



Letter from the CIO

As most of you are aware, the University is facing many fiscal challenges for FY2011 and FY2012. This includes proposed budget cuts that will be finalized by the Board of Trustees. To that end, Information and Technology Services has gone through much discussion and anguish over how to meet the budget cut scenarios with the least impact on our services to students and the community.

The one thing that the ITS staff agreed upon was working as hard as possible to maintain the level of customer service that has been established. They feel strongly that our ability to provide improved services has contributed significantly to the University. One of the items that we are seriously reviewing is the hours of operation for both libraries.

We are currently open Saturdays from 9am to 5pm and are considering closing both libraries on Saturdays. We would need to provide a technician on both campuses to facilitate Saturday classes, and provide Saturday hours during midterms and finals to support the needs of our students. We currently are open on Sundays from 1pm to 8pm and are considering opening the libraries two hours later on Sundays at 3pm to 8pm. This reduces our open hours from 83 hours per week to 73 hours per week. While our utilization statistics tell us that the impact would be minimal, we know there is more to this than the statistics. We also have very light usage from 8pm to 10pm Monday through Thursday and Friday after 6pm, but we believe closing during those hours would be an inconvenience for those students waiting for classes.

This change in hours would allow us to maintain helpdesk services and on-call technical support from our network staff during the hours the libraries are open, as well as, maintain our periodical subscriptions and book collections. It also protects the resources to provide the current level of technology and helpdesk support to staff, faculty, and students during our operating hours. If the budget cut exceeds our current projections, it still may not be possible to sustain these services.

Although no decisions on budget cuts have been finalized, we are doing our best to plan proactively for the inevitability of a budget reduction. We are very interested in hearing from you on this important decision. You may provide your feedback to me or any of the ITS staff.

We look forward to hearing from you.

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High Performance *St. John Academic Center Open*

The University of the Virgin Islands' latest educational milestone is the St. John Academic Center, which opened on Monday, March 21, 2011. The Center is located on the third floor of The Marketplace (above Starfish Market) on St. John. The Center will improve the University's delivery of educational programs, resources and technology by allowing students on St. John to attend UVI classes without leaving the island. A highly interactive classroom environment connects St. John students to instructors and students on the St. Thomas and St. Croix campuses.

Thirty-one (31) of thirty-nine (39) UVI St. John students were personally contacted via telephone or email to introduce the Center's services and resources. Students began taking advantage of the facility three days after the Center opened. For the month of April, three classes were offered at the Center: CSC 118, 333, and BUS 351. The St. John students enrolled in those classes were able to utilize the Center to attend their classes via videoconference. The added bonus was the reduction in ferry rides to St. Thomas to attend class for the remainder of the semester. Two St. John students enrolled in HUM 115 participated in the *University of the Virgin Islands Center for the Study of Spirituality and Professionalism Symposium* held on April 18, 2011 via video conference in the Center's conference room.

In April, fourteen students utilized the Center for a total of 169 hours. Students agreed that the Center provides a perfect study atmosphere. The Center was open on Good Friday for studying at the request of the students. This summer the Center is facilitating five classes for the first 2011 summer session: ACC 201, CHE 253, PSY 203, 350, & MGT 301.

Funded in part by a Title III grant from the U.S. Department of Education, the Center will evolve over a five-year period, providing state-of-the-art classroom space with videoconferencing capabilities and access to UVI electronic resources. UVI's Cooperative Extension Service (CES) and VI Small Business Development Center (VI SBDC) each have a presence in the Center. On April 26, 2011, Dale Morton presented the Cooperative Extension Services first workshop at the Center on *Healthy Homes*. The VI SBDC presented two videoconference seminars at the Center on *Estate Planning* on May 24, 2011 and *FirstBank Credit seminar* on May 26, 2011 during Small Business Week, May 23 - 27, 2011. The public is invited to the official SBDC Open House on June 17, 2011 from 10:00 am - 3:00 pm at the Center.

The Center's calendar is displayed and updated weekly on the digital signs across the St. Thomas campus and on the portal, <https://mycampus.uvi.edu>. We look forward to seeing you on St. John for your UVI experience. If you would like to know more about the St. John Academic Center, call 693-1367.

