

# Discussion Issues for Ocotillo Visioning Forum February 20-21, 2003

## Key:

Responses from Thursday, Feb 20 at Rio Salado College

Responses from Friday, Feb 21 at South Mountain

## Issue 1:

What will the next generation of student services look like? What factors will drive the change?

**Provide Options.** Time is valuable. Provide self-service. Give options at the front. One-stop. Always provide a way online or on phone to be one choice away from talking to a live human. Use banking as an example- I can choose to get my services online, via the phone, or in person. Next generation services is total online available if needed as well as F2F, including advising, transcripts access, fee payment, portfolio manager. Thinks about "What touches the student?" Offer wide range of hours of services.

Provide a one person contact for services, a "concierge". Perhaps offer a Gen Ed Course on "How to Navigate Maricopa"

**Offsite locations** - how should we support them? Should students have to go register at a site where they do not attend classes?

**Online registration** – hidden costs of credit card charges (e.g. \$75,000 @ Glendale, charged to Fund II)

**24/7 support** - available and supported access, and a way to easily "break out" from automated systems to live support.

**Total access** - for all students and faculty

**Online Info** – Faculty ability to share information (web space available to all faculty)

We need a plan for how technology is funded. Perhaps a tech/access fee collected and stays at campus.

What technologies will be needed to deliver these services?

24 hour live chat support like shopping sites such as Lands End  
phone support  
email for all  
Web access for all, ability to publish information for students.  
Communication available when people “get stuck”, web, phone, live chat.

How can/should the Maricopa Community College District plan for these changes?

District level?

Campus level?

Offer service information/services in tiers. **District wide**= general information, transcripts, fees, etc. **Campus**= specific programs, parking, courses.. **Department/Course level**= course info, support

Perhaps centralize or locate district wide or duplicated services in one place rather than 10.

**Issues** – Budget- what gets cut or shifted?

Campuses are too diverse (this is good). Someone at district cannot answer college specific questions → Perhaps it could be done regionally between colleges. With new SIS the documentation of processes might clarify where the commonalities are.

Need designated dollars for technology, e.g. course fees, tech fees

**Issue 2:**

Budgets will continue to be tight for the next several years. How should the district measure the business value of IT (BVIT) or the academic value of IT(AVIT)?

Develop metrics. Qualitative vs quantitative. Student-learning based. Investments of IT relationship to value-added. Survey student satisfaction

What are specific measures related to student and learning outcomes?

**Student success after leaving us.** Prepared for job? Go to a university? How to measure how they are prepared to live in a technical society. On they compete and earn jobs? Track success on the next level.

Perhaps create defined **program review** based on different programs- physics vs sociology vs art (different needs for IT). Would enable IT to determine needs for both budgeting and academics. Program reviews can feed IT cycles and recycling of hardware.

Measure use of wireless connectivity for faculty who only want to use IT intermittently.

Swap out / recycle equipment (laptops, media)

**ePortfolios** to document student work and projects (and create ways they can be transferred). Rubrics and assessment will allow us to see IT demands and usage. Have to consider length of time ePortfolios will be available (who pays?) Transfers to other colleges and universities (and places of employment)

**Where would we be w/o IT?** We take it for granted- what if we unplug our CMS now. Services would be non-existent w/o IT. Bu thow much do we need it?

**Not as simple as cost/benefit analysis.** May not be able to tie a direct \$ amount to AVIT- but ask, What are the things we use today that we would be unable to do without if they were taken away? DO we benchmark this? Perhaps not a comprehensive survey, 1-3 simple questions ("postcard" survey)

**ROI.** Look at completion rates, graduation rates. Creation of tools to measure BVIT ~ what types needed and how used?

Use control groups / cohorts for tracking

Centralized services @ District level- what is impact on multiple colleges, students? CMS (e.g. MIDAS), Push technology to students, setting up standards.

Put projects on the hype curve and chart them over time.

Need to measure both BVIT (return on investment, FTSE, productivity); AVIT (more difficult to measure), how to make a composite of both.

Who should be involved in determining the criteria for measurement of BVIT or AVIT?

