Technology in the Monroe County Community School Corporation 2009-2010

What’s Working, What’s Not, and What’s Next

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Introduction

The Monroe County Community School Corporation (MCCSC) technology review engaged nearly 700 employees both formally and informally through focus groups, interviews, meetings and surveys. These interactions provided the primary clients of the Information Services department an opportunity to share their experiences and expectations for technology with MCCSC. This report represents the perspective of these stakeholders, identifies underlying issues, and offers recommendations to aid future success.

Technology plays an essential supporting role that can be found in all aspects of MCCSC (e.g. student records, financial records, curriculum preparation and delivery, transportation systems, food services, custodial services). MCCSC is comprised of 23 schools, approximately 1,500 employees, and nearly 11,000 students. The Information Services department is responsible for approximately: 5,000 computer systems, 500 projectors, and hundreds of VOIP phone systems, servers, services, and the infrastructure that binds them together. The instructional technology equipment alone requires an average annual life-cycle budget of approximately $811,000 based on 2004-2009 budget data.

Given the scope and significance of technology’s supporting role, it is essential that Information Services (IS) provide consistent high quality service, support, and leadership. The data collected over the course of this review shows that in general regard to IS, of the 526 survey respondents, 52% (276) indicated being very satisfied, 44% (231) indicated being somewhat satisfied, and 4% (19) indicated being not satisfied (Appendix B). Participants’ primary concerns include: access to technology, system efficiency and flexibility, professional development, and strategic alignment.
There is no “one and done” solution in technology. Providing excellence in IS requires a strong commitment to continual improvement. This is established through customer-centric models, complete with formal feedback loops while monitoring, controlling, and reporting on key performance indicators to gauge success. Examples of such indicators include: customer satisfaction, service availability or “up time,” incident response trends and statistics, and legal/ethical compliance. This report represents a significant sample (35%) of employees receiving services from IS, enabling leadership to:

- Identify “low hanging fruit” - easily achieved changes to increase customer satisfaction
- Create areas of emphasis for the future development of a strategic plan
- Define SMART goals, key performance indicators and other mechanisms to demonstrate a commitment to continual improvement customer-centric service models.
- Implement automated tools for monitoring, measuring, and regularly reporting of key performance indicators

Acknowledgements

Thank you Dr. Coopman and the MCCSC School Board for the opportunity to interact with so many individuals dedicated to providing the best possible learning environment for MCCSC students. I would like to express my gratitude to everyone who participated in this significant effort. A special thanks to Alan Veach, Rick Schmelz, and Sara Provenzale for the use and assistance of New Tech’s facilities and equipment for the focus groups. Thanks to Donna Zink and Donna Clemens for the seamless scheduling of all events. Finally thanks to Jasmin Quasniczka, Financial Analyst of Intel, and Scott Myers, Systems Analyst of Indiana University, for the many long hours, in depth conversations, and clean reports.
Approach

**Technology Document Review**

The following documents were made available and included as part review:

- Budget Summaries and Projection from 2000 – 2010
- Instructional Equipment Summaries
- Infrastructure: network bandwidth utilization reports
- Information Services Organizational Chart
- Information Services Staff job description and responsibility documents
- Web server visitation log reports

**Meetings and Interviews**

- Project kick-off meeting with all Information Services (IS) staff
- Project concept meeting and discussion with Principals and Administration
- Key informant one-on-one interviews with each member of IS following up on completed questionnaires (Appendix F)
- Informal follow-up conversations with meeting participants
- Project clarification and status meetings with Karen Portle and Dr. Coopman

**Online Survey**

Survey Gizmo was used to conduct an online survey (Appendix A) which was distributed to all MCCSC employees via the internal email distribution list. There were 526 (35%) survey respondents of the 1,494 employees invited to participate. The quantitative summary and aggregate results have been attached as Appendices B and C.
Focus Groups

Twelve (12) one and half hour meetings were conducted, engaging over 100 employees from all levels of the organization and including the school board. A sample of participants has been included as Appendix E. During these meetings a common agenda, provided in Appendix D, was followed to ensure each group was provided the same brainstorming prompts and activities. Online collaborative decision technology was used to ensure the accuracy of information generated throughout the meeting. All brainstorming contributions were combined with the survey open responses and analyzed using qualitative analysis software. The resulting emerging themes are presented in this report indicating both the response count (how many times a theme was mentioned) and coverage (an indicator of how much was said).

