossible to estimate, check “Unable to estimate.”
  - For this question to be complete, all items must have either a positive value, 0, or “Unable to estimate” checked.
- Do not use commas for estimates of 1000 or greater.
- Please exclude all depreciation or amortization expenses.
- Categories in this question are meant to be mutually exclusive. Please do not double count expenditures in this question.
- Student employee FTE data are requested in Question 14. If student employee FTE is greater than 0 and you enter 0 for student employee compensation because you did not compensate student employees from funds available to central IT, or if student compensation was subsidized by work study or other institutional sources, please indicate this arrangement in Question 11.

Q12 expenditures = $\{(q://QID172%231/ChoiceTextEntryValue/1/1)\}

<table>
<thead>
<tr>
<th>ENTER TOTAL EXPENDITURES FIRST</th>
<th>Prior fiscal year expenditures</th>
<th>Unable to estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Staffing:</strong> Compensation or fringe benefits for central IT staff paid by central IT</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Staffing:</strong> Compensation for student employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Staffing:</strong> Fixed-term labor expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Staffing:</strong> Professional development (training, education and professional development, training-related travel)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Operations:</strong> Expenditures for providing in-house infrastructure and services (i.e., “what you do yourself”; include associated one-time project costs; exclude staffing costs accounted for in items 1–4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Operations:</strong> Expenditures for services purchased from external providers (i.e., “what you pay someone else to do”; e.g., externally provided help desk, data center, or services provided by multicampus system or district offices; include associated one-time project costs and professional services; exclude staffing costs accounted for in items 1–4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Operations:</strong> Expenditures for utilities and space/facilities (if paid separately by central IT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Other central IT expenditures (enter amount here; describe other expenditures below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other central IT expenditures**

11. Were student employees compensated in whole or in part by work study or other sources that you did not report previously (i.e., as part of central IT funds available in Question 8, or that you did not include in item 2 of Question 10)?

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Q12 | Central IT Expenditures by IT Domain

**IT Organization, Staffing, and Financing**

Q12 | Central IT Expenditures by IT Domain

12. Out of the central IT expenditures entered in Question 10, what amounts were spent in the following IT domain areas in the prior fiscal year?

**NOTES:**
- To answer this question:
  - Enter total expenditure estimate first. The expenditure estimate entered here and in question 10 should be the same. After entering total expenditures, expenditure category cells will unlock and item 9 will be calculated automatically.
  - The total of all dollars entered should represent the total central IT spent in the prior fiscal year.
  - If you had no expenditures in a category area, enter 0.
  - If there were expenditures in a category but the amount is impossible to estimate, check “Unable to estimate.”
  - If you are completely unable to redistribute your expenditures according to this taxonomy, select "Unable to estimate" for items 1–8.
  - For this question to be complete, all items must have either a positive value, 0, or “Unable to estimate” checked.
  - Do not use commas for estimates of 1000 or greater.
- Even if you do not use this taxonomy in your institution, please redistribute your expenditures according to these definitions to ensure comparable data across all CDS participants.
- CDS IT domain definitions have been updated for CDS 2016. Definitions of the CDS IT domains can be found at http://www.educause.edu/research-and-publications/research/core-data-service/about-core-data-service/it-domain-definitions.

<table>
<thead>
<tr>
<th>ENTER TOTAL EXPENDITURES FIRST</th>
<th>Q10 expenditures = $$q://QID173%231/ChoiceTextEntryValue/1/1$$</th>
<th>Unable to estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior fiscal year expenditures</td>
<td>Unavailable</td>
<td></td>
</tr>
<tr>
<td>1. Administration and management of IT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. IT support services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Educational technology services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Research computing services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Communications infrastructure services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Enterprise infrastructure and services (including data centers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Information security (including identity management)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Information systems and applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Other IT domain [enter amount here; describe other IT domain(s) below]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other IT domain(s)**

Q13 | Central IT Expenditures by Run, Grow, and Transform

**IT Organization, Staffing, and Financing**

Q13 | Central IT Expenditures by Run, Grow, and Transform

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13a. Out of the central IT expenditures entered in Question 10, approximately what percentage was spent to run, grow, and transform the institution in the prior fiscal year? (optional)

NOTES:
- **Transform**: Was the spending revolutionary? If yes, then count as transform.
  - Include spending to plan and implement transformative change, or change that supports new “customers,” programs, services or other sources of value; or entirely new methods of running the institution or its programs and services.
  - Examples include: developing a new online degree program, building an international campus, implementing applications for significantly re-architected business processes, implementing a CRM system for the first time, or implementing an institutional analytics program.
- **Run**: If not transform, then did the spending keep the lights on? If yes, then count as run.
  - Include spending on ongoing operations.
- **Grow**: If not transform or run, then did the spending expand capacity or increase effectiveness? If yes, then count as grow.
  - Include spending to accommodate incremental growth and improvements.
  - Examples might include supporting an expansion of students, faculty, or staff or a new satellite campus, upgrading an existing application, or replacing an application without significantly redesigning the business processes it supports.
- Question 13b will only be displayed if estimates of run, grow, and transform spending are provided.

<table>
<thead>
<tr>
<th>Percentage of expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
</tr>
<tr>
<td>Grow</td>
</tr>
<tr>
<td>Transform</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

IT Organization, Staffing, and Financing

Q13 I Central IT Expenditures by Run, Grow, and Transform

13b. How accurate is the response provided in Question 13a?

- Extremely accurate, +/– 0–5%
- Somewhat accurate, +/– 5–10%
- A little accurate, +/– 10–20%
- Not at all accurate, +/– more than 20%

Q14 I Central IT Staffing

IT Organization, Staffing, and Financing

Q14 I Central IT Staffing

14. How many full-time equivalent (FTE) staff—including clerical, support, and management staff—and students were employed in central IT in each of the IT domain areas below for the prior fiscal year?

NOTES:
- To answer this question:
  - Enter total FTE estimates first. After entering total FTE, domain area cells will unlock and item 9 will be calculated automatically.
  - If you had no staff or students in an IT domain area, enter 0.
  - For partial FTEs, please use decimal numbers.
  - For this question to be complete, all items must have either a positive value, 0, or "Unable to estimate" checked.
- Student number should be entered in FTEs. This may be different from the total number of student workers in central IT. For example, 4 students working 10 hours a week each would count as 1 FTE. The following methods may be used to calculate this number:
  - If you know the total number of student worker hours allocated to central IT during the fiscal year, divide that number by 2,000 (number of hours/year based on a 40-hour workweek).
  - If you know the total number of dollars used for student workers, divide that number by the average hourly wage and then divide the result by 2,000.
  - Please include fixed-term employees.
  - Even if you do not use this taxonomy in your institution, please redistribute your FTE numbers according to these definitions to ensure comparable data across all CDS participants.
15a. Based on the proportions of IT expenditures and staff in central IT as compared to elsewhere in the institution, to what extent is IT at your institution centralized?

NOTE:
- Question 15b will only be displayed if IT is 0–74% centralized.
- Question 15c will only be displayed if estimates of distributed IT expenditures or staffing are provided.

<table>
<thead>
<tr>
<th>Proportion of IT expenditures in central IT as compared to elsewhere in the institution</th>
<th>0% centralized (completely distributed IT)</th>
<th>1–24% centralized</th>
<th>25–49% centralized</th>
<th>50–74% centralized</th>
<th>75–99% centralized</th>
<th>100% centralized (no distributed IT)</th>
</tr>
</thead>
</table>
| 15b. Please estimate distributed IT expenditures and staffing at your institution during the prior FY.

**NOTE:** Recommendations for measuring the cost of distributed IT were developed by ECAR working groups and published in *Calculating the Costs of Distributed IT Staff and Applications* (https://library.educause.edu/resources/2015/8/calculating-the-costs-of-distributed-it-staff-and-applications).

**FOR EXPENDITURES:**
- If there were no IT expenditures outside central IT, enter 0.
- These expenditures would include compensation for distributed IT personnel, hardware, software, licenses, and so forth.
- For assistance with this question, your institution’s chief business officer may be able to provide an estimate of distributed IT expenditures.

**FOR IT STAFF FTE:**
- Staff who don’t report to central IT but who work 50% or more on IT activities and who have IT staff job titles (programmers, DBAs, etc.) consistent with the CDS domain definitions should be counted. These staff will typically be discovered via HR or budget queries. This approach will almost certainly underestimate the total amount of distributed IT work, but the consistency
across institutions and over time outweighs that gap.
- If no IT personnel were employed outside the central IT organization, enter 0.
- For assistance with this question, your institutional HR office may be able to provide an estimate of the number of IT positions at your institution.

FOR IT STUDENT FTE:
- Student number should be entered in FTEs. This may be different from the total number of student workers in distributed IT. For example, 4 students working 10 hours a week each would count as 1 FTE. The following methods may be used to calculate this number:
  - If you know the total number of student worker hours allocated to distributed IT during the fiscal year, divide that number by 2,000 (number of hours/year based on a 40-hour workweek).
  - If you know the total number of dollars used for student workers, divide that number by the average hourly wage and then divide the result by 2,000.
- For assistance with this question, your institutional HR office may be able to provide an estimate of the number of IT student positions at your institution.

<table>
<thead>
<tr>
<th>Distributed IT</th>
<th>Unable to estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT expenditures outside central IT</td>
<td>□</td>
</tr>
<tr>
<td>IT staff FTE outside central IT</td>
<td>□</td>
</tr>
<tr>
<td>IT student FTE outside central IT</td>
<td>□</td>
</tr>
</tbody>
</table>

IT Organization, Staffing, and Financing

Q15 I Distributed IT

15c. How accurate are the responses provided in Question 15b?

<table>
<thead>
<tr>
<th></th>
<th>Extremely accurate (+/- 0–5%)</th>
<th>Somewhat accurate (+/- 5–10%)</th>
<th>A little accurate (+/- 10–20%)</th>
<th>Not at all accurate (+/- more than 20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT expenditures outside central IT</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>IT staff FTE outside central IT</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>IT student FTE outside central IT</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Q16 I Multicampus Systems/Districts

IT Organization, Staffing, and Financing

Q16 I Multicampus Systems/Districts

16a. In the prior fiscal year, was your institution part of a multicampus system or district?

NOTE: If you select "No," Question 16b will not be displayed.

- □ Yes, the response to this module represents the central office only.
- □ Yes, the response to this module represents the central office and a campus.
- □ Yes, the response to this module represents a campus only.
- □ No.

16b. How many degree-granting "component" institutions of each of the following Carnegie Classifications make up your multicampus system?

NOTES:
- Enter the number of campuses in each Carnegie Classification, totaling to the number of campuses in your system.
- If there were no institutions in a particular classification, enter 0.
- Systems outside the United States are asked to classify their components according to the Carnegie Classification of Institutions of Higher Education (Year 2000 version), summarized at http://www.educause.edu/Carnegie2000.
- A response must be submitted for "other specialized institutions (OTHER)." Acceptable responses for this item include 0, with no description in the other write-in box; or a number greater than 0 with a description in the other write-in box.

<table>
<thead>
<tr>
<th>Doctoral/research universities—Extensive (DR EXT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Institutions</td>
</tr>
</tbody>
</table>

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Q17 | Institutions Outside the United States

IT Organization, Staffing, and Financing

Q17 | Institutions Outside the United States

17a. In the prior fiscal year, was your institution's primary location outside the United States?

NOTE: If you select "No," Questions 17b–17h will not be displayed.

☐ Yes
☐ No

IT Organization, Staffing, and Financing

Q17 | Institutions Outside the United States

You indicated in Question 17a that your institution's primary location is outside the United States. Click Back to change this answer.