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High Performance *Video Conference Upgrade Update*

As reported in the last issue of the ITS Newsletter, a review of all VC rooms was conducted to document existing conditions and determine necessary changes to improve access. A representative from Envision made a site visit to all the videoconference rooms on St. Thomas and St. Croix and provided recommendations.

In VC rooms EVC 807, 302A, TED 115 & 213, it was recommended that we use VSX Polycom hardware to eliminate NetMeeting for data sharing; In NWW 103 and EVC 713, to replace projectors with 63" plasma monitors; In EVC 401 & 713, BUS 110, TED 101, to upgrade to Polycom HDX 8000, which is high definition video. Existing VSX systems are at end of life for Polycom support. ITS compared Polycom systems versus CISCO's new entry in the VC market using Tandberg systems. We found that Polycom, with its open standards and interoperable communication options, still has the largest public VC market share at 41%, with 25% growth in the last year, including expansion in the mobile and cloud computing markets.

Data from faculty surveys and ITS staff reviews show that the lack of consistency in VC room operations greatly reduces the quality of teaching experience. To improve this performance, it was recommended that VC equipment be integrated to allow control of all functions from a single device called a Crestron system. The Crestron room control systems will be used to upgrade ten (10) primary VC classrooms on St. Thomas and St. Croix campuses, and two rooms at the St. John Academic Center.

Envision also recommended an assessment of the UVI network to address dropped calls, audio and video freezes and other disruptions experienced during spring 2011 semester. The VC Assessment was conducted by Polycom to determine further network needs for supporting videoconference traffic. The cost for overall implementation of VC upgrades is approximately \$300,000. A combination of Title III, Student Technology Fee, and institutional support is being used to cover the costs.

ITS Installs New UPS on St. Croix

A new Eaton 9155 Uninterruptible Power Supply (UPS) was installed Spring '11 in the Evans data center on St. Croix. A UPS provides emergency power to electronic equipment when the input power source, typically the utility mains, fails. It provides instantaneous protection from input power interruptions by means of several very large batteries. The newly installed Eaton UPS is customizable, ensures data and system integrity through its power management software, and delivers maximum power density in a small design. The Eaton UPS battery backup is designed for up to four hours of operation and is rated for protecting data centers. Currently, the St. Croix telephone system, routing and switching equipment located in the Melvin Evans Center is connected to the Eaton UPS. This is an ARRA funded project.



*UVI IT Specialist Lance McKay
assisting students at the
St. John Academic Center.*

High Performance

Blackboard 9.1 Coming Soon



In Blackboard Learn™, Release 9.1, there are exciting new tools that foster more logical, visually impactful, and active learning opportunities for students. In Release 9.1, Blackboard has made great strides in supporting faculty efficiency. By continually

improving the course workflow, faculty minimize the time they spend on course building and delivery tasks, freeing up their time and energy to focus on student success, achievement, and retention.

Course Files: Manage Content at the Course Level

Course files eliminate redundancy and simplify the management of content updates. An in-course file storage structure makes it easier to keep track of documents used in courses, similar to the type of file and folder structure that is used on your PC.

Improved Grading: Grade in Context with More Options

Grading in Blackboard is more flexible and consistent, enabling grading to be done in line with the review process. You no longer need to go to the grade center to enter the grade. Now you can enter wiki, blog, and journal grades directly in the assignment and grade question by question or anonymously. Overall, Blackboard has enhanced the Grade Center and made the management of grading easier so you can grade the way that works best for you.

Assessment Manager: Create Assessments in Less Time

The Assessment Manager now includes improved search, which reduces the amount of time needed to create assessments as well as new filtering and search features, multi-question selection, and a 'staging area' to easily peruse what questions have already been selected to streamline the assessment creation process.

Learning Modules: Provide Intuitive Online Structure

Learning Modules offer a simple and intuitive means for faculty to organize and structure course content with hierarchical organization so students can navigate through content in a logical, sequential way.

