

Keene State College Academic Affairs Technology Plan: Supporting Learning and Academic Work

In 2007 President Giles-Gee charged the Provost and Academic Affairs staff to develop an Academic Technology Plan that would provide opportunities to transform student learning on the Keene State College campus and would provide support for faculty and staff to create successful learning environments - physical and virtual. Her charge was to develop a plan that would set priorities for student learning, professional development, the technology infrastructure, and an organizational structure for coordination of technology matters within Academic Affairs. Equally important was the directive to further support of information and technology fluency among Keene State students.

Within Academic Affairs, Jennifer Darrow, Irene Herold and Michael Caulfield provided the leadership that resulted in the first draft of the plan, referred to as the Academic Technology Vision. The vision grew to contain the theoretical grounding, research and framework that continues to inform later versions of the plan. The Academic Technology Vision is available here: <http://atvision.pbwiki.com/>. The development of the document modeled a collaborative process that included input from across campus and from colleagues at other colleges and universities.

The Academic Technology Steering Committee (ATSC) reviewed the Academic Technology Vision and led campus discussions regarding the plan. Their discussions culminated in a faculty and staff forum to solicit feedback and establish priorities. The primary recommendation resulting from this event was that the vision needed to become a plan for action. A small group of faculty and staff then began the task of drafting a clear, concise plan for academic technology founded on the principles of openness, authenticity and, fundamentally, student success. The purpose of this plan is to provide clear goals for academic technology that are based on broader philosophies of student learning and engagement within Academic Affairs. The plan draws on the Academic Technology Vision and Keene State College's mission, values and strategic plan. Additionally, the goals put forth in this document will provide direction for Academic Affairs Technology planning and utilization and will be used as the basis for academic technology decisions made in accordance with campus strategic planning processes. The plan is designed to provide a framework to promote student learning and information literacy, and a comprehensive assessment of technology needs to support academic affairs functions. It includes initiatives that support faculty and staff in their classrooms, other physical spaces and in virtual spaces. It establishes a foundation for engagement, learning and teaching excellence that is the hallmark of a Keene State College education.

Academic Affairs Technology Leadership

The Academic Affairs Technology plan is intended to be a living document that will be regularly reviewed and revised. The current leadership structure for oversight and implementation of the plan is the Academic Technology Core Leadership Group in consultation and collaboration with Academic Affairs Council (AAC), ATSC, and the Center for Engagement, Learning and Teaching (CELT). The responsibilities of each of these Academic Affairs leadership groups include:

- The Academic Technology Core Leadership Group
 - This group is composed of the Dean of Library, Director of Academic Technology and Executive Director of CELT;

- The charge of this group is to provide oversight of academic technology within Academic Affairs and to provide regular communication to constituencies
- AAC
 - Membership is comprised of direct reports to the Provost
 - This body, convened by the Provost, consults and advises on all matters related to Academic Affairs
- ATSC
 - The ATSC is composed of nine representatives from Academic Affairs, primarily faculty, and representation from Academic Technology, appointed by the Provost in consultation with the deans.
 - The Academic Technology Steering Committee (ATSC) is charged with identifying needs, providing feedback, recommending policy, and helping to shape academic technology on campus. The ATSC contributes to the development and integration of academic technology on campus and makes recommendations to the College Information Technology Committee (CITC).
- CELT
 - CELT is staffed by an interim director and is supported by Academic Technology and Service and Engaged Learning.
 - The Center for Engagement, Learning and Teaching will provide resources and experience to support deeper learning, effective teaching, and community and professional engagement at Keene State College.

This plan cannot be successful without effective communication and regular assessment. Within Academic Affairs, the Provost, ATSC and the Academic Technology Core Leadership Group are responsible for communicating regular updates and gathering feedback from their constituent groups about the Academic Affairs Technology Plan. The Plan will be reviewed annually. Feedback will be collected to assess and provide direction for revision of the Plan. This will be done on a timeline to provide guidance for fall planning for the submission of campus planning initiatives and in alignment with review of the Academic Affairs Plan (which is currently in draft form). Information may be drawn from the Academic Affairs Technology and other groups' annual assessment reports. Revision will be primarily the responsibility of the Academic Affairs Core Leadership Group in consultation with ATSC, AAC, and the Provost.

