

Academic Technology Group

California State University, Sacramento

Mission Statement

Our mission is to foster student success by promoting transformative and inclusive learning experiences through the purposeful adoption and application of academic technology.

Vision Statement

We aspire to be a recognized leader in academic excellence, inclusion, and collaboration.

We achieve these through the following guiding principles:

- We support the teaching, learning, and research mission of the university.
- We encourage and support collaboration and open communication.
- We remove barriers for students by promoting accessibility standards and universal design principles to ensure an inclusive learning environment for all.
- We provide excellent customer-focused service, facilitate partnerships, build meaningful relationships, and advocate for our campus community as a trusted partner.
- We provide academic technology guidance that fosters innovative teaching and purposeful integration of technology.
- We promote the academic technology ecosystem through consultation, design, outreach, and training.
- We create opportunities to explore the latest academic technology innovations to engage and inspire the campus community.

Goals for the 2019-2020 Academic Year

Goal 1: Promote the Sacramento State Academic Technology Ecosystem

Strategies/Objectives:

1. Develop promotional video material standards including length and style (Fall 2019)
2. Create a series of promotional videos to be included on "Mediasite Showcase" and email campaigns, prioritizing the following services (Fall 2019/Spring 2020):
 - a. Canvas (specific tools)
 - b. Ally/Canvas Accessibility Tool Suite
 - c. Qualtrics
 - d. Zoom
 - e. Mediasite/Captioning
 - f. MatLab
 - g. Office365 (particular tools, including OneNote, Outlook, Teams)
 - h. UDL, LSS, and ATC Consultation Availability (on-going schedule needs to be determined)
 - i. Classroom Tech Features & Classroom How-To Consultation Availability
 - i. In particular, need to be ready and available to consult on new Tschannen Science Complex Learning Spaces
3. Develop an annual communications plan that considers time of year and audiences (department chairs, seasoned faculty, new faculty, students, staff, etc.), to promote particular tools and features (Summer/Fall 2019)
4. Develop partnerships with services-oriented centers and programs (SSWD, Library, Creatives Services, CTL, PARC, etc.) to actively promote areas of common interest (On-going)
5. Develop and deliver a series of "Roadshow" presentations at departmental meetings (Fall 2019/Spring 2020)
 - a. Identify topics and develop brief presentations (15-20 min length)
 - i. Possibly survey chairs to see what options they would like
 - ii. Potential options include: Specific Canvas tools, UDL Program Overview and toolset, general overview of tools/services, Emma or Web briefings

- b. Reach out to chairs with available topics
- c. Deliver presentations upon request/arrangement
 - i. Be willing and available to do off-hour presentations, including evenings

Indicators of Achievement:

1. Two satisfaction surveys are nearing completion that will be sent out to faculty regularly – 1 related to Classroom Technology, the other pertaining to Academic Technology. The first delivery of these will establish a baseline. One indicator of achievement on this overall goal is that over time, satisfaction levels will increase with subsequent surveys.
2. With the better promotion of our services and consultation availability, we should see an increase in the number of both unique and new users visiting the ATC as we reach out to departments and faculty who are not already familiar with our services and mission hear about us for the first time.
3. With the better promotion of services and consultation availability, especially as the overall team grows into three consultative areas (ATC, LSS, UDL), we expect to see a general increase in the number of scheduled appointments over time. An increase in the number of service requests may also increase.
4. As we move into new modes of promotion – better email campaigns with Emma, video promotion and support, we will be able to better track view and read analytics. The expectation is as we do more of these varied efforts, and campus expectations grow, these numbers should increase over time.
5. In addition, a related way to measure the effectiveness of various campaigns is to see if we notice an increase in the number of service and/or appointment requests regarding the tools/services being promoted in the 2-3 weeks immediately following the campaign.
6. With the better promotion of the available software we support, we expect to see an increase in the number of people accessing these tools. For example, we'll know a promotional campaign regarding Mediasite or Qualtrics is successful if we see an increase in the number of people using these tools, and/or more surveys and videos being added to or created with these services.
7. As it pertains to "roadshows," these can be seen as successful if (a) the departments with which we meet invite us back for additional overview or training sessions, and (b) if the roadshows themselves lead to more appointments/drop-ins from the faculty in those departments in the 2-3 weeks following a presentation.

Goal 2: Create new and enhance existing support materials: workshops/training, documentation (support materials), etc., including developing standards and templates.

