Valdosta State University
College of Education & Human Services

COEHS Technology Plan

May 2014

Committee Membership

The College of Education and Human Services (COEHS) Technology Committee was comprised of the following individuals.

- Blaine Browne – Professor, Psychology and Counseling
- Matthew Carter – Assistant Professor, Communication Sciences and Disorders
- Steve Downey, Committee Chair – Associate Professor, Curriculum, Leadership, & Technology
- Kelly Heckaman – Associate Professor, Early Childhood and Special Education
- Lana Kim – Assistant Professor, Marriage and Family Therapy
- Michael Sanger – Professor, Social Work
- Anthony Scheffler – Associate Dean, COEHS Dean's Office
- Jiri Stelzer – Professor, Kinesiology and Physical Education
- Kate Warner – Professor, Marriage and Family Therapy
- Vesta Whisler – Associate Professor, Adult and Career Education

About the Plan

In January 2014, the Dean's office charged the committee with establishing a strategic plan capable of guiding the COEHS's technology adoption and utilization for the coming years. In response to this duty and a desire to ensure stakeholder voices were heard in the plan development process, the committee established as one of its priorities the solicitation of input from students, faculty, and staff/administrator populations within the College. Recognizing that each of these groups has diverse needs and priorities, separate online surveys were drafted and customized for (i) students and (ii) faculty and staff in order to assess each group's perceptions of the College's technology needs, strengths, and priorities. The results of these surveys were compiled and findings used to inform and shape the plan stated in this document.

The plan, in its current form, represents the first in a series of steps necessary to develop and sustain efficient, effective, and innovative use of technology within the College. The current plan defines a technology vision for the College, delineates strategic themes suitable for supporting and fulfilling the vision, and presents a series of initial recommendations targeting each of the strategic themes.

Each year this plan is to be updated and refined to reflect the emergence of new technologies as well as new University and College strategic goals and initiatives. As new iterations emerge, future COEHS Technology Committees should use the updated plan to evaluate and refine the College's on-going technology efforts to promote the sustained effective technology-enabled teaching and learning.

College Vision for Technology

The College's technology vision is defined as:

> *The COEHS seeks to continuously use leading technologies and practices to support the production of technology-forward graduates, innovative teaching and research, and efficient services.*

This vision serves as the driving force for encouraging, adopting, and sustaining technology-related endeavors within the College. To realize this vision, the College must undertake a series of strategic initiatives, defined below, geared towards building, enhancing, and sustaining technology-supported learning, research, and service.

Strategic Themes Underlying Vision

To realize its technology vision, the College of Education and Human Services will systematically implement and sustain strategic initiatives addressing multiple themes integral to the College's operation and on-going success. Each of these themes is identified below, along with a description of the activities encompassed in that thematic area.

Student Learning	Endeavors that include but are not limited to: (i) increasing students' access to knowledge and instructional content in both traditional and online courses, (ii) developing students' technology-related skills necessary to support their learning at VSU and prepare them as educators in the nation's school systems, and (iii) increasing students' development and participation in learning communities ranging from course-level teams to international professional societies.
Professional Development	Endeavors that include but are not limited to: (i) increasing faculty and staff skill levels to promote the use and quality of technology-supported teaching and services, (ii) advancing research agendas utilizing emerging and leading-edge technologies, and (iii) increasing technology diffusion and adoption rates by faculty and staff.
Infrastructure	Endeavors that include but are not limited to: (i) upgrading the quality and capacity of COEHS-funded equipment and infrastructure, e.g., computers and printers in teaching labs, (ii) advocating and coordinating the upgrading of the range, speed, and capacity of VSU-funded equipment and infrastructure utilized at COEHS locations, and (iii) increasing access to, and variety of, software commonly used by faculty, staff, and students.
Process Efficiency	Endeavors that include but are not limited to: (i) increasing access to, and efficiency of, student services through the use of technology, e.g., online application process, student advising, (ii) increasing access to, and efficiency of, faculty and staff services, e.g., travel, mid-tenure and post-tenure reviews, and (iii) increasing and ensuring consistently high quality levels in technology-supported activities.
Capacity (Sustainability)	Endeavors that include but are not limited to: (i) assigning budgetary commitments to technology acquisitions, (ii) executing strategic and tactical planning targeting technology, and (iii) nurturing a culture of technology-infused teaching, learning, and service.

