

**DESIRED STATE OF CAMPUS TECHNOLOGY
MISSISSIPPI UNIVERSITY FOR WOMEN**

**COMPILED AND SUBMITTED
MAY 2014**

I. TECHNOLOGY TASK FORCE

a. Membership

Dr. Tammie McCoy, Professor/Chair, BSN Program, Tupelo Nursing
Jennifer Moore, Research Analyst, Institutional Research
Shelley Moss, Director of Admissions
Nicole Patrick, Director of Financial Aid
Dr. Irene Pintado, Emma Ody Pohl Chair/Associate Professor, Health and Kinesiology
Tammy Prather, Registrar
Susan Soble, Director, University Accounting
Dr. Scott Tollison, Dean, College of Business and Professional Studies
Dr. Nicole Welch, Professor of Biology

b. Charge

The Technology Task Force was created to collect data and gather information necessary to identify a desired state of campus technology that can be used to inform future decision-making.

c. Process

The Technology Task Force was convened and charged in September 2013. The Task Force met in October 2013, November 2013, February 2014 (twice), April 2014, and May 2014. The Task Force performed the following tasks throughout the year:

- Coordinated the Technology Assessment and Discovery visit by Ellucian in October 2013.
- Met as a group, individually, and as parts of smaller groups with representatives of Ellucian during their visit.
- Met with the Ellucian team in December to review findings from visit.
- Conducted reference checks with representatives of Antioch University and Mercy College to learn about the managed services solutions on their campus.
- Contacted references with colleagues at other institutions that utilize managed services solutions from Ellucian.
- Briefed campus about Fall activities at Faculty / Staff Fall Convocation in January 2014.
- Attended presentations about ITS, Finance and Administration, and Academic Technology in February 2014.
- Conducted open-ended survey of campus faculty and staff in February 2014.
- Reviewed findings regarding technology from Noel-Levitz and AACRAO.
- Drafted the following document assessing the current state of technology and identifying the ideal state for campus technology in the future.

II. CURRENT STATE OF CAMPUS TECHNOLOGY

a. Communication and Training

There does not currently exist a systematic plan for “pushing” information to faculty, staff, and students concerning campus technology. In addition, little or no communication occurs between offices and academic units related to campus technology. The result is that a number of opportunities are missed to derive maximum benefit from the utilization of technology.

As consumers of campus technology, the campus community is appreciative of the level of support made available from Information Technology Services (ITS). Our users value the ability to communicate through the telephone the need for assistance, which is almost always delivered very quickly and courteously. Users seem to largely indicate a high level of customer focus and hard work among the ITS staff.

Little formal or personalized training is made available for technology on campus regardless of area (e.g. Banner, Blackboard) or population (i.e. faculty, staff, students). Few resources are available to send personnel for training thus limiting “train the trainer” opportunities. Most training has been ad-hoc which neither results in the persistence of organizational history, nor in the creation of procedural manuals. Additionally, there is no plan for communicating the few training opportunities that do exist.

b. Academic Technology

The utilization of technology for instructional purposes has not kept pace with contemporary standards. Of the sixteen categories created from the Desired State of Technology survey administered to faculty and staff, “Academic Technology: Classroom” ranked second. Throughout our data collection and discovery process, in fact, it has been stated that our academic technologies may not even be on par with those found in many K-12 classrooms. If accurate, this would undoubtedly serve as a disappointment to current students and a deterrent to prospective students. Primarily, it appears that few classrooms are equipped with appropriate technologies. Of that number, many of the technologies are aging and beginning to falter.

Technologies for online instruction present a similar, if not greater number of problems. The performance of online learning management system, Blackboard, has been described as inconsistent and wholly inadequate to meet the needs of campus. Resources have not been made available to implement more than the most basic functions in Blackboard. There are reports that students are “kicked out” during testing and that functions such as chat do not always work properly. Further, there are indications that our classes may not be making full use of the functionality available in Blackboard due to a lack of training – both pedagogical and technological. Students may also not be taking advantage of existing training. There currently is no 24/7 Help Desk support.

c. Form Automation, Workflow, and Business Process Reengineering

Most processes of all types are paper-based and not readily available online or within Banner. Of the sixteen categories created from the Desired State of Technology survey, “Form Automation and Workflow” ranked first. Consequently, many business, student support, and academic processes are manual. Many problems stem from these manual processes. Processes that could be successfully handled in a few minutes or hours often take days as forms are moved through interdepartmental mail.