This plan also cannot be successful without shared responsibility for and commitment to the realization of the initiatives contained herein. The Academic Technology Core Leadership Group's work is done in consultation and collaboration across the campus, particularly with the Information Technology Group and College Information Technology Committee (CITC), to assure the work aligns with broader initiatives. Collaborative initiatives in the Information Technology Group and Academic Affairs Technology plans provide the information technology tools, infrastructure and support services so that students, faculty and staff may effectively engage in learning, teaching, and work. Leadership for specific initiatives will be provided by the most appropriate unit on campus as demonstrated in the 2008/2009 initiatives.

Engaged Learning and Teaching

As an institution of higher learning, Keene State College is challenged with creating exceptional learning experiences that adapt to the transformative nature of our world. The College's

Strategic Plan (http://www.keene.edu/planning/Strategic_Plan_Update_2007-2011_V2.pdf), sets the enhancement of academic programs and the recognition of academic achievement as Keene State's top strategic goal. To achieve this goal, the College must provide experiences and environments that promote student learning and support quality teaching.

Academic Affairs' Goal for Student Learning: To encourage and support the development of innovative learning environments and to create a community that supports effective learning.

As a community we value:

- The development of innovative pedagogy and a commitment to continuous curricular transformation
- The development of critical and creative thinkers who are technologically fluent and information literate
- A collaborative environment creating engaged and connected experiences
- Flexibility that balances and respects our diverse community of scholars, professionals, and learners

Cumulatively our values support the development and sustainability of effective learning environments. These include both campus-wide supports for student learning, as well as discipline-specific needs. We assume that students will demonstrate growth during their academic career to meet higher standards of information fluency, building upon entering information literacy and basic technological skills.

Guiding principles of effective learning environments include:

A. Learning-centered design - A system where the student shares control of their learning environment, modifying and extending their systems as needed. The student graduates having an understanding of how to mix and mash their own solutions to problems they encounter.

B. Authentic learning - An applied, multidisciplinary approach that focuses on complex real-world problems where the student demonstrates knowledge and understanding in a multitude of ways. The interaction with real world problems helps the student to engage and become responsible for her or his own learning.

C. Information Fluency - Experiences that challenge students to critically consider the evaluation, use and presentation of information. Information fluent learning activities integrate critical thinking skills with information literacy and appropriate technologies to resolve complex challenges.

D. Flexibility - A responsive learning environment that focuses on students' and teachers' needs for multiple and varied solutions to meet learning outcomes.

E. Usage of both physical and virtual spaces - Recognition that the learning environment can move fluidly among the physical classroom, laboratory or community space and virtual spaces in ways that complement each other and support ongoing student learning.

F. Engaged and connected learning experiences- The philosophy that education is a public good that excels when it employs pedagogies connecting students to the world and to their personal, intellectual, and professional growth. Effective learning moves beyond the classroom to purposefully engage students in community, civic, or professional experiences that integrate classroom concepts support this connection.

G. Openness - Purposeful effort to ensure that the distribution of intellectual material will facilitate engagement. By design, learning environments will move away from a closed learning experience to encourage open collaboration, transparency and on-going learning. Environments should value and facilitate use, re-use, and redistribution of material among faculty and across institutions of higher education and other communities of learning.

H. Diversity - A diversity of environment design, learning styles, and thought as a necessary foundation needed to foster the multiple approaches to intellectual work.

I. Assessment - Intentional design to employ assessment methods and practices that align with learning strategies. Utilizes multiple continuous forms of assessment from various sources (peers, faculty, and community) to inform continuous curricular transformation.

Professional Development and Academic Technology

The campus Academic Affairs Technology Plan, the goal for student learning, and the guiding principles for effective learning environments--when viewed collectively--begin to establish the foundation for transformative practices across our campus community. As a community we must be mindful of the individual and collaborative nature of the academic endeavor. Professional development of faculty, staff and students is an essential element of this plan. The Center for Engagement in Learning and Teaching (CELT) and Academic Technology (located under the CELT umbrella) will play a key role in developing and delivering professional development opportunities in a wide variety of areas. Other providers of these opportunities include Mason Library focusing on information fluency and the Information Technology Group working to address initial student needs within the Rhodes Hall Public Lab.

Support for Current and Future Academic Affairs Technology Initiatives

In addition to supporting the values, goals and guiding principles for student engagement in learning and teaching, Academic Affairs technology has a broader scope. This scope includes enterprise wide systems and specific unit needs to serve the campus and the larger community grounded within Academic Affairs. Current examples include Resource25, Blackboard, TK20, library integrated system (catalog), SPSS, Maple, music instruction technology lab, Wordpress, and media enhanced classrooms. See the appended table for current fiscal year initiatives.