Strategies/Objectives:

1. Work with the Customer Services team to develop several Knowledge Base article templates and standards, possibly to be used across division (Fall 2019)
2. Build out the Service Now Knowledge Base and a Canvas Course(s) to host important support materials and documentation (Full Year):
 - a. KB will be focused more on internal documentation and routine user requests/incidents where a clear and easy process exists and can be communicated to user as a simple series of steps to follow
 - b. Analyze what relevant reference and training material was not brought over in website transition, update and adapt content for KB or Canvas depending on topic/audience
 - c. Identify processes where a screencast video may enhance new or existing documentation and create a video
 - d. Determine common requests and incidents and create KB articles focused on these areas
3. Participate in the Customer Services team evaluation of tools to be used for campus forms, as requested, ensuring accessibility is prioritized (Fall 2019)
4. Develop team standards for communication to clientele using ServiceNow (Fall 2019):
 - a. Refer personal e-mail communications to the service management system
 - b. Establish norms for customer communication within service management system (using customer notes vs. sending an email through the system)
 - c. Create e-mail and incident templates for everyday troubleshooting situations to standardize and expedite responses to customers
 - d. Establish team norms for in-progress vs. on hold states
5. Train multiple team members in a standardized process for developing screencast material (Fall 2019)
6. Identify "ATC Recommended" CSU Learn course for tools we don't actively support (Fall 2019)

- a. Adobe Creative Suite applications
 - b. SPSS
 - c. EndNote (Library/Debbie Metzger support – advertise this partnership)
 - d. Some Office Tools
7. Develop screencasts and supporting ancillary material and/or curate vendor-provided content showcasing important tool features and best practices, prioritizing the following toolsets (Fall 2019/Spring 2020):
- a. Canvas (particular tools)
 - b. Qualtrics
 - c. Zoom
 - d. Mediasite
 - e. MatLab
 - f. Ally/Accessibility Tool Suite
 - g. Office365 (particular tools, including OneNote, Outlook, possibly Teams)
 - h. Classroom Tech Features
8. Develop and deliver a series of 30-minute “flipped” sessions focused on teaching and discussing basic digital literacy skills (such as Office 365 programs) for staff/faculty (Fall 2019/Spring 2020)
- a. Develop and deliver a few sessions aimed at staff for Fall 2019 as a pilot (including offering sessions through Zoom)
 - b. Make adjustments to model and develop a few more sessions to be delivered during the fall semester to gauge interest
 - c. If interest seems to be there, continue to build and grow program in the spring

Indicators of Achievement:

1. Knowledge Base (KB) Templates and standards are currently under development in partnership with the Service Desk. We will know that we are successful in this arena if all team members adopt these templates/standards, and if they are also adopted across the division, and perhaps beyond.
2. Every primary tool/service we support should have some presence within the KB and/or Canvas Course(s) by the end of this year. Some tools/services will have more information than others, but every tool and service we support should be represented in some way.
3. Success is also generally indicated by the following:

- a. generally positive workshop evaluation ratings (rating system needs to be developed)
 - b. generally positive KB article ratings (a built-in 5-star system)
 - c. attendance at workshops should be steady and/or increase over time
 - d. decrease in incident tickets (specifically break/fix) around some of these topics, generally
 - e. increase in use of the services being discussed in the workshops
4. Similar to our promotional goal, if our KB articles and Canvas courses(s) are successful, we should see a general increase in their use by campus community members over time. Tying in with other services, like Mediasite, will also give us some insight on how any custom-created support videos (as opposed to curated videos from vendors) are being received by the campus community.

Goal 3: Establish new services for faculty and staff to foster innovative teaching and learning with technology

Strategies/Objectives:

1. Finalize build-out of Learning Glass Studio (Fall 2019):
 - a. Brand the studio with a name
 - b. Determine remaining requirements for the space and develop a budget
 - c. Build out the studio
 - d. Pilot use with several faculty members during Fall 2019 semester
 - e. Develop promotional campaign by Nov 2019 to target people developing Spring 2019 courses
2. Establish a formal equipment loan program for faculty and staff (Fall 2019)
3. Establish service plans around the AR/VR Lab (Spring 2019)
 - a. Resume research in use models by contacting other CSUs who are actively using VR/AR on campus, i.e., San Diego State
 - b. Develop some sustainable assignment models and promote to interested faculty
 - c. Identify faculty champion(s) for the service
 - d. Partner with the on-campus VR Student group
 - e. Determine support and availability (likely appointment-based) model for lab