Periodically, these forms are lost in transit. As multiple copies of forms reside in multiple offices, multiple points of data entry must be performed which leads to inefficiencies and inaccuracies of data. Multiple points of data storage also increase the number of points in which data can be compromised. There is no systematic plan for document imaging of academic and administrative records. This leads to inefficiencies of retrieval, lack of data integrity, and risks of loss of critical records.

d. Enrollment Management

Students are more technologically astute than ever before. Currently, student's first interactions with campus do not convey technological innovation from the institution. With the number of online credit hours produced nearing the 50% threshold, this is particularly problematic. The current online admissions application is antiquated, not secure, and requires manual data entry by staff. There is no online scholarship application. All evaluation of transcripts is manual. No single sign-on portal is available for students and personnel to check e-mail, purchase textbooks, access academic and financial information, or access surveys and important university messaging from a single source / login.

With recent changes to the scholarship award process and student recruitment recommended by Noel-Levitz, future decision making concerning enrollment management appears as though it will largely be driven by data. The ability of appropriate personnel appears limited to access data in real-time related to enrollment for identifying trends and to perform predictive analytics for the purpose of identifying prospective students for recruitment or "at-risk" students for retention.

e. Hardware, Infrastructure, and Backup

Multiple aging computers still reside on user desktops. The current PC Replacement Plan requires mandatory waiting periods regardless of the needs of the user. Similarly, the current plan does not permit users to consider alternatives (e.g. laptop, tablet, Apple) better suited for their needs.

There is a critical need for offsite backup and the creation of a disaster recovery plan. In addition, the opportunities for secure, internal or external file sharing appear limited. No systematic way to consider software purchases for specific purposes exist, nor is there a plan for communicating packages and licenses already held. Although recently improved, the campus community still describes some degree of dissatisfaction from inconsistencies with Internet access across campus, unreliability, and bandwidth.

III. DESIRED STATE OF CAMPUS TECHNOLOGY

a. Communication and Training

Communication concerning technology with the entire MUW community (faculty, staff, students) should be streamlined. Announcements of workshops, scheduled work outages, upgrades, and opportunities should come from a single source via e-mail, social media, and postings in a dedicated, prominent area of the University Web page. Ongoing upgrades to the Web site are important to communicating and promoting the W to external stakeholders. In a rapidly changing technological state, a needs assessment of the entire campus community should be performed on annual basis consisting of both closed- and open-ended responses. Further, these assessments should consist of face-to-face meetings with individual

offices, academic units, and representative student groups. Ideally, these needs would be championed by someone who sits on (or has the ear of) the Cabinet.

24/7 Help Desk support should be made available. Customized technology training for faculty, staff, and students should be conducted. Technological and pedagogical training should be conducted for faculty to facilitate the integration of technology in both the online and walled classroom. Faculty and staff should be trained about new and existing Banner processes. Students should be trained to fully use functions within Blackboard. Miscellaneous training such as basic spreadsheet skills, creation of PDFs, document scanning, image processing, etc. should be offered as a courtesy to any interested campus constituents.

All training sessions should result in the creation of a procedural manual to preserve organizational history. Further, a "badge" or credential should be awarded that signifies completion. These badges or credentials could later be considered in the performance evaluation process. Finally, training should be offered at a time that maximizes the ability of campus to attend. A "dead hour" (e.g. 12-1, MWF) might be considered in which training could be offered without interference from class schedules. Such a period might also be useful for other forms of professional development, departmental meetings, student organizations meetings, artistic and theatrical performances, and spirit events.

b. Academic Technology

MUW should modernize its approach to academic technology so that it not only meets, but exceeds the expectations of today's students. Appropriate resources should be made available to permit individuals to attend national meetings focused on the implementation of the latest academic technology. These individuals can utilize their findings to lead and inform the modernization of academic technology on campus as well as assist in the development of faculty. Appropriate staff should be made available to support academic technology; ideally, one staff member focused on faculty support and another focused on student support. A plan should be developed to ensure the Library utilizes the latest technologies and serves as a "smart" location on campus.

