

Learning Ecosystem Task Force Final Report

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Executive Summary

Learning Ecosystem Task Force 2016-2018

Project Sponsors: Tammy Rae Carland, Provost; Mara Hancock, CIO, Senior VP, Operations

Co-chairs: Annemarie Haar, AVP, Libraries & Creative Instructional Technologies; Matt Silady, Chair, MFA Comics

Mission

- An evaluation of current technologies supporting student learning,
- a survey of available tools to address evolving curricular needs,
- a roadmap for the implementation of technology to enhance learning inside and outside the classroom at CCA.

TASK FORCE RECOMMENDATIONS

SOFTWARE ADOPTION AND DEVELOPMENT

Of the many areas of digital tool development discussed by the task force, several areas of focus emerged. Prioritized in order of need:

- Learning Management System (LMS) & Portal Expansion: Currently Moodle is the college's officially supported LMS (platform used to administer a course) but was not selected, nor has it been maintained, with college-wide strategic intent. The [Portal](#) provides a personal dashboard, a repository of institutional knowledge, and a directory of people and services. It could serve a critical role as a bridge between different softwares and systems in faculty and students' online experience of CCA.
- College-Wide Portfolio System: A portfolio, or e-Portfolio, is a platform for collecting, curating and displaying creative work for showcasing & promotion or learning reflection and peer critique functionality. CCA has long had a need for a portfolio solution.
- Collaboration Tools: This category refers to an ever-expanding suite of tools that fosters collaboration. Some tools may be media specific (i.e. visual, text-based, video) while some work across multiple media. Different disciplines gravitate towards industry specific tools and often cannot envision working with a different tool. Collaboration tools often serve a specific need very effectively but suffer from existing in isolation and do not have a designated place within the T&L technology ecosystem.

Determining whether these tools would be best developed internally or licensed externally is an important part of the discussion and will help determine the best use of college resources going forward.

SUPPORT SERVICES {Front-End Services + Back-End Technical Support}

Front-end support services came up as an area of urgent need of resources and development. This refers to the delivery of a service to a faculty, student or staff. The task force recommends that service owners, the role that is accountable for the delivery of a specific service, be identified for existing and emerging services, who will then be tasked with defining their service and

identifying tiers of support. The development of a GSuite service, already in progress, is a great example of such an effort.

In order to effectively manage the many digital tools utilized by CCA staff, faculty, and students, we recommend formalizing tiers of institutional support for T&L software that clarify expectations for resources associated with particular digital tools and define a path for adoption of emerging technologies.

FACULTY DEVELOPMENT

Faculty development was identified as a critical area in need of investment. The areas in need were broken down into three groupings:

- Teaching & Learning Technology Toolkit: Create a collection of physical and digital resources and services that support faculty and academic programs in the design, development, and delivery of in-person, hybrid and online courses. Couple this toolkit with a digital fluency initiative in order to support and reinforce faculty digital fluency development college-wide.
- Center for Teaching and Learning (CTL): The CTL clearly has a critical role in developing, supporting, and coordinating faculty development of T&L technologies. Faculty expressed their ideas and desires for how that role is structured.

STANDING COMMITTEES AND WORKING GROUPS

The success of the Learning Ecosystem Task Force reveals the need for an ongoing conversation between faculty from across the college, administration, and CCA technology support services. Establishing a standing Teaching and Learning Technologies committee, overseeing several working groups emerged as an essential step for the implementation of these recommendations.

INSTITUTIONAL REQUIREMENTS IN THE USE OF T&L TECHNOLOGIES

When discussing the investment required for the task force recommendations, the discussion circled again and again back to whether there would be an institutional mandate for faculty to use certain T&L technologies. It is very important that Academic Affairs make a clear statement about their expectation of faculty using specific technologies for clarity. The task force recommends that Academic Affairs mandate faculty use a learning management system to submit their syllabi in a structured format and share it with students as well as undergo specific trainings in order to teach a hybrid or online course.