Content Management: Ease Management of Learning Content

Release 9.1 includes content management module enhancements that enable you to easily upload and manage content across courses and organizations.

Mashups: Integrate Visually Engaging Content

Easily integrate rich media learning content using Web 2.0 resources from Youtube, Slideshare, and Flickr. Faculty can deliver more engaging course content in a convenient and powerful way by searching, finding, and inserting in a few clicks.

Workshops will be offered by the Center for Excellence in Teaching & Learning (CETL) to assist faculty in course development and migration to the new Blackboard environment beginning Fall 2011. The Blackboard 9 environment can be found by going to <http://bblearn.uvi.edu>.



St. John Students utilizing the St. John Academic Center to attend class, study and prepare for exams.

High Performance

ITS Performs Disaster Recovery Tests

ITS performed a Disaster Recovery Test on UVI's Domain Name System (DNS) services. DNS is an Internet service that translates domain names into IP addresses. UVI manages its own DNS servers, one on the St. Thomas campus and one on the St. Croix campus. If one DNS server doesn't know how to translate a particular domain name, it asks another one, and so on, until the correct IP address is returned. UVI has contracted with a back up DNS service, EASY DNS services to take over servers in the event UVI DNS servers fail. The test consisted of disconnecting each UVI DNS server, one at a time, and observing the results. The testing proved that all UVI resources remain available in the event of an on-campus network failure.

The myCampus portal, located at <https://mycampus.uvi.edu>, provides single-sign-on access to UVI technology resources. As the promoted means of access and communication for UVI users, high availability of this resource is key. For this reason, disaster recovery testing was conducted on the portal, ensuring system access should one campus network go down. Though regularly connected to the St. Thomas network, testing was done to ensure quick failover to the St. Croix campus, if necessary. The cutover to St. Croix would take a maximum of seven (7) minutes. This means once a connectivity issue is noticed resulting from St. Thomas network problems and the vendor is notified, the portal would again be accessible to all with access within seven (7) minutes.

Sloan Consortium Opportunities

The Center for Excellence in Teaching and Learning (CETL) will be hosting another session of the Sloan Blended Learning Series. This is an excellent professional development opportunity for faculty engaged in VC courses, who use Adobe Connect or Blackboard, or who want to put more course content online. Faculty and staff that participated in the first workshop had this to say –

"This is an excellent professional development; teaching a blended course is so very practical, I don't know why we're not all doing it." Valerie Combie, Associate Professor of English

"I signed-up for the Sloan-C Blended Learning Series unsure of what to expect, but it has been a uniquely pleasant experience thus far. For me, a librarian, it has been particularly unique in that I do not teach standard courses but much of the material has still been applicable to my instructional sessions in information literacy and research skills. I would recommend this series to any instructor who seeks assistance in re-formatting their courses/sessions to fit a blended format." Tanisha Mills, Librarian II

"I found the Blended Learning Series a great introduction to hybrid course design and development. The material includes many valuable tools and templates that helped me improve the MGT 429 hybrid course." Glenn Metts, Ph.D., Associate Professor of Management

The Blended Learning Series consist of three workshops, through asynchronous communication, which must be taken as a block (must register for all 3) and in sequence. Workshop information and dates are below.

- Designing Blended Courses and Building a Blended Learning Community, July 11 - August 1, 2011
- Delivering Content, Fostering Student Interactivity, and Assessing Learning in Blended Courses, September 26 - October 17, 2011
- Staying Organized, Evaluating Course Design, and Moving Forward w/ Your Blended Course, October 24 - November 14, 2011

If you are interested in the Blended Learning Series or for more information, please contact the CETL at 693-1214 or cvineya@uvi.edu. Seating is limited.

Service Oriented *National Library Week Events*



First sponsored by the American Library Association in 1958, National Library Week (NLW) is a time to celebrate contributions of libraries and librarians within the communities they serve. Whether you are learning new technology skills or getting lost in the pages of a book, your story begins at the library.

This year, from April 11 - 15, the Information and Technology Services Component of the University of the Virgin Islands planned several activities to celebrate NLW in keeping with this year's National theme, "Create your own story @ your library."