17b. In which country was your institution primarily located?

NOTE: If your institution had campuses in multiple countries, please indicate here the country of your principal campus.

☐ AE United Arab Emirates
☐ AU Australia
☐ BE Belgium
☐ BM Bermuda
☐ BR Brazil
☐ BY Belarus
☐ CA Canada
☐ CH Switzerland
☐ CL Chile
☐ CN China
☐ CO Colombia
☐ DE Germany
☐ DK Denmark
☐ EG Egypt
☐ ES Spain
☐ FI Finland
☐ FR France
☐ GR Greece
☐ GU Guatemala
☐ HK Hong Kong
☐ IE Ireland
☐ IL Israel
☐ IS Iceland
☐ JP Japan
☐ KE Kenya
☐ KR Korea
☐ LB Lebanon
☐ LV Latvia
☐ MX Mexico
☐ NL Netherlands
☐ NO Norway
☐ NZ New Zealand
☐ PE Peru
☐ QA Qatar
☐ RU Russian Federation
☐ SA Saudi Arabia
☐ SE Sweden
☐ SG Singapore
☐ TH Thailand
☐ TR Turkey
☐ TT Trinidad and Tobago
☐ UK United Kingdom
☐ ZA South Africa
☐ Other (please specify)
17c. What were the total of expenses in U.S. dollars (USD), not including student financial aid, for your institution during the prior fiscal year?

- Total institutional expenses
- Unable to estimate

17d. What was the total research income in U.S. dollars (USD) for your institution during the prior fiscal year?

**NOTE:** For institutions that report this value annually to a government entity, please use the most recently reported estimate for total research income.

- Total research income
- Unable to estimate

17e. What exchange rate did you use to convert your local currency to USD for financial data in this survey?

$1 US = 

Currency (e.g., euros)

17f. How many full- and part-time graduate and undergraduate students (i.e. headcount) were enrolled in your institution during the prior fiscal year?

**NOTE:** If you had no students in a category, please enter 0.

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unable to estimate</td>
<td>Unable to estimate</td>
<td>Unable to estimate</td>
<td>Unable to estimate</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17g. How many full-time equivalent (FTE) employees, including faculty, were employed by your institution during the prior fiscal year?

- FTE employees
- Unable to estimate

17h. Was your institution a member of any of the following higher education IT organizations or consortia? (Check all that apply.)

- ASAUDIT (South Africa)
- CAUDIT (Council of Australian University Directors of Information Technology)
- CSIESR (France)
- CUCCIO (Canadian University Council of Chief Information Officers)
- EUNIS (Europe)
- HEITBC (Higher Education IT British Columbia)
- Jisc (United Kingdom)
- JUCC (Joint Universities Computer Centre, Hong Kong)
- LERU (League of European Research Universities)
- SURF (Netherlands)
- SWITCH (Switzerland)
- UCISA (United Kingdom)
- Other (please specify)
- Not a member of any organizations or consortia

Q18–19 | Supplemental Information

**IT Organization, Staffing, and Financing**

Q18–19 | Supplemental Information

18. Please provide, in a paragraph or two, any background information about IT organization, staffing, and financing in your institution that could be useful to other CDS participants who may be using your data in their benchmarking. Examples: We hired a...
19. Please provide the name and e-mail address of the person to contact regarding your institution's responses to this module of the CDS survey. (optional)

Q20-23 | Module Feedback

IT Organization, Staffing, and Financing

Q20–23 | Module Feedback

20. EDUCAUSE welcomes your feedback on this survey module. Please let us know of any technologies, innovations, or challenges important to your institution that are not addressed or are inadequately addressed in this year's survey. We'd also like to know if any questions in this module are not relevant to your institution. How else could this module of the CDS survey be improved? (optional)

21. How many people participated in preparing and completing the answers to the questions in this module? (optional)
   - 1
   - 2–4
   - 5+

22. Approximately how much time did you spend on the following? (optional)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring and processing question data prior</td>
<td></td>
</tr>
<tr>
<td>entering data into the survey</td>
<td></td>
</tr>
<tr>
<td>Entering data into the survey</td>
<td></td>
</tr>
</tbody>
</table>

23. How easy was it for you to complete this module? Please take into consideration the amount of time it took, the ease of gathering information needed to answer the questions, the ease of identifying people at your institution to supply the answers, the clarity of the questions, etc. (optional)
   - Very difficult
   - Difficult
   - Somewhat difficult
   - Somewhat easy
   - Easy
   - Very easy
Educational Technology Services

This module includes questions about educational technology service functions and facilities provided by central IT and other units. Topics include: student technology, faculty instructional technology support, learning management system support, classroom and learning space support, and distance education services. This is an optional module.

In responding to the survey questions in this module, unless specified otherwise, please enter data that describe your IT environment during the prior fiscal year (FY 2015-2016). Prior fiscal year is defined as the most recent fiscal year ending before July 1, 2016.

NOTES:
- Unless otherwise specified, all questions in this survey request data for the prior fiscal year.
- Throughout the survey, "central IT" refers to the centralized information technology services and support organization reporting to the highest-ranking information technology administrator/officer in the institution.
- For CDS participants from central offices of multicampus systems and community college districts, "institution" refers to the central office only, not the entire multicampus entity. For all other participants, Institution refers to the individual college or university (typically referred to as a campus).
- Please refer to the CDS glossary for definitions of other terms in the survey.

Educational Technology Services

Q1 | Faculty Support Services
Q2 | Educational Technology Services Staff
Q3 | Faculty Support
Q4 | Classroom Technologies
Q5-6 | Technology-Enhanced Spaces
Q7 | Online Learning Services
Q8 | E-Learning Technology Deployment
Q9 | E-Learning Maturity
Q10-11 | Supplemental Information
Q12-15 | Module Feedback
Q1 I Faculty Support Services

Educational Technology Services

1. Which organizational units were responsible for the following educational technology services functions in your institution?

<table>
<thead>
<tr>
<th>Service</th>
<th>Primarily central IT</th>
<th>Primarily other administrative office(s)</th>
<th>Primarily academic unit(s)</th>
<th>Primarily system or district office</th>
<th>Primarily outsourced</th>
<th>This service was not provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Classroom technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Classroom technology support for faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Technology-enhanced spaces (labs, technology-enabled collaborative spaces, makerspaces, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Learning management support for faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Learning management training for faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Online educational technology</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>g. Online educational technology support for faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Online educational technology support for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Faculty teaching/excellence center that provides expertise on IT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Instructional designers to help faculty develop courses and course materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Instructional technologists to assist faculty and instructional designers with integration of IT into teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Teaching assistants to assist faculty with technology implementation and use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Support for faculty using devices not managed by the institution, such as personally owned computers, tablets, and smartphones</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>n. Support for faculty to use the technology they choose to implement</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>o. Faculty support for incorporating students’ use of mobile devices during class</td>
<td></td>
<td></td>
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<tr>
<td>p. Supported opportunities for faculty to experiment with emerging learning technologies (e.g., sandbox space)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>q. Faculty learning communities for the use of educational technology</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. Faculty individual training in use of educational technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Activities and opportunities for faculty to showcase</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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their work (e.g., tech fairs, brown-bag lunches, communities of practice, learning communities)

1. Special grants or awards for innovative use of instructional technology (including professional development grants to attend conferences)

u. Other (select service providers here; describe other support service below)

Other support service

Q2 | Educational Technology Services Staff

Educational Technology Services

Q2 | Educational Technology Services Staff

2. How many full-time equivalent (FTE) educational technology services staff and students were employed in central IT during the prior fiscal year?

NOTES:
- If you had no staff or students in an area, enter 0.
- For partial FTEs, please use decimal numbers.
- Student number should be entered in FTEs. This may be different from the total number of student workers in central IT. For example, 4 students working 10 hours a week each would count as 1 FTE. The following methods may be used to calculate this number:
  - If you know the total number of student worker hours allocated to central IT, divide that number by 2,000 (number of hours/year based on a 40-hour workweek).
  - If you know the total number of dollars used for student workers, divide that number by the average hourly wage and then divide the result by 2,000.
- Please include part-time, temporary, and limited-term employees, as well as any employees of external suppliers of outsourced IT services.

<table>
<thead>
<tr>
<th>Staff FTE</th>
<th>Unable to estimate</th>
<th>Student Employee FTE</th>
<th>Unable to estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom technology services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology-enhanced space services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online learning technology services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q3 | Faculty Support

Educational Technology Services

Q3 | Faculty Support

3. In which of the following ways did your institution support faculty in their use of technology for teaching and learning? (Check all that apply.)

☐ Matched faculty requests for educational technologies with classrooms that best matched their requests
☐ Provided release time to design/redesign courses
☐ Encouraged faculty to incorporate students’ use of mobile devices during class
☐ Other (please specify)

☐ We did not provide support to faculty in their use of technology for teaching and learning.

Q4 | Classroom Technologies
4. Please indicate the status of the following classroom technologies as of June 30, 2016.

1. **No deployment.** None of this technology or service is in place and no work is under way or resources committed for this technology or service.

2. **Tracking.** Staff are assigned, but restricted to monitoring and understanding this technology or service (much more than just reading articles).

3. **Planning, piloting, and initial deployment.** This technology or service is not yet available to users, however meaningful planning for deployment is under way. A plan for deployment is either in development or in place. Staff are investing significant time (multiple person-weeks of effort) and resources planning to deploy this technology or service. This includes evaluating options with an expectation of deployment within a defined time frame. Evaluation involves at least multiple person-weeks of staff time developing options, a proposal for required funding, and possibly piloting the technology or service.

4. **Deployment to parts of the institution.** Full, production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with potential access by selected users, but not institution-wide.

5. **Deployment institution-wide.** Full production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with deployment supporting potential access institution-wide.

**NOTE:** Prior responses to this question have been preloaded, however response options have changed slightly for the CDS 2016 survey. Please review responses thoroughly to ensure CDS 2016 responses align with the new response options.

<table>
<thead>
<tr>
<th>No deployment</th>
<th>Tracking</th>
<th>Planning, piloting, and initial deployment</th>
<th>Deployment to parts of the institution</th>
<th>Deployment institution-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>a. Podium/lectern computer(s) for instructor</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Instructor docking station/connections for laptop computer</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Integrated control and switching system (e.g., Crestron)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Document cameras/projectors</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Projection systems</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Flatscreen TVs</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. Wireless projection</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h. Automated lecture capture systems</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>i. Interactive whiteboards (e.g., SMART Boards)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>j. Interactive monitor (e.g., SMART Podiums)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>k. Audience response systems (e.g., clickers)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>l. Accessibility technologies (e.g., JAWS reader, signing support)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>m. Remote monitoring for technical support</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

---

**Q5-6 | Technology-Enhanced Spaces**

Educational Technology Services

Q5–6 | Technology-Enhanced Spaces

5. Which of the following technology-enhanced spaces were provided by your institution during the prior fiscal year? (Check all that apply.)

- [ ] Research labs
- [ ] Makerspaces
- [ ] Team-based classrooms
- [ ] Collaborative spaces
- [ ] Information commons
- [ ] Recording studio with green screen
- [ ] Other (please specify)
6a. Which of the following units provided shared workstations during the prior fiscal year?

NOTE: Question 6b will only be displayed if central IT provides any of the following shared workstations.

<table>
<thead>
<tr>
<th>WorkstationsProvided</th>
<th>Central IT</th>
<th>Other administrative unit(s)</th>
<th>Other academic unit(s)</th>
<th>Other (describe below)</th>
<th>Not applicable–shared workstations not provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lab/cluster workstations in academic or other buildings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Lab/cluster workstations in residence halls</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Virtual lab/cluster workstations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Kiosk machines</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Laptops or tablets available for checkout or loan</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other unit

Educational Technology Services

Q5–6 | Technology-Enhanced Spaces

Only categories selected in Question 6a will be displayed. Click Back to change these answers.

6b. Please answer the following items about shared workstations provided for student use in the prior fiscal year.

<table>
<thead>
<tr>
<th>WorkstationsProvided</th>
<th>Number provided by central IT</th>
<th>Unable to estimate</th>
<th>Number supported by central IT</th>
<th>Unable to estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lab/cluster workstations in academic or other buildings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Lab/cluster workstations in residence halls</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Virtual lab/cluster workstations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Kiosk machines</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Laptops or tablets available for checkout or loan</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q7 | Online Learning Services

Educational Technology Services

Q7 | Online Learning Services

7. Did your institution provide any of the following online learning courses or services? (Check all that apply.)

- Online-only courses
- Hybrid/blended courses
- Testing centers
- Access to software that traditional students access in labs
- ADA-compliant distance learning
Q8 | E-Learning Technology Deployment

Educational Technology Services

Q8 | E-Learning Technology Deployment

8. Please describe the status of the following systems and technologies at your institution as of June 30, 2016, using the scale below, taking into account both institutionally deployed systems and hosted or cloud-based systems.

1. **No deployment.** None of this technology or service is in place and no work is under way or resources committed for this technology or service.

2. **Tracking.** Staff are assigned, but restricted to monitoring and understanding this technology or service (much more than just reading articles).

3. **Planning, piloting, and initial deployment.** This technology or service is not yet available to users, however meaningful planning for deployment is under way. A plan for deployment is either in development or in place. Staff are investing significant time (multiple person-weeks of effort) and resources planning to deploy this technology or service. This includes evaluating options with an expectation of deployment within a defined time frame. Evaluation involves at least multiple person-weeks of staff time developing options, a proposal for required funding, and possibly piloting the technology or service.

4. **Deployment to parts of the institution.** Full, production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with potential access by selected users, but not institution-wide.

5. **Deployment institution-wide.** Full production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with deployment supporting potential access institution-wide.

**NOTES:**

- For the purposes of this survey, e-learning is defined as learning that involves a web-based component, enabling collaboration and access to content that extends beyond the classroom.
- This section is best completed by your institution’s director of academic technology, or other individual familiar with the institutional e-learning technology environment.
- Please describe the status of the systems and technologies in this question even if your institution does not have an e-learning initiative.

<table>
<thead>
<tr>
<th></th>
<th>No deployment</th>
<th>Tracking</th>
<th>Planning, piloting, and initial deployment</th>
<th>Deployment to parts of the institution</th>
<th>Deployment institution-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Full-function online learning delivery system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Real-time web- or video-conferencing online learning environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Lecture capture</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>d. Online learning course analytics for institutional e-learning</td>
<td></td>
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<tr>
<td>e. Collaboration tools for learning</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>f. Multimedia production for online learning (including facilities and/or services)</td>
<td></td>
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</tr>
<tr>
<td>g. E-publishing platform for learning</td>
<td></td>
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</tr>
<tr>
<td>h. Student evaluation of teaching effectiveness</td>
<td></td>
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</tr>
<tr>
<td>i. Electronic student portfolios</td>
<td></td>
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</tr>
<tr>
<td>j. Plagiarism detection system</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>k. Remote exam proctoring</td>
<td></td>
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<tr>
<td>l. Virtual computer lab delivery</td>
<td></td>
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<tr>
<td>m. Digital asset management system for learning</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>n. E-books or e-textbooks</td>
<td></td>
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</tr>
</tbody>
</table>

Q9 | E-Learning Maturity

Educational Technology Services

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9. Please characterize each of the following items as it relates to the state of e-learning at your institution as of June 30, 2016. (optional)

**NOTE:**
- For the purposes of this survey, e-learning is defined as learning that involves a web-based component, enabling collaboration and access to content that extends beyond the classroom.
- This section is best completed by your institution’s director of academic technology, or other individual familiar with the institutional e-learning technology environment.
- Please skip this question if your institution does not provide e-learning.

<table>
<thead>
<tr>
<th>1. ENGAGEMENT</th>
<th>Not achieved (0–5%)</th>
<th>Slightly achieved (&gt;5–35%)</th>
<th>Partially achieved (&gt;35–85%)</th>
<th>Largely achieved (&gt;85–95%)</th>
<th>Fully achieved (95–100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1) We provide training for students to learn new e-learning technology and skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2) We provide training for staff to learn new e-learning technology and skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>1.3) We regularly evaluate new technologies for possible use in e-learning courses.</td>
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<tr>
<td>1.4) We provide training for faculty to learn new e-learning technology and skills</td>
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<tr>
<td>1.5) Our faculty play a large role in determining what technologies are used in their courses.</td>
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<td>1.6) Our faculty's interest in incorporating technology into teaching is on the rise.</td>
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</tr>
<tr>
<td>2. OPERATIONAL EFFECTIVENESS</td>
<td>Not achieved (0–5%)</td>
<td>Slightly achieved (&gt;5–35%)</td>
<td>Partially achieved (&gt;35–85%)</td>
<td>Largely achieved (&gt;85–95%)</td>
<td>Fully achieved (95–100%)</td>
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<tr>
<td>2.1) Our e-learning technology delivery systems are highly reliable.</td>
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<td>2.2) IT considers e-learning technology delivery systems to be mission-critical in terms of the support provided.</td>
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<tr>
<td>2.3) Most of our e-learning technology services (e.g., course delivery, lecture capture, content management system, support) are supported through a centralized system.</td>
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<tr>
<td>2.4) Our e-learning services, programs, and technologies are adaptable; we will be able to accommodate new methods of e-learning delivery in the coming years.</td>
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<tr>
<td>2.5) Our e-learning services, programs, and technologies are scalable; we will be able to handle a growing number of e-learning courses in the coming years.</td>
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<tr>
<td>3. GOVERNANCE, SECURITY, AND ACCESSIBILITY</td>
<td>Not achieved (0–5%)</td>
<td>Slightly achieved (&gt;5–35%)</td>
<td>Partially achieved (&gt;35–85%)</td>
<td>Largely achieved (&gt;85–95%)</td>
<td>Fully achieved (95–100%)</td>
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<tr>
<td>3.1) We have adequate resources and knowledge to effectively provide alternate technologies for students with disabilities to engage in e-learning.</td>
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<td>3.2) We have an effective, established mechanism in place for e-learning governance (responsible for policy, quality, accreditation issues, etc.).</td>
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<td>3.3) We have appropriate policies and guidelines in place to verify students' identity to ensure that students submitting course work online are those who have completed the work.</td>
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<tr>
<td>3.4) We have appropriate policies and guidelines in place to enable effective decision-making about e-learning initiatives.</td>
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<td>3.5) We have appropriate policies outlining the intellectual property of course material.</td>
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<td>3.6) We have appropriate technology in place to ensure the security of e-learning initiatives.</td>
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<tr>
<td>4. PRIORITY</td>
<td>Not achieved (0–5%)</td>
<td>Slightly achieved (&gt;5–35%)</td>
<td>Partially achieved (&gt;35–85%)</td>
<td>Largely achieved (&gt;85–95%)</td>
<td>Fully achieved (95–100%)</td>
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<tr>
<td>4.1) We have established a senior position specifically for e-learning management.</td>
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<td>4.2) We view e-learning as an investment, rather than as an added cost.</td>
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<tr>
<td>4.3) We view e-learning as a strategic priority.</td>
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<td>4.4) Our faculty are rewarded (e.g., extra salary, lower course load, specialized recognition) for designing and delivering online courses.</td>
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</table>
5. ANALYTICS

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<tbody>
<tr>
<td>5.1) We have instituted sufficient and effectual learning analytics to evaluate the efficacy of our e-learning courses.</td>
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<tr>
<td>5.2) We have instituted sufficient and effectual analytics to ensure that progress in e-learning meets our strategic goals.</td>
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</tbody>
</table>

Q10-11 | Supplemental Information

Educational Technology Services

Q10–11 | Supplemental Information

10. Please provide, in a paragraph or two, any background information about faculty use of educational technology in your institution that could be useful to other CDS participants who may be using your data in their benchmarking. Examples: We are engaged in a yearlong assessment of learning outcomes related to IT investments. We have just received a grant to provide prizes for faculty innovation in instructional technology. (optional)

11. Please provide the name and e-mail address of the person to contact regarding your institution’s responses to this module of the CDS survey. (optional)

Q12-15 | Module Feedback

Educational Technology Services

Q12–15 | Module Feedback

12. EDUCAUSE welcomes your feedback on this survey module. Please let us know of any technologies, innovations, or challenges important to your institution that are not addressed or are inadequately addressed in this year's survey. We’d also like to know if any questions in this module are not relevant to your institution. How else could this module of the CDS survey be improved? (optional)

13. How many people participated in preparing and completing the answers to the questions in this module? (optional)
   - 1
   - 2–4
   - 5+

14. Approximately how much time did you spend on the following? (optional)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring and processing question data prior to entering data into the survey</td>
<td></td>
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<tr>
<td>Entering data into the survey</td>
<td></td>
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</tbody>
</table>

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15. How easy was it for you to complete this module? Please take into consideration the amount of time it took, the ease of gathering information needed to answer the questions, the ease of identifying people at your institution to supply the answers, the clarity of the questions, etc. (optional)

- Very difficult
- Difficult
- Somewhat difficult
- Somewhat easy
- Easy
- Very easy
Information Security

This module includes questions about the IT security organization, staffing, policies, and practices related to information technology security. This is an optional module.

In responding to the survey questions in this module, unless specified otherwise, please enter data that describe your IT environment during the prior fiscal year (FY 2015-2016). Prior fiscal year is defined as the most recent fiscal year ending before July 1, 2016.

NOTES:
- Unless otherwise specified, all questions in this survey request data for the prior fiscal year.
- Throughout the survey, "central IT" refers to the centralized information technology services and support organization reporting to the highest-ranking information technology administrator/officer in the institution.
- For CDS participants from central offices of multicampus systems and community college districts, "institution" refers to the central office only, not the entire multicampus entity. For all other participants, Institution refers to the individual college or university (typically referred to as a campus).
- Please refer to the CDS glossary for definitions of other terms in the survey.

Information Security

Q1 | Information Security Service Delivery
Q2-4 | Information Security Staff
Q5 | Information Security Maturity
Q6 | Information Security Technology Deployment
Q7 | Information Security Standards/Frameworks
Q8-9 | Information Security Risk Assessment
Q10-12 | Multi-institutional Collaborations and Federations
Q13-15 | Identity and Access Management
Q16-17 | Supplemental Information
Q18-21 | Module Feedback
Q1 | Information Security Service Delivery

Information Security

1. Which organizational units were responsible for the following information security practices in your institution?

<table>
<thead>
<tr>
<th>Practice</th>
<th>Primarily central IT</th>
<th>Shared between central IT and other admin or academic unit(s)</th>
<th>Primarily other admin or academic unit(s)</th>
<th>Primarily system or district office</th>
<th>Primarily outsourced</th>
<th>No unit responsible</th>
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</thead>
<tbody>
<tr>
<td>a. Information security compliance</td>
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<tr>
<td>b. Information security risk management</td>
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<td>c. Monitoring</td>
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<tr>
<td>d. Incident management</td>
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<td>e. Training and awareness</td>
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<td>f. Information security policy development</td>
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<td>g. Network security</td>
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<td>h. Identity management</td>
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<td>i. Data security</td>
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<td>j. Data privacy</td>
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<td>k. Security software procurement</td>
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<td>l. Configuration management</td>
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<td>m. Mobile device management</td>
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<td>n. Cyberliability insurance purchases</td>
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<tr>
<td>o. Records retention</td>
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<tr>
<td>p. Forensic analysis</td>
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<td>q. E-discovery</td>
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<tr>
<td>r. Other (select organizational unit here; describe other practice below)</td>
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</table>

Other security practice
Q2-4 | Information Security Staff

Information Security

Q2–4 | Information Security Staff

2. In the prior fiscal year, what was the title of the highest-ranking person with primary responsibility for information security across your institution?