As the number of online offerings increase as a percentage of MUW's total credit hours produced, MUW should ensure that the functionality of Blackboard is maximized to meet the dynamic needs of students and faculty. At present, Blackboard is inadequate to support the increasing demand for hybrid and online courses. Hybrid courses must become truly hybrid, allowing students to "float" between the classroom and online environment as their schedule demands. Such courses require a two-way video and audio feed from the classroom to fully integrate participation of online students. Every effort should be taken to ensure the stability of Blackboard so that students are no longer forced from tests, chat sessions, and other assignments. Procedures for proctoring examinations should be strengthened and standardized.

Innovative approaches to modernizing the classroom should be considered. While there appears to be a discernible desire to increase availability of so-called "smart" classrooms across campus, MUW should be mindful that the traditional notions of these classrooms are expensive and become quickly outdated. Alternative approaches involving projectors and tablets may be more cost effective and easily adaptable to the changing technological standards of the future. In support of increased classroom interaction through technology, approaches to increase the availability of mobile or portable devices to faculty and students should be considered such as contracted vendor discounts or rental programs through the MUW Bookstore.

c. Form Automation, Workflow, and Business Process Reengineering

MUW should limit the number of paper forms and the manual processes that accompany these forms. Automation should facilitate the single entry of data in a centralized data store that would be accurate and more easily queried. Further, automation should quicken workflow and reveal areas in which existing processes can be made more efficient. All administrative and academic functions should be evaluated and re-engineered to ensure maximum efficiency. Payment opportunities for all services, tuition, fees, purchases, applications, etc. should be available online.

The academic advising process should be automated through a product such as DegreeWorks. Automated degree audits should prove less time consuming, more accurate, and more engaging to the student. Corresponding processes such as transfer substitution forms and add/drop forms could be similarly automated. All processes should be secure to ensure compliance with federal regulation particularly between the security of student records and the standards set forth by FERPA.

d. Enrollment Management

MUW should improve the interfaces it presents to both prospective and current students. An online form, used for undergraduate and graduate admissions, should collect data securely, interface with existing systems (i.e. EMAS, Banner), and should present an easily used and intuitive system that conforms to the online brand of the university. Further, AcademicWorks should be considered to present an online scholarship application and accompanying tasks such as scholarship matching, distribution of thank you notes, and storage of donor information. Given the recent recommendations by Noel Levitz related to scholarship distribution, recruiting, and retention, data should be the core of enrollment management. The recent implementation of Argos has increased the ability of appropriate personnel to query information. However, more powerful digital dashboards that permit decision makers to access data related to current enrollment, historical enrollment, the recruitment of prospective students, and the retention of current students should be implemented.

e. Hardware, Infrastructure, and Backup

MUW should evaluate its current PC Replacement Plan and consider increasing the discretion of faculty and staff to select the systems and platforms used in their professional computing environments. A similar Software Evaluation Plan should be created. Because it is largely considered a necessity by today's student, and it also improves classroom technology, recent upgrades to wireless connectivity should continue. A secure internal or external Cloud-based solution should be developed that allows campus users to seamlessly share files.

