

Information Technology Services

# **Portraits of Innovation**

## Annual Report 2020-2021





## **CSUSB** Vision Statement

CSUSB aspires to be a model for transforming lives.

## **Core Values**

- Fairness & Equity 
  Consultation
- Transparency
- \_ \_ \_ \_
- Integrity
- Collaboration

Communication

Innovation

## **ITS Mission**

Our mission is to support student, faculty and staff success by providing world class customer service, fostering faculty-led innovation and research, and enhancing operational efficiency through the effective use of information technologies.



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## **Executive Summary**

The Information Technology Services leadership team kicked off the Academic Year 2020-2021 with its Annual Retreat themed "COVID-19 – The Pandemic of Opportunities". President Morales provided opening remarks and the leadership team reflected on the opportunities that the pandemic had created for innovation and how we can best use this time of virtual teaching/ learning and remote work to fundamentally redefine and improve efficiency in all areas of our operation.

The pandemic created opportunities for sustained innovation in three areas for the ITS Team and the University:

- 1. Expand opportunities for quality online, virtual, and hybrid courses to provide the maximum flexibility for our students.
- 2. Reengineer and move forms and processes online so that all administrative functions can be accomplished online.
- 3. Address the Digital Divide that exists among our students, faculty, and staff by providing them devices and connectivity opportunities.

The ITS Strategic Plan 2015-2020 was extended for two more years, from 2020 to 2022, and incorporates the above three areas for creating and sustaining innovation in support of the academic mission of CSUSB.

#### **Expanding Opportunities**

The Summer Virtual Training Institute, and the Fall and Spring Virtual Teaching Programs had a total of 600 faculty participants giving rise to more than 80 quality online courses being developed for the 2021-2022 academic year.

The ITS Training Services offered training programs for students, faculty, and staff for over 1000 participants throughout the academic year.

The unveiling of the Next Generation Smart Classrooms will allow our faculty to use new and enhanced modalities to engage in-person and remote learner at the PDC and other locations.

The Ubiquitous Wireless Project will provide expanded indoor and outdoor connectivity on all areas of the Campus including state and auxiliary properties and residence halls as student, faculty, and staff return to Campus in the fall.

The Desktop Replacement Project will allow our faculty and staff to work in a remote environment in the event the University needs to pivot to a virtual teaching/learning/working modality in the future.

## Reengineering

Every form that required an in-person presence on Campus was reengineered and moved to online workflow using PeopleSoft, Cherwell, Adobe Sign, and other campus systems. As the campus community returns to Campus in the fall, all these services will continue to be provided in a virtual as well as in-person format.

#### **Digital Divide**

As the University pivoted to the virtual environment in March 2020, it became evident that many of our students, faculty, and staff did not have access to sufficient technology equipment or connectivity in their homes. The Technology Support Center worked with the Pfau Library in expanding the laptop lending program to students and instituted programs for loaning Internet hotspots to students, faculty, and staff. As a result of these lending programs, every student, faculty, and staff who needed a laptop or hotspot received one.

We also expanded the Wi-Fi connectivity in parking lots across the San Bernardino and Palm Desert campuses for students who wanted to come to campus and attend classes and get their work done.

We have been working with the National Community Renaissance (NCORE), CENIC, the Inland Empire Regional Broadband Consortium, and Spectrum in finding a long term and permanent solution to bridging the digital divide in San Bernardino and Riverside Counties.

### People First @ ITS

Continuing our commitment to putting People First @ ITS, we provided opportunities for training, professional development, and career advancement opportunities for several members of the ITS Team. This coming year, we will ramp up our efforts aligned with the University Diversity, Equity, and Inclusion (DEI) Board in promoting DEI initiatives across the division.

## A Culture of Assessment

Our work with the Assessment Capability Collaborative (ACC) has led to several new opportunities in building capacity and establishing a culture of assessment across ITS and participation in the Assessment Capability Leadership Institute (ACLI) this summer.

#### Looking Ahead

As we move into the new academic year, the ITS Team in collaboration with the campus community will focus on three fronts aligned with the University Strategic Plan and the ITS Strategic Plan:

## Focus on Equity

We will look for areas across the campus where students, faculty and staff are impacted by deficits in technology equity and attempt to rectify these.