As previously stated, the success of the Academic Affairs Technology Plan requires partnerships across campus and within the University System in the successful delivery of project initiatives. The Plan includes initiatives that impact Academic Affairs functions and require Academic Affairs participation either in leadership or membership. One avenue for the generation of initiatives is through the campus planning process. Another avenue is through the USNH Information Technology Coordinating Council/Long Range Technology Plan. Other initiatives may support the Academic Affairs Technology Plan and campus mission and values, but do not rise to the

level of strategic initiatives. These initiatives may be generated within various Academic Affairs constituencies including the Academic Technology Group, ATSC, schools, departments, and individuals. They will be reviewed by the appropriate budget resource managers and communicated within Academic Affairs Technology Leadership as defined previously (Provost, ATSC and the Academic Technology Core Leadership Group) to provide cross campus consistency and promote best practices.

Next Steps and Proposed Initiatives FY09

To achieve our goals for effective learning on our campus, we seek to engage our campus in discussions about this plan. Various groups (Academic Technology Core Leadership Group, AAC, ATSC, and CITC) will participate in presenting this foundational plan at an all campus forum in AY08/09.

Working as a community to create more effective learning experiences and environments, the college will remain committed to:

- faculty and staff professional development,
- student learning support,
- curricular transformation through programmatic enhancements, and
- the use of innovative/emerging technologies across our campus.

During the 08/09 academic year, a number of targeted initiatives are underway or are proposed to sustain our campus commitments in these areas. These projects are designed to realize elements of the Academic Affairs Technology Plan and to provide support for our broad campus community as we seek to create more effective learning experiences and engaging learning environments.

{insert table}

Current AA Initiatives FY09 - [Academic Technology Plan](#)

FY09 Initiatives	In response to....	Linkages (other projects etc.)	Guiding Principles	Leadership/ Responsibility	Budget
<p><u>Enhanced Student e-learning Support</u> - (CELT & ITG Partnership Initiative supported through campus planning process)- Providing students with services and support necessary to use elearning effectively. Delivery of services will come from HD, Rhodes Public Lab, etc... Phase 1 was to define scope and partnership with CELT (completed FY08), Phase 2 (FY09) implement changes necessary to support CELT yr 1 initiative around e-portfolios. Modifications to include space, tools and student training/support.</p>	<p>In response to student feedback on their use and support needs for technology in the Rhodes Public Lab. Specifically, the current learning space and current resources are not designed for 1)collaborative learning or 2) the creation of digital artifacts</p>	<p>FY09 IT Plan E-Portfolio Pilot for P&GS Learning Space Redesign of Education Computer Lab</p>	<p>A, D, E, H</p>	<p>Linda Farina, Jenny Darrow, Laura Seraichick</p>	<p>\$ Not given in IT Plan Document</p>
<p><u>Learning Space Redesign of Education Computer Lab</u> - Collaborative effort between P&GS, IT, and CELT to help re-envision the use of the EDUC computer lab as a learning space that will support engaged learning opportunities and transformative teaching.</p>	<p>In response to faculty who have requested a redesign of the ESEC lab to support a more collaborative learning environment for students. In addition the mission of CELT is to support engaged learning and transformative teaching.</p>	<p>Enhanced Student e-learning Support E-Portfolio Epsilon Pilot for P&GS Tk20 E-Portfolio Implementation</p>	<p>A, D, E, H</p>	<p>Linda Farina, Jenny Darrow</p>	<p>Budget will be determined by 11/06/08 as it is a strategic initiative</p>
<p><u>Tk20 E-Portfolio implementation</u> - Education will implement Tk20 to align programmatic outcomes with</p>	<p>In response to NCATE and the requirements of the Education program and the</p>	<p>Enhanced Student e-learning Support</p>	<p>A, B, C, D, E, F, G, H, I</p>	<p>Melinda Treadwell, Pru Cuper, Molly Lim, Tracy</p>	<p>\$20,000 (ITCC/LRT P fund)</p>