4. Finalize migration of Class Climate service/data to the cloud environment (Oct 2019 ideally; Winter or Summer 2020 depending on faculty senate discussions)
5. Reintroduce formalized student support within the ATC
 - a. Identify current products and services we support that apply to students and develop support models (Full Year 2019-2020)
 - b. Develop a deeper relationship with PARC and, potentially, Graduate Studies (Full Year 2019-2020)
 - i. Attempt to get PARC to pilot test online tutoring through Zoom
 - c. Strategize opportunities and promote the products/services we can support for students
 - i. Leverage and curate content from SmartThinking platform

Indicators of Achievement:

1. The primary way to evaluate this goal is to analyze (a) how many people took advantage of the new service after promotion and (b) assessing whether or not whatever that number is worthwhile to continue to offer the service? If it is a service we determine is worth keeping, then the key indicator is, of course, to (c) see growth in the use of the service over time.
2. As a note, several of these services have been operationalized in a limited capacity already, but haven't been nurtured adequately during ATC leadership transition (primarily the Learning Glass Studio and the AR/VR experimental classroom). Some key indicators of success in these areas revolve around establishing a workable model that includes faculty (and potentially student) champions, as well as the development of assignment ideas to inspire campus community members in creative ways to use these tools. If this is done well, the user base should grow over time.
3. A final indicator for success is that more key partnerships are cultivated with groups like PARC, First Year Experience, and Graduate Studies to better support students. Influencing the PARC program to pilot some online tutoring offerings (as many other universities are starting to do, including sister CSU campuses) would also be a good indicator of success.

Goal 4: Support inclusive course design through Universal Design principles and accessible instructional materials

Strategies/Objectives:

1. Develop and refine the UDL consultation model and ongoing communication plans (Summer/Fall 2019):
 - a. Test out planned course inventory and remediation workflow and refine
 - b. Reinforcement that Ally is available and what can be done with it
 - c. Fall 2019 Call-to-action campaign around Alt-Tagging images in documents and Canvas
 - d. Spring 2020 Call-to-action campaign around accessible syllabus available in Canvas
2. 6 pilot courses (with faculty who have already expressed interest) remediated in Fall 2019; 10+ strategically selected courses (online, bottleneck, highly-enrolled GE, etc.) remediated in Spring 2020
 - a. 3-6 students will need to be hired to assist with this effort
3. Develop and promote several just-in-time training/self-paced courses in Canvas on the following accessibility topics (Summer 2019; refined over course of the year):
 - a. Accessibility in Word
 - b. Accessibility in PowerPoint
 - c. Accessibility in Canvas
 - d. Accessibility in PDFs
4. Develop several in-person training approaches for UDL team (Full Year 2019-2020):
 - a. "Roadshow sessions": 15-20-minute presentations that can be delivered during departmental meetings
 - b. Flipped workshops: 45-60 minute active-learning workshops and discussions around particular UDL topics, leveraging JIT materials that participants review before attending
 - c. 1:1, small-group, targeted trainings based on need/request as going through courses
5. Research best practices for remediating STEM courses and develop plans for targeting prioritized STEM courses in the 2020-2021 academic year (Full Year 2019-2020)
6. Develop the proposed cohort program (Spring 2020)

7. Establish accessibility benchmarks (using Ally and potentially other applications) for courses partnering with UDL Program (Fall 2019)

Indicators of Achievement:

1. As the program rolls out over the year – we have an ambitious goal to remediate at least six courses during fall, and ten during spring. One indicator of success for this area is if we meet, or exceed these goals.
2. Ally provides snapshots of how accessible documents in files are at a campus level (and at a subaccount level? – need to check). An indicator of success here is that over time, the number of files with accessibility issues (especially of those deemed severe, such as scanned PDFs) should go down over time as we both provide remediation services for faculty, as well as teaching faculty how to do some level of remediation on their own through 1:1 consultation, workshops, or the planned Canvas sites. This can also be measured against benchmarks we develop for ourselves.
3. Awareness of the program, a key focus point for this program's first year, can be measured in several ways: (a) view counts on our various courses that we're creating, (b) email read counts from Emma campaigns, (c) number of consultations conducted, (d) promotional and training videos viewed through Mediasite, etc.
4. The proposed, public courses on accessibility need to be created in August 2019 before the semester begins and faculty return. We need to point faculty to resources in our messaging campaigns. Again, view and read counts can help determine how many people are aware of and utilize the sites and how we can better promote.
5. A final indicator of success is that a plan for remediating STEM courses is developed that documents strategies that can be used for science- and math-formula heavy courses.