COMMUNICATION & OUTREACH

The need for more strategic and intentional outreach efforts was voiced among all the areas of the task force recommendations. Faculty, in particular, feel strongly that CCA can, and should, do a better job with direct outreach in supporting instructors' use of technology in the classroom.

SHORT TERM NEXT STEPS (2018/19)

For clarity we are listing out what we believe are the critical next steps to begin implementing the recommendations;

1. Finalize report with Provost Office leadership and distribute final report to key stakeholders.
2. Create a standing T&L Technologies committee and determine membership.
3. Create working group for LMS functionality search and determine membership.

Learning Ecosystem Task Force Report

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For full list of members throughout duration of task force see [Appendix I](#).

Overview

The Learning Ecosystem Task Force was planned during the fall semester of 2016 by the project sponsors and co-chairs and was officially formed in January 2017, running through May 2018. It led the initiative to strategically examine teaching and learning technologies and develop a roadmap for the use of these technologies as tools to enhance learning inside and outside of CCA classrooms. Task force membership included faculty and chairs from all divisions teaching undergraduate, graduate, studio, and seminar courses as well as staff from Academic Affairs, Libraries, ETS and Student Affairs.

This report is informed by multiple studies conducted by both the task force and other groups at CCA, meetings and brainstorming sessions with task force members, and academic research and evolving best practices.

We understand that CCA is in the midst of a seismic shift as it moves to a unified campus. Teaching and learning will be impacted by unification and there is a great opportunity to improve the use of technology to enhance teaching and learning at CCA. We received widespread support and, at times, expression of fierce need to bring strategic intention to instructional technology at CCA. We view this as extremely positive and supportive of task force efforts. In the context of this, we acknowledge that resources are limited and must be oriented towards supporting unification. We propose our recommendations with the knowledge that they are ambitious and can only be implemented through creative solutions that make use of existing resources.

Mission

- An evaluation of current technologies supporting student learning,
- a survey of available tools to address evolving curricular needs,
- a roadmap for the implementation of technology to enhance learning inside and outside the classroom at CCA.

Process

During its kick-off semester, spring 2017, the task force met twice, reviewed the historical and existing teaching and learning technology ecosystem at CCA, conducted several college-wide surveys and reviewed relevant surveys conducted by other CCA community members. During the summer of 2017, a database was created consisting of needs & requirements, teaching and learning software, and a glossary of functionalities. Following that, in academic year 2017/18, the task force met three more times and, with input from chairs and deans, prioritized the functionalities captured in the database. Spring 2018 semester culminated in the collaborative

writing of this report. Details of each semester, meeting agendas and minutes, and other associated materials can be found in [Appendix II](#).

Terminology

Throughout this report we repeatedly refer to a core set of terms and abbreviations. Most prominent will be the use of T&L, used to refer to *teaching and learning*, as well as LMS for *learning management system*. Please refer to the [glossary](#) through our embedded hyperlinks or when in doubt.

Key Findings

Faculty Survey

The [faculty survey](#) was framed as an opportunity for faculty “to help inform the launch of a new initiative intended to strategically examine teaching and learning technologies and develop a roadmap for the use of these technologies as tools to enhance learning inside and outside of CCA classrooms”. See [Appendix III](#) for more details.

Key findings included:

- Primary technology used to interact with students: While only 14.3% of respondents selected Moodle, the LMS supported by the College, 67.6% respondents selected a Google app (i.e. GMail, Drive, GMail/Drive combination, or Google Classroom).
- Grading & assessment processes:
 - Faculty track grades and provide feedback to students in a variety of ways, indicating that any feedback and grading tools would need to support a wide range of input workflows.
 - 36.4% provided online feedback & grades
 - 22.1% generating handwritten notes during critique and then referencing notes later for grading
 - 18.2% providing handwritten and online grades
 - 16.9% providing solely handwritten feedback and grades

Student Survey

The [student survey](#) was framed as an opportunity for students to share their “voice and help define the ideal ecosystem of learning technologies at CCA”. See [Appendix IV](#) for more details.