#### Focus on Innovation

We will continue work on reengineering and automation of processes across the University, so our students, faculty and staff have the best user experience with our systems and tools.

We will provide institutional intelligence that will allow the University to be agile and proactive to the needs of our students, faculty, and staff.

#### Focus on the Future

We will work with the Post Pandemic Steering Committee headed by Provost McMahan in helping redefine the university in continuing to be relevant and in fulfilling its academic mission.

We will work with community partners in creating opportunities for residents across the region in bridging the digital divide and achieve digital literacy.

In this report, I am pleased to showcase portraits of innovation from the past academic year, which serves as an excellent foundation for our important work ahead this academic year!

#### Samuel Sudhakar

Vice President & CIO Information Technology Services

## **Goal 1: E-Learning**



E- Learning – Online and hybrid course development • Faculty support • Instructional design •
 Learning management systems • Faculty communication portals • Affordable Learning Solutions
 (ALS) • Chancellor Office initiatives • Video conferencing • Classroom and student engagement



## Upping Online Teaching: 2020 Summer Virtual Teaching Institute

The 2020 Summer Virtual Teaching Institute (SVTI) trained CSUSB faculty at scale to provide better online instruction during the pandemic-induced allvirtual 2020-2021 academic year. In collaboration with Academic Technologies and Innovation, Teaching Resource Center, Academic Affairs, and the Chancellor's Office, SVTI provided training to about 40% of CSUSB's faculty. A total of 416 faculty out of about 1,050 total completed at least one of three tracks with about 20 hours of training: 1) the Office of the Chancellor course "Introduction to Teaching Online Using QLT" (233 faculty); 2) 14 in-house faculty learning communities on virtual/online learning topics (162 faculty); and 3) the ACUE micro credential course "Promoting Active Learning Online" (68 faculty). The SVTI significantly elevated faculty's skills in online teaching in preparation for the 2020-2021 year.

## Ensuring Quality in Ongoing Online Teaching: Fall and Spring Virtual Teaching Programs

The two virtual teaching programs (VTPs) provided training to participating faculty in best practices in online teaching and had them commit to develop quality online courses to be offered in academic year 2021-2022. The 2020 Fall Virtual Teaching Program and 2021 Spring Virtual Teaching Program offered a \$1,500 stipend to faculty who committed to 1) take one of two Office of the Chancellor courses: "Introduction to Teaching Online Using QLT" or (for alumnae of the Intro course) "Advanced QLT"; and 2) work with an ATI instructional designer to develop a quality online course to be taught next year. The instructor's department chair also committed to offering the course online and having the applying faculty member teach it. The two VTPs had a total of 79 new quality online courses under development for 2021-2022.



## 🔅 canvas

## Bye Bye Blackboard: Stepping Up to Canvas

CSUSB faculty and students began to move from the obsolete Blackboard Learn 9.1 learning management system (LMS) to the superior Canvas LMS. CSUSB's yearlong transition means that beginning in Fall 2021 faculty can work with a relatively easy-to-use and highly capable LMS, which will facilitate an enhanced learning experience for students, whether the course is fully online, hybrid, or face-to-face. By the time the transition is completed for Summer 2022, this superior LMS will provide the means for improved e-learning for all CSUSB's students.





## Virtual Reality for Teaching in Multiple Contexts Spanning from Art to Science.

The Extended Reality for Learning (xREAL) Lab enabled students from Studio Art, Special Education and Kinesiology (to name a few projects) to reimagine learning and creating with virtual reality. Led by Professors Allison Petty and Kurt Collins, six graduate students in Fine Arts used 3D reconstructions of real spaces such as the Dutton Gallery and digital scans of their work to make their art available to everybody anywhere on both web and virtual reality platforms. With the guidance of Dr. Kathleen Phillips, teacher candidates in ESPE 5531 Methods and Procedures in Special Education were able to develop and fully experience an effective classroom environment for special education students in virtual reality, regardless of K-12 school closure. Although Kinesiology's Human Performance Lab was closed during the pandemic, kinesiology students in four sections of KINE 3800 Exercise Physiology accessed the lab virtually and learned about its equipment, thanks to work by Dr. Wagner do Prado. The virtual reality workflows developed during the pandemic enhanced online teaching by adding engagement, embodiment and immersion to learning experiences.