Goals for Strategic Themes

Each of the strategic themes is driven by a series of goals to be achieved in the coming years by the College. Some goals may be achieved in a single year, while others will require continual commitment. Collectively, the achievement of these goals will build a stronger technology foundation for the College and advance the COEHS towards its ultimate technology vision.

Theme: Student Learning

Goal SL1: Produce graduates capable of effectively utilizing industry-standard technology in the workplace

Goal SL2: Increase students' access to learning content (e.g., support multiple platforms ~ desktop, mobile, increase the number of online courses, etc.)

Goal SL3: Better enable students to collaborate and build learning communities

Theme: Professional Development

Goal PD1: Promote innovation in research and teaching through the use of emerging technologies

Goal PD2: Increase the level of technology infused into current classroom instruction

Goal PD3: Institutionalize a technology-focused training program to increase faculty and staff usage and skill levels

Theme: Infrastructure

Goal I1: Update and maintain current hardware throughout the College, especially in teaching labs, and technology-enhanced classrooms

Goal I2: Coordinate networking, hardware, and infrastructure upgrades with campus IT services to ensure stable, high speed, and easy to use infrastructure services are available throughout the College's locations around campus

Goal I3: Increase the availability and variety of software accessible for faculty, staff, and students to use (e.g., Citrix software farm)

Theme: Process Efficiencies

Goal PE1: Establish guidelines for ensuring high quality, pedagogically sound instruction is utilized in COEHS online courses

Goal PE2: Collaborate with partnering groups (e.g., campus IT) to develop efficient, online procedures for key student and faculty/staff services (e.g., student application process, student advising, faculty travel, etc.)

Theme: Capacity (Sustainability)

Goal C1: Demonstrate financial commitment to the on-going improvement of technology usage

Goal C2: Annual evaluate the College's progress on its technology plan and the suitability of the plan's goals and priorities in the face of emerging technologies in the years to come

Goal C3: Promote a culture prioritizing and infusing technology throughout learning, scholarship, and service endeavors

The realization of these goals is advocated through annual recommendations to be made to the Dean during the month of March of each academic year. These recommendations are intended to aid the Dean in strategic and budgetary planning of technology for the upcoming academic year with the ultimate purpose of fulfilling these strategic goals.

Findings from Technology Surveys

The vision, themes, strategic goals, and recommendations put forth in this technology plan were informed by the findings and opinions emerging from two online surveys distributed to: (i) students, and (ii) faculty, staff, and administrators within the College. Key findings from these two surveys are presented below. The findings from the student survey are presented first, followed by the faculty/staff survey findings. The Committee's formal Recommendations to the Dean are presented at the end of this document.

Findings from Student Survey

Email solicitations were sent to 3,277 students admitted to instructional programs in the College. Three hundred and ten (310) students responded, a response rate of 9.5%. A breakdown of the student class ranks are provided in the following table. Given the high proportion of graduate student responses versus undergraduate responses, students' answered were analyzed as a whole as well as through graduate-vs- undergraduate comparisons.

Class Rank	Responses	%
Freshman	14	5%
Sophomore	29	9%
Junior	44	14%
Senior	63	20%
Graduate	160	52%
Total	310	100%

When asked the delivery format of their courses (face-to-face versus hybrid/online), more than half of the students indicated that 'all' or 'most' of their courses were delivered face-to-face (52%). The next largest group was students who were predominantly online-only students (31%).

Course Delivery Format	Responses	%
All of my courses are face-to-face; none are online or hybrid courses.	85	27%
Most of my courses are face-to-face; few are online or hybrid courses.	79	25%
Approximately half of my courses are face-to-face; the other half are online or hybrid courses.	26	8%
Few of my courses are face-to-face; most are online or hybrid courses.	24	8%
None of my courses are face-to-face; they are all are online or hybrid courses.	96	31%
Total	310	100%

When broken down further into class rank versus delivery format, it's readily apparently that the majority of undergraduate courses are completed face-to-face and the graduate coursework is delivered largely via an online/hybrid platform, see table on the following page. The end result of this duality is that no single technology initiative can address the needs of all of the students and parallel approaches targeting on-campus needs versus online needs were identified by the committee.