Project Website

A project website was created to provide an additional medium of communication for project updates. The website domain: http://www.mccsc-techreview.com will remain active for the following year to provide participants and interested parties to review the materials associated with this technology review.
Findings: Prevailing Themes and Root Analysis

Feedback from the open responses in the survey and brainstorming sessions of the focus groups were first pooled into the following prevailing themes: support and service, software and systems, access to technology, professional development and trainings, and strategic alignment and culture. These categories were next analyzed and divided into categories based on sentiments of positive feedback, areas for improvement, and recommendations for the future. The findings of both the quantitative analysis (Appendices B and C) and qualitative analysis presented below echo the varied perspectives and sentiments regarding these themes. As described in the approach section on page six, the response count refers to the number of comments made corresponding with the given theme, while the coverage represents the percentage of comments within a particular sentiment.

1. Support and Service

The quantitative analysis of the survey responses (Appendix C) aggregated by school level (i.e. Elementary, Middle, and High) demonstrates a clear trend in level of customer satisfaction as related to school level. This is suspected to be driven by the different support models being used based on school level. The differentiation is most apparent in questions three and four of Appendix C. The findings suggest support and service is a strength of the IS department, but the varied responses will need to be further explored to provide a consistent experience for all MCCSC employees.

What’s working?  Response Count: 69  Coverage: 25.64%

Keywords and themes: Response times; Satisfied with Responses; Commitment to Resolution of Issues; Face-to-Face assistance; People skills;
What’s not working? *Response Count: 64*  
*Coverage: 16.44%*

**Keywords and themes:** Unresponsive; Unresolved issues; Lack of Communication; Reoccurring issues after machines are reimaged; Delays between procurement arrival and deployment; Managing customer expectations; Systematic prioritization of tasks; Problem not occurring according to rotation schedule; Lack of trainings on new technologies before they show up; Feelings of helplessness;

What’s next for support and service? *(Recommendations)*

A centralized incident management tracking system with unified points of contact (e.g. customer support line, dedicated email, and possibly online request forms) will allow for consistent incident entry and prioritization. Presently there is an unrecorded gap between the time of the initial incident report and the time it is entered into the central help desk. Incidents should be tracked by a variety of attributes. Examples of incident attributes include customer information, time of request, time of resolution, type of issue, and category of request. Next, trends analysis should be performed and reported to identify and forecast average response times based on incident type, customer school level, responding technician, and so on. This information can then be used to establish baselines to compare future continual improvement efforts. The goal is to understand trends and forecasts so they can be clearly and consistently communicated in an effort to help manage expectations.
2. **Software and Systems**

The software and systems theme generated substantial spontaneous conversation.

MCCSC employees express high levels of satisfaction with the stability centralized systems (e.g. Skyward Family Access, digital file “lockers”, internet reliability, etc). Yet, there is considerable frustration regarding the lack of efficiency and flexibility of systems, such as the lack of remote access to and size of locker systems, redundant efforts due to lack of automation in data exchange between different Skyward systems, inconsistent data entry and workflow processes, and confusing phone menu system within central offices.

**What’s working?**  
*Response count: 93  Coverage: 20.66%*

**Keywords and Themes:** Skyward Family Access, Digital “Locker” system for teachers and students, Internet and Wireless Reliability, Appropriate software (email, word, excel), VOIP systems at the school level.

**What’s Not?**  
*Response count: 101  Coverage: 24.29%*

**Keywords and Themes:** Skyward: lack of access due to permissions; complicated & inefficient workflows; confidence in data; lack of report automation; efficient, consistent, and accurate data entry; Lockers: off-site access and size; internet filters blocking desired valid sites; phone system needs to be readdressed in central admin; printers not reconnected after imaging;

**What’s next for software and systems? (Recommendations)**

Many of these issues are perceived as services that could be easy to provide but that are simply not being made available; after all, wireless internet is available all over town without filters, external storage devices with far more storage than the locker systems are relatively
inexpensive, and therefore not all employees have equal access to information. Regardless of their validity, perceptions are real enough in their consequences, in this case decreased satisfaction. In order to turn these perceptions around, consider taking the following actions:

a. Request system: create a formalized method for users requesting changes or deviations from current policy, guidelines, or practices. Make sure users know what steps to take when a system or services is not meeting their needs.

b. Attempt to accommodate all reasonable requests. When the department cannot accommodate a request, clearly communicate the reason and offer an alternative solution.

c. Enhance user orientation, increase training efforts and provide workflow documentation for common business practices.

d. Use incident tracking system to monitor upward trends in particular types of inquiries. Create documentation/trainings to systematically address recurring issues.