Key findings:

- Only 1% chose in-person as their preferred method of communicating with faculty, while 81.4% chose GMail.
- Use a digital calendar for CCA related time / events / tasks: 60.8% yes, 39.2% no. For those that do use a digital calendar, they most commonly use it for class times.
- 42% use Google Drive to share digital content with their faculty

- Biggest technological challenge? "Too many different accounts and technologies" rated highest, followed closely by "Don't know how to use or where to learn about a technology".

Teaching & Learning Software Ecosystem Database

Created from Spring 2017 research results, this [database](#) contains a running list of technology tools that address a wide variety of aspects of the T&L experience. Tools were categorized as either T&L, focused on pedagogical content, or classroom management, administrative tools designed to be used irrespective of curriculum content. We found that there is a proliferation of T&L tools on the market, with new tools continuously being introduced, developed, and retired. Tools with specific functionality can be found to address everything from mind mapping to digital storytelling. We did not find this to be true of classroom management tools. There are only a handful of learning management systems (LMS) on the market, with each of them attempting "to do everything". These are behemoth platforms that are complicated to configure and complex use. They require a high investment of resources, financial and/or human.¹

Although addressing very different functionality in courses, these two categories of tools exist together as a system. Without effective classroom management functionality, T&L tools cannot be fully utilized or effectively implemented. Just as a classroom creates a "home base" for an in-person class, online T&L activities need a corresponding space that facilitates connections between students and content. Without such a base, faculty and students can feel "lost", an experience that negatively impacts quality of work and the level of engagement with their faculty and peers.²

In this database we also captured an evolving list of CCA's T&L technology needs and requirements that were identified via several methods of research and inquiry. These included task force exercises, faculty and student survey results, as well as data derived from student research projects. Categories of T&L technology functionality were defined and linked to the tools and list of needs and requirements. The [T&L Software Ecosystem database](#) continues to evolve with new tools and functionality added by the instructional designer and librarians.

College buy-in for the task force mission & goals

Enthusiasm for the task force was evident from its inception. Invited task force members were energized and committed to the mission and work of the task force. Participation from task force members was high. As the work of the task force progressed, it revealed a number of college-wide conversations that needed to happen. The sharing of task force progress with chairs, deans, and administration at key moments also helped shape the conversation and encourage buy-in of the final set of recommendations. Chair enthusiasm for task force priorities and recommendations was clear during divisional check-ins. More than anything, having a group with cross-divisional and back-end tech representation meet on a regular basis to tackle tech and teaching issues has opened up a new avenue for CCA to improve the classroom experience for

¹ Adam Finkelstein and Mike Goudzwaard, "The Trouble with Learning Management," *EdSurge*, April 8, 2016, <https://www.edsurge.com/news/2016-04-08-the-trouble-with-learning-management>

² This was experienced by the most recent MFA Comics cohort as they navigated between Google Classroom, a lightweight LMS, and Wake, a visual collaboration tool. No formal integration exists for these two platforms and students experienced disconnect as they moved between their course announcements in Google Classroom and the discussion threads located within the Wake collaboration tool.

our students. This need is discussed further in the [Standing Committees and Working Groups](#) section of the recommendations.

Task Force Recommendations

SOFTWARE ADOPTION AND DEVELOPMENT

Of the many areas of digital tool development discussed by the task force, several areas of focus emerged. Prioritized in order of need:

1. [Learning Management System \(LMS\) & Portal Expansion](#): *Currently Moodle is the college's officially supported LMS (platform used to administer a course) but was not selected, nor has it been maintained, with college-wide strategic intent. The [Portal](#) provides a personal dashboard, a repository of institutional knowledge, and a directory of people and services. It could serve a critical role as a bridge between different softwares and systems in faculty and students' online experience of CCA.*
2. [College-Wide Portfolio System](#): *A [portfolio](#), or e-Portfolio, is a platform for collecting, curating and displaying creative work for showcasing & promotion or learning reflection and peer critique functionality. CCA has long had a need for a portfolio solution.*
3. [Collaboration Tools](#): *This category refers to an ever-expanding suite of tools that fosters collaboration. Some tools may be media specific (i.e. visual, text-based, video) while some work across multiple media. Different disciplines gravitate towards industry specific tools and often cannot envision working with a different tool. These tools often serve a specific need very effectively but suffer from existing in isolation and do not have a designated place within the T&L technology ecosystem.*

Determining whether these tools would be best developed internally or licensed externally is an important part of the discussion and will help determine the best use of college resources going forward.