Class Rank	F2F Only	Mostly F2F	Equal Mix	Mostly Online	Online Only	Total
Freshman	10	1	1	0	2	14
Sophomore	14	11	1	1	2	29
Junior	16	17	2	3	6	44
Senior	32	19	1	2	9	63
Graduate	13	31	21	18	77	160
Total	85	79	26	24	96	310

The survey asked students to identify technology needs with regard to their studies, ability to collaborate, their prioritization of known technology issues, as well as their 'wish list' of desired technologies supportable by the College. The following summary of student responses reflects an analytic process that took into consideration the likelihood that students' needs would vary based on their class standing and the format of the courses in which they were enrolled. Overall, the most common responses from students included: improving the wireless connection on campus, mobile applications for BlazeView, upgrading computer hardware in computer labs, increasing student access to more varied software programs and technology equipment, providing technology training for students, and offering more courses in online and hybrid formats.

Strategic Themes:	***Class: Graduate***	***Class: Undergraduate***
VSU Infrastructure	● Increase email attachment limit ● Improve campus Wi-Fi ● Improve quality of classrooms ● Increase software availability	● Improve campus Wi-Fi ● Upgrade computer labs ● Improve quality of classrooms (i.e., install more electrical outlets, upgrade audio systems)
Professional development (teaching, research)	● Improve instructor proficiency with technology	● Increase instructor use of technology in classrooms (i.e., increase use of BlazeView in F2F classes) ● Improve instructor proficiency in technology
Process efficiencies	● Streamline student advising (i.e., advising through interactive application) ● Offer an online application option for prospective grad students	● Streamline student advising (i.e., advising through interactive application)
Student Learning	● Increase number of online and hybrid course offerings ● Videoconferencing/webinars ● Increase student access to a wider variety of computer software, especially technology specific to majors ● BlazeView mobile application/sync	● Increase number of online and hybrid course offerings ● Videoconferencing/webinars ● Post lecture recordings to BlazeView ● Increase student tech training opportunities (i.e., BlazeView) ● Offer students tech training through a "student professional development" program
Capacity (Sustaining)	● Stability of BlazeView/D2L learning platform.	● Stability of BlazeView/D2L learning platform

Findings from Faculty/Staff Survey

Email solicitations were sent to a total of 189 employees in the College (i.e., faculty, staff, and administrators). One hundred twenty three (123) responded to the solicitations, a response rate of 65%. A breakdown of the various respondents' employee roles are provided in the following table.

Employee Role	Responses	%
Faculty (e.g., professors, instructors, clinicians, etc.)	96	78%
Administrators (e.g., directors, supervisors, etc.)	15	12%
Staff (e.g., secretaries, etc.)	12	10%
Total	123	100%

The faculty/staff survey began by asking faculty and staff members for their technology 'wish list', i.e., if they could use any existing technologies to carry out one or more aspects of their work, what would they be. Answers were very diverse, with the responses summarized below. A common theme that appeared in several categories was video recording equipment and software for both students and faculty.

Categorized Responses	Responses
Classroom equipment items, such as: Smart boards; Clicker sets; Elmo; lecture recording equipment; video conferencing equipment; cameras & headphones for all lab computers; sound-proof booth for recording/research; more class sets of iPads or laptops	30
Faculty office equipment, such as: Better office computer (Macbooks/PCs); office scanner/printer; professional level recording equipment; video/sound editing for Macs; external hard drives for storing teaching videos	22
Faculty software packages, such as: Camtasia; Adobe Presenter; Adobe Dreamweaver (Creative Suite); Lectora; Voice command; Skype; Video screen capture	11
University infrastructure/software, such as: Faster Wireless; user-friendly travel reports; more single sign-on portals; better software for advising	10
None or not certain or in good shape	9
Professional development, such as: Instructional design support for BlazeVIEW; training for creating/editing quality videos for online classes; funding for distance learning conferences	8
Classroom software, such as: Updated iPad apps; Second Life; SPSS; Observation system (Vision); Adm licenses for Web 2.0 apps (Blogster, VoiceThread)	8
COEHS administrative equipment/software, such as: Paperless field report system; open source e-portfolio software/student document database; mobile technology integration for field-based locations	7

In addition to asking for their 'wish list' technologies, faculty were asked to share what they would like to be able to do using technology that they currently cannot do in the realms of teaching, scholarship, and service. The following are the themes most frequently shared by faculty.