3. Access to Technology

Teachers express interest in increased technology availability for themselves and students. There are high levels of satisfaction with the computer labs, but disappointment with limited availability due to overbooking. Many employees perceive an inequity in access to technology based on grade level of school, department, or role. Many teachers share technology, such as projectors and overhead displays, and express frustration with the need to share units while other teachers “don’t even use theirs.” These frustrations are exacerbated by technology that individuals do have that will not work as expected.

**Keywords and Themes:** Elmo, Projectors, Smart boards, Laptops, Computers, Skyward grade books,


**Keywords and Themes:** printers, shared units, overbooked computer labs, limited number of computers is some class rooms, Perceived inequity between schools, departments, and individuals.

What’s next for increasing access to technology? (Recommendations)

How best to provide increased access to technological resources is a complex issue. For example, would it be great if every classroom had a smart board? It depends on the level of use it would receive, and if it would add value to the teacher’s instruction or students’ experience. A key underlying issue is the request for different solutions. Employees are seeking a greater level of input in their individual solutions. The lengthy depreciation model and resulting long life-cycle of equipment in buildings means solutions are likely to be in place for several years. Some teachers are able to achieve grants awarding new technology to their classrooms, but IS often feels left out of the loop and reports scheduling conflicts when units arrive which can cause delays either in grant equipment deployment or other priorities. Lastly, rework is costly and quality assurance measures should be taken to ensure when support is provided other issues are not created (e.g. printers needing to be re-mapped after a deployment of a new system image).
4. Professional Development and Trainings

There is excitement in the air from employees that have worked with the new training coordinator. Yet, there is clear tension in balancing conflicting priorities for would-be learners. Many of these learners expressed a sense of being too embarrassed to admit technical deficiencies, feelings of helplessness, or uncertainty about what possibilities with technology exist.

**What’s working?**  
*Response Count: 21  Coverage: 7.57%*

**Keywords and themes:** New training and outreach efforts; Access to product manuals; Interest in learning;

**What’s not working?**  
*Response Count: 64  Coverage: 16.44%*

**Keywords and themes:** No Development Plan pertaining to technology; Timing of Trainings; Unaware of possibilities for further use of technology; Conflicting priorities; Lack of opportunities; Lack of differentiated instruction; Fear of acknowledging technical deficiencies; Don’t know to sign up; Lack of advanced trainings;

**What’s next for professional development and trainings? (Recommendations)**

Professional development in technology requires the same focus as other teaching/learning endeavors. A few considerations include: instructor methodology, delivery mediums, schedule flexibility, location, and appropriate level of instruction. Focus on customer needs and commitment to continual improvement using formal feedback loops to measure key performance indicators. The result will likely be trainings available at a variety of times, with varied level of instruction, and through multiple mediums which cater to different learning styles. For some learners a problem-first approach may be helpful (i.e. rather than providing on
PowerPoint, present the training as an additional curriculum delivery tool for the toolbox.

When in doubt, ask the potential attendees what they want.

5. **Strategic Alignment and Culture**

One of the most lively topics in interviews, focus groups, and survey responses was the perception of a status-quo technology culture and lack of strategic-alignment between the IS department and supported environments. Probable sources for these concerns include the significantly lower overall customer satisfaction ratings at the administration level, lack of clarity regarding vision, and short/long-term plans (Appendix B).

**Barriers/Obstacles/Constraints:**

*Response Count: 93  Coverage: 37.88%*

**Keywords and themes:** Status quo attitudes towards technology; Government/State Standards; Public Expectations; Internal Communication; Lack of public strategic/long range plan; Rapid pace of changing technology; Security & Confidentiality; Quick fixes instead of long term solutions; Lack of interschool collaboration (silos); Leadership turnover;

**Support systems needed**

*Response Count: 142  Coverage: 50.14%*

**Keywords and Themes:** Five year technology strategic plan at district, school, and department levels; Consensus building on technology priorities; District-wide goals; Provisions for technological professional development in line with Teacher contracts; Reduce duplication of efforts; Consistent levels of support for all consumers; Stakeholder involvement and buy-in; Committee of professionals to research, study, and pilot new ideas; Clear expectations
What’s next? (Recommendations)