student learning outcomes and to address NCATE accreditation	needs of accredited programs across the School of P&GS to track longitudinal data	<u>Learning Space Redesign of Education Computer Lab E-Portfolio Epsilon Pilot for P&GS</u>		Kaletsky	
<u>Continuous development and modification of technologically effective collaborative learning spaces in the Mason Library</u> - Create a drop-in space where small groups of students can work together and develop shared final products utilizing collaborative software.	In response to the library's mission this initiative will support collaborative learning and provide a pilot of a different kind of learning space appropriate for diverse styles of collaboration	<u>Enhanced Student e-learning Support</u>	A, D, E, H	Irene Herold	\$5,000 (not new funds)
<u>Student Course Evaluations</u> Process redesign for student course evaluation procedures including integration of technology solution for paper scan functionality.	In response to Student Government request for electronic course evaluations	FY09 Academic Affairs Plan / IT Plan for support	I	Sue Castriotta	\$5,000 for hardware/software funded by Provost
<u>TracDat</u> - Implementation of campus assessment management and tracking information system that will facilitate institutional assessment, strategic planning, accreditation, and quality improvement.	In response to campus need as it relates to institutional assessment and accreditation	<u>FY09 IT Plan</u>	I	Sue Castriotta	\$42,070
<u>E-Portfolio Epsilon Pilot for P&GS*</u> - Identify needs for an e-portfolio tool for each department's learning outcomes, identify specific outcomes to be assessed, identify faculty/student pilot cohort, conduct cohort training	In response to need from P&GS accredited programs for tracking student progress over time and the collection of longitudinal data.	<u>Enhanced Student e-learning Support</u> <u>Learning Space Redesign of Education Computer Lab</u> <u>Tk20 E-Portfolio implementation</u>	A, B, C, D, E, F, G, H, I	Jenny Darrow	Partnering with Plymouth State on access to licenses
<u>Speaker Series (P&GS* and CELT)</u>	In response to faculty need to	<u>Faculty Developme</u>	F, G	Linda Farina	\$250 (CELT)

- Development of a year-long speaker series that will connect KSC educators with local, national, and international educators and other professionals in academic technology.	remain current with K-12 teaching practices as it pertains to technology integration.	<u>nt - Building a Culture to Embrace Technology</u>			\$250 (P&GS*)
<u>ISP Skills Support</u> - The pilot will seek to identify efficient tools to support skills development that can be accessed by faculty integrating ISP skill sets into a course or by students needing further development in areas not focused on in a given class.	In response to faculty teaching in the ISP who have indicated that a lack of support resources have made it difficult to develop student skills outcomes.	<u>Faculty Retreat: Student Learning</u>	C, G	Wendy Petschik	Part of the AT '08/'09 work plan (no additional funds needed beyond AT current budget)
<u>Academic Technology/ Information Technology Summit (August 2008)</u> - The summit will bring an engaged group of faculty and staff together to discuss how academic technology and information technology will support the delivery and transformation of curriculum/pedagogy at KSC and how AT/IT can support learning outcomes assessment at this time and into the future.	In response to the AT Forum (held on 4/11/09 to introduce the AT "vision") which indicated that campus was primarily concerned with access and equipment.	<u>E-Portfolio Pilot for P&GS</u> <u>Learning Space Redesign of Education Computer Lab</u> <u>Enhanced Student e-learning Support</u> <u>Faculty Development - Building a Culture to Embrace Technology</u>	F	Sue Castriotta Jenny Darrow	\$100 (CELT)
<u>Faculty Retreat: Student Learning (December 2008)</u> - The retreat will bring together faculty, students, and staff to actively participate in conversations about learning and the current approaches at KSC that address learning- centered design. A national speaker will be invited to frame the discussion.	In response to the results of the AT/IT Summit assessment: emphasis needs to be focused on student learning.	<u>AT/IT Summit</u>	F	Sue Castriotta Jenny Darrow	\$1,200 (Academic Affairs) (Guest speaker funding may come from LRTP dollars)
<u>Music Technology Instruction</u>	In response to	<u>FY09 IT</u>	A,D,E,G,H	Joe Darby	\$46,000