Learning Management System & Portal Expansion

Through in-depth discussions and a thorough investigation of how CCA students and faculty connect via digital platforms, the task force concluded that an updated LMS would benefit both students and faculty across the college. After reviewing an extensive list of potential LMS attributes, it was clear that many factors would be involved in the selection of a new system. Understanding these prioritized requirements would be important for evaluating the availability of off-the-shelf digital tools. While the task force invested considerable time into the evaluation of these priorities, a working group will be needed to implement this portion of the task force recommendations. In addition to defining functionality, the working group would need to consider:

- Does the platform reflect CCA institutional values? Does the company share our social values?
- Is the platform an open source product? What standards and protocols does it adhere to, particularly as it relates to integrations?
- Does the company have an active community that seeks collaboration? Can we contribute and influence the development of the product? Is the product well-positioned to be (or become) part of a larger ecosystem of T&L tools?

Bringing a more effective LMS to our students means CCA has the opportunity to play a leadership role in this area of digital tool development by committing resources and energy into

the process. This doesn't necessarily mean building a new LMS from the ground up. It could mean CCA takes on the roll of influencer as it has in other tech based projects (for example, Workday Student). CCA has much to offer developers in terms of design and testing. An important note: if we do collaborate with an external developer, we should make sure we own the data that is generated and that it can be exported in a format universally used on other platforms. Among the suggested qualities and functionality featured in an ideal LMS/Portal expansion:

- LMS-lite interface where students can access data-driven versions of their syllabi, assignments, readings, resources, and links to additional digital learning spaces for all of their courses
- Google suite integration for messaging, calendar, and drive
- Push notifications for academic and college-wide deadlines
- Language translation functionality
- Digital Nave: includes notifications of campus events, connections to student groups, rotating images from student galleries and publicly facing portfolios

The task force has not ruled out the strong potential for internal development regarding a platform with LMS features. With Portal serving as a foundation, internal development could help focus energy and resources on student and faculty needs specific to CCA and art schools in general. When considering functionality, we have the advantage of not needing everything at once. The advantage of not picking a single system is that we can aim to quickly implement low investment/high impact functionality, while taking time and care on more complex tasks. Regarding internal development, the working group will need to consider the following:

- Portal's role in the learning ecosystem
- CCA's desire to forge it's own destiny
- Long term commitments to not just build out LMS-style functionality in Portal, but a commitment to support it for years to come
- The role of consensus among students, faculty, administration, and staff regarding the direction of the project
- Who has final say over the development and implementation of this suite of digital tools?

Regardless of whether this project is internally or externally developed, we recommend a three year adoption cycle to allow for faculty to fully understand the potential of the improved system before pivoting in other directions. While the final conclusions will be made in the coming year by a working group, it is clear CCA would benefit from an LMS-style platform serving students and faculty in a consistent and engaging way across the college's divisions.

College-Wide Portfolio System

The second category of digital tool development warranting CCA's time, energy, and resources is online portfolios. The task force recorded strong support for a unified portfolio system from task force members as well as chairs from every division. Implementing a meaningful online portfolio system would require a working group under the guidance of an ongoing Teaching and Technology Committee (see [Support Services](#)). When conceiving of the ideal functionality of this system, the task force recommends considering the following:

- Can we create a narrative of how student portfolios would evolve from the first year CORE curriculum through graduation and beyond?
- How do we balance the needs for an outward facing public portfolio system with portfolios as an internal assessment tool?
- Would this system allow students to easily take their digital portfolios with them upon graduation and transfer them to other platforms or websites of their own design?
- If the portfolios have outward facing functionality, how will CCA branding figure into the appearance? Would the inclusion of branding have an effect on student participation beyond internally facing portfolios for assessment and review?
- How