DESIRED STATE OF CAMPUS TECHNOLOGY OUTLINE

Current State	Desired State
<p>I. Communication and Training</p> <p>a. No plan for technology communication across campus.</p> <p>b. ITS service is prompt, courteous, and customer-focused.</p> <p>c. Little formal training offered to faculty, staff, or students.</p> <p>II. Academic Technology</p> <p>a. Academic technologies not up to modern standards.</p> <p>b. Few classrooms equipped with appropriate technologies.</p> <p>c. Blackboard system unstable and not operating at full capability.</p> <p>III. Form Automation, Workflow, and Business Process Reengineering</p> <p>a. Most processes are manual, paper-based which causes many problems (slow processing, lost forms, inefficient data entry, inaccurate data entry, lack of security)</p> <p>IV. Enrollment Management</p> <p>a. Outward facing student interfaces appear antiquated to students.</p> <p>b. Limited opportunities to access relevant data.</p>	<p>I. Communication and Training</p> <ul style="list-style-type: none"> ▪ Communication plan developed that is streamlined and emanates from a single source. ▪ Comprehensive needs assessment of all offices and academic units performed on annual basis. ▪ Technology champion that sits on (or has the ear of) the Cabinet ▪ Continuation of customer-focused service. ▪ 24/7 Help Desk support. ▪ Coordinated schedule of training sessions related to all elements of technology: Banner, Blackboard, pedagogy, miscellaneous technology skills. ▪ All training sessions result in procedural manuals and the awarding of badges or credentials. ▪ Creation of a campus “dead hour” for training sessions and other campus events. <p>II. Academic Technology</p> <ul style="list-style-type: none"> ▪ Resources to attend meetings showcasing latest technologies. ▪ Staff adequate to support faculty and student support needs. ▪ Adoption of innovative approaches to push academic technologies to the classroom. ▪ Increase of availability to mobile and portable devices for students and faculty. ▪ Exploration of ways to improve the Blackboard system. ▪ See “Communication and Training” above. <p>III. Form Automation, Workflow, and Business Process Reengineering</p> <ul style="list-style-type: none"> ▪ Reduction in paper forms and manual processes. ▪ Evaluation and reengineering of business processes. ▪ Automation of academic advising process and corresponding processes (add/drop, course substitution). <p>IV. Enrollment Management</p> <ul style="list-style-type: none"> ▪ Adoption of online admissions and scholarship application processes. ▪ Creation of single sign-on portal to permit student access to all systems on campus. ▪ Creation of digital dashboards to query current and historical enrollment data and perform predictive analytics.

V. Hardware, Infrastructure, and Backup

- a. Lengthy waits and limited selection of the user's desktop environment.
- b. Off-site backup and file-sharing solutions are limited.
- c. No communication of available software packages.
- d. Problems with access, reliability, and bandwidth of campus network

V. Hardware, Infrastructure, and Backup

- Revaluation of the PC Replacement Plan,
- Regular off-site backups and adoption of secure file sharing.
- See "Communication and Training" above.
- Development of Software Evaluation Plan.
- Continuation of network upgrades (particularly wireless)

PRIORITIZATION OF TASKS TO THE DESIRED STATE

How CRITICAL is each of the items in helping MUW reach its desired state of campus technology?

#	Task	Extremely Critical -> -> Not At All Critical							Avg
		7	6	5	4	3	2	1	
1	Regular off-site backups and adoption of secure file sharing.	6	2	1	0	0	0	0	6.56
2	Communication plan developed that is streamlined and emanates from a single source.	6	2	0	1	0	0	0	6.44
T3	Reduction in paper forms and manual processes.	5	2	2	0	0	0	0	6.33
T3	Automation of academic advising process and corresponding processes (add/drop, course substitution).	3	6	0	0	0	0	0	6.33
T3	Continuation of network upgrades (particularly wireless)	5	2	2	0	0	0	0	6.33
T6	Technology champion that sits on (or has the ear of) the Cabinet.	4	3	0	2	0	0	0	6.00
T6	Adoption of online admissions and scholarship application processes.	4	2	2	1	0	0	0	6.00
T8	24/7 Help Desk support.	3	2	4	0	0	0	0	5.89
T8	Evaluation and reengineering of business processes.	3	4	1	0	1	0	0	5.89
T8	Creation of single sign-on portal to permit student access to all systems on campus.	3	3	2	1	0	0	0	5.89
11	Exploration of ways to improve the Blackboard system.	3	2	2	2	0	0	0	5.67
12	Coordinated schedule of training sessions related to all elements of technology: Banner, Blackboard, pedagogy, miscellaneous technology skills.	4	0	2	3	0	0	0	5.56
13	Comprehensive needs assessment of all offices and academic units performed on annual basis.	4	1	1	2	0	1	0	5.44
T14	Adoption of innovative approaches to push academic technologies to the classroom.	1	3	3	1	1	0	0	5.22
T14	Creation of digital dashboards to query current and historical enrollment data and perform predictive analytics.	1	3	3	1	1	0	0	5.22

