



ITS Strategic Plan Implementation Plan **Year 3**

Goal/ Objective: **E-Learning**

1.1.1 **Increase by 20% the collection of video tutorials, FAQ's, user guides for faculty that are easily accessible on the web.- Mihaela Popescu**

In Progress

- The ATI website is being completely redesigned under the direction of Prof. Jess Nerren (Comm. Studies), with the production of all multimedia content under the direction of Prof. Carol Damgen (Theater). As part of the redesign, we will be producing more than 20% new video tutorials, user guides, etc. We estimate that we will be able to pilot the new website by the start of the Spring quarter and fully implement it by the end of the Spring quarter.
- 1.2.1 Develop a self-assessment tool for students to assess their readiness for online learning.
- *Mihaela Popescu*
- 1.2.2 Develop a series of "Getting Started Online" video tutorials for students. -*Mihaela Popescu*
- 1.2.3 Provide in-class LMS orientation to students at the instructor's request. -*Mihaela Popescu*
- 1.3.1 Establish a working group to evaluate, plan and implement an accessible website for online support for faculty and students. - *Mihaela Popescu*
- 1.3.2 Establish a communication plan and process to help increase campus awareness of the CSU and CSUSB software, instructional technology tools and services, training opportunities.- *Mihaela Popescu*
- 1.3.3 Participate in at least one new faculty orientation session annually. - *Mihaela Popescu*
- 1.4.1 Increase the adoption of the established course codes by offering at least one training session annually and by improving communication efforts.- *Lenora Rodgers*
- 2.1.1 Tools developed for self-evaluating or peer-reviewing of online courses and instruction. -Mihaela Popescu**

In Progress:

- These tools will be developed collaboratively with the faculty enrolled in the E-learning Academy and will become available at the end of the program in June 2019.

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Ongoing Initiatives
Year 3 Updates

2.1.2 Enhance and increase training offerings on online course redesign with technology. -Mihaela Popescu

In Progress:

- We have developed a three-pronged strategy for increasing the quality of workshops on online teaching:
 - **Focus on department-based faculty cohorts.** During 2017-18, we developed and implemented a pilot program with the PA department for a year-long series on developing online courses. As a result, we currently have 9 new (re)designs of online courses in development, 7 of which will be going out for QLT certification during 2018-19 and 2019-20;
 - **Focus on faculty teaching campus bottleneck courses.** The program with PA informed the design of the E-Learning Academy. In that context, we have developed 10 new workshops that will be piloted to the faculty registered in the program, and then offered regularly.
 - **Develop a Blackboard-base course on how to teach online.** Once the E-Learning Academy workshops are piloted and evaluated, we will be developing an online course on how to teach online available to all faculty. Depending on the discussions with the Provost, Deputy Provost, and TRC, this course might become mandatory for new faculty.

2.1.3 Support at least 5 CSUSB faculty members to become QOLT certified reviewers. -Mihaela Popescu

In Progress:

- This support is part of the E-learning academy.

2.1.4 In collaboration with TRC and other campus entities, develop an online teaching academy and pilot it within the next two years. -Mihaela Popescu

2.2.1 A process is established in recognition, promotion and publicizing of exemplary online courses. -Mihaela Popescu

In Progress:

- This process is developed as part of the ATI webpage redesign and the E-learning Academy program

2.2.2 Create and disseminate a central repository of faculty projects in learning technology integration. -Mihaela Popescu

In Progress:

- This repository will be available on the redesigned ATI webpage

2.2.3 A comprehensive program is planned and implemented to assist in certifying CSUSB online courses for CSU Online CourseMatch by 2020.

2.2.4 Submit two online courses for CSU QOLT awards annually. -Mihaela Popescu

Completed:

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Ongoing Initiatives

Year 3 Updates

- We have increased campus awareness of the QLT certification process
- We have developed an internal workflow for preparing courses for certification
- We have a pipeline of 7 courses going out for certification during the next two academic year, with up to 10 new online courses (campus bottleneck) scheduled to go out for certification in 2020.

2.3.1 Increase the number of collaborative workshops that help develop online courses/modules. -
Mihaela Popescu

2.3.2 Increase campus participation in CO CRT initiatives. -*Mihaela Popescu*

2.3.3 Increase instructional designer professional development efforts. -*Mihaela Popescu*

In Progress:

- We developed a professional development travel procedure for ATI that enables all instructional designers to attend professional development events;
- We have established weekly scheduled team professional development meetings during which one designer leads a new training with the team;
- We identified needed areas of expertise within the team and are working on establishing connections with vendors and experts to organize team trainings (e.g., an upcoming training on supporting iClickers)
- We intend to allocate a small sum annually for the purchase of training materials (e.g., instructional design books)