These perceptions of barriers in the MCCSC technology culture will require increased attention to buy-in, stakeholder involvement, and consistent communication. Immediately begin establishing SMART (specific, measurable, attainable, relevant/realistic, and time-bound) goals and communicating them consistently with all levels of the organization. Formally invite MCCSC involvement in goal development and technology direction. Create a vision and strategic plan aligned with the district, schools, departments and teachers. Reach out to stakeholders in as many channels as possible by joining conversations wherever they are taking place (e.g. emails, internal websites, publicly scheduled meetings, social networking sites, RSS feeds). Build on current strengths of face-to-face interactions by delivering a consistent message of customer centric solutions from all levels of IS. Increase awareness of possibilities with emerging technologies through the new training coordinator and other mediums.
Recommendations Summary

1. Initiate strategic planning efforts, obtain and utilize input from all levels of the organization.

2. Readdress current support model given the recent reductions in school level technology support coordinators. Seek consistent levels of support for all MCCSC employees. Consider a tiered support system, with centralized point of contact as suggested below.

3. Establish multiple methods for users to request help (based on user preference) that consistently create corresponding electronic records (e.g. phone help line, single email for IS related help, instant message/online chat, online help request forms).

4. Implement an incident tracking system: monitor, track, and report incidents across established key performance indicators (customer satisfaction with solution, response time to incident, type of issue or request, etc).

5. Create formal feedback loops to quantifiably measure customer satisfaction and invite customer inputs regarding system services, support, and training.

6. Develop online forms for change request (e.g. file-share quota increase request form).

7. Enable “remote” (off-site) access to user storage or recommend alternative solutions.

8. Document common workflow process in system operations, establishing references and driving consistent district-wide best practices (e.g. Entry of student grades in Skyward).

9. Identify business processes that involve duplication of effort; offer more efficient solutions, utilizing agile methodologies of incremental and iterative solutions.

10. Publish IS related guidelines, policies, and recommended best practices so users are clear what current practices are as related to technology.

11. Create a diverse technology committee of MCCSC employees interested in researching, piloting, and reporting on new technologies of interest.
Thank you for participating in the Monroe County Community School Corporation Technology Review. My name is Joe Ehlers, and I am conducting a review of technology within MCCSC. Stated simply, the goal of this review is to understand: what's working, what's not, and what's next. I want to reassure you all answers will be kept confidential.

Thank you for your time,

Joe Ehlers
External Evaluator

1. Position Classification:

2. Overall, how satisfied are you with technology service and support from the IS Department?
   ( 1 ) Not Satisfied
   ( 2 ) Partially Satisfied
   ( 3 ) Very Satisfied

3. Do you believe you have the technology and support necessary to do your job to the best of your ability?
   ( 1 ) No
   ( 2 ) Somewhat
   ( 3 ) Yes

4. When you have technology problems and need support, are you satisfied with the response time?
   ( 1 ) Not Satisfied
   ( 2 ) Somewhat
   ( 3 ) Very Satisfied

5. When you receive solutions to your technical support requests, are you satisfied with the solution provided?
   ( 1 ) Never
   ( 2 ) Usually Not
   ( 3 ) Usually
   ( 4 ) More Often than Not
   ( 5 ) Always
6. Do you feel you have adequate access to technology?
   ( 1 ) No
   ( 2 ) Somewhat
   ( 3 ) Yes

7. How would you rate your technological skills?
   ( 1 ) Very Low: I avoid it when possible.
   ( 2 ) Low: If you turn it on, I can use it.
   ( 3 ) Average: I know how to use all of the applications for my class.
   ( 4 ) Above Average: I understand how my technology works, and the initial trouble shooting steps when it's not working.
   ( 5 ) High: Mover and Shaker, I like to find the latest technology and apply it to my work.

8. Tell me what is working really well in regards to technology from your perspective.

9. Is there anything related to technology that isn't working well for you? If so, tell me here.

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Thank You!
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Thank you for taking our survey. Your response is very important to us.
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### When you receive solutions to your technical support requests, are you satisfied with the solution provided?

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All Responses: 
- Administration: 19%, 55%, 36%
- Certified Staff: 231%, 44%
- Support Staff: 276, 52%
### Do you feel you have adequate access to technology?