Cross Functional representation. Internal (academics, faculty, administrative departments, students), External (results-oriented, community business and industry, former students).

Students (all ranges of abilities), faculty, former students, future students, community members, business, potential employers. Not just normal IT professionals

Provide services to students for some time after they leave.

Deploy SmartCards for use anywhere in Maricopa-wide universal access- maybe extend life of card in exchange for completing surveys and evaluations?

What kind of projects should be scrutinized for BVIT/AVIT and which should be ignored?

Ignore the mandatory (e.g. SEVIS) as they *must* be done regardless. Hard \$ items, e.g. online schedules can replace printing, same service for less \$, who gets the savings?. Administrative pursuits (quantitative), academic projects (qualitative), convergence, portal (usage).

ePublishing , ePortfolio consortium – see examples from University of Pennsylvania, Minnesota.

Duplicated efforts at colleges.

Use hype curves and user types (A,B,C) to scrutinize projects, color coded for number of years to productivity. Need research-driven to determine which projects should be looked at

Scenario planning, what-ifs, how would you act—what are the headlines that would cause your President to drastically alter a direction

How important is competitive edge when measuring value and what examples can you provide concerning the competitive edge for IT?

Faster bandwidth, wireless college. How can IT competitive edges meet student needs → academic value increases, student satisfaction. Portals?

We are Maricopa, we have the edge (it is our reputation)! We have to maintain it- tying back to program reviews to determine the type A needs. New technology provides the competitive edge- e.g. Estrella Mountain has data projectors in every classroom, that provides a competitive edge for students and faculty (was a specialty item 5 years ago).

Program reviews become important in determining Type A needs (ties back to value measure)

Students coming to us expect a high level of IT or they will shop around.. Does not have to be everywhere

Type A behavior is important and should be nourished- it feeds the rest of the cycle.

Edge is important but not critical. Cannot wait for the plateau of productivity or we will loose students.

Each college responsible for a budget that maintains the edge technology.

### Issue 3:

The enterprise portal is the key strategic resource for rationalizing and personalizing end-users' online experience and presents a coherent but personally experienced expression of the institution in much the same way that the physical campus does.

**We are making it more difficult than it needs to be.** Bashas example- My local grocery store closes for a remodel and I must shop at another store. The items are the same, but the layout is different- it is familiar and un-familiar.

We need to benefit students.

Portal definition= a tool to remove hurdles.

How should Maricopa Community College District assess value of the enterprise portal?

Common standards. What are the assumptions based on? Involve students in the design and development from the start, not asking their feedback after it is built.

Ice cream analogy- 10 different flavors of ice cream, complexity of serving and producing. What is wrong with giving vanilla and many choices for toppings?

**Realize economies of scale**, partnerships, and sharing resources.

Convenience, student retention, efficiency, push info to students, customer service, program marketing. (some students do not even know what programs we offer).

Collect data to analyze services, decrease duplication of effort and data

How many roles (faculty, staff, students...) or constituencies (alums, prospective students, etc.) should the district plan on serving?

Many, but not as pigeonholes- people have multiple roles

Tier 1 Faculty, staff, enrolled students **priority**

Tier 2 - alums and prospective students- would be nice to server them, but they might be better served with existing web services (especially in time of limited budget).

Should be one Maricopa Portal, "super portal" especially for students, with roles for faculty, staff, students..

Not just an entry point, but a "super-intelligent" portal .SIS talking to CMS talking to advising, plus library, tutoring, etc.

Services connected to accreditation, calendaring, facilities, security

Should each of these roles or constituencies have their own portal? If not, how many should you address into the portal?

Students want minimal roadblocks.

What systems should be integrated into the portal? (student information system, course management system, HR system, etc.)

Accreditation, curriculum, logistics, facilities, faculty development, calendaring, security, counseling, financial aid, library, tutoring

Trigger services when student moves into "at-risk" mode (e.g. if grades drop, send tutoring info)

What criteria should be used to evaluate the need for and select an enterprise portal?

Access- quickness, fewer barriers, one stop, no stress, no extra work.  
Personalized, fast, responsive.