On Monday, April 11, 2011, St. Thomas kicked off NLW with a ceremony to celebrate recent enhancements made to the Ralph M. Paiewonsky Library. The library had been recently re-designed to function as a 21st-century learning environment—including installation of electronic compact shelving for the General and Special Collections, construction of four technology-outfitted group study rooms, as well as vibrant new furniture and lounge areas. Various student organizations, led by the UVI cheerleading squad, marched from the UVI bookstore to the library where former Governor Charles W. Turnbull, Ph.D. offered the ceremony's keynote address. Students were actively involved in executing this event: from involvement on the planning committee, to providing music for the anthem to hosting and presenting during the ceremony.

Meanwhile, on St. Croix, storytelling promoting the cultural heritage of Guadeloupe was presented to a group of 6th grade students from the Evelyn M. Williams School by Veronique Amacin, a visiting librarian from Guadeloupe. Miss UVI, Daniella Henry, was present to deliver her ambassadorial speech which told the rich history of the University and brought awareness of UVI's role in the success of its community. Among those in the audience were 26 librarians and library staff from Guadeloupe who along with the students were intrigued with Miss Henry's presentation. Immediately following, the students moved on for a tour of UVI Agricultural Experiment Station grounds where they learned and heard farming stories related to animal science, vegetables and fruit crops. This was a fun and enriching experience which we hope to make an annual event.

The rest of National Library Week was observed on both campuses with several activities and events—most of which offered prizes that were graciously donated by local businesses and campus departments. On St. Croix, student involvement in activities included "Student Art Exhibit" "Choral Readings" and a "Club Information Day." On St. Thomas, activities included "Tell Your Story @ the Library" featuring Miss UVI First Runner-up, Shamelle Farrington's ambassadorial speech; and a week-long library trivia contest on Facebook. The week ended on a high note with a special visit to St. Thomas by librarians from Guadeloupe. Both campuses hosted similar activities such as "Fine Amnesty Week," "Wear Library Flair" day and an Essay Contest.

Other Library Events

Twenty-six librarians and library staff from Guadeloupe, French West Indies, visited the UVI libraries April 11-15, 2011. On the St. Croix campus they received workshops presented by UVI librarians in library administration, cataloguing, reference and instruction; and visited, Whim Museum, Charles Emanuel School, Athalie Petersen, Regional, and Florence Williams libraries. On St. Thomas they toured the Paiewonsky and Enid M. Baa Libraries and the Jewish Synagogue. The group was especially interested in technology applications in libraries and archives in the VI. Library staff at UVI was supported by librarians and staff from cooperating institutions throughout the Territory. We were especially pleased to be supported by Librarian, Sylvie Renaud and former part-time French professor, Madeleine Renaud, who assisted with French translation during the week.



At the Paiewonsky Library on St. Thomas, presentations were made to Street Speaker magazine founder, Nab Eddie Bobo Collier, and the African Diaspora Youth Development Foundation for their ongoing contributions to culture, heritage and community. Mr. Collier was presented the first World of Difference Award on Saturday, February 26, 2011, in the library. A panel discussion titled: "What Does It Mean to be an HBCU" with students and staff was hosted in Paiewonsky Library Café February 25, 2011.

Contact your library for assistance: STX-692-4132; STT-693-1367.

Service Oriented

News from CETL

The CETL is piloting Respondus LockDown Browser software during the Summer Session. Respondus LockDown Browser™ is a customized browser that increases the security of test delivery in Blackboard. When students use Respondus LockDown Browser to access an exam, they are unable to print, copy, go to another URL, or access other applications. Once an assessment is started, students are locked into it until it's submitted for grading. While the software will not eliminate cheating, it will minimize cheating by adding another layer of security to the testing environment.