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<td>51%</td>
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### How would you rate your technological skills?

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<tr>
<td></td>
<td>5</td>
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### 2. Overall, how satisfied are you with technology service and support from the IS Department?

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#### Elementary

- 4, 3%
- 66, 45%
- 55, 38%

#### Middle

- 3, 5%
- 50, 38%
- 26, 42%

#### High

- 5, 4%
- 82, 54%
- 82, 46%

### 3. Do you believe you have the technology and support necessary to do your job to the best of your ability?

<table>
<thead>
<tr>
<th>Row Labels</th>
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<th>3</th>
<th>Grand Total</th>
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<tr>
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<td>188</td>
<td>416</td>
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#### Elementary

- 15, 10%
- 76, 52%
- 55, 38%

#### Middle

- 11, 8%
- 53, 53%
- 71, 53%

#### High

- 9, 7%
- 44, 63%
- 82, 37%

### 4. When you have technology problems and need support, are you satisfied with the response time?

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<td>25</td>
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<td>7%</td>
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<tr>
<td>Grand Total</td>
<td>32</td>
<td>178</td>
<td>206</td>
<td>416</td>
<td>8%</td>
</tr>
</tbody>
</table>

#### Elementary

- 13, 9%
- 71, 49%
- 62, 42%

#### Middle

- 11, 7%
- 44, 32%
- 82, 68%

#### High

- 9, 7%
- 44, 63%
- 82, 37%
When you receive solutions to your technical support requests, are you satisfied with the solution provided?

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<td>3% 22% 51% 24%</td>
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Elementary | 3% 35% 70% 10% | 146  |
Middle | 3% 31% 48% 18% | 62  |
High | 7% 34% 59% 10% | 135  |

Do you feel you have adequate access to technology?

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<tr>
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<td>7% 33% 60%</td>
<td>126</td>
</tr>
<tr>
<td>Teacher - Middle</td>
<td>19% 46% 35%</td>
<td>57</td>
</tr>
</tbody>
</table>

Elementary | 13% 49% 38% | 146  |
Middle | 18% 44% 39% | 62  |
High | 7% 34% 59% 10% | 135  |

How would you rate your technological skills?

<table>
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<tr>
<td>Teacher - Middle</td>
<td>19% 46% 35%</td>
<td>57</td>
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</tbody>
</table>

Elementary | 2% 41% 38% 11% | 146  |
Middle | 5% 42% 43% 10% | 62  |
High | 7% 34% 59% 10% | 135  |
Focus Group Agenda
Brainstorming and Priority Rank Sessions

1. Technology - Day to day
How do you currently use technology in your day to day operations? Please list all the technology you use through course of your day, both personally and professionally.

2. Technology - Most important
What’s the most important technology to you? Now that you have established what technology you use, which of these are essential for your role within MCCSC. Please try to limit your answer to the top three.

3. Most Important - Categories
Everyone now has an idea of the essential technologies used by individuals in this focus group. If you don’t recognize a technology listed, this is the time to ask your peers what they meant. Now pair like themes and rank which of these categories are the most important for this group. Remember, everything technology represented in these categories has already been identified in the top three essential technologies by your peers.

*SAMPLE of Most Important - Categories Ballot Items with Comments*
1. Communication Systems
2. Business Info Systems
3. Infrastructure
4. Student Info Systems
5. Search/Research

4. First Responders
Here is a list of the six most prevalent sources for immediate help, as identified by the MCCSC-wide survey and the IS department support model. Please priority rank the following in the order you most commonly seek assistance.

First Responders Ballot Items
• Students
• Central Information Systems Support
• Online
• School Level Tech Support
• External Sources
• Colleagues
5. **Information Sources for New Technology**

Where do you most commonly hear about new technology that may benefit your role at MCCSC? Using the same list as before, please priority rank the following in the order you most commonly hear about new technology.

**Information Sources for New Technology Ballot Items**
- Online
- Colleagues
- Students
- External Sources
- School Level Tech Support
- Central Information Systems Support

6. **Technology - Successful showcase**

If you were approached by a reporter who was interested in writing a feature about technology in MCCSC, what would you choose as MCCSC’s showcase for successful technology? List as many as come to mind.

7. **Technology - Five years**

Now that we have identified current showcase technology within MCCSC, let’s project ourselves forward in time and talk about the future. In an ideal setting, what should technology look like within this school district in five years? List as many as come to mind.