NOTE: This person may not have reported within the central IT organization.

- CIO or equivalent serves in this role
- Chief information security officer
- Chief IT security officer
- Chief trust officer
- Information security officer
- IT security officer
- Executive director, information security
- Executive director, IT security
- Director, information security
- Director, IT security
- Manager, information security
- Manager, IT security
- Network manager
- Network administrator
- Other (please specify)

3. What percentage of full time did this person devote to information security?

- 100%
- 80–99%
- 60–79%
- 40–59%
- 20–39%
- 10–19%
- Less than 10%

4. To whom did this person report? (Check all that apply.)

- Board of trustees/regents
- President/chancellor
- Provost/chief academic officer
- Chief administrative officer
- Chief financial officer
- Director of internal audit
- Highest-ranking IT administrator/officer (e.g., CIO) in central IT
- First-line director in central IT
- Second-line manager in central IT
- Other (please specify)
Q5 | Information Security Maturity

5. Please characterize each of the following items as it relates to the state of information security at your institution as of June 30, 2016, using the following scale (optional):

NOTE: This section is best completed by your institution's chief information security officer, director of IT security, or other individual familiar with the institutional information security technology environment.

<table>
<thead>
<tr>
<th>1. SECURITY SERVICES AND OPERATIONS</th>
<th>Not achieved (0–5%)</th>
<th>Slightly achieved (&gt;5–35%)</th>
<th>Partially achieved (&gt;35–65%)</th>
<th>Largely achieved (&gt;65–95%)</th>
<th>Fully achieved (95–100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1) We have an individual with institution-wide information security responsibility and authority written in their job description, or equivalent. Note: This may be the CIO, CISO, CSO, or other.</td>
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<td>1.2) Duties are sufficiently segregated to ensure unintentional or unauthorized modification of information is detected.</td>
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<td>1.3) Individuals (staff, faculty, students, third parties) interacting with institutional systems receive information security awareness training.</td>
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<td>1.4) We participate in local or national security groups (e.g., REN-ISAC, EDUCAUSE, InfraGard, Information Systems Security Association).</td>
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<tr>
<td>1.5) Incident-handling procedures include the definition of roles and responsibilities.</td>
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<tr>
<td>1.6) Our incident response staff are aware of legal or compliance requirements surrounding evidence collection.</td>
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<td>1.7) We maintain relationships with local law enforcement authorities.</td>
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<tr>
<td>1.8) We have an information security policy that has been approved by institutional leadership.</td>
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<td>1.9) We have incident-handling procedures in place to report and respond to security events throughout the incident life cycle.</td>
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<td>1.10) Our incident-handling procedures include the requirement to hold an after-incident review to determine the need for new controls to reduce the likelihood and impact of future incidents.</td>
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<tr>
<td>1.11) We assess the security controls of contracted services with external entities (third parties, cloud services) before granting access to sensitive institutional information assets.</td>
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<tr>
<th>2. ASSET PROTECTION</th>
<th>Not achieved (0–5%)</th>
<th>Slightly achieved (&gt;5–35%)</th>
<th>Partially achieved (&gt;35–65%)</th>
<th>Largely achieved (&gt;65–95%)</th>
<th>Fully achieved (95–100%)</th>
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</thead>
<tbody>
<tr>
<td>2.1) We monitor and promptly respond to patch releases, security bulletins, and vulnerability reports.</td>
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<td>2.2) We have an acceptable use policy that defines misuse of institutional IT resources and data.</td>
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<tr>
<td>2.3) We maintain security configuration standards for information systems and applications.</td>
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<tr>
<td>2.4) We have procedures and technologies in place to protect sensitive data from unauthorized access and tampering.</td>
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<tr>
<td>2.5) Our data backup process is consistent with the availability requirements of our organization.</td>
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<tr>
<td>2.6) We routinely test our data backup restore procedures.</td>
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<td>2.7) We have access control procedures to authorize and revoke access rights to information systems.</td>
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<tr>
<td>2.8) We have access control procedures to authorize and revoke access rights to physical assets (e.g., buildings).</td>
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</table>

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2.9) We have procedures to regularly review users’ access to ensure only needed privileges are applied.
2.10) We have an authorization system that enforces time limits lockout on login failure.
2.11) We have an authorization system that defaults to minimum privilege.

### 3. SYSTEMS REVIEW

3.1) We have a process for identifying and assessing reasonably foreseeable internal and external risks to the security, confidentiality, and/or integrity of records containing sensitive information.
3.2) We have a vulnerability management strategy in place.
3.3) We have a process for routinely monitoring logs to detect unauthorized and anomalous activities.
3.4) We have a log management process in place to secure log data from unauthorized access and tampering.
3.5) We have a configuration-management process in place to ensure that changes to our critical information systems and applications are for valid business reasons.
3.6) We have a configuration-management process in place to ensure that changes to our critical information systems and applications have received proper testing and authorization.
3.7) We complete independent security reviews at planned intervals.
3.8) We complete independent security reviews when significant changes to the environment occur.

### 4. POLICIES

4.1) We have usage guidance established for mobile computing devices (regardless of ownership) that store, process, or transmit institutional data.
4.2) Our policies indicate when encryption should be used (e.g., at rest, in transit, with sensitive or confidential data, on certain types of devices).
4.3) We identify critical information assets and the functions that rely on them.
4.4) We classify data to indicate the appropriate levels of information security.
4.5) We have standards for isolating sensitive data to protect it from unauthorized access and tampering.
4.6) We have a records management or data governance policy that addresses the life cycle of paper records.
4.7) We have a records management or data governance policy that addresses the life cycle of electronic records.
4.8) We have purchased cyberliability insurance.

### 5. BUSINESS CONTINUITY

5.1) We have a business continuity plan for information technology that has been reviewed and approved by senior staff or the board of trustees.
5.2) We have a business continuity plan for information technology that is periodically tested.

### 6. IDENTITY MANAGEMENT

6.1) Institutional leadership has approved an identity management policy, which includes requirements and guidelines for identity proofing, credential issuance, authentication, and protection of authentication secrets.
6.2) Authentication requirements for services are determined via a risk assessment framework.
6.3) We employ multifactor authentication for access to critical institutional services.
6.4) Our institution offers eduroam network access service for campus visitors.

Q6 | Information Security Technology Deployment

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6. Please describe the status of the following systems and technologies at your institution as of June 30, 2016, using the following scale: (optional)

1. **No deployment.** None of this technology or service is in place and no work is under way or resources committed for this technology or service.
2. **Tracking.** Staff are assigned, but restricted to monitoring and understanding this technology or service (much more than just reading articles).
3. **Planning, piloting, and initial deployment.** This technology or service is not yet available to users, however meaningful planning for deployment is under way. A plan for deployment is either in development or in place. Staff are investing significant time (multiple person-weeks of effort) and resources planning to deploy this technology or service. This includes evaluating options with an expectation of deployment within a defined time frame. Evaluation involves at least multiple person-weeks of staff time developing options, a proposal for required funding, and possibly piloting the technology or service.
4. **Deployment to parts of the institution.** Full, production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with potential access by selected users, but not institution-wide.
5. **Deployment institution-wide.** Full production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with deployment supporting potential access institution-wide.

**NOTE:** This section is best completed by your institution’s chief information security officer, director of IT security, or other individual familiar with the institutional information security technology environment.

<table>
<thead>
<tr>
<th>No deployment</th>
<th>Tracking</th>
<th>Planning, piloting, and initial deployment</th>
<th>Deployment to parts of the institution</th>
<th>Deployment institution-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Scanning tools for private/protected information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>b. Data loss prevention</td>
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<tr>
<td>c. Network filtering</td>
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<tr>
<td>d. Network intrusion detection system</td>
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<tr>
<td>e. Network intrusion prevention system</td>
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<tr>
<td>f. Host-based intrusion detection system</td>
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<tr>
<td>g. Host-based intrusion prevention system</td>
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<tr>
<td>h. Network access control system</td>
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</tr>
<tr>
<td>i. Penetration testing tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Vulnerability assessment tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Endpoint configuration management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Malware protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Endpoint encryption for sensitive data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Secure remote access</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Secure wireless access</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Log management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Security information and event management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. Self-phishing assessment tools (e.g., PhishMe or Wombat)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Biometric authentication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t. Multifactor authentication (nonbiometric)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Information Security

#### Q7 | Information Security Standards/Frameworks

7. Please describe the status of the following standards or frameworks at your institution using the following scale.

<table>
<thead>
<tr>
<th>Standard or Framework</th>
<th>Deployed broadly</th>
<th>Deployed sparsely</th>
<th>In planning</th>
<th>Experimenting/considering</th>
<th>Considered, not pursued</th>
<th>No discussion to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS Critical Security Controls</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Cloud Security Alliance Cloud Controls Matrix (CCM)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>CoBIT</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>NIST 800-53/FISMA</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>NIST Cybersecurity Framework</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>ISO 27001</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other (select status here; describe below)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

#### Other standard or framework

<table>
<thead>
<tr>
<th>Other standard or framework</th>
<th>Deployed broadly</th>
<th>Deployed sparsely</th>
<th>In planning</th>
<th>Experimenting/considering</th>
<th>Considered, not pursued</th>
<th>No discussion to date</th>
</tr>
</thead>
</table>

#### Q8-9 | Information Security Risk Assessment

8. In which of these areas did your institution undertake an information security risk assessment during the prior fiscal year? (Check all that apply.)

**NOTE:** Question 9 will appear only if your institution conducted a security assessment during the prior fiscal year.

- Central IT infrastructure
- Central IT systems and data
- Medical center systems and data
- Research systems and data
- Instructional systems and data
- Cloud service or third-party provider
- Other (please specify)

- No risk assessments have been undertaken.

9. For which of the following reasons were information security risk assessments conducted at your institution? (Check all that apply.)

- Planning/prioritizing institutional security work
Q10-12 | Multi-institutional Collaborations and Federations

Information Security

10. In which of these multi-institutional collaborations related to information security did your institution participate? (Check all that apply.)

- Higher Education Information Security Council (HEISC)
- State or regional group
- REN-ISAC (Research and Education Network Information Sharing and Analysis Center)
- Public/private information sharing activities such as the U.S. FBI InfraGard program
- National Security Higher Education Board
- Internet2
- Other (please specify)
- Not applicable—no collaborative participation

11. In which of the following federations was your institution a member, either as an identity provider, a service provider, or both?

<table>
<thead>
<tr>
<th>Federation</th>
<th>Identity provider</th>
<th>Service provider</th>
<th>Both identity provider and service provider</th>
<th>Neither, but considering</th>
<th>Neither, not considering</th>
</tr>
</thead>
<tbody>
<tr>
<td>InCommon</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eduGAIN</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other country-specific federation (such as UK Access Management Federation, or CANARIE)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>State or regional federation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional or system federation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other federation
12. What federation protocols did your institution support? (Check all that apply.)

☐ SAML

☐ OpenID

☐ OpenID Connect

☐ OAuth

☐ OAuth2

☐ Other (please specify)

☐ Not applicable

Q13-15 | Identity and Access Management

Information Security

Q13–15 | Identity and Access Management

13. What was the status of end-user authentication for network access in your institution?

<table>
<thead>
<tr>
<th>Authentication required</th>
<th>Authentication not required, but planned</th>
<th>Authentication not required and not planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wired connections from public workstations</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Wired connections from all other workstations</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Wireless access for institutional users</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Wireless access for guests</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

14. For which of the following purposes was multifactor authentication used? (Check all that apply.)

☐ Business-critical applications (e.g., financial or HR systems)

☐ Student applications (e.g., learning management systems)

☐ E-mail

☐ All institutional services

☐ Other (please specify)

☐ Not applicable–multifactor authentication was not used

15. Which authentication technologies were used for the following types of users? (Check all that apply.)

<table>
<thead>
<tr>
<th>Knowledge-based authentication (e.g., passwords, PINS, secret questions)</th>
<th>Possession-based authentication (e.g., security tokens, key fobs, one-time passwords)</th>
<th>Biometric authentication (e.g., fingerprint, retina scans)</th>
<th>Other (describe below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Faculty</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Staff</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other authentication technology
Q16-17 | Supplemental Information

Information Security

16. Please provide, in a paragraph or two, any background information about your institution and its IT security environment that could be useful to other CDS participants who may be using your data in their benchmarking. Example: Our affiliated hospital has its own information systems, network, and IT security staff with whom we collaborate frequently. (optional)

17. Please provide the name and e-mail address of the person to contact regarding your institution's responses to this module of the CDS survey. (optional)

Q18-21 | Module Feedback

Information Security

18. EDUCAUSE welcomes your feedback on this survey module. Please let us know of any technologies, innovations, or challenges important to your institution that are not addressed or are inadequately addressed in this year's survey. We'd also like to know if any questions in this module are not relevant to your institution. How else could this module of the CDS survey be improved? (optional)

19. How many people participated in preparing and completing the answers to the questions in this module? (optional)

1

2–4
20. Approximately how much time did you spend on the following? (optional)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring and processing question data prior to entering data into the survey</td>
<td></td>
</tr>
<tr>
<td>Entering data into the survey</td>
<td></td>
</tr>
</tbody>
</table>

21. How easy was it for you to complete this module? Please take into consideration the amount of time it took, the ease of gathering information needed to answer the questions, the ease of identifying people at your institution to supply the answers, the clarity of the questions, etc. (optional)

- [ ] Very difficult
- [ ] Difficult
- [ ] Somewhat difficult
- [ ] Somewhat easy
- [ ] Easy
- [ ] Very easy
Information Systems and Applications

This module includes questions about characteristics of the institution's information systems, regardless of whether they are operated or supported by central IT. This is an optional module.

In responding to the survey questions in this module, unless specified otherwise, please enter data that describe your IT environment during the prior fiscal year (FY 2015-2016). Prior fiscal year is defined as the most recent fiscal year ending before July 1, 2016.

NOTES:
- Unless otherwise specified, all questions in this survey request data for the prior fiscal year.
- Throughout the survey, "central IT" refers to the centralized information technology services and support organization reporting to the highest-ranking information technology administrator/officer in the institution.
- For CDS participants from central offices of multicampus systems and community college districts, "institution" refers to the central office only, not the entire multicampus entity. For all other participants, Institution refers to the individual college or university (typically referred to as a campus).
- Please refer to the CDS glossary for definitions of other terms in the survey.
- Questions 2–4 are only displayed based on your response to Question 1.
- Question 6 is only displayed based on your response to Question 5.

Information Systems and Applications

Q1 | Core Systems
Q5 | Adjunct Information Systems
Q7 | IT Architecture Approach
Q8-9 | Supplemental Information
Q10-13 | Module Feedback

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Q1 | Core Systems

Information Systems and Applications

1. Please indicate who was responsible for providing core information systems in your institution during the prior fiscal year. If your institution had more than one significant system in an area, please respond for the primary system. In subsequent questions, we will ask for more details about provided systems.

NOTES:
- For outsourced systems (including systems in the cloud), indicate the campus unit responsible for managing the outsourcing agreement.
- Include systems that were fully operational in the prior fiscal year.
- For systems that were not fully operational, include any systems for which the majority of intended users were able to use all authorized functions of the system being delivered as part of an implementation project.
- Respond for all systems regardless of whether they are stand-alone systems or part of another system (e.g., a procurement system that is part of the financial management system).
- System offices should include information systems that were operational at the system office as well as information systems that were provided by the system office to campuses within the system.

<table>
<thead>
<tr>
<th>System Name</th>
<th>Central IT has primary responsibility</th>
<th>Distributed IT has primary responsibility</th>
<th>The system or district office has primary responsibility</th>
<th>This system is not provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Admissions: undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Advancement/fundraising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Business intelligence reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Customer relationship management (CRM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Data warehouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Facilities management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Financial aid</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>h. Financial management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Human resources information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Procurement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Room scheduling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Student information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. IT service desk management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Learning management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Grants management: postaward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Grants management: preaward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. E-mail: faculty/staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. E-mail: student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Web content management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t. Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q2 | Core System Products

Information Systems and Applications

2. For systems that you indicated as having been provided by central IT or another unit at your institution during the prior fiscal year, please provide more information on the product that was in use.

NOTE: This page will display systems that you reported in Question 1 as being provided at your institution. Any changes to your...
If you indicated in Question 1 that none of the listed systems are provided at your institution, this page will be blank. Click Next to continue or return to Question 1 to change your answers.

For the primary **undergraduate admissions** system at your institution, what product was operational?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We use our student information system for this purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We use our customer relationship management system for this purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technolusions Slate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other product (please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't know.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the primary **advancement/fundraising** system at your institution, what product was operational?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abila Millennium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackbaud Raiser's Edge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Management Talisma Fundraising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian Advance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian Banner Advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian Colleague Advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian PowerCampus Advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenzabar CX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenzabar EX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oracle PeopleSoft Campus Solutions—Contributor Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other product (please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't know.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the primary **business intelligence reporting** system at your institution, what product was operational?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackboard Analytics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian Banner Performance Reporting and Analytics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian Colleague Performance Analytics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian Colleague Reporting and Operating Analytics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian PowerCampus Enterprise Reporting and Analytics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrinsik Informer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evisions Argos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IBM Cognos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Builders WebFocus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft SQL Server 2012 Business Intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microstrategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oracle Business Intelligence Enterprise Edition (OBIEE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oracle Business Intelligence Suite (Discoverer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oracle Campus Analytics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAP BusinessObjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAS Business Intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tableau Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other product (please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't know.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the primary **customer relationship management (CRM)** system at your institution, what product was operational?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Management Talisma CRM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Systems EMAS Pro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian CRM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellucian CRM Recruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hobsons Connect CRM (EMT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hobsons Radius (Intelliworks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenzabar Internet Campus Solution (JICS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft Dynamics CRM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oracle PeopleSoft Enterprise CRM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oracle RightNow</td>
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<td></td>
</tr>
<tr>
<td>Salesforce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slate Technolusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starfish Retention Solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other product (please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't know.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the primary **data warehouse** system at your institution, what product was operational?

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Homegrown solution
We use our business intelligence reporting system for this purpose.
Blackboard Analytics
Ellucian Banner Enterprise Data Warehouse (EDW)
Ellucian Banner Operational Data Store (ODS)
IBM Cognos

Microsoft SQL Server
Oracle Database
Oracle PeopleSoft Campus Solutions Warehouse for Higher Education
SAP NetWeaver Business Warehouse
Other product (please specify)
I don't know.

For the primary **facilities management** system at your institution, what product was operational?

- Homegrown solution
- Accruent FAMIS
- Archibus
- AssetWorks (MAXIMUS) AiM
- Dude Solutions (SchoolDude) MaintenanceEssentials Pro
- IBM (MRO) Maximo Asset Management
- Infor (DataStream) MP2
- Maintenance Connection
- MegaMation DirectLine
- TMA Systems WebTMA
- Other product (please specify)
- I don't know.

For the primary **financial aid** system at your institution, what product was operational?

- Homegrown solution
- College Board PowerFAIDS
- Ellucian Banner Financial Aid
- Ellucian Banner Student Aid
- Ellucian Colleague Student and Financial Aid
- Jenzabar Financial Aid
- Oracle PeopleSoft Financial Aid
- Sigma Systems ProSAM Solution Suite
- Other product (please specify)
- I don't know.

For the primary **financial management** system at your institution, what product was operational?

- Homegrown solution
- Blackbaud Financial Edge
- Ellucian Banner Finance
- Ellucian Colleague Finance
- Jenzabar CX (CARS)
- Jenzabar EX (CDMS Teams Elite)
- Kuali Financial System (KFS)
- Microsoft Dynamics
- Oracle E-Business Suite Financials
- Oracle PeopleSoft Financial Management
- SAP ERP Financials
- Other product (please specify)
- I don't know.

For the primary **human resources information** system at your institution, what product was operational?

- Homegrown solution
- ADP
- Ellucian Banner Human Resources
- Ellucian Colleague Human Resources
- Jenzabar CX (CARS)
- Jenzabar EX (CDMS Teams Elite)
- Oracle E-Business Suite Human Capital Management
- SAP Human Capital Management
- Other product (please specify)
- I don't know.

For the primary **procurement** system at your institution, what product was operational?

- Homegrown solution
- We use our financial management system for this purpose.
- Banner Finance
- SAP Financial Management
- SciQuest Spend Director Enterprise/Higher Markets for Banner
- Other product (please specify)
For the primary room scheduling system at your institution, what product was operational?

- Homegrown solution
- We use our facilities management system for this purpose.
- Ad Astra Schedule
- CollegeNET Series25 (Schedule25, 25Live, or R25)
- Dean Evans & Associates EMS Campus
- Infosilem
- Other product (please specify)
- I don't know.

For the primary student information system at your institution, what product was operational?

- Homegrown solution
- Ellucian Banner Student
- Ellucian Colleague Student
- Ellucian PowerCampus Student
- Jenzabar EX (CDMS Teams Elite)
- Oracle PeopleSoft Campus Solutions
- Other product (please specify)
- I don't know.

For the primary IT service desk management system at your institution, what product was operational?

- Homegrown solution
- Atlassian Jira
- Best Practical Solutions Request Tracker (RT)
- BMC Software (Numara) Footprints
- BMC Software (Numara) Track-It!
- BMC Software RemedyForce
- BMC Software Service Desk Express (SDE)
- Cherwell Cherwell Service Management
- Computer Associates (CA) Service Desk Manager
- Dell KACE (KBOX)
- FrontRange Solutions HEAT
- HP Service Manager
- IssueTrak
- Kayako Infotech Fusion
- Microsoft System Center Service Manager
- OTRS Help Desk
- Parature from Microsoft
- SchoolDude IT Direct
- ServiceNow
- SolarWinds (MacsDesign Studio) Web Help Desk
- Spiceworks
- Symantec Altiris ServiceDesk
- TeamDynamix Service Management
- Zendesk
- Other product (please specify)
- I don't know.

For the primary learning management system at your institution, what product was operational?

- Homegrown solution
- Blackboard Learn
- Blackboard Learn—ANGEL Edition (ANGEL LMS)
- Blackboard Learn—CE (WebCT Campus Edition)
- Blackboard Learn—Vista (WebCT Vista)
- Desire2Learn
- Instructure Canvas
- Jenzabar e-Racer
- Moodle (Moodle Trust)
- Moodlerooms Joule
- Pearson eCollege
- Sakai CLE [Apereo (Sakai Foundation)]
- Sakai CLE (rSmart)
- Other product (please specify)
- I don't know.
### Postaward Grants Management System

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td>Evisions (Cayuse) Research Suite</td>
</tr>
<tr>
<td>Blackbaud Financial Edge</td>
<td>InfoEd Global Grants &amp; Contracts</td>
</tr>
<tr>
<td>Coeus (Coeus Consortium)</td>
<td>Oracle PeopleSoft Enterprise Grants Management</td>
</tr>
<tr>
<td>Coeus (Kuali)</td>
<td>Oracle PeopleSoft Financial Management</td>
</tr>
<tr>
<td>Ellucian (Datatel) Colleague</td>
<td>Other product (please specify)</td>
</tr>
<tr>
<td>Ellucian (SunGard/SCT) Banner</td>
<td>I don't know.</td>
</tr>
</tbody>
</table>

### Preamaward Grants Management System

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td>InfoEd Global Grants &amp; Contracts</td>
</tr>
<tr>
<td>Blackbaud Financial Edge</td>
<td>Oracle E-Business Suite Financials</td>
</tr>
<tr>
<td>Coeus (Coeus Consortium)</td>
<td>Oracle PeopleSoft Enterprise Grants Management</td>
</tr>
<tr>
<td>Coeus (Kuali)</td>
<td>Oracle PeopleSoft Financial Management</td>
</tr>
<tr>
<td>Ellucian (Datatel) Colleague</td>
<td>SAP Grants Management (GM)</td>
</tr>
<tr>
<td>Ellucian (SunGard/SCT) Banner</td>
<td>Other product (please specify)</td>
</tr>
<tr>
<td>Other product (please specify)</td>
<td>I don't know.</td>
</tr>
</tbody>
</table>

### Faculty/Staff E-mail System

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td>Microsoft Office 365 (Live@edu; BPOS)</td>
</tr>
<tr>
<td>Cyrus</td>
<td>Novell GroupWise</td>
</tr>
<tr>
<td>Google Apps, Gmail</td>
<td>VMware Zimbra Network Edition</td>
</tr>
<tr>
<td>IBM (Lotus) Domino</td>
<td>Other product (please specify)</td>
</tr>
<tr>
<td>MeritMail (powered by Zimbra)</td>
<td>I don't know.</td>
</tr>
<tr>
<td>Microsoft Exchange/Outlook</td>
<td></td>
</tr>
</tbody>
</table>

### Student E-mail System

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td>Microsoft Exchange/Outlook</td>
</tr>
<tr>
<td>We use the same system as for faculty/staff e-mail.</td>
<td>Microsoft Office 365 (Live@edu; BPOS)</td>
</tr>
<tr>
<td>Cyrus</td>
<td>Novell GroupWise</td>
</tr>
<tr>
<td>Google Apps, Gmail</td>
<td>VMware Zimbra Network Edition</td>
</tr>
<tr>
<td>IBM (Lotus) Domino</td>
<td>Other product (please specify)</td>
</tr>
<tr>
<td>MeritMail (powered by Zimbra)</td>
<td>I don't know.</td>
</tr>
<tr>
<td>Microsoft Exchange/Outlook</td>
<td></td>
</tr>
</tbody>
</table>

### Web Content Management System

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown solution</td>
<td>Microsoft Sharepoint</td>
</tr>
<tr>
<td>Adobe Contribute</td>
<td>OmniUpdate OU Campus</td>
</tr>
<tr>
<td>Adobe (Day) CQ</td>
<td>OpenText (OpenText Web Solutions, RedDot) Web Site Management</td>
</tr>
<tr>
<td>dotCMS</td>
<td>OpenText (Vignette) Web Experience Management</td>
</tr>
<tr>
<td>DotNetNuke DNN Evoq</td>
<td>PaperThin CommonSpot</td>
</tr>
<tr>
<td>Drupal</td>
<td>Percussion CMS</td>
</tr>
<tr>
<td>Ektron CMS</td>
<td>Sitecore CMS</td>
</tr>
</tbody>
</table>
For the primary **library** system at your institution, what product was operational?

- Homegrown solution unique to our institution
- Homegrown solution shared or provided by state or regional consortium
- Ex Libris Aleph
- Ex Libris Alma
- Ex Libris (Elsevier, Endeavor) Voyager
- Innovative Interfaces Innopac
- Innovative Interfaces Millennium ILS
- Innovative Interfaces Sierra Services Platform
- Other product (please specify)
- OCLC WorldCat
- OCLC WorldShare Management Services
- SirsiDynix Horizon
- SirsiDynix Symphony
- SirsiDynix Unicorn
- VTLS Virtua
- I don’t know.

**Q3 Core System Details**

**Information Systems and Applications**

If you indicated in Question 1 that none of the listed systems are provided at your institution, this page will be blank. Click Next to continue or return to Question 1 to change your answers.

3a. Please provide additional detail for each of the core information systems that were operational at your institution during the prior fiscal year.

**NOTES:**
- This table will display systems that you reported in Question 1 as being provided at your institution. Any changes to your answers in Question 1 will be reflected in this table.
- If your institution had more than one significant system in an area, please respond for the **primary system**.
- For campuses within multicampus systems or districts, if an information system was provided at the system or district level:
  - Enter information for all items as it related to your campus (for example, the year the system was implemented at your campus and whether your campus will choose to replace the system in the next three years).
- For system offices, the term "Primary Information Systems" refers to information systems provided to system campuses. If no information system was provided to a system campus, system offices should respond for the primary information system used at the system office.
- "Year Implemented" for systems that were not fully operational during the prior fiscal year is the year the majority of intended users were able to use all authorized functions of the system being delivered as part of the implementation project.
- Depending on your screen resolution, you may need to scroll horizontally to complete this question.

<table>
<thead>
<tr>
<th>System Area</th>
<th>Year Implemented</th>
<th>Unable to estimate - year implemented</th>
<th>Extent of customization</th>
<th>Plan to replace in next three years</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Admissions: undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Advancement/fundraising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Business intelligence reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Customer relationship management (CRM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Data warehouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Facilities management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 8 | Information Systems and Applications

Q3 | Core System Details

If you indicated in Question 1 that none of the listed systems are provided at your institution, this page will be blank. Click Next to continue or return to Question 1 to change your answers.

3b. Please provide additional detail for each of the core information systems that were operational at your institution during the prior fiscal year.

NOTES:
- This table will display systems that you reported in Question 1 as being provided at your institution. Any changes to your answers in Question 1 will be reflected in this table.
- If your institution had more than one significant system in an area, please respond for the primary system.
- For campuses within multicampus systems or districts, if an information system was provided at the system or district level:
  - Enter information for "Management Strategy" about the management strategies used by the system office.
  - Enter information for "Deployment Strategy" as it related to your campus.
- For system offices, the term "Primary Information Systems" refers to information systems provided to system campuses. If no information system was provided to a system campus, system offices should respond for the primary information system used at the system office.
- Depending on your screen resolution, you may need to scroll horizontally to complete this question.

<table>
<thead>
<tr>
<th>Management strategy (check all that apply)</th>
<th>Deployment strategy (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house</td>
<td>Vendor-hosted IaaS</td>
</tr>
<tr>
<td>a. Admissions: undergraduate</td>
<td>☐</td>
</tr>
<tr>
<td>b. Advancement/fundraising</td>
<td>☐</td>
</tr>
<tr>
<td>c. Business intelligence/reporting</td>
<td>☐</td>
</tr>
<tr>
<td>d. Customer relationship Management (CRM)</td>
<td>☐</td>
</tr>
<tr>
<td>e. Data warehouse</td>
<td>☐</td>
</tr>
<tr>
<td>f. Facilities management</td>
<td>☐</td>
</tr>
<tr>
<td>g. Financial aid</td>
<td>☐</td>
</tr>
<tr>
<td>h. Financial management</td>
<td>☐</td>
</tr>
<tr>
<td>i. Human resources information</td>
<td>☐</td>
</tr>
</tbody>
</table>
Module 8 I Information Systems and Applications

Q3 I Core System Details

If your institution does not plan to replace any core information systems in the next three years, this page will be blank. Please click Next to continue or Back to change your responses to Question 3a.

3c. Please provide additional detail for each of the core information systems that were operational at your institution during the prior fiscal year and that you plan to replace in the next three years.

NOTE: This table will display systems that you reported in Question 1 as being provided at your institution and that you reported in Question 3a you were planning to replace in the next three years. Any changes to your answers in Question 1 or Question 3a will be reflected in this table. Use the Back button to return to Question 3a.

Why is your institution planning to replace the primary system? (Check all that apply.)

<table>
<thead>
<tr>
<th>System Name</th>
<th>Why is your institution planning to replace the primary system?</th>
<th>What is the planned extent of customization for the primary system replacement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reduce cost</td>
<td>Replace legacy system</td>
</tr>
<tr>
<td>a. Admissions: undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Advancement/fundraising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Business intelligence reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Customer relationship management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Data warehouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Facilities management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Financial aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Financial management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Human resources information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Procurement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q4 | Core Systems Not Provided

Information Systems and Applications

If your institution provides all the systems listed in Question 1, this page will be blank. Click Next to continue.

4. For the core information systems that were not operational at your institution during the prior fiscal year, which does your institution plan to implement in the next three years?

<table>
<thead>
<tr>
<th>System</th>
<th>Plan to complete an implementation</th>
<th>Plan to begin implementation</th>
<th>No implementation planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Admissions: undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Advancement/fundraising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Business intelligence reporting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Customer relationship management (CRM)</td>
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<td></td>
<td></td>
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<tr>
<td>e. Data warehouse</td>
<td></td>
<td></td>
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<tr>
<td>f. Facilities management</td>
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<tr>
<td>g. Financial aid</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>h. Financial management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Human resources information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Procurement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Room scheduling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Student information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. IT service desk management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Learning management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Grants management: postaward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Grants management: preaward</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>q. E-mail: faculty/staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. E-mail: student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Web content management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t. Library</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Please describe the status of the following systems and technologies as of June 30, 2016 at your institution using the following scale:

1. **No deployment.** None of this technology or service is in place and no work is under way or resources committed for this technology or service.
2. **Tracking.** Staff are assigned, but restricted to monitoring and understanding this technology or service (much more than just reading articles).
3. **Planning, piloting, and initial deployment.** This technology or service is not yet available to users, however meaningful planning for deployment is underway. A plan for deployment is either in development or in place. Staff are investing significant time (multiple person-weeks of effort) and resources planning to deploy this technology or service. This includes evaluating options with an expectation of deployment within a defined time frame. Evaluation involves at least multiple person-weeks of staff time developing options, a proposal for required funding, and possibly piloting the technology or service.
4. **Deployment to parts of the institution.** Full, production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with potential access by selected users, but not institution-wide.
5. **Deployment institution-wide.** Full production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with deployment supporting potential access institution-wide.