The CETL will be sponsoring Sloan Consortium Workshops as well as TLT group workshops and webinars. The Sloan Consortium workshops include:

- Podcasting in Higher Education: Current Trends and Applications July 13 – July 22
- Synchronous Teaching (teaching via web conference) August 24 – Sept 16
- Dynamic Collaboration, Discussion, and Facilitation Practices Sept 7 – Sept 16
- MERLOT 101: An Introduction to MERLOT (this is an application in Blackboard) Sept 14 – Sept 23
- Great Web 2.0 Tools to Improve Learning Sept 21 – Sept 31
- Supporting and Engaging Students through Social Media Sept 21 – Sept 30

TLT Group workshops and webinars will be announced as they become available. A schedule of CETL hosted workshops will be available soon for the Fall. For additional information and schedules you may contact the CETL at ext 1214 or cvineya@uvi.edu.

Reserving Study Rooms in the St. Thomas Library

As part of our renovations, four new group study rooms have been built in the Ralph M. Paiewonsky Library on the St. Thomas campus. These rooms are intended to support collaborative work, particularly activities utilizing technology resources. One room includes an interactive Promethean board, while the other three are equipped with large plasma screens and webcams. All the rooms include a desktop computer, as well as the ability to connect users laptops.

The rooms may be reserved for up to 2 hours (with a possible renewal), and may be used by current UVI students, faculty, and staff. Individuals studying alone and unscheduled groups are welcomed to use the group study rooms if unoccupied, but must vacate the rooms if reserved by groups in advance. To ensure a room is available when needed, individuals are encouraged to reserve a room ahead of time. Reservations can be made by following these instructions:

- Navigate to <http://library.uvi.edu>. On the silver menu bar, click **Catalog**.
- In **Advanced Search**, limit by **Title** and enter study room. Click **Search**.
- When the next screen appears, click on **Study room, Group**, or on **Study Room, Group, with Promethean Board**.
- On the blue menu bar, click on **Book Item**.
- In the **User ID** box, enter the UVI ID # of the person who will be checking out the room.
- Choose a specific room to book. Then click **Set Booking Date/Time**.
- Use the small calendar icon to select a date for the start and end of the booking. Enter times using the 24-hour format. (If the library will be closed at the selected time(s), the response will state "Media desk is closed"). Rooms may be reserved for up to 2 hours. Click **Book Item**.
- You will see a confirmation screen.

Contact your library for assistance: STX-692-4130; STT-693-1367.

VI SBDC's first seminar, Estate Planning, at the St. John Academic Center via videoconference on May 24, 2011.



Fiscal Responsibility

Student Tech Fee Committee

Student Tech Fee Committee – *Making your Tech Fee dollars work for you!*

The University of the Virgin Islands Student Tech Fee Committee (STFC) continues to work on behalf of UVI students to ensure that their technology needs, requests, and interests are heard and addressed. The STFC accepts requests for proposals twice a year. The proposals are reviewed by the committee, ranked, and forwarded to the Chief Information Officer (CIO), Ms. Tina Koopmans for final approval and funding.

A total of twelve (12) proposals submitted were approved by the committee and forwarded to the CIO for funding.

This year's budget allowed for six of the proposals to be funded, which are listed in the chart below.

In addition to receiving and reviewing proposals, under the leadership of current President Leslyn Tonge the committee conducted a forum to introduce themselves to the student body, revised the proposal template, provided input on the summer tech fees and held a meeting at the St. John Academic Center to garner support for St. John student involvement on the committee. Leslyn will turn over the Presidency to current Vice President, Darion John King for the upcoming Fall 2011 semester. Kyle Stevenson will serve as the incoming Vice President and Twanna Hodge as Secretary. The other committee members include: Eustacia Steinbergen, Marjani Christian, Dante Morton, Kyle Stevenson, Shamo Garcia and Shawn Brooks.

The request for proposal dates for the 2011-2012 academic year will be available September 8, 2011. Please check the digital signs or contact any STF Committee members for more details.