8. **Technology – Constraints, Barriers, and Obstacles**

To achieve the goals set forth previously, it will be important to identify potential risk that might get in the way of success. Based on your experience as an MCCSC employee, what constraints, barriers, or obstacles would you predict might impede your five year vision? List as many as come to mind.

9. **Technology - Support systems**

Let’s mitigate those risks! We’ve identified where we are regarding technology now (point A) and the place you would like MCCSC to be in the future (point B). What support systems will be required from point A to B? List as many as come to mind.

10. **Technology - What would you change?**

Make your thoughts known; it’s time to weigh in. This is your chance, if you could change something in regards to technology within MCCSC, what would it be?
Participation Register

Thank you to everyone who took the time to participate in this technology review of MCCSC 2009-2010. This report would not have been possible without your meaningful contributions and participation. I would like to especially thank everyone for participating in this technology review through meetings, interviews, or focus groups. Below is a list of individuals who participated in focus groups or interviews.

- Aimee Polk
- Amy Pickens
- Andrea
- Barb Buckner
- Barbara Curry
- Becky Bowleen
- Becky Rose
- Beth Crowe
- Beverly Elkins
- Beverly Smith
- Brad Harrison
- Carey Behne
- Carol Bodnar
- Cheryl Maxwell
- Chris Adduci
- Chris Finley
- Claire Schaffer
- Danny
- Darci Miller
- Daria Smith
- Deb Prenkert
- Debbie Moore
- Debbie Woodward
- Donna Noble
- Doug Waltz
- Ed Brown
- Eileen. Allen
- Eric Gilpin
- Gale Hill
- Gina Stillions
- Gray Estabrook
- Greg Chaffin
- Helen Melwid
- Jan Bergeson
- Jan Tupper
- Jane Feller
- Janice Bizzari
- Jann Cooper
- Jay Leslie
- Jeana Kerr
- Jeannine Butler
- Jeff Henderson
- Jessie Shields
- Jim Muehling
- John Carter
- John Jeffries
- John Walker
- Joyce Teague
- Kara Stillions
- Karen Portle
- Kathy Heise
- Keith Klein
- Kelly Hobbs
- Kerry McGarry
- Kyle Robert
- Laura Bonde
- LeeAnn LeJeune
- Lily Albright
- Lindsey Smith
- Lisa Riggins
- Lisa Steiner
- Lisa Zorn
- Liz Hert
- Luanne Larrison
- M. Koontz
- Marc Callison
- Mark Conrad
- Mark Schenk
- Mark Scannon
- Mark Sturgeon
- Melinda Hamilton
- Mike Clark
- Mike Shipman
- Nancy Stockwell
- Pam Burton
- Pam Gunkel
- Pat Shier
- Patty Sattler
- Paul Farmer
- Rebecca Rupert
- Regina Tippmann
- Rick Ayres
- Rick Schmelz
- Robert Austin
- Samantha Branaman
- Sandi Brinson
- Sandy Dunn
- Sandy Thompson
- Sara Provenzale
- Sarah Erb
- Scott Underwood
- Seth Pizzo
- Shae Rosenberger
- Shelly Garvin
- Sherry Dick
- Stephen Cole
- Steve Blee
- Sue Wanzer
- Tana Nikirk
- Terry Daugherty
- Tim Thrasher
- Trudy Litz
- Twyla Edwards
- Valerie Helms
- Valerie Merriam
- Vicki Cochran
- Vicki Streiff
- Wendy Perry
- Wendy Tamborino
- Wes Burton
**MCCSC IS Team Initial Questions**

Name: 
Job Title: 
Direct Supervisor: 
Direct Reports: 

Hours per Week: 
Tenure (years with MCCSC IS): 

Primary Duties & Responsibilities (% of time): 

Key Stakeholders/Customers/Consumers/Users: 

What were you greatest accomplishment in 2009? 

Biggest obstacle(s) or challenge(s) for your position: 

How do you keep your IS related skills current? When/What was your latest professional development? 

What was the last conference you attended and when? 

How do you measure your success in this position? 

If you could ask your consumers/stakeholders two questions, what would they be? 

Do you have the resources required to succeed in your job? Describe some of the resources that either enable/hinder your full potential. 

Use this space to write anything you would like relevant to IS at MCCSC. If there is something more you wish to share please do so here: