Assessment Day IGNITE Panel

*The Big Picture of Assessment: Research Results*
Dr. Larry White
Assistant Professor from Library and Information Sciences

*Campus Level: UB Information Technology - Culture of Assessment*
Dr. Lisa Stephens
Sr. Strategist, SUNY Academic Innovation & UB Office of the CIO

*Departmental Level: Career Services - Closing the Loop*
Mr. David Youhess
Career Counselor & *Finish in Four* Coordinator

*Course Level: Assessment in Six Minutes or Less*
Dr. Colleen Culleton
Associate Professor of Spanish and Catalan Studies
Romance Languages and Literatures
Assessment Walkabout Road Map

Resources

Time
People
Money
Assessment KSAs
Assessment Walkabout Road Map

Assessment Information

Use

Overcount Tangibles

ODIn

Underreport Intangibles

Limited Experience / Use In Decision Making
Benefits & Challenges
UB Information Technology
Culture of Assessment

Responding to a mission of excellence in research, teaching and service through the innovative and effective use of information technology.

Lisa Stephens, PhD  stephens@buffalo.edu
Sr. Strategist – SUNY Academic Innovation
Office of the CIO, University at Buffalo
Adoption of Innovation

*Diffusion of Innovation* - Everett Rogers - 1962

- Innovators: 2.5%
- Early Adopters: 13.5%
- Early Majority: 34%
- Late Majority: 34%
- Laggards: 16%
Adoption of Innovation

*Diffusion of Innovation* - Everett Rogers - 1962

- Higher Risk
- Higher Cost

- Lower Risk
- Lower Cost

Innovators 2.5%
Early Adopters 13.5%
Early Majority 34%
Late Majority 34%
Laggards 16%
Gartner Hype Cycle

- Peak of Inflated Expectations
- Trough of Disillusionment
- Slope of Enlightenment
- Plateau of Productivity

Technology Trigger

Horizon Report
Core Operations
What UB IT Delivers Every Day

- HUB
- UBlearns
- Student Software
- Data Network
- Wireless
- Storage
- Data Center
- Email
- Emergency Systems
- Public Labs
- Infosource / SIRI

- Web Content Management
- Portal MyUB
- Sponsored Program Support
- VOIP (Telephone)
- Virtual Computing
- Classroom Services
- Campus Business Operations
- RESNET
- SUNY Interfaces
- Research Computing Support
Efficient Operation
Central IT funding per student compared to peers

Source: ECAR Core Data 2011
Capacity Planning Pressures
Increased BYOD + Research Demand = Tough Decisions
Capacity Planning Pressures

- Consumer markets, student expectations
- Multiple mobile device ownership
- Range of competencies (Help Desk)
- Discipline-based needs
- Ballooning software costs
- Governance and institutional role of IT
Capacity planning pressures
Case Study: Student Services Transformation
<table>
<thead>
<tr>
<th>Survey Data Drivers</th>
<th>Major Initiative</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Student and parent need for 24/7 access to student information (course planning and registration, financial aid, online bill payment).</td>
<td>The Student Services Transformation Project, branded “HUB”, emphasizes an online self-help interface to enable academic career planning and advisement, secure online bill payment, accept/reject financial aid packages, and provide course scheduling and registration from 7 a.m. to 2 a.m. daily.</td>
<td>Students, parents, faculty and administrative support staff now have extensive, self-service access to systems and a reduced need for real-time staff consultation, with associated reduction in wait times. Improved accuracy of student data, facilitating more efficient institutional planning and data management (both within UB and SUNY).</td>
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<td>Bandwidth needs for large research datasets, gaming, VoIP phone service and videoconferencing</td>
<td>Academic and residential housing network infrastructure upgrade to 1 GB backbone.</td>
<td>Significant savings in phone-system costs. Increased student satisfaction with both academic and residential application management.</td>
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<tr>
<td>Student and faculty need for increased collaboration in an enterprisewide learning management system (LMS) to enable more interactive and social network features.</td>
<td>Major platform migration to support UBlearns by moving from Blackboard version 8.0 to 9.0 and launched pilot migration to mobile apps for LMS.</td>
<td>Students and faculty report increased use of collaborative tool use in coursework and virtual “group work.”</td>
</tr>
<tr>
<td>Overcrowded computing labs, long wait times, and slow printing turnaround</td>
<td>MyUB Virtual Computing Lab to enable student access to software and storage on campus or from remote locations.</td>
<td>Increased use of productivity and research software that previously required purchase.</td>
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<td>Websites are confusing and difficult to navigate, often containing dead links and outdated information.</td>
<td>Digital Communication Transformation launched to transform, update and migrate departmental-level content into new websites.</td>
<td>Departmental-level editors now use plain-text tools to keep websites current.</td>
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<tr>
<td>Students desire 24/7 access to web-based lectures and course content.</td>
<td>Upgraded and refreshed centrally scheduled classrooms to include lecture capture, videoconference and video-streaming equipment.</td>
<td>Faculty who choose to make their course material available online may use UB branded iTunes U, or other distribution options.</td>
</tr>
<tr>
<td>Cloud computing to support mobile applications.</td>
<td>UB mobile applications developed for Android and Apple devices.</td>
<td>Access to commonly used UB websites that are formatted for mobile device iOS.</td>
</tr>
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Case Study: Student Services Transformation