New software for tracking long distance calls was installed in February 2011. This updated software enables the University to track all long distance calls by extensions and long distance access codes. On April 18, 2011, correspondence was sent to all component

ITEM	COST
Replacement UPS in CA and 24/7 Labs [4 total]	\$11,138.20
New UPS in North West 133	\$2,784.55
Replacement of printer in NWW 131	\$1,189.99
The replacement of mouse and mouse pads in the labs.	\$175.00
20 new student laptops on the STX campus.	\$27,486.00
VC Upgrade equipment for VC rooms (Creston Integration systems)	\$69,307.15
TOTAL	\$112,080.89

Long Distance Access

heads requesting their assistance with updating the long distance access code database. With this information, ITS was able to update the long distance access code list, deleting all inactive access codes. Once updated, Component and Department Heads will receive a monthly report of all calls made by their departments.

Department heads requiring long distance access codes for their staff should submit requests along with the funding source for chargeback via email to Marilyn Henderson (mhender@uvi.edu).

Informed Decision Making

Special Collections Consultant's Report

The Ralph M. Paiewonsky Library was awarded a Preservation Assistance Grant of six thousand dollars (\$6,000) to assess the needs and the organization of activities for preserving Special Collections in the UVI Libraries. The Special Collections include rare and unique compilations of works that exemplify a diverse people, culture, and heritage in the Virgin Islands and throughout the wider Caribbean region. To ensure the continued safeguarding of the collections and their availability to future generations, appropriate expertise was needed to undertake the assessment.

The grant was awarded by the National Endowment of the Humanities (NEH), one of the largest funders of humanities programs in the United States. The grant enabled the hiring of a LYRASIS consultant Jessica Leming, who is a Preservation Services Librarian. She was directed to conduct a preservation needs assessment of the Caribbean Special Collections in the St. Thomas and St. Croix libraries. From March 22–24, 2011 Ms. Leming interviewed library staff on both campuses, examined materials (books, pamphlets, newspapers (print and microfilms), and made observations about the humidity, lighting control, and long and short-term preservation activities. She had previously sent two data loggers that recorded the temperature and humidity in the rooms where the collections are housed. Using the computer she demonstrated how to interpret the data loggers.

We look forward to sharing the final assessment report with the UVI community. The draft report has already provided insight on methods and solutions to rectify problematic environmental conditions, care and handling of the collections, storage, and disaster preparedness and response procedures, and included the following recommendations:

- Advocate for more, permanent collection space for additional collections and future archives. Serious shortage of acceptable collection space – especially on St. Croix.
- Create additional staffing budget for care and management of collections. Have staff trained in disaster response and collection salvage.
- Look into further refining scope and development policies of Special Collections to ensure appropriate care.
- Create mission statement and other foundational documentation for the archives.
- Place desk(s) for patrons using Special Collections materials within direct eyesight of staff. Staff should understand the need to keep an eye on these users at all times.
- Form a two-campus disaster plan team and begin writing basics of disaster plan. Update contact information at least once a year. For some guides to creating a plan, see LYRASIS's disaster resources webpages: <http://bit.ly/disasterresources>.
- Purchase dataloggers and begin monitoring program. Begin communications with facilities to share monitoring data and start troubleshooting.
- Outfit STT and STX Special Collections rooms with dehumidifier with correct room capacity.
- Fit fluorescent light fixtures with ultra-violet filtering sleeves.
- Cover STT window with light and thermal blocking material.
- Arrange collections space to provide security and support for the most unique materials.
- Begin purchasing and processing protective enclosures for materials- set priority for most at risk materials first (age, composition, or use).

Ghosting/Imaging Plans

ITS is in the process of testing and implementing the Symantec Ghost Solution Suite 2.5 to deploy images across the UVI network. This software solution package allows all computers in the labs and offices across both campuses to be imaged remotely. Symantec Ghost Solution Suite 2.5 is the industry's most widely-used corporate imaging, deployment and system management solution. Symantec ghost simplifies imaging, operating system migration, software distribution, user data migration, software and hardware inventory and secure system retirement.

ITS will begin testing this software in the computer labs across campus at the beginning of the fall semester. Client software will be installed on each computer in all ITS owned computer labs and technicians will begin the process of testing this software and fixing any issues that may arise. The next step will be to install the client software on computers in offices across campus in preparation to upgrade all computers that meet the minimum hardware requirements of the Windows 7 operating system. For more information about this product you can visit <http://www.symantec.com/business/ghost-solution-suite>.