Goal 5: Research and evaluate the use and effectiveness of our current service portfolio as well as emerging tools and technologies

Strategies/Objectives:

1. Conduct change management and sunset the Blackboard Collaborate service (Fall 2019/Early Spring 2020)
 - a. Product renews annually around the middle of March; everyone should be off it by then

- b. Provide outreach to heavy Collaborate users, AITC
 - c. Update to the latest Zoom LTI integration (provides additional features)
 - d. Develop a crosswalk of features between Zoom and Collaborate
 - e. Provide Zoom training opportunities
2. Develop appropriate research questions and metrics and systematically collect data to continually assess the effectiveness of our services, software, and programs (Full year 2019-2020)
- a. Data Points that can be leveraged include:
 - i. ServiceNow
 - ii. Canvas
 - iii. Mediasite Analytics
 - iv. TurnItIn Administrator Report
 - v. Zoom Analytics
 - vi. LabStats (Computer Lab Usage)
 - vii. Ally
 - viii. Alma (Laptop Checkout)
 - ix. YouCanBookMe (appointment scheduler)
 - x. Global Viewer Enterprise (Classroom tech reports)
 - xi. University Data Warehouse
 - xii. CaptionSync/AutomaticSync
 - xiii. Astra (classroom use)
 - xiv. Customer Relationship Surveys
 - xv. Human Data – User Stories
 - xvi. Workshop Evaluations
3. Analyze campus use of our tool offerings and current global campus settings to determine if any global/admin-level changes and/or policies are needed (Full Year 2019-2020)
- a. Mediasite storage and retention policy finalized and communicated to campus
 - b. Mediasite quality and number of streams required
 - c. Canvas EduAppCenter whitelisting needs to be turned on, and available applications need to be analyzed and white/black-listed as appropriate
 - d. Canvas LTI Request Process needs to be finalized, documented, and communicated to campus
 - e. Zoom – global admin settings need to be evaluated and turned off/on as appropriate

- f. Zoom cloud recording policy needs to be finalized, put in place, and communicated to campus, along with standard 180-day deletion policy
- g. Evaluate current Qualtrics admin settings
- h. Establish best practices around internal team's use of MS Teams and ancillary applications

Indicators of Achievement:

1. For decommissioning Blackboard Collaborate as a service, it is important that the service not be renewed this coming March 2020, and that the few faculty who still use the service are successfully moved to Zoom, with adequate training and support in place for them to do so.
2. A series of questions and related benchmarks must be developed and it must address the key areas we want to measure. Once these questions are developed, then we can proceed to self-evaluate the effectiveness of our services by taking this (often raw) data, and create meaning from it to help us answer these questions in the form of graphs and visualizations (through services like Tableau) that can be kept up-to-date.
3. A final key indicator of achievement is that this data is organized in an accessible manner that leadership and the team can use for analyses and can be accessed as needed to answer the identified key questions and compared against key benchmarks. Currently, everything is ad-hoc, and isn't stored centrally - this is not efficient. Depending on their team's capacity, partnering with the University Data Warehouse to help us organize this data and make it accessible would be beneficial.

Appendix A: Start/Stop/Continue Exercise

Note: **Highlights** represent areas and ideas Associate CIO would like us to prioritize

Things we should start doing:

- Build a knowledge base
- **Develop standards and templates for everything**
- Formal equip loan program from campus partners and faculty
- Create self-help
- **Promote academic software**
- Promote Mediasite retention workflow
- Better integrate three teams in ATC
- Create in-room digital self help
- Be more strategic in pilot technology or spaces
- AR/VR Room
- Active Learning Rooms, etc.
- Communicate with campus on classroom design
- Provide formalized student support
- **Create promotional materials for the services/tools we support**
- Support digital literacy across students, staff, and faculty
- Create better Mediasite KB articles and other training/support materials
- Provide more outcome focused training
- **Less focus the tool itself, more on processes and best practices around specific use of our general suite of tools**
- Demonstrate creative use of current technology
- Plan execute and evaluate promotion of services
- Create robust e-learning studio that includes the Learning Glass
- Present at Dept/college – Roadshow idea
- Posting videos/ service catalog, how this service helps
- Reporting what we do, data to show that we do a lot
- Capture more robust metrics to help us determine what to focus on
- Focus groups, gathering attitude about services
- **Recognizing good work done by the team in a systematic way (Dan develop system of this)**
- Develop KB standards
- Promote online flipped learning (using AV)
- **Partner with other services-oriented centers or programs (SSWD, Library, Creative Services, etc.)**
- **Develop our own event to promote IRT technology (see Fresno State event)**
- Tours of other business partners on campus (testing center, SSWD. Do a Meet/Greet)
- More field trips to neighbor campuses (like UC Davis, maybe Chico)
- Demonstrate what's possible with increased resources
- Monthly/Quarterly IRT/ATC Newsletter highlighting services, tips/tricks, etc.
- Conference call, quick Mediasite video highlighting quarterly news,
- Designing meaningful training opportunities
- Get included more on the initial training plans for important IRT initiatives
- We need consultants to claim the tickets they've started working
- Group process for the redistribution of tickets when people are: putting it back into main group