Teaching related:

- The increased use of mobile devices was the most frequently mentioned item.
    - Improving the interface between iPads and the classroom systems was the most common instance of this.
- The improved use of multi-media recording and editing was the next most frequently mentioned item
    - User-friendly programs for students to record, upload and share their teaching videos was the most common instance of this
    - Increased ability for faculty to record and share videos of their classes with online students was the second most common instance of this.
- Better, more reliable functioning of our current software systems was mentioned often
- Improved ability for web-conferencing was the last common theme.

Scholarship related:

- Increased access to quantitative and qualitative research packages was by far the most commonly expressed desire.
    - Free or home use of SPSS was the most commonly mentioned item
    - There was also frequent mention of qualitative packages such as NVIVO
- Training on those software packages and other technology items was also frequently mentioned.
- Access to online datasets was the next most requested item from faculty.

Service related:

- By far the major request related to service was increasing our use of online meeting systems/services.
    - Having committee meetings held online via email or some form of video conferences was the most typical request.
    - Closely related to holding committee meeting online was the request to have minutes and documents online and easily accessible.
    - Connecting with other programs nationally and internationally was also frequently mentioned in this regard.
- Moving procedures and forms online was the next most frequent request.
    - Meeting minutes, expense reports, receipts should not only be online, but should be easy to find.
- The ability to sharing documents with other committee members was the final major request
    - Having something like a secure version Dropbox was a common request.

Barriers to the preceding items:

When asked what barriers stood in the way of using technology in teaching, scholarship and service, the following were mentioned.

- Lack of training and the lack of time to attend training related to using technology was by far the most frequent item.
    - The main issue was lack of time to attend training
    - A secondary issue was the lack of relevant training in an as-needed basis.

- Related to the lack of training was not know what is available, and how it will help.
    - As above, there was frequent mention of needing training to be available when the faculty member needs it, not just at the beginning of the year.
- Lack of technical support was the next most frequent item
    - This includes lack of support on using existing technology
    - This also includes lack of support for developing or exploring new possibilities of using technology
- Lack of funding was the final item seen as a barrier to using technology in teaching, scholarship, and service.

Preferences Regarding Professional Development

Faculty/staff were asked to indicate the frequency they likely would use professional development activities delivered in varying formats (e.g., online modules, traditional instructor-led sessions, individualized instruction, etc). The following table provides a breakdown of their responses. This information will be used in shaping future professional development activities, see Recommendation #4.

Question	Never	Seldom	Sometimes	Frequently	Total
Online modules (e.g., Atomic Learning)	14	27	47	18	106
Traditional instructor-led sessions	6	18	39	41	104
Panel sessions	20	33	43	11	107
Informal group sessions	8	25	56	18	107
Individualized instruction	7	16	40	43	106
Online resources (e.g., YouTube videos)	3	11	43	50	107
Other:	3	1	3	6	13

Prioritization of Technology Issues

In addition to responding to a variety of open-ended questions, faculty/staff and students were asked to prioritize technology concerns (e.g., upgrade hardware) and ideas for enhancing existing activities through the use of technology (e.g., collaboration within VSU, streamline advising). The items that faculty/staff and students were asked to rank were slightly different. The items for each group were purposefully selected based upon concerns known to the committee members and straw polls conducted in two large undergraduate courses. The items were then presented on the surveys and members of each group were asked to prioritize the importance of each item, with 1=most important and 12=least important.

Based upon survey responses, the issues were prioritized using the mean scores for each issue (lowest mean score = highest priority). The tables on the following page present the prioritized issues for each group.