<p><u>Laboratory (MTIL)</u> MTIL is an upgrade and merger of two music department labs: Electronic Music Studio and Piano Laboratory. Project includes upgrading and increasing current inventory whereby service to students will be improved in music technology, music theory, piano, composition, and pedagogy. Additionally, increases in efficiencies and effectiveness of classroom space and tenure-line workloads will be realized through this upgrade.</p>	<p>faculty request that allows music department to; manage classroom and laboratory space more effectively, increase the number of seats for its required music technology courses, to increase the availability of music technology resources for all students – music majors and non-majors, and expand the number and type of music technology courses, including a music tech course for all music department freshman, and an ISP quantitative literacy course.</p>	<p>Plan</p>		<p>Craig Sylvern Allen Morrison</p>	
<p><u>Technology Infrastructure Master Planning:</u> campus planning that will result in upgrades plans and funding model to support services and systems required by the campus. This project will uncover what changes need to occur to our existing infrastructure to support increased use of technology in teaching and learning. Topics include convergence issues including VoIP, wireless, etc.. along with funding model review.</p>	<p>In response to a number of factors including; changes in technology and convergence of voice, video and data services, nearing the completion of current campus network upgrade plan, preparation for USNH development of Long Range Technology Plan and changes in the ways the college wants to function which will require changes in the way the IT Plan supports both academic</p>	<p>FY09 IT Plan</p>	<p>A,D,G,H</p>	<p>Laura Seraichick</p>	<p>\$380,000 (IT Group funds)</p>

	mission and administrative operations.				
<u>Media Enhanced Classrooms:</u> Standardization of Equipment Expand current baseline for classroom technology through the addition of permanent PC's installed in current classrooms with smartcarts. (approx 24 classrooms)	In response to faculty request that standard technology be installed in all classrooms so it is consistently available throughout the campus physical classrooms.	FY09 IT Plan	A,D,E,G,H	Irene Herold Pat Piper	\$25,000
<u>Expansion of Weblog Pilot Program:</u> Actively seek faculty, staff and students to pilot "blog" technology as a vehicle for meeting campus goals.	In response to college desire to increase campus community, recognition for academic excellence and a more efficient decentralized communication model.	FY09 IT Plan	A,B,D,E,G	College Relations, Academic Affairs	\$ Not given in IT Plan Document
<u>On-Line Transfer articulation:</u> Implementation of an on-line transfer articulation system. Phase 1 is for NH public and community colleges to participate. Phase 2 anticipates offering the opportunity to private institutions in NH.	In response to USNH President's council desire to provide facilitate access to NH higher education systems.	FY09 IT Plan	D, I	Gary Cilley- USNH, KSC Advising	\$ 15,000
<u>Faculty Development - Building a Culture to Embrace Technology:</u> Provide faculty development workshops and/or webinars on each USNH campus to promote best pedagogical practices to support teaching with technology	The need to provide professional development opportunities on each campus for instructional technology and open it to the other campuses for participation.	FY09 IT Plan USNH ITCC/LRTP	C, F, G, H	Terri Winters- USNH, CELTKSC; Jennifer Darrow - KSC	\$7500 from USNH ITCC/LRTP funds
<u>Electronic High School Transcripts:</u> feasibility study to explore possibilities and advantages for HS to send and USNH institutions to receive electronic transcripts.	In response to USNH President's council desire to provide facilitate access to NH higher education systems.	FY09 IT Plan	I	Rob McGann- UNH Peggy Richmond- KSC	\$ Not given in IT Plan Documents
<u>Campus-wide computer accessibility for all KSC learners representing a</u>	Specific requests from students, faculty and staff for accessibility to	Learning Space Redesign of	A, C, D, E, G, H, I	Jane Warner, Wayne Harvey, IT	\$5600.00 for AT/IT Consultant to develop

<p><u>diversity of learning styles and limitations.</u> Recommendation for a formal assessment of our Adaptive Technology status at KSC and a plan for future partnership with IT, and projected software and hardware needs in accordance with ADA and Section 504 and 508 of the Rehab Act.</p>	<p>adaptive technology to facilitate learning, registration, and web communication. The number of Blind/Visually Impaired students at KSC has more than tripled over the last five years (3 students in 2003, 13 students in 2008). For an institution of our size, this represents a significantly high number relative to other comparable institutions. The number of visually impaired students in combination with those with language-based Learning Disabilities constitutes the majority of the student body requiring educational materials in alternative format. Our review of the data over the past three years reveals a 40% increase in requests for textbooks in alternative format. The next step is to arrange for a campus-wide assessment of the college's overall AT status to provide the data and resources to establish a partnership between IT, ODS and other</p>	<p><u>Education Computer Lab</u> FY09 IT Plan <u>E-Portfolio Pilot</u> <u>New learning Spaces and Related Technology at Mason Library</u></p>		<p>designate</p>	<p>a long range campus-wide assessment and plan.</p>
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*PG&S = Professional and Graduate Studies					