2.3.4 Develop an internship program targeted at supporting faculty online course redesign efforts. -
Mihaela Popescu

3.1.1 Number of new faculty attending learning technology conferences annually. -*Mihaela Popescu*

In Progress:

- We increased the number from one (the current Faculty Director) to eight additional faculty who will attend learning technologies conferences this year
- The following six faculty will present on projects completed in partnership with ATI, not counting the Faculty Director: Larry Mink; Andreas Beyersdorf; Arianna Huhn; Peter Robertshaw; Kurt Collins; Yunfei Hou
- Two faculty are attending conferences without presenting (G-Suite; Affordable Learning Solutions);
- Please note that the number of faculty attending learning tech conferences is contingent on securing funding. Absent such funding, the completion of this objective might be challenged

3.1.2 Number of faculty presentations at such conferences. -*Mihaela Popescu*

In Progress:

- Please see above: we have six faculty presenting at three different conferences;
- This objective is, too, contingent on securing funding for travel, given that such funding was unavailable from TRC this year. *NOTE: For our future strategic plan, we might consider setting*

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up objectives the completion of which does not depend on other entities on campus or budgetary constraints inside ITS.

3.2.1 Number of workshops featuring new technologies and vendors. *-Mihaela Popescu*

3.2.2 Improve quality of such workshops. *-Mihaela Popescu*

In Progress:

- We developed an evaluation instrument currently under testing.

3.3.1 Create and administer an annual faculty survey. *-Mihaela Popescu*

3.3.2 In collaboration with TRC, develop a process for recommending, pilot testing, adoption, and full integration of learning technology services, tools, and solutions. *-Mihaela Popescu*

4.1.1 Prepare and present an annual report on key trends in instructional technology. *-Mihaela Popescu*

4.1.2 Establish and implement a replacement plan for newly acquired technology equipment and active learning spaces. *-Mihaela Popescu*

4.2.1 Number of customized CMS building blocks developed. *-Mihaela Popescu*

On Hold:

- Discussions on LMS alternatives

4.2.2 Number of courses using campus developed CMS building blocks. *-Mihaela Popescu*

Goal/ Objective: iCoyote

1.1.1 Implement app Improvements- *J. O'Linger, L. Rodgers*

1.2.1 Students should be able to access additional course related material through Blackboard or MyCoyote. *- J. O'Linger, L. Rodgers*

1.3.1 Implement a service fulfillment system with a built in communication process that allows members of the campus community to provide feedback to ITS. The system should work with any device, can provide continuous feedback to ITS regarding services rendered and should also be cable of identifying bottlenecks in service. Members of the community should have visibility of service reports. *- Chris Bradney, J. O'Linger*

Completed:

On August 1st, 2018, ITS adopted a new Service Management platform, the Cherwell Service Management tool. This new platform allows for integrated communication between ITS staff and members of the CSUSB community, and requests feedback at the end of each service request fulfillment. Information about this feedback and other statistics from the platform will be included in the ITS annual report.

1.4.1 Verify that the responsive design website for events can be read by screen readers.

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2.1.1 In classrooms, faculty should be able to select and use the operation system of choice for a classroom.- *J. O'Linger*

On Hold:

This request was for the Computer Science department only. Takenori was going to work with me on this, but he quit in December 2018. I'm going to work with his replacement on this once they get hired. We will provide a means of offering either a Linux or Windows bootup for the Computer Science lab computers

2.2.1 In lecture halls / auditoriums faculty should be able to use 3D document cameras to present items and students should have access to 3D glasses. - *James Trotter*

Update:

We are currently continuing to test 3D table scanners and 3D hand scanners. The portable hand scanner had limited success and preformed best in a locked position on a tripod. The hand scanner does work better for larger objects. The one tested was not practical as a simple desktop scanner. Scott Vance has been testing the handheld scanner in PL048 currently but it is not ready for faculty testing. The HP Sprout 3D scanning PC on desktops was tested but was limited on the size of the object that could be tested and required a turn table. Currently we are looking at testing the Afinia EinScan 3D Scanner with turntable. This is an easier unit to use and has a higher resolution.

From the work we have done in virtual reality a 3D scanner is only one component of a larger workflow. The 3D scanners need to work in conjunction with 3D printers, assets for Virtual Reality development and objects to be studied in Augmented Reality. To address the concerns for accessibility adding a 3D printer to program helps address some of the needs for visually impaired students. We are looking into how bring all of these technologies together so that the faculty will have many recourses available that will be easy for the faculty to use.

Smart Phones with the "TruthDepth" camera technology have the ability to use free 3D object scanning apps. This technology allows student and faculty to utilize 3D scanning technology anywhere. We are still testing all of these 3D scanning technologies and hope to have faculty testing in the fall of 2019 and results for the spring of 2020.