Faculty/Staff Prioritization of Technology Issues

Statistic	Upgrade hardware	Tech use in F2F classes	Network bandwidth	Faculty development	Wider array of software	Engagement in online instruction	Streamline advising	Collab. within VSU	Track student progress	Accessibility f/ challenged	Other	Community contact
Mean	4.78	5.12	5.34	5.56	5.66	5.71	6.13	6.41	6.42	6.85	7.68	8.07
Variance	11.39	9.43	12.23	8.38	9.72	10.04	9.60	8.64	9.38	7.93	23.56	10.02
Std Deviation	3.38	3.07	3.50	2.89	3.12	3.17	3.10	2.94	3.06	2.82	4.85	3.17
Responses	98	98	98	95	99	97	94	98	96	94	34	92
Theme	I	P	I	P	I	S	E	P	E	S	--	E

S=student learning; P=professional development; I=infrastructure; E=process efficiency;

Students Prioritization of Technology Issues

Statistic	Wireless network	Stability of BlazeView	Wider array of software	Hardware in labs	More online courses	Accessibility f/ challenged	Tech use in F2F classes	Streamline advising	Quality of tech in classrooms	BlazeView to supplement F2F courses	Community Contact	Other
Mean	4.34	5.02	5.71	5.94	5.86	6.19	6.21	6.28	6.31	6.40	7.78	9.96
Variance	9.95	8.84	9.58	10.04	13.30	10.29	8.51	9.31	10.07	7.45	9.54	13.08
Std Deviation	3.15	2.97	3.09	3.17	3.65	3.21	2.92	3.05	3.17	2.73	3.09	3.62
Responses	221	227	224	221	221	219	219	220	220	220	217	97
Theme	I	I	I	I	S	S	P	E	S	I	E	--

S=student learning; P=professional development; I=infrastructure; E=process efficiency;

The key findings and prioritization of technology issues emerging from the surveying of students and faculty, staff, and administrators served as the foundation for formal recommendations being drafted and submitted to the COEHS Dean in May 2014. Those recommendations are provided on the following pages.

In addition, and in the spirit of greater transparency in governance, a breakdown of anonymized individual responses to all of the survey items is available for review for those wishing to examine it. The breakdown of responses is provided in an appendix to this report and is available for download from the COEHS Technology Committee Website.

2014 Recommendations to the Dean

The following recommendations are submitted for the Dean's review for the academic year 2014-15. Each of the recommendations is tied to one or more of the strategic themes. Prioritization of these recommendations is based in large part upon faculty and student responses to a Spring 2014 technology survey. It is the belief of the Technology Committee that these recommendations are vital to the College's continuous improvement. Through the fulfillment of these, and future, recommendations the College can ultimately achieve its long term technology vision.

Action Item #1:	Begin updating/replacing computers and printers in COEHS teaching labs
Strategic Goal:	I1: Update and maintain current hardware throughout the College, especially in teaching labs, and technology-enhanced classrooms
Responsible Party:	Dean's Office
Timeline:	Fall 2014 and on-going thereafter

Rationale for need:
In order to achieve several of the College's strategic goals (e.g., SL1, PD2) the current equipment in the College must be updated and improved. This process should begin in the teaching labs with those labs housing the oldest equipment updated first. At least one lab (two if possible) should be updated during the 2014-15 academic year. Each year one or more additional labs should be updated so that no teaching facilities use hardware more than three years old (see goal C1). Fulfillment of this recommendation is a top priority given the fact that other strategic goals rely on its completion.

Action Item #2:	Increase capacity and range of wireless networks in COEHS locations
Strategic Goal:	I2: Coordinate networking, hardware, and infrastructure upgrades with campus IT services to ensure stable, high speed, and easy to use infrastructure services are available throughout the College's locations around campus
Responsible Party:	Campus Information Technology Office & Dean's Office
Timeline:	Begin in Summer 2014 ; complete in 2016

Rationale for need:
While the Technology Committee realizes that infrastructure elements, such as the wireless network, are beyond the sole control of the COEHS administration, the Committee also wish to emphasize the need for the Dean's Office to advocate for greater infrastructure investments directed at COEHS locations by campus technology administrators. Students and faculty, alike, repeatedly cited insufficient wireless access and capacity as one of the major needs of the College, see page nine. In addition, as with the previous recommendation, multiple strategic goals (e.g., SL2, PD1, PD2) rely on the College having better infrastructure components to achieve those long term goals. As a result, this recommendation is the top priority with regard to acquiring additional resources from campus IT.