# ANON(YMOUS) / "Songs from the Uproar" Productions in the Pandemic

To enable students in both the Theatre Art and Music department to practice their craft for their courses and perform live during the pandemic, a feature length video was recorded for both the opera "Songs from the Uproar" and the play ANON(YMOUS). The completed feature length videos allowed the students to have their performances viewed online and be seen by the general public.

## Supporting Chemistry Labs Through Video Recordings

The 2020 fall semester chemistry lab courses at CSUSB started in the middle of the COVID-19 pandemic. The labs were allowed to have only a limited number of students on campus due to COVID-19 protocols. To provide students the opportunity to see the experiments online, during the summer the Academic Technologies and Innovation (ATI) video production team offered the Faculty Learning Community video training to prepare the chemistry lab faculty with techniques to produce their videos for a fully virtual modality. As a result, six faculty were able to produce a total of 53 online videos. With the video recordings, the courses CHEM 3200, 2100, 2100L, 4550 were offered both face-to-face and online. The faculty developed creative approaches to recording the chemistry labs and made content available to students who may not have been able to attend the chemistry labs in person due to the pandemic.





# Mobile Media Kits for Faculty and Student Content Development

The COVID-19 pandemic prevented faculty and students from initially coming to the campus to record content for online courses. As a result, a mobile media kit was created to record content that could not be captured with a laptop and that could be shipped to the faculty and shipped back to the university. These simple media kits allowed for faculty and students to record content utilizing mobile devices for the video recording at any location away from the CSUSB campus. The kit includes an external microphone, camera cage, LED light and tripod. This is a superior alternative to using a laptop that may have bad lighting and poor sound quality. Consequently, faculty were able to produce high quality recordings, which a laptop would not provide. Ten faculty used the entire kit or portions of them to record content for their courses. A total of 11 kits are available to faculty at the CSUSB campus and one kit at the Palm Desert campus. These kits have been sent out to Northern California and Nevada.



**iCoyote** – Mobile everything • Improve classroom technologies • Electronic forms, Student communication portals • Enterprise workflow management • World class one-stop services and collaboration technologies

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## Gains in Paperless Efficiency

The COVID-19 Pandemic has offered a unique opportunity to accelerate several initiatives to improve efficiencies across the campus. With faculty, students, and staff all working and learning remotely, offices that normally handle paper-based processes find themselves needing a digital solution to continue their operations virtually. Since the launch of Adobe Sign in March 2020, the campus has processed nearly 75,000 documents electronically in just over 14 months, saving much time and effort to route approval and signatures electronically. The Student Opinion and Teaching Effectiveness (SOTE) program was also moved onto an online process starting in the Spring 2020 term. For the 2020/21 Academic Year, over 173,000 student surveys were sent out, with over 67,000 completed. Electronic processes not only improved efficiencies across campus, saved papers to meet the campus' sustainability goal, but they provided the university additional opportunities to help improve operations.

## Admissions Accept-Decline Application Online Self-Service

CSUSB needed a more robust way for admitted students to accept or decline their admissions offer. We borrowed and retrofitted the Admissions Accept-Decline self-service modification that CSU Fullerton and Cal Poly Pomona created. When a student accepts or declines their admissions to the university, it gives CSUSB estimates of how many students will be attending orientation and how many students will be enrolling for the term. This approach also alleviated the manual work that was required prior to this modification. Together these changes help planning efforts to meet enrollment targets and course offerings more effectively.





## CourseLeaf Section Scheduler Implementation

To streamline the process of how we determine class offerings each term (inputting, editing, validating, approving, and updating course offerings), CourseLeaf Section Scheduler (CLSS) was implemented. Department Coordinators are now able to schedule courses through an external system and the entering and updating of class information is easier. Department Chairs are able to look at course offering peak times and determine if there are time conflicts for concurrent classes that students need to be enrolled. It also empowers staff to create prime time distribution, balance light time slots, and enforce accurate class enrollment for student success.