#	Task	Extremely Critical -> -> Not At All Critical							Avg
		7	6	5	4	3	2	1	
16	Continuation of customer-focused service.	2	3	0	3	0	1	0	5.11
17	Staff adequate to support faculty and student support needs.	1	1	5	1	1	0	0	5.00
18	Revaluation of the PC Replacement Plan,	0	3	2	2	1	1	0	4.56
19	All training sessions result in procedural manuals and the awarding of badges or credentials.	1	1	2	2	2	1	0	4.33
T20	Resources to attend meetings showcasing latest technologies.	0	2	2	2	2	1	0	4.22
T20	Increase of availability to mobile and portable devices for students and faculty.	0	1	2	4	2	0	0	4.22
22	Development of Software Evaluation Plan.	0	2	1	3	1	2	0	4.00
23	Creation of a campus "dead hour" for training sessions and other campus events.	0	1	1	4	1	2	0	3.78

PRIORITIZATION OF TASKS TO THE DESIRED STATE

Please take a moment to review the 23 items below, then rank the twelve tasks that you consider to be the most important in helping MUW reach its desired state of campus technology (with first being the most important and twelfth being the twelfth most important, etc.). Please mark only one response in each column and for any item not in your top twelve highest priorities, please make no response in that row.

#	Task	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth	% ^a	Pts ^b
1	Communication plan developed that is streamlined and emanates from a single source.	0	2	0	2	1	1	0	0	0	2	0	0	89%	61
2	Regular off-site backups and adoption of secure file sharing.	2	2	0	0	0	0	1	0	0	0	0	1	67%	53
3	24/7 Help Desk support.	0	1	1	0	2	1	0	1	0	0	1	0	78%	51
4	Technology champion that sits on (or has the ear of) the Cabinet.	3	0	0	0	0	0	0	1	0	1	1	0	67%	46
5	Automation of academic advising process and corresponding processes (add/drop, course substitution).	1	0	0	2	1	0	1	0	0	0	0	1	67%	45
6	Continuation of network upgrades (particularly wireless)	0	0	2	0	1	1	0	1	0	1	0	1	78%	44
T7	Reduction in paper forms and manual processes.	0	1	0	1	0	2	0	1	0	1	0	1	78%	43
T7	Evaluation and reengineering of business processes.	0	1	0	2	0	0	1	1	0	1	0	0	67%	43
9	Adoption of online admissions and scholarship application processes.	1	0	0	0	2	1	0	0	1	0	1	0	67%	41
10	Comprehensive needs assessment of all offices and academic units performed on annual basis.	1	0	1	0	1	0	1	0	0	1	0	0	56%	39
11	Exploration of ways to improve the Blackboard system.	1	0	1	0	0	0	1	0	2	0	0	1	67%	37
12	Creation of single sign-on portal to permit student access to all systems on campus.	0	0	2	0	0	0	2	0	1	0	0	0	56%	36

#	Task	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth	% ^a	Pts ^b
13	Coordinated schedule of training sessions related to all elements of technology: Banner, Blackboard, pedagogy, miscellaneous technology skills.	0	1	1	0	0	0	2	0	0	0	0	1	56%	34
14	Adoption of innovative approaches to push academic technologies to the classroom.	0	0	0	0	1	1	0	1	0	0	2	0	56%	24
15	Staff adequate to support faculty and student support needs.	0	0	0	1	0	0	0	2	1	0	0	0	44%	23
16	Continuation of customer-focused service.	0	1	0	0	0	0	0	0	1	0	2	0	44%	19
17	Resources to attend meetings showcasing latest technologies.	0	0	1	0	0	0	0	0	1	0	0	0	22%	14
T18	All training sessions result in procedural manuals and the awarding of badges or credentials.	0	0	0	0	0	1	0	0	1	0	0	0	22%	11
T18	Creation of digital dashboards to query current and historical enrollment data and perform predictive analytics.	0	0	0	0	0	1	0	0	1	0	0	0	22%	11
20	Revaluation of the PC Replacement Plan,	0	0	0	0	0	0	0	1	0	1	1	0	33%	10
21	Development of Software Evaluation Plan.	0	0	0	1	0	0	0	0	0	0	0	0	11%	9
22	Creation of a campus "dead hour" for training sessions and other campus events.	0	0	0	0	0	0	0	0	0	1	0	1	22%	4
23	Increase of availability to mobile and portable devices for students and faculty.	0	0	0	0	0	0	0	0	0	0	0	1	11%	1

a: Percentage of respondents who indicated the task as one of twelve most critical. b: Twelve points assigned for first place vote, eleven points assigned for second place vote, etc.