Action Item #3:	Establish budgetary line items to designate annual allocations to support the continual upgrading of infrastructure and technology-oriented professional development
Strategic Goal:	C1: Demonstrate financial commitment to the on-going improvement of technology usage
Responsible Party:	Dean's Office
Timeline:	Beginning in 2015 and on-going thereafter

Rationale for need:
The financial turmoil incurred by VSU and the COEHS in recent years has challenged administrators to prioritize and balance a multiplicity of needs, including technology. Given the critical role that technology plans in the College's long term success, the Technology Committee highly recommends the establishment of budgetary line items specifically addressing recurring annual expenditures for technology, e.g., recommendation #1: updating teaching lab equipment. Without allocations specifically earmarked for technological improvement, the College jeopardizes the attainment of its strategic goals and the College's long term technology vision.

Action Item #4:	Establish a multi-level training program to incentivize faculty and staff to increase their technology utilization levels
Strategic Goal:	PD3: Institutionalize a technology-focused training program to increase faculty and staff usage and skill levels
Responsible Party:	COEHS Technology Committee, COEHS Professional Development Committee, Dean's Office
Timeline:	2015-2016

Rationale for need:
The need for professional development is evidenced by recurring statements by faculty and students that faculty sometimes aren't aware of emerging technologies and/or do not have the training to use established technologies efficiently. Given that campus IT and e-Learning centers already offer a variety of traditional training sessions, the Committee recommends the establishment of an alternative training program designed to encourage faculty to develop their own skill levels and train others to use and enhance their skills as well. The eventual attainment of strategic goals SL1, SL2, PD1, PD2, and C3 all rely upon having faculty and staff that are better trained and exhibit higher levels of technology utilization.

Action Item #5:	Increase the number of online courses
Strategic Goal:	SL2: Increase students' access to learning content
Responsible Party:	Dean's Office, coordinated with Department Chairs
Timeline:	Begin in 2015

Rationale for need:
As stated repeatedly in their open-ended responses as well as in their priority-ranking survey responses, students' top concerns focused on updating and improving the College's technology infrastructure. The next area of concern for students was the number of available online courses. Given the ever increasing rate of competition from other higher education institutions, COEHS needs to establish a plan for effectively increasing its online presence, both to increase access to courses for existing students and to

recruit future students into on-campus and online degree programs. In addition, the increased revenues from these additional online courses and programs could be used to support current and future technology initiatives within the College.

Action Item #6:	Promote the adoption of quality-control standards for online courses
Strategic Goal:	PE1: Establish guidelines for ensuring high quality, pedagogically sound instruction is utilized in COEHS online courses
Responsible Party:	VSU e-Learning Center
Timeline:	Begin in Fall 2015 and on-going thereafter

Rationale for need:
Designing courses for online delivery is a complex endeavor requiring knowledge of the content domain, sound online pedagogical practices, and the affordances of available technologies. In their survey responses, students and faculty alike called for the use of "leading practices" and "best practices" by faculty in their instruction. Established quality control procedures would ensure baseline quality standards are met and provide additional guidance to faculty in improving the overall quality of their courses. VSU e-Learning Center already supports the Quality Matters protocols of quality control. These standards could be combined with domain-specific feedback to address both structural quality (through Quality Matters) and pedagogical quality through domain-specific feedback.

Action Item #7:	Formalize procedures and time lines for evaluating the College's technology progress and make recommendations to the Dean to promote the realization of the College's long term vision
Strategic Goal:	C2: Annually evaluate the College's progress on its technology plan and the suitability of the plan's goals and priorities in the face of emerging technologies in the years to come
Responsible Party:	COEHS Technology Committee
Timeline:	2014-2015

Rationale for need:
Given technology's ever-changing nature, new affordances, practices, and platforms are constantly emerging. As a result, the initial vision, goals, and recommendations put forth in this document must be regularly updated to reflect to the College's progress, new opportunities, and continuing challenges. It is the Technology Committee's on-going task to ensure that the College's technology capacity is continuously monitored and that recommendations for improvements are submitted to the Dean for consideration and eventual deployment.

In closing, I wish to thank each of the COEHS Technology Committee members for the weeks and months they spent in meetings, polling their students on technology issues, crafting and refining survey questions, analyzing the hundreds of survey responses, and drafting this final report. I also wished to thank my graduate assistant, Ashley Beaudoin, for the actual production of the online survey forms and facilitation of the data analysis and reporting processes. Thank you all. The College of Education and Human Services is well served by your endeavors.

- Steve Downey, Chairperson, COEHS Technology Committee