- Standards for work notes, customer communications
- Identify ATC Recommended CSU Learn Courses for the tools we don't officially support (Office, SPSS, Creative Suite)

Stuff to continue doing:

- Staff as first point of contact for classroom support (as opposed to students)
- Faculty advisory groups
- Consultations are good/Classroom "how-to" consultations
- Renaissance Society start of semester workshop
- Online scheduling of consultations (YCBM) and that feeding outlook calendar
- Central email for all services (atc@csus.edu)
- Collaborate with campus partners more
- Support IRT initiatives. – especially in training efforts
- Promote + evolve classroom standards
- "Just-in-time" break/fix classroom support
- Learning space technology refreshes
- Cross-train fellow staff on technology (do better on)\
- Support through different modes, including Zoom (and promote those better)
- Laptop Checkout
- In/Out Board
- Point handles drop-ins and phone calls
- Keep 9-4 for appointments
- Knowledge share sessions (more of those)
- Keep our webpages up-to-date (and figure out what the new process for updating is)

Stuff we should consider ending:

- Get rid of collaborate (change management is needed around this)
- Not claiming tickets – we need people to take ownership
- Stop reassigning tickets without support notes
- Stop having to move storage spaces
- We need to better understand the parameters - what we do vs. what we need to partner with someone on or provide self-service options
- StudyMate and Respondus?

Appendix B: Academic Technology SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none">• Strong customer Service• Good consultation support model• Provide large variety of tools and integrations• Diverse motivated teams• Creativity (rapid troubleshooting, doing more with less)• Anticipating what customers don't know and knowing what to ask them• Establishing returning customer relationships• Large number of faculty use our classrooms• Classroom technology standards• Extended classroom support hours	<ul style="list-style-type: none">• Cross and Inter Team Communication and training• Support large varieties of tools and integrations• Lack of service promotion• Customer understanding of our service portfolio• Officially documented processes• Lack of documentation and lack of awareness of documentation• Lack of data collection for informed and proactive reporting of data• Digital literacy of campus community• Single point of failure in Class-climate and maybe other tools• Available accessible content on campus• Not fully utilizing our technology and spaces• Don't support research on campus• Don't offer clearly defined direct student support• Not learning and teaching with the tools we support (no longer on the ground)• Not good at rapidly making stuff• Unable to accommodate flexible one-off classroom requests• Service-Now Ticket Management• Expensive to upgrade classrooms• Large amount of storage space• Promotion of support models (extended classroom phone hours)• Understanding points of failure in highly technical processes• Good outreach, list of chairs

Opportunities

- Workshops + trainings
- Accessibility and UDL course design
- Learning outcome training sessions
- Reporting to show how much we do
- Reach/impact most students and faculty on campus
- Department chairs - roadshows, access to faculty
- Ability to work on & support pilot spaces/designs
- Weekend classroom support
- Percentage of people using tools can be improved, i.e. canvas
- Survey and focus-group constituents
- Evolving technology can lead to more innovative classroom designs
- VR/AR
- Better communication out to campus, especially related to change management
- Online learning

Threats

- CTL + confusion of roles, awareness, types of support
- Space Management + We don't control who uses what classrooms (Mediasite rooms)
- Only one or two admins for a program platform
- Limited number of classrooms
- Large number of groups don't know what we do
- Non-guaranteed budget while consuming a large budget (for classrooms in particular)
- Reliance on student assistants
- Infrastructure limitations to innovative technology design
- Some faculty taking too much staff time
- Faculty using unsupported tools and technologies and expecting us to help them use those technologies
- Faculty mentoring faculty - Teaching Institute
- Not always included in earlier planning of events for faculty
- Complexity of STEM-related accessibility