<table>
<thead>
<tr>
<th>System Description</th>
<th>No deployment</th>
<th>Tracking</th>
<th>Planning, piloting, and initial deployment</th>
<th>Deployment to parts of the institution</th>
<th>Deployment institution-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Degree audit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Advising center management</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>c. Advising case management system for student interaction tracking</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>d. Education plan creation/tracking system</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>e. Credit transfer/articulation system</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>f. Academic early alert system</td>
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<td></td>
</tr>
<tr>
<td>g. Course/program recommendation system</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>h. Student extracurricular activities management system</td>
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<td></td>
</tr>
<tr>
<td>i. Student co-curricular activities management system</td>
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<td></td>
</tr>
<tr>
<td>j. Student self-service referral to social/community resources</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>k. Student success analytics dashboards</td>
<td></td>
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<tr>
<td>l. Student success data warehouse operational data store</td>
<td></td>
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<tr>
<td>m. Bursar's cashiering</td>
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<tr>
<td>n. Job applications</td>
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</tr>
<tr>
<td>o. Parking</td>
<td></td>
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</tr>
<tr>
<td>p. Project and portfolio management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Time and attendance</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>r. User system asset management</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>s. User system configuration management</td>
<td></td>
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<tr>
<td>t. Student housing</td>
<td></td>
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<tr>
<td>Q6</td>
<td>Adjunct Information System Products</td>
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<tr>
<td>Information Systems and Applications</td>
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</tr>
</tbody>
</table>

If your institution did not have targeted or institution-wide deployment for adjunct systems listed in Question 5, this page will be blank. Please click Next to continue or Back to change your responses to Question 5.

6. For systems that you indicated as having targeted or institution-wide deployment, please provide information on the product that is in use.

NOTES:
- This page will display systems that you reported in Question 5 as having targeted or institution-wide deployment. Any changes to your answers in Question 5 will be reflected in this page.
- If your institution had more than one significant system in an area, please respond for the primary system.
- For campuses within multicampus systems or districts, if an information system was provided at the system or district level, enter the product used by the system office.
- For system offices, the term "Primary Information Systems" refers to information systems provided to system campuses.
- If no information system was provided to a system campus, system offices should respond for the primary information system used at the system office.

For the primary **degree audit** system at your institution, what product was operational?

- [ ] Homegrown solution
- [ ] Ellucian Degree Works
- [ ] We use our student information system for this purpose.
- [ ] Other product (please specify)
- [ ] CollegeSource u.direct (formerly DARS)
- [ ] I don't know.
- [ ] Ellucian Curriculum, Advising, and Program Planning (CAPP)

For the primary **advising center management** system at your institution, what product was operational?

- [ ] Homegrown solution
- [ ] SARS-GRID
- [ ] We use our student information system for this purpose.
- [ ] Starfish CONNECT
- [ ] Other product (please specify)
- [ ] I don't know.
- [ ] EAB Student Success Collaborative
- [ ] Redrock Software AdvisorTrac

For the primary **advising case management system for student interaction tracking** at your institution, what product was operational?

- [ ] Homegrown solution
- [ ] Salesforce
- [ ] We use our student information system for this purpose.
- [ ] Starfish CONNECT
- [ ] Other product (please specify)
- [ ] I don't know.
- [ ] EAB GradesFirst
For the primary **education plan creation/tracking** system at your institution, what product was operational?

- Homegrown solution
- We use our student information system for this purpose.
- CollegeSource u.direct
- Ellucian Colleague Student Planning
- Ellucian Degree Works
- Hobsons AgileGrad
- Starfish ADVISING
- Other product (please specify)
- I don't know.

For the primary **credit transfer/articulation** system at your institution, what product was operational?

- Homegrown solution
- CollegeSource Transferology
- Ellucian Degree Works
- Other product (please specify)
- I don't know.

For the primary **academic early alert** system at your institution, what product was operational?

- Homegrown solution
- We use our student information system for this purpose.
- EAB GradesFirst
- EAB Student Success Collaborative
- EBI MAP-Works
- Ellucian Course Signals
- Hobsons Retain
- Starfish EARLY ALERT
- Other product (please specify)
- I don't know.

For the primary **course/program recommendation** system at your institution, what product was operational?

- Homegrown solution
- We use our student information system for this purpose.
- Desire2Learn Degree Compass
- EAB Student Success Collaborative
- Ellucian Colleague Student Planning
- Ellucian Degree Works
- Other product (please specify)
- I don't know.

For the primary **student extracurricular activities management** system at your institution, what product was operational?

- Homegrown solution
- We use our student information system for this purpose.
- Campus Labs CollegiateLink
- OrgSync
- Other product (please specify)
- I don't know.

For the primary **student co-curricular activities management** system at your institution, what product was operational?

- Homegrown solution
- We use our student information system for this purpose.
- Campus Labs CollegiateLink
- OrgSync
- Other product (please specify)
- I don't know.
For the primary **student self-service referral to social/community resources** system at your institution, what product was operational?

- Homegrown solution
- OrgSync
- Other product (please specify)
- I don't know.

For the primary **student success analytics dashboard** system at your institution, what product was operational?

- Homegrown solution
- Blackboard Analytics
- EAB Student Success Collaborative
- Other product (please specify)
- I don't know.

For the primary **student success data warehouse/operational data store** system at your institution, what product was operational?

- Homegrown solution
- Blackboard Analytics
- EAB Student Success Collaborative
- Oracle
- Other product (please specify)
- I don't know.

For the primary **bursar's cashiering** system at your institution, what product was operational?

- Homegrown solution
- We use our financial management system for this purpose.
- Higher One (CASHNet)
- TouchNet Cashiering
- Other product (please specify)
- I don't know.

For the primary **job applications** system at your institution, what product was operational?

- Homegrown solution
- We use our human resources information system for this purpose.
- Interview Exchange
- PeopleAdmin
- SilkRoad OpenHire
- Other product (please specify)
- I don't know.

For the primary **parking** system at your institution, what product was operational?

- Homegrown solution
- BOSSCAR
- Cardinal TickeTrak
- T2 Flex PARCS
- Other product (please specify)
- I don't know.

For the primary **project and portfolio management** system at your institution, what product was operational?

- Homegrown solution
- Microsoft Project
- Microsoft SharePoint
- TeamDynamix
- Other product (please specify)
- I don't know.

For the primary **time and attendance** system at your institution, what product was operational?
Homegrown solution
We use our human resources information system for this purpose.
Kronos Workforce

For the primary **user system asset management** system at your institution, what product was operational?

Homegrown solution  Other product (please specify)  I don't know.
We use our IT service desk management system for this purpose.
Pangea LANDESK

For the primary **user system configuration management** system at your institution, what product was operational?

Homegrown solution  Other product (please specify)  I don't know.
We use our IT service desk management system for this purpose.
Pangea LANDESK

For the primary **student housing** system at your institution, what product was operational?

Homegrown solution  Star Rez  Symplicity Residence  Other product (please specify)  I don't know.
We use our student information system for this purpose.
Adirondack Housing Director
CBORD Odyssey HMS
RMS Housing

For the primary **server and network monitoring** system at your institution, what product was operational?

CA Spectrum (Spectrum Infrastructure Manager)
HP OpenView
HP Operations Manager (OVOW)
InterMapper
Ipswitch WhatsUp Gold
Microsoft System Center Operations Manager (SCOM)
Nagios Powered Solutions
Paessler PRTG
Quest Big Brother

For the primary **collaboration platform** system at your institution, what product was operational?

Homegrown solution  Microsoft SharePoint Online  Microsoft SharePoint Server  Other product (please specify)  I don't know.
Atlassian Confluence
Blackboard Collaborate
Google Apps
For the primary **document management** system at your institution, what product was operational?

- Homegrown solution
- Banner Document Management
- EMC ApplicationXtender
- EMC Documentum
- Google Docs
- Hyland OnBase
- Hyland (Hershey) Singularity
- Microsoft SharePoint Online
- Microsoft SharePoint Server
- Perceptive ImageNow
- Perceptive Nolij
- Other product (please specify)
- I don’t know.

For the primary **event calendar** system at your institution, what product was operational?

- Homegrown solution
- We use our classroom scheduling system for this purpose.
- Active Data
- Ad Astra Schedule
- CollegeNET Series25 (Schedule25, 25Live, or R25)
- Dean Evans & Associates EMS Campus
- Jasig Bedework
- Other product (please specify)
- I don’t know.

For the primary **event management** system at your institution, what product was operational?

- Homegrown solution
- We use our event calendar system for this purpose.
- Other product (please specify)
- I don’t know.

For the primary **portal** system at your institution, what product was operational?

- Homegrown solution
- Blackboard
- CampusEAI myCampus
- Ellucian (Banner) Luminis
- Ellucian Portal
- Jasig uPortal
- Liferay
- Microsoft Sharepoint
- Oracle Peoplesoft Interaction Hub (Enterprise Portal)
- Other product (please specify)
- I don’t know.

For the primary **alumni online community software** system at your institution, what product was operational?

- Homegrown solution
- We use our advancement/fundraising system for this purpose.
- We use our CRM for this purpose.
- Blackbaud Net Community
- Harris Connect
- iModules Encompass
- Other product (please specify)
- I don’t know.

For the primary **public safety** system at your institution, what product was operational?

- Homegrown solution
- Other product (please specify)
- I don’t know.
We followed the architecture of a primary system or suite (e.g., SCT, the Oracle applications suite, Workday, Kuali).

We locally integrated the architectures of multiple major systems.

We had local IT architecture standards and conformed our local and vendor systems to that architecture.

Other (please specify)

8. Please provide, in a paragraph or two, any background information about information and ERP systems that could be useful to other CDS participants who may be using your data in their benchmarking. Examples: We are migrating from commercial to open source for our course management system. We recently issued an RFP for a new integrated library system. (optional)

9. Please provide the name and e-mail address of the person to contact regarding your institution's responses to this module of the CDS survey. (optional)

10. EDUCAUSE welcomes your feedback on this survey module. Please let us know of any technologies, innovations, or challenges important to your institution that are not addressed or are inadequately addressed in this year's survey. We'd also like to know if any questions in this module are not relevant to your institution. And how else could this module of the CDS survey be improved? (optional)

11. How many people participated in preparing and completing the answers to the questions in this module? (optional)

○ 1

○ 2–4

○ 5+
12. Approximately how much time did you spend on the following? (optional)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring and processing question data prior to entering data into the survey</td>
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</tr>
<tr>
<td>Entering data into the survey</td>
<td></td>
</tr>
</tbody>
</table>

13. How easy was it for you to complete this module? Please take into consideration the amount of time it took, the ease of gathering information needed to answer the questions, the ease of identifying people at your institution to supply the answers, the clarity of the questions, etc. (optional)

- Very difficult
- Difficult
- Somewhat difficult
- Somewhat easy
- Easy
- Very easy
Capability and Technology Deployment

This module contains maturity and deployment indexes which can be used to measure progress on campuswide strategic initiatives. This is an optional module.

In responding to the survey questions in this module, please enter data that describe your institution as of June 30, 2016.

NOTES:
- Throughout the survey, "central IT" refers to the centralized information technology services and support organization reporting to the highest-ranking information technology administrator/officer in the institution.
- For CDS participants from central offices of multicampus systems and community college districts, "institution" refers to the central office only, not the entire multicampus entity. For all other participants, Institution refers to the individual college or university (typically referred to as a campus).
- Please refer to the CDS glossary for definitions of other terms in the survey.

Capability and Technology Deployment

Q1 | Analytics Maturity
Q2 | Analytics Deployment
Q3 | IT Service Management Maturity
Q4 | IT Governance, Risk, and Compliance Maturity
Q5-6 | Supplemental Information
Q7-10 | Module Feedback
Q1 | Analytics Maturity

**Capabilities and Technology Deployment**

Q1 | Analytics Maturity

1. Please characterize each of the following items as it relates to the state of analytics at your institution as of June 30, 2016.