## Class Schedule iCalendar One-Click Download for Faculty and Students

PeopleSoft only provides a weekly schedule view page to students for their enrolled classes and to faculty for their teaching schedules. The iCalendar one click download process creates an ics file in a simple way that allows faculty and students to download their schedules and integrate them into a calendar system such as Outlook, Google, and iCalendar for convenience in planning.

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## Enhancement of My Advisor Assignment View

In addition to assigning students an advising committee based on a student's major, the enhancement assigns additional advisors for various student groups such as EOP, Palm Desert campus, and based upon units completed. The advisor assignment displays in a student's selfservice page in PeopleSoft, giving students an easy way to find out who to go to for advising. The advisor assignment was adjusted based upon different criteria established by CSUSB. Students can easily access who their advisor is based upon this information. Prior to this enhancement, students did not know who their advisor was unless they went onto the website to do research.

#### Grading Adjustments for COVID

Faculty Senate requested students be able to select their grading basis in this COVID environment. Students were able to select grading, which would be less punitive to their academic records. To accomplish this, three time periods had to be addressed: prior to the generation of grade rosters, after the generation of grade rosters, and after the posting of student grades. Processes and bolt-ons were created to accommodate these different time periods. As a result, students were able to choose their grading basis which impacted their academic GPA. This prevented some students from being placed on Academic Probation or disqualified from the university.





## Submission and Approval of Course Repeats for Students Moves Online

The course repeat process will convert a manual process to a digital process that will drastically cut down on processing time. The current paper process involves 4 people from different offices and can take 1-2 weeks for processing. This will streamline a manual process that requires the routing of paperwork by automating some parts and centralizing it.



# Notification to Students of Waitlist Problems

Students who added themselves to a waitlisted class were never notified of the batch enrollment process attempt which failed to enroll them into the class. This could occur for several reasons, such as the student having a time conflict, the student having a hold, or the student not being eligible to enroll into the class. Being on a continual waitlist gave students a false sense that they would eventually be able to enroll into the class even though the transaction previously failed. The waitlist notification now informs students when the batch enrollment process failed and why so the student could either correct the issue or drop themselves from the waitlist, allowing other students on the waitlist an opportunity for the seat.

## Chatbots for CSUSB

To provide an innovative means of servicing and answering common guestions for our campus community and external audiences, we created chatbots for CSUSB. Our chatbot has the potential of becoming the most efficient method of getting a quick answer to a common question. The chatbot is available 24/7 and consistently gives accurate, polite, and quick answers. It can multitask simultaneously, so 100 people can ask it 100 different questions at the same time, and it will still provide a quick answer. The chatbot is learning and growing constantly, so unlike websites, it can expand its base of knowledge daily. For example, by tapping into the campus directory, the bot now can answer any question the directory answers, such as what the hours of operation are for the Financial Aid office and where the Registrar's office is located.



#### Interactive Digital Campus Map

We created a digital representation of both our campuses for the purpose of promoting the university for prospective students, providing an easy means of traversing our campus for current students, faculty, staff, and visitors, and highlighting our beautiful campus and its unique environment and services. We think it will result in less confusion, save time, and make people generally happier because it is so easy to get around our campus and find resources.





# Opt-in Channels for Targeted Communication

We offered the campus community an additional or alternate means of communicating with students, staff and faculty through unique messages delivered by specific groups or topics on myCoyote. Opt-in channels offer specific groups a means to communicate to only those interested in their message. Unlike email blasts that hit a large and mostly uninterested audience, opt-in channels offer a chance to directly message an ever-fluctuating group of interested individuals. There is hope by many that these channels will help diminish the number of emails coming into people's inboxes.