Components work together seamlessly, work with all systems, personalized student management, price

What should be the priorities for the district to consider when deciding to select an enterprise portal?

Features, functionality, cost, performance, ease of use, support, integration, plug and play

May cut "person-hours" of coordinating the logistics of course offerings

#### **Issue 4:**

Should the Maricopa Community College District select and support a single course management system?

No, there is a benefit from having multiple CMS's due to:

- Local needs that need to be met at different campus (e.g. Rio rolling starts)
- Advantages in having more expertise in different systems (compare/contrast features, functions).

- expand expertise

Importance of integrated (high cost), enterprise management. We do not have to decide now.

Allow other systems to operate. CMS features have nothing to do with academic freedom.

Relationships to portals and services? Harder to separate.

No help in financial model for the early adopters if a different standard is adopted.

But are we prepared for the costs of individuality? Students have multiple log-ins. It is a bridge when students go to ASU if they are familiar with the same CMS.

The presentation by Michael Zastrocky, on the need for integrated infrastructure, quite above and beyond any one component such as CMS, suggests the current chaotic but rapidly growing utilization of multiple CMS's might go on until the need for integration of all such apps is met. That integration is not likely to happen with a CMS as the kernel, so no need to be concerned with that now.

If so, what should the selection criteria include for the selection of the CMS?

Who should be involved in the decision-making and what should be the priorities for selection?

How can the district achieve maximum value from such a selection?

About guidelines for choosing a single CMS, the thought was that there was no need for that either. The experience in our group was that the cost of campus patches and pipes between the chosen CMS and SIS or other apps is tolerable. This local cost is steep for small campuses, but it is still manageable. The experience is that the RubeGoldberg inter-application software development going on is expensive, but still proportional to other costs, and can be accommodated with additional intercampus exchange of handshaking solutions.

If not, should the district allow “laissez-faire” or should the district provide guidelines? If guidelines, what should these look like?

CMS must work with SIS

No adoption of un-scalable systems.

Vendor needs to match the mission or requirements that the college has for the CMS because they are evolving at different rates.; there are varied course structures at different colleges.

### **Issue 5:**

How should the district support collaboration on IT between campuses? What issues should be considered and what are the technical support issues and political issues involved?

Continue collaboration in the Technology Leadership Council (TLC). Create subset of TLC for sharing and filtering down information on new technologies, get more people involved.

Focus on how technology related to teaching and learning.

Faculty working with techs more, relating to instructional needs.

Create central location of new tools to “check out” share, experiment. Create a place to go and share, exchange projects, an electronic bulletin board, Who is doing what?

More coordination from District is needed for financial reasons.

Historically, students have always paid for learning tools, and technology should be no different.

We should provide the infrastructure for access to educational resources for wireless devices that students bring to campus.

More students have computers to use at home. Students need access to software (Microsoft and Adobe products) for off-campus use. We need to look at inexpensive ways to get the software to students for off-campus use.

We should look at ways to provide high-speed Internet access for students at home (similar to the Qwest Interact program which provided discounted dial-up access for students).

Which model(s) should the district support for IT governance and how much standardization should be set at the district level? How much at the campus level?

Make better use of purchasing power for hardware software.  
Standardization. Re-evaluating the way we do business.

Who will be making decisions? Shift in old thinking. Value standardization.

How should new and emerging technologies be evaluated at the district level?  
Mobile computing/wireless technologies including PDAs, cell phones, Web services, VOIP, Biometrics, etc.

Technologies for checkout, electronic library

Focus on some basic but widespread technologies-.

We do not do a lot of R&D.

How can/should new and emerging technologies be paid for, by students, campuses or district or other?

Strategize things, funding collaborative. Re-consider technology fee- perhaps call it a technology and infrastructure fee.

Student assumptions that college provides the tech? Valid?

Edmonds College, students voted on tech fee, and 2/3 stayed at college level.

One college committed to a certain level of service, that is published.

Problem with fees, if they are passed, the current funding of technology can be easily taken away.

Survey students on technology available- Estrella found 80% have technology available. Survey in commons, the students do not have the software at home.

Invite students to bring tech to campus- wireless on campus would influence tech purchases