Performance Assessment

Customer Service Survey

Thank you UVI for taking the time to respond to the 2011 ITS Customer Satisfaction Survey. Every year since 2005 ITS Customer Service has solicited feedback from our customers (UVI stakeholders) through an annual online customer satisfaction survey.

This year we had a total of 112 UVI stakeholders respond to our survey.

Students:	38
Faculty:	28
Staff:	44
Other:	2

Whereas, in 2010 we had a total of 226 stakeholders respond to our survey. The most significant plunge was noted in the number of students responding to the survey in 2010 compared to 2011.

Students:	140
Faculty:	39
Staff:	43
Other:	4

Here are few highlights from the Customer Service Survey 2011:

The respondents were asked to indicate unsatisfied, satisfied, above expectations, or excellent.

- The rating for **COMPETENCY** 91% of respondents indicating satisfaction. 10% more respondents gave above expectations responses than 2010. 10% less respondents gave an EXCELLENT response than 2010.
- The rating for **PROFESSIONALISM** 94% of respondents indicating satisfaction. 8% more respondents gave a satisfied response than 2010. 7% less respondents gave an EXCELLENT response than 2010.
- The rating for **LISTENING SKILLS** 94% of respondents indicating satisfaction. 10% more respondents gave a satisfied response than 2010. 7% less respondents gave an EXCELLENT response than 2010.
- The rating for **ATTITUDE** 94% of respondents indicating satisfaction. 8% more respondents gave a satisfied response than 2010. 7% less respondents gave an EXCELLENT response than 2010.
- The rating for **COURTESY** 95% of respondents indicating satisfaction. 9% more respondents gave a satisfied response than 2010. 9% less respondents gave an EXCELLENT response than 2010.
- The rating for **CLARITY** fell to 88% from 92% in 2010. 7% more respondents gave above expectations response than 2010. 12% less respondents gave an EXCELLENT response than 2010. Dissatisfaction rose to 11% from 8% in 2010.

There is a clear and consistent trend in each category that indicates that although customers continue to be satisfied, between 7% and 10% no longer indicate that the service was excellent. This could be a reflection of the change in staffing levels for the helpdesk, or an overall change in expectations of the customer.

Solving the calls:

Respondents indicated that in 2011 58% of them required either a visit from a technician or additional telephone calls to resolve their issues. Top Desk statistics indicate that from May 2010 to April 2011, 49% of all incoming calls were resolved on the first call. This confirms the survey respondent's responses on the survey.

The respondents indicate that 77% were satisfied with the time in which their technical issues were resolved. This is down from the 2010 level of 87%. Each category of satisfaction fell from the 2010 data. Dissatisfaction rose from 13% to 22% of respondents. When asked how long resolution of issues took:

- 28% (down 18%) of the respondents indicate that their call was resolved.
- 18% (down 3%) of the respondents indicate that their call was resolved within 24 hours.
- 25% (up 12%) of the respondents indicate that their call was resolved between 1 and 3 days. This is a performance goal for the helpdesk to solve helpdesk request within 3 business days.
- 5% (up 2%) of the respondents indicate that their call was resolved between 3 and 5 days.
- 7% (up 1%) of the respondents indicated their call was resolved after a week.
- 14% (up 6%) of the respondents indicate their call is still unresolved.

Statistics from Top Desk indicate that there were 5712 calls logged between May of 2010 and April of 2011. Performance statistics from the helpdesk indicate:

- 2283 out of 5712 call (39%) of calls were closed at the helpdesk.
- The balance of the calls was assigned a 24 hour, 3 day or 7 day response period dependent of the type of call. Of these 3429 calls, 2460 (72%) were completed within the service standards they were assigned.
- 996 calls (17% of all calls) were not closed within the standards time frame.

Performance Assessment

Customer Service Survey

Records indicate that performance and perception are inconsistent to a small degree, although there were approximately 800 more calls taken in FY2010 than in FY2009. As with other indicators, the performance on this data is consistent with 2009 survey outcomes. It is also possible that with the increase in email requests versus in person or over the phone, the response times were slower or at least perceived to be slower.