**NOTES:**
- For the purposes of this question, analytics is defined as the use of data, statistical analysis, and explanatory and predictive models to gain insights and act on complex issues.
- This section is best completed by the individual most knowledgeable about the overall state of analytics at your institution, such as the CIO, director of institutional research, or the officer responsible for institutional performance management.

<table>
<thead>
<tr>
<th>1. DATA EFFICACY</th>
<th>Not achieved (0–5%)</th>
<th>Slightly achieved (&gt;5–35%)</th>
<th>Partially achieved (&gt;35–65%)</th>
<th>Largely achieved (&gt;65–95%)</th>
<th>Fully achieved (95–100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1) Our data are of the right quality/are clean.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2) We have the right kinds of data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3) Our data are standardized to support comparisons across areas within the institution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4) Our data are standardized to support comparisons across institutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.5) Our data are accessible to those who need it.</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.6) Our data are collected for a purpose.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7) Our data, reports, and processes are repeatable; we don’t have to reinvent the wheel to address questions and problems that come up regularly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8) Reports are in the right format and show the right data to inform decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. DECISION-MAKING CULTURE</th>
<th>Not achieved (0–5%)</th>
<th>Slightly achieved (&gt;5–35%)</th>
<th>Partially achieved (&gt;35–65%)</th>
<th>Largely achieved (&gt;65–95%)</th>
<th>Fully achieved (95–100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1) Our senior leaders are publicly committed to the use of analytics and data-driven decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2) Our administration largely accepts the use of analytics.</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.3) We have a culture that accepts the use of data to make decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.4) Our faculty largely accept the use of analytics for institutional decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.5) We have identified the key institutional outcomes we are trying to improve with better use of data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.6) Use of data is part of our strategic plan.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.7) We have a process for moving from what the data say to making changes/decisions.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.8) We have demonstrated with at least one high-profile “win” that analytics can lead to improved decision making, planning, or outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. INVESTMENT/RESOURCES</th>
<th>Not achieved (0–5%)</th>
<th>Slightly achieved (&gt;5–35%)</th>
<th>Partially achieved (&gt;35–65%)</th>
<th>Largely achieved (&gt;65–95%)</th>
<th>Fully achieved (95–100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1) We have IT professionals who know how to support analytics.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3.2) Our funding level for analytics is sufficient to meet our current needs.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.3) Funding for analytics is viewed as an investment, rather than an expense.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Q2 | Analytics Deployment

#### Capability and Technology Deployment

2. Please describe the status of the following systems and technologies as they relate to analytics at your institution as of June 30, 2016, using the following scale:

1. **No deployment.** None of this technology or service is in place and no work is under way or resources committed for this technology or service.
2. **Tracking.** Staff are assigned, but restricted to monitoring and understanding this technology or service (much more than just reading articles).
3. **Planning, piloting, and initial deployment.** This technology or service is not yet available to users, however meaningful planning for deployment is under way. A plan for deployment is either in development or in place. Staff are investing significant time (multiple person-weeks of effort) and resources planning to deploy this technology or service. This includes evaluating options with an expectation of deployment within a defined time frame. Evaluation involves at least multiple-person weeks of staff time developing options, a proposal for required funding, and possibly piloting the technology or service.
4. **Deployment to parts of the institution.** Full, production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with potential access by selected users, but not institution-wide.
5. **Deployment institution-wide.** Full production-quality technical capability or service is in place, including ongoing maintenance, funding, etc., with deployment supporting potential access institution-wide.

**NOTE:** This section is best completed by your institution's IT department, in collaboration with your institution's institutional research (IR) department.

<table>
<thead>
<tr>
<th></th>
<th>No deployment</th>
<th>Tracking</th>
<th>Planning, piloting, and initial deployment</th>
<th>Deployment to parts of the institution</th>
<th>Deployment institution-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Web data capture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Extract, transform, load (ETL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Data warehouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

©2016 EDUCAUSE. Reproduction by permission only. This is a module of the EDUCAUSE Core Data Service annual survey. Colleges and universities use the CDS benchmarking service to inform their IT strategic planning and management. Learn more on the Core Data Service website: www.educause.edu/coredata.
Q3 | IT Service Management Maturity

Capability and Technology Deployment

Q3 | IT Service Management Maturity

3. Please characterize each of the following items as it relates to the state of IT service management at your institution as of June 30, 2016.

<table>
<thead>
<tr>
<th>Capability</th>
<th>Not achieved (0–5%)</th>
<th>Slightly achieved (&gt;5–35%)</th>
<th>Partially achieved (&gt;35–65%)</th>
<th>Largely achieved (&gt;65–95%)</th>
<th>Fully achieved (95–100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. LEADERSHIP

1.1) IT service management has committed, ongoing, and transparent support from the highest ranking IT officer.

1.2) IT service management has buy-in and consensus within the IT organization.

1.3) There is a defined role with responsibility for IT service management, someone is assigned to this role, and that person is able to dedicate an appropriate amount of time to IT service management.

1.4) There is an institution-wide approach to IT service management that encompasses central IT and any distributed IT organization.

2. STRATEGY

2.1) IT initiatives are aligned with the institution’s goals and business objectives.

2.2) Representatives from academic and administrative departments consult on IT strategic planning efforts.

2.3) Decisions about which services IT offers are informed and influenced by constituent needs.

2.4) Institutional and IT leadership clearly understand the costs of IT services as well as their benefits, and incorporate that information into their decision-making processes.

2.5) Spending on IT services is based on service prioritization and utilization.

2.6) The value of IT services is well understood throughout the institution.

2.7) The IT operational budget can be mapped to IT services.

3. SERVICE DESIGN

3.1) IT services are identified and defined.

3.2) IT services have assigned service owners who are held accountable for service efficiency and effectiveness.

3.3) Constituents, users, and providers have a clear understanding of IT service offerings.

3.4) An IT service catalog is in place, published, and used to communicate service offerings.

3.5) IT services are available and accessible in accordance with users’ needs.
4. Please characterize each of the following items as it relates to the state of IT governance, risk, and compliance at your institution as of June 30, 2016.

<table>
<thead>
<tr>
<th>Q4</th>
<th>IT Governance, Risk, and Compliance Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capability and Technology Deployment</td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td>IT Governance, Risk, and Compliance Maturity</td>
</tr>
</tbody>
</table>

### 4. SERVICE TRANSITION

1. Configuration items (e.g., computers, software, software licenses, racks, network devices, storage, and associated components) and dependencies among them have been identified within our institution’s IT environment.

2. Changes that affect IT services are managed through sustainable and repeatable processes.

3. IT changes and their user-facing implications are designed in appropriate consultation with and clearly communicated to constituents and users.

4. Knowledge about organizational practices, goals, and lessons learned is captured and shared effectively with constituents, users, and providers.

5. Root causes of incidents are identified and used to identify opportunities for service improvement.

### 5. SERVICE OPERATION

1. Users can request, access, and consume IT services easily.

2. Common IT service requests are identified and optimized.

3. In the case of a disruption, IT services are quickly restored and foundational causes are identified and eliminated.

4. Problem resolution involves a coordinated effort across the IT organization.

5. Root causes of incidents are identified and used to identify opportunities for service improvement.

### 6. CONTINUOUS SERVICE IMPROVEMENT

1. Regular assessments of service quality are conducted with stakeholders and users across campus.

2. Constituent needs and expectations are continually incorporated into service improvement efforts.

3. Services are changed and improved to support changing business needs.

---

**Not achieved (0–5%)** | **Slightly achieved (>5–35%)** | **Partially achieved (>35–65%)** | **Largely achieved (>65–95%)** | **Fully achieved (95–100%)**
---|---|---|---|---
1 | 2 | 3 | 4 | 5
2.2) We have adequate resources (e.g., staff, budget, training) devoted to IT risk management.

2.3) We have adequate resources (e.g., staff, budget, training) devoted to IT compliance.

3. PROCESS

3.1) Our IT governance process assigns clear responsibility/accountability for IT strategy.

3.2) Our IT governance process prioritizes IT investment in accordance with institutional goals.

3.3) We use standards or frameworks (e.g., COBIT, ITIL, ISO) to guide our IT governance process.

3.4) Our IT governance process reaches decisions quickly enough to avoid unnecessary delays in projects or initiatives.

3.5) We effectively track and report IT risks.

3.6) We effectively implement policies and controls in response to IT risk analysis.

3.7) We have a process in place for reviewing and updating our IT risk management practices.

3.8) We continuously monitor IT risk policies and controls for effectiveness.

3.9) Our IT compliance process assigns clear responsibility/accountability for decision making about IT compliance activities.

3.10) We have a process in place for reviewing and updating our IT compliance practices.

3.11) We use standards or frameworks (e.g., COBIT, ITIL, ISO) to guide our IT compliance process.

3.12) We effectively implement policies and controls in response to IT compliance activities.

3.13) We have a process in place for reviewing and updating our IT compliance practices.

3.14) We continuously monitor IT compliance policies and controls for effectiveness.

3.15) We effectively track and report IT compliance risks.

3.16) Our IT compliance process influences institutional leadership decisions.

3.17) Our IT governance process makes decisions in a transparent manner that builds community understanding and creates a campus-wide view of technology standards and services.

3.18) Campus stakeholders are not resistant to IT risk management policies and controls.

3.19) Our IT compliance process manages or coordinates distributed IT compliance outside of central IT.

3.20) Our IT governance process manages or coordinates distributed IT efforts outside of central IT.

4. COMMUNICATION AND PARTICIPATION

4.1) Our IT governance process draws committed participation from campus stakeholders.

4.2) Our IT governance process manages or coordinates distributed IT efforts outside of central IT.

4.3) Our IT governance process influences institutional leadership decisions.

4.4) Our IT governance process makes decisions in a transparent manner that builds community understanding and creates a campus-wide view of technology standards and services.

4.5) Campus stakeholders are not resistant to IT risk management policies and controls.

4.6) Our IT compliance process manages or coordinates distributed IT compliance outside of central IT.

Q5-6 I Supplemental Information

Capability and Technology Deployment

Q5–6 I Supplemental Information

5. Please provide, in a paragraph or two, any background information about faculty use of educational technology in your institution that could be useful to other CDS participants who may be using your data in their benchmarking. Examples: We are engaged in a yearlong assessment of learning outcomes related to IT investments. We have just received a grant to provide prizes for faculty innovation in instructional technology. (optional)

6. Please provide the name and e-mail address of the person to contact regarding your institution's responses to this module of the CDS survey. (optional)
Q7-10 | Module Feedback

**Capability and Technology Deployment**

Q7–10 | Module Feedback

7. **EDUCAUSE** welcomes your feedback on this survey module. Please let us know of any technologies, innovations, or challenges important to your institution that are not addressed or are inadequately addressed in this year's survey. We'd also like to know if any questions in this module are not relevant to your institution. How else could this module of the CDS survey be improved? (optional)

8. How many people participated in preparing and completing the answers to the questions in this module? (optional)
   - [ ] 1
   - [ ] 2-4
   - [ ] 5+

9. Approximately how much time did you spend on the following? (optional)

<table>
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</table>

10. How easy was it for you to complete this module? Please take into consideration the amount of time it took, the ease of gathering information needed to answer the questions, the ease of identifying people at your institution to supply the answers, the clarity of the questions, etc. (optional)

   - [ ] Very difficult
   - [ ] Difficult
   - [ ] Somewhat difficult
   - [ ] Somewhat easy
   - [ ] Easy
   - [ ] Very easy