3D goggles for all the students is a bit impractical and the new technologies work well without the goggles.

3.1.1 Forms 1-5 should be available online with the ability for students/staff to sign electronically by 2018-2019 – *Open MPP*

4.1.1 Set up three presentation practice rooms. Meeting/study rooms should have check out or reservation functionality (off and on campus). Faculty should be able to record to Blackboard seamlessly without needing to download to local system - *Dr. Chen*

4.2.1 Live chat features from the website so students can ask common questions such as: "How do I drop a class?" -*J. O'Linger, M. Casadonte*

4.3.1 Electronic key smith machine to speed up key access. -*J. O'Linger*

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Completed:

The SimpleK application that was implemented in 2018 in Facilities Management addresses the aging key management systems.

Goal/ Objective: University Analytics

1.1.1 Consolidate and minimize the number of systems/application used for conducting university operations. – *Institutional Research/ITS*

In progress:

The one big accomplishment is the collaboration between ITS, IR, and College of Education in migrating Filemaker data on credential students into Peoplesoft. This task took about 2 years from planning to completion and seemed to be a successful project that the Chancellor’s Office is going to use this process as a guide for other campuses.

1.1.2 Increase linkages between university databases. - *Institutional Research/ITS*

Update:

In progress. IR worked extensively with EAB to enhance its capabilities to include meta-majors, success markers, Q2S indicators and advising status, cohorts and grad checks for tracking so advisors across campus can utilize the data to guide their advising activities. IR is also looking into using DARS GPA data to funnel into Peoplesoft.

1.1.3 Increase operational efficiencies by 15% over the next 5 years.- *Institutional Research/ITS*

Update:

We have somewhat decreased in the number of ad hoc requests from the previous year, from 947 last year to 796 this year, a 16% decrease. It is possible we have successfully funneled more people than we realized to using our dashboards and Factbook. After all, we invested a significant amount of time and resources in developing the dashboards in particular. Our office maintains more than 60 dashboards at this time spanning topics on admissions, feeder school information, students’ progress indicators, bottleneck courses, enrollment management, and advising. We continue to maintain Coyote Pulse which tracks student level data especially designed for advisors.

2.2.1 Create more efficient course offerings using predictive analysis and decrease the time it takes to graduate by 10% over the next 5 years.- *Institutional Research/ITS*

Update:

In progress. IR has created several reports to the Provost and supporting dashboards pertaining to bottleneck courses, high DFWI rate classes, high repeat classes, and registration reports. The information derived from these materials is dependent on academic programs, department chairs, and deans to make changes according to the needs of their departments. In addition, the collaboration between IR and ITS has resulted into a campus pre-load of classes for Fall 2019 first time freshmen and new transfers using MyCap data.

2.3.1 Increase operational efficiencies by 15% over the next 5 years.- *Institutional Research/ITS*

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2.4.1 Increase accountability for data quality within units -*Institutional Research/ITS*

In progress:

Since IR is dependent on Admissions, Records, and Registration and other offices in making corrections to Peoplesoft, IR will continue to collaborate with their leadership to improve data integrity.

3.1.1 Organize at least 3 annual workshops in conjunction with the Institutional Data Team about the use of data models for teaching, advising and curriculum re-design. - *Institutional Research/ITS*

IR has achieved this goal as evidenced by several presentations and workshops.

- 2018 October, Data Visualization (Tanner & Akira): CSUSB Faculty Development
- 2018 October, Myth Busters (Tanner & Akira): CSUSB ITS Tech or Treat
- 2018 October, Myth Busters (Tanner & Akira): CSUSB UGS Strategic Planning Retreat
- 2018 November, Predicting Students' Course Success Using Machine Learning Approach (Akira, Tanner & Amanda): California Association for Institutional Research Conference
- 2019 February, Institutional Research Dashboards (Akira): CSUSB Business Services Conference
- 2019 March, Machine Learning Approach to Student Course Success (Akira & Tanner): Annual CSU Mini-Grant Presentations
- 2019 April, Aurora Bot for IR Dashboards (Tanner & Michael): CSU ITAC
- 2019 April, Aurora Smart Speaker Skill - Accessing Institutional Research (IR) Dashboards-Innovation Mini-Grant Awardee (Michael submitted, but IR was involved)

3.2.1 Create common data element dictionaries and business process guides for the use of the data models. - *Institutional Research/ITS*

In progress:

At this time, only one business process guide was created specifically for using EAB and its extract features designed for advisors.

3.2.2 Increase opportunities to intern in offices using data analytics. - *Institutional Research/ITS*

In progress:

This required first for the IR office to integrated with ITS which is occurring at this time. Next, we will pursue funding for this endeavor for students.