Survey Data Driver
- Student/Parent need for 24/7 access for registration, online bill pay & financial aid
- Federal & State Reporting Mandates
- Staffing costs of maintaining “home grown” solution

Major Initiative
- Student Service Transformation Planning
- Student Information Systems (HUB) Rollout

Impact
- Online access to student services, reduced wait time
- Increased data accuracy & reporting
- More efficient institutional planning (UB & SUNY)
UB IT Assessment Methods

- 17 years of annual **student IT** surveys
  - Self selecting
- Tech Qual+ Survey (launched 2012)
  - Representative sample: **students, faculty & staff**
- National peer data participation
- Held Desk and network analysis
- Monthly CIT and departmental IT meetings
- Faculty committees
Typical IT Survey Areas of Inquiry

In addition to probing hardware, software and IT specific support services...

• Residence Hall Support
• Learning Spaces (Classrooms & Informal Spaces)
• Instructional Technologies
• General IT service & support satisfaction
• Qualitative Responses
Typical IT Survey Areas of Inquiry

Search: www.buffalo.edu/ubit

Reports

Read detailed reports about various IT services and planning initiatives.

Collaborative and Learning Spaces
The Collaborative and Learning Spaces Task Force explored learning outcomes which could be accomplished only through non-traditional, collaborative, perhaps experimental learning environments.

Future Needs of Public Computing
During the 2006-2007 academic year, staff responsible for public computing and library spaces began the annual review that usually leads to incremental changes to the computing spaces.

Teaching, Learning & Technology Task Group Final Report
The University at Buffalo Teaching, Learning & Technology Task Group (TLT-TG) was launched to advise the Capital Facilities and Space Planning Instructional Facilities Subcommittee on the role of pedagogy in future classroom (learning space) design and planning.
Benefits & Challenges

Greatest Benefit
• Relying on a rich range of data limits risk and guides wise investment

Greatest Challenge
• Incentivizing participation to ensure all schools and departments are well represented

Biggest Takeaway
• Let’s continue to build bridges and share data to ensure we’re all realizing the bigger picture!
Assessment at the Departmental Level

Career Services for Who?
How we closed the loop.

David Youhess
Career Counselor
UB Career Services
The Question:

Who is coming for career counseling and who isn’t?
Who came for Career Counseling in 2009-10

N = 2176
UB Career Services Mission

We empower you to discover, develop, and achieve

- Your strengths
- Your career
- Your future
2010 NACE Research Study:

Students who visit Career Services early on and often find jobs 3 times faster than those who don’t.
Is this what we want the picture of our user to look like?

N = 2176
Three Main Changes:

1. Assign counselors to be dedicated to programming and engaging First Year and Sophomore students.

2. Reserve time on staff calendars specifically for undecided students—largely First Year and Sophomores.

3. Change in Alumni Policy—all group and web services open to alumni for life; 1-on-1 services reserved for alumni up to 1 year after their graduation date.
2009-10
- Senior: 48%
- Masters: 9%
- Doctorate: 3%
- Junior: 9%
- Sophomore: 7%
- First year: 3%
- Non-Matric./Unclass.: 6%
- Certified: 0%

N = 2176

2012-13
- Senior: 36%
- Masters: 10%
- Doctorate: 3%
- Professional: 1%
- First year: 13%
- Alumni: 8%
- Sophomores: 14%
- Juniors: 12%
- Non-Matric./Unclass.: 1%
- Certified: 1%

N = 2366
What we Learned:

Greatest Benefit:
• Being able to engage students earlier in their college career

Greatest Challenge:
• Breaking away from business as usual—away from being a *Doing Machine*

Key Takeaway:
• Know your user, and more importantly, who isn’t using your services yet
• Determine who you want your user to be
Assessment in Six Minutes or Less

“Checking in” at the Beginning of Class

Colleen Culeton
Associate Professor of Spanish and Catalan Studies
Department of Romance Languages and Literatures
Academic Director, Global Perspectives Academy

culleton@buffalo.edu
Benefits

- Every student has a chance to communicate during the first few minutes of class
- They know that I know if they’re not prepared
- Addresses different learning styles—you get input from even the most reticent of speakers
- Determine early and often if there’s an obstacle to students’ engagement with course materials
- Students see the influence their feedback has on course content
- Low effort with high impact
Panel Presenters

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