Rating those that resolve the calls:

The survey rates the performance of the technicians in several categories. The term technician refers to anyone in the Component that works with a customer to resolve their technical issues. This can be any of the ITS staff. The respondents were asked to indicate unsatisfied, satisfied, above expectations, or excellent.

- The rating for **KNOWLEDGE AND COMPETENCE** fell to 87% from 92% in 2010. 6% less respondents gave excellent responses than 2010. Dissatisfaction rose to 12% from 7% in 2010.
- The rating for **CONCERN** was 87% of respondents indicating satisfaction. 5% more respondents gave a satisfied response than 2010. 3% less respondents gave an above expectation response than 2010. 4% less respondents gave an EXCELLENT response than 2010.
- The rating for **COURTESY AND PROFESSIONALISM** was at 93% of respondents indicating satisfaction. 12% more respondents gave a satisfied response than 2010. 4% less respondents gave an above expectation response than 2010. 7% less respondents gave an EXCELLENT response than 2010.
- The rating for **CLARITY IN EXPLANATION** was at 87% of respondents indicating satisfaction. 6% more respondents gave a satisfied response than 2010. 4% less respondents gave an above expectation response than 2010. 5% less respondents gave an EXCELLENT response than 2010.

Finally, respondents were asked to rate their overall customer service experience with the helpdesk. The overall satisfaction rate of respondents fell to 74% from a high in 2010 of 80%. The 2011 rating is consistent with the rating for the 2009 survey. The results will be utilized to improve service delivery. We strive to continuously deliver the highest level of customer service by providing competent information and technology solutions to our valued customers. The goal of ITS is to continually improve your service experience.

Libraries Launch Information Literacy Development Plan

Information literacy is defined as the skills to "recognize when information is needed and the ability to locate, evaluate, and use effectively the needed information." The overarching goal of the Libraries' instruction program is to develop the information literacy skills of our students, and ultimately enhance overall learning outcomes. The 2010 assessment of student information literacy skills on the St. Thomas campus showed that student information literacy skills did not improve following instruction to build those skills. In an effort to improve the level of student skills, the libraries are re-energizing the information literacy program for clearer alignment with the Association for College and Research Library (ACRL) information literacy standards. The goal of the project is to improve student skills through new efforts of collaboration with faculty and with the Center for Excellence in Teaching and Learning (CETL). We are looking forward to faculty involvement in the development of an overall plan and integration of training to achieve expected outcomes.

The preliminary project objectives include plans to:

- Adopt a clear definition of an information literate student for UVI, and explain expected assessment outcomes
- Redefine information literacy objectives for the freshman year and general education courses
- Form a committee to plan and implement the ACRL information literacy standards program
- Promote a CETL role for facilitating information literacy workshops for faculty development

Librarians will share information regularly to ensure the understanding of the ACRL standards within the UVI community. The following chart briefly explains the ACRL information literacy standards and provides examples of student performance that demonstrate achievement of skills: Faculty, are your students demonstrating these skills? For additional information or assistance, please contact your library at ext 1367 on St. Thomas and ext 4130 on St. Croix. For more information visit: <http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf>.

Standard One	Standard Two	Standard Three	Standard Four	Standard Five
Determines the nature and extent of the information needed.	Accesses needed information effectively and efficiently.	Evaluates information and its sources critically.	Integrates information effectively to accomplish a specific purpose.	Understands economic, legal, and social issues surrounding the use of information.
Student Outcome	Student Outcome	Student Outcome	Student Outcome	Student Outcome
Student develops a thesis statement and formulates questions based on the information need	Student identifies keywords, synonyms and related terms; refines search strategy as necessary	Student reads text and identifies main ideas; compares resources effectively; identifies validity, reliability, deception, prejudice, etc.	Student combines new and prior knowledge to support each new assignment appropriately; follows a process for information seeking, evaluating, and communicating results.	Student understands issues related to free versus fee-based access to resources; identifies censorship, intellectual property, copyright and fair use issues.