4.1.1 Establish collaboration on policy issues with Faculty committees, ATDL. – *Javier Torner, Sam Sudhakar, IR*

In progress:



There are standards and policies in development being reviewed by IDT, ISET, and ADT pertaining to data, security, privacy, and ethical use of data.

4.2.1 Develop/deploy training modules on data access and ethical use. - *Javier Torner, Sam Sudhakar, IR*

Not started.

Goal/ Objective: **Stable & Secure Infrastructure**

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 Ongoing Initiatives
 Year 3 Updates

1.1.1 By 2020, 25% of courses that require computing resources will be automatically provisioned for students.– *Gerard Au, Javier Torner*

1.2.1 100% of online programs will have access to virtual computing resources as they are developed.–
Gerard Au, Javier Torner

2.1.1 At least 1 collaborative learning classroom per building by 2019.- *James Trotter/Jim O'Linger*

In Progress:

James Trotter and Jim are currently working with several college faculty and staff on integrating new Active Learning classrooms. We are currently working on completing the following Active Learning classrooms by Fall, 2019:

- College of Education 203 (COE)
- University Hall 043 (CAL)
- Jack Brown Hall 382 and 384 (JHBC)
- College of Global Innovation 106, 207, 209 (CEGE)
- SBS and CNS to follow

2.2.1 Common scheduling system to reserve collaborative study spaces for student by 2017-18. *M. Chen, L. Rodgers*

2.3.1 At least 50 technology-enabled collaborative study spaces across campus by 2018.- *J. Olinger*

In progress:

Jim has taken this project over from Dr. Chen. I believe the timeframe needs to be extended to 2020 and the number of collaboration stations is unrealistic. For the 10 academic buildings at CSUSB and PDC, that would mean 5 per building. I would like to bring this number down to 30, in order to have 1 per floor in each building. Can we make those changes?

3.1.1 Provide full outdoor wireless coverage and cellular coverage for populated areas. –*Gerard Au*

3.1.2 100% outdoor coverage along Coyote Walk by the end of 2017 and 100% across populated campus locations by 2020. -*Gerard Au*

3.1.3 Enhanced cellular coverage across various carriers for both campuses. – *Gerard Au*

3.2.1 A common app that will support colleges/departments to communicate and engage with students, faculty, and staff. – *Lenora Rodgers*

4.1.1 Implement multi-factor sign on for all applications with access to Personal Identifiable Information (PII) by 2020. –*Javier Torner*

4.2.1 Replace OneCard with digital/ mobile ID to support advance features (physical access, etc) by 2019. This is tied to the CO statewide OneCard system now being vetted. – *Chris Bradney*

In Progress:

Brandon Sierra and Chris Bradney are on the campus New OneCard committee. They will be meeting with CBORD and Apple to discuss using Apple Wallet for payment with the new Digital ID on phones this month.

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- 5.1.1 Increase network performance by implementing technology such as IPv6 by 2017. –*Gerard Au*
- 5.1.2 By 2020, increase number of cloud applications that support higher capacity/bandwidth protocols by 50%. –*Gerard Au*

Goal/ Objective: iEngage

- 1.1.1 Create survey and plan for dissemination by October 2016 – *Felix Zuniga*
- 1.2.1 Complete campus/community data collection process by November 2016 - *Felix Zuniga*
- 1.2.2 Data analysis and preliminary report will be prepared for the campus by January 2017. - *Felix Zuniga*
- 1.3.1 Use findings to inform and guide community engagement objectives 2-4 - *Felix Zuniga*
- 1.3.2 Review progress towards objectives and alignment with report findings on a quarterly basis - *Felix Zuniga*
- 2.1.1 Facilitate a Technology Summit based on community feedback by year 2018. - *Rick Conway/Mihaela Popescu*

In Progress:

- Potential timeframe identified—December 12-13, 2019
- 2.2.1 Identify and align with existing tech initiatives with community tech opportunities by year 2020. - *Felix Zuniga*
- 3.1.1 ITS will partner with the University to increase the number of low-income, historically underrepresented students graduating from CSUSB with technology majors over 5 years.- *Institutional*
- 3.2.1 100% of ITS Leadership have at least one active mentee – *ITS Leaders*
- 3.2.2 Open program to ITS Division.- *ITS Division*

In progress:

ITS Leaders quarterly meetings with mentees; pending formalization of program

- 4.1.1 Hold 3 seats for community partners at Tech Training on a quarterly basis – *Jim O’Linger*

Completed:

Doris and the ITS Training Services team is working with Diane Podolske and others who partner with outside agencies to offer these seats to the Inland Empire agencies and groups

- 4.2.1 Create a policy/procedure for facilitating this process – *Jim O’Linger*

In progress:

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The ITS Training Services team is working with other campus groups to write up the procedures on facilitating training seats to off-campus agencies