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#### **Roadmap Repository**

We provided Undergraduate Studies Office, Academic Advising Services, and all academic departments with a single repository for all academic roadmap templates. Additionally, the purpose was to easily distribute roadmaps to their respective areas coming from a single location, thereby reducing redundancy and potential inaccuracies in disseminating roadmaps to students. It makes it easier for students to locate their appropriate roadmap, for departments and faculty to update roadmaps, and it provides the university an easier means of disseminating roadmaps to those who needs them, when they need them. Roadmaps from this repository [https:// www.csusb.edu/advising/students/roadmaps] show on all academic department webpages where applicable.

CALIFORNIA STATE UNIVERSIT

## Environmental Health and Safety Cherwell Implementation

The Environmental Health and Safety (EHS) department was looking for a database system that could store and display information regarding asbestos and lead hazardous material around campus. After discussions with the Enterprise Service Management team, it was decided that Cherwell would be a useful tool to not only store the hazardous material information, but it would also allow the campus community the ability to log into a portal and search for rooms to verify if there were any known hazardous material in them. Reports and dashboards could also be compiled by EHS in Cherwell. This will assist campus leaders in making safer decisions when it comes to space planning.





## Automation of Human Resources Processes

The purpose of this project was to migrate all NEOGOV processes to Cherwell. The reason that Human Resources wanted to move away from NEOGOV to Cherwell is because Cherwell is highly customizable and can be configured to fit the needs of Human Resources by customizing forms and workflows. This project will allow a central repository for many of the Human Resources forms that individuals currently fill out either in NEOGOV or in paper form. People will also be able to view the status of their requests online. As a result, the campus will save \$25,000 a year by eliminating the NEOGOV license.

## Cherwell Asset Management Tool for Property Management

Property Management was looking for a tool that could help keep better track of campus assets. With other tools such as Mobile Device Management for computers, certain asset information could be easily and automatically updated in Cherwell. Other technicians on campus also could update asset information easily. A previously awkward and disorganized business process has been significantly improved and streamlined making it easier to track campus assets being returned for departing employees or issued for new employees.



## Unified Faculty and Staff Recruitment System for Campus

Common Human Resources System (CHRS) is a Chancellor's Office initiative designed to create a single HR data management system for all of the CSU. As a part of the transition to a consistent employee recruitment system, CSU Recruit was implemented for all Human Resources, Faculty Affairs & Development, auxiliary programs (UEC), Santos Manuel Student Union, and Associated Students Incorporated. The current recruitment platform's contract, NeoGOV, is ending the end of August 2021. An alternative workflow process was also created for the non-state units. We were able to consolidate position postings to one platform. This was a part of the CHRS Recruiting program, the first of many CHRS implementations.

## Turning Crisis into an Opportunity

The students of the Coachella Valley are underserved and when the pandemic hit, we turned that crisis into an opportunity and expanded the Palm Desert Campus' outdoor wireless coverage. Additionally, we provided students with Hot Spots so they could continue their education without driving 74 miles for Internet access. With limited resources, we also created safe spaces for them to reserve and come to campus. Through Zoom we supported many student activities, including SOAR, in an attempt to provide some familiarity and normalcy during very uncertain times.





#### VIP Treatment at our Palm Desert Campus

Telecommuting became imperative and immediate during the pandemic. We repurposed on-prem laptops and web cameras and any other needed equipment for faculty and staff so they could continue to serve our community. Access to their files, electronically and securely was successful by coaching them and supporting them with VPN access. Desk phones morphed into computer access via Jabber. Providing anytime, anywhere access to the internet, computing and their instructional or professional files became our priority. They were our VIP's.



#### Let's Innovate

We are currently converting 30 classrooms into Next Generation Smart Classroom at our Palm Desert campus, so we can be agile and adapt to any pedagogy that is needed for our faculty and students. We have secured or assisted in securing approximately \$250,000.00 in funding for innovative improvements on the Palm Desert campus. For example: standalone instruction kiosks will turn our Theater into a classroom. Also, space is a premium and therefore we are piloting a program that will allow students to reserve unoccupied classrooms and use them as collaborative or study spaces.



## **Goal 3:** Analytics

**University Analytics** – Institutional intelligence • EAB • Enterprise data warehouse • Financial data warehouse • Predictive analytics • End user empowerment intelligence



## Reaching Out to Students with Push Notifications to Support Their Success

We supported ACBI with the identification of under-enrolled and unenrolled Spring 2021 students so they could receive a myCoyote push notification to encourage these students to enroll. Of the 2870 students who were unenrolled, 29% enrolled in the spring and generated an additional 361 FTE. 527 students who were already enrolled but were taking less than 15 units, ended up adding classes that pushed them over the 15-unit mark as a result of the push notification.



# Informing Advising Efforts in Career and Technical Studies

The CTE program realized their students were not taking courses in the right sequence. We gave the department information on course enrollment and the sequence of courses so faculty and advisors could contact students who were taking courses out of order. With a better sequence of courses, students may complete the program in a timely manner.

# Curriculum Support for a General Science Degree Program

The department wanted course taking patterns and outcomes for students who transferred out of CNS versus those that persisted within the college. Data were used to decide about curriculum and program design for a new program, potentially attracting new students to CSUSB.

## Increased Data Integrity for Central Database

Significant errors were detected in our faculty database and data submitted to the Chancellor's Office. We collaborated with Academic Scheduling to analyze where the errors were located and how errors occurred. Corrections were made and much cleaner data were submitted to the Chancellor's Office. As a result, Academic Scheduling was going to reinforce the standard business practice that will ensure consistency in this central database.







## GI2025 Summit: Sharing How We Measure Progress

Data were presented to the wider campus leadership showing CSUSB and college's progress. More than half of Academic Affairs attendees reported that the summit was "very effective" or "extremely effective" in increasing their awareness of the metrics. Colleges reported that having college-specific data and IR explaining the methodology were "very useful" to how colleges could develop plans and action strategies for students' timely graduation.



## Project Rebound Report

We provided data on students who were formerly incarcerated and their progress to degree. Timely and accurate reporting was important in showing program improvement and continued funding, as well as continued support for our vulnerable students.

## Career Pathways for Administrative Professionals

We worked with the Staff Development Center to provide a workshop on Excel, data organization, simple formulas, and data visualization. The Excel workshops gave administrative professionals a better understanding of data exploration tools and techniques, basic data visualization techniques and methods, and helped them gain a sense of confidence when using Excel in their work.



## **Goal 4:** Stable & Secure Infrastructure

**Stable and Secure Infrastructure** – Next generation wired and wireless networks (Indoor and Outdoor) • Cloud architectures • Information security & privacy • University policies • Distributed technologies • User provisioning and authentication systems, Green technologies.



#### Keeping CSUSB Secure

In the past year, CSUSB embarked on several projects to enhance information security posture for the campus. As part of a systemwide security hygiene project, CSUSB began addressing 25 categories intended to harden system configurations, network controls. and end user account security. We rolled out several security enhancements to the campus authentication system. We transitioned the campus authentication system to a Shibboleth and retired outdated authentication protocols. Faculty and staff have fully adopted multi-factor authentication to strengthen their authentication, with students to be fully enrolled by August 2021. With over half of the categories fully completed, we will continue to ensure that system security is monitored and addressed based on industry best practice, as well as keep our campus secure.



#### Anatomy Labs Remodel

We converted existing space in the Chemical Sciences building into two Anatomy Labs for a hands-on experience for students in the Biological Sciences. The Technology Support Center worked in cooperation with Facilities Management and Facilities Planning to create this new state-of-the-art environment for our students. Our Classroom Support team added new cutting-edge audio video technology to these new labs. These labs augment existing biology and chemistry labs and are much needed for our students to gain valuable, innovative experience in anatomy. They will also enable our faculty to teach in a technologically advanced lab.

## Arena Audio Upgrade

The CSUSB Coussoulis Arena Renovation Project was completed in October, 2019. Included in this multi-milliondollar project was a new state-of-the-art scoreboard, a new solid oak floor, and new bleachers. The Technology Support Center provides support to those who use the arena for classes and events, so we recommended an upgrade to the existing 1995 speaker audio system and were approved for \$200,000. Sixteen new speakers, new cables, and modern audio equipment were installed. All those who use the Arena for classes and events will clearly have an improved audio experience.



#### California State University - San Bernad,



#### **Digital OneCard**

The Technology Support Center has adopted the GET app that will allow users the ability to view their photo, ID number, plan type, plan balance and add to their Flex Cash balance to be used with purchases on campus from their mobile phone. The digital OneCard makes it very easy for faculty, staff, and students to pay for dining, bookstore purchases, printing and more with their ID. A tile was placed in the myCoyote portal where users can download the app.

## Next Generation Smart Classroom (NGSC)

The purpose of the NGSC project is to provide faculty with a diverse pedagogy experience in the classrooms at the San Bernardino and Palm Desert campuses. By adding additional cameras, speakers, and microphones and replacing existing equipment, faculty will be able to teach to inperson students, students at other campuses and students at home via Zoom and to record sessions for later review. This should improve pedagogy opportunities for faculty and enhance learning experience for students.



### **CSU** Recruit Security

We collaborated with HR to replace the antiquated recruiting system with the new system that stateside Human Resources and Faculty Affairs and Development were already utilizing. PeopleSoft security was set up for the new software that included Auxiliary units such as SMSU, ASI, and UEC. Recruitments are anticipated to go smoothly.





## Access Review to Enhance Student Information Security

We collaborated closely with HR to document the current levels of access of PeopleSoft HR to implement the Chancellor's Office initiative, Common Human Resources System (CHRS), which creates a single HR data management system for the CSU. A fit gap analysis with the roles was completed and submitted to the Chancellor's Office. We also reviewed access to Navigate, formerly EAB, and linked PeopleSoft roles so that only certain individuals previously approved based on their role at the university were granted access while unauthorized users were removed. This ensures the privacy and security of student information.

#### **Business Continuity in Case of Disaster**

The Office of Compliance Initiatives facilitated a conversation with ITS leaders on business continuity in case of a disaster and drew up a report with several findings to assist them with building and improving their business continuity plans for the division. Our efforts for campus education such as this help with planning for disasters.



#### HIPAA Risk Assessment

A survey was distributed to managers of departments with HIPAA data that evaluated how they secure their data and the structures they have installed for protection. The survey evaluated the risk and became the action point for working with offices that needed assistance in securing their data and adhering to regulations.





#### **Review of Information Security Standards**

The Office of Compliance Initiatives reviewed CSUSB's Information Security Standards to ensure the campus remains consistent with the CSU, Federal, and State regulations. A few items that were examined by the ISET Subcommittee were the Accessibility Policy, Access Control Standard, Authentication Systems Standard, and Safeguarding Confidential Information Standard. Guidelines were developed for the deprovisioning of employees who left the university.



## Supporting Faculty Research

To support the University's Strategic Plan goal of faculty success, IT Services actively partnered with faculty and other campuses to bring additional resources to campus and to bridge faculty with existing high-performance computing resources available to them. Eleven faculty members were participating on various projects that utilized high-performance computing resources on the Pacific Research Platform. Research projects supported 6 different disciplines – Chemistry, Geological Sciences, History, Psychology, and Art & Design. As a result, in collaboration with UC San Diego, San Diego State University, San Jose State University, and CSU Stanislaus, we submitted a \$4M National Science Foundation (NSF) Major Research Instrumentation Grant.



## Goal 5: iEngage

**iEngage** – Inland Empire Regional Broadband Consortium (IERB) • Riverside county digital divide project • Collaboration with SBCUSD on GearUp and Other programs • Engage with the office of Community Engagement on Community Technology Projects.



## Bridging the Digital Divide

To bridge the digital divide in San Bernardino and Riverside Counties as an outreach to our community, the Division of ITS embarked on three projects. One, the superintendent asked for an expansion of feasibility study to cover more student homes. We have begun work with CENIC and Geo Links on the Val Verde School District feasibility study. Two, we are working with Spectrum on the Emergency Broadband Benefit for our students and a long-term solution. Three, we have begun work with NCORE on several grant projects and partnerships to mitigate this digital divide. We anticipate that providing robust digital support to our community will mitigate the achievement gap as these young students enter CSUSB as college students.

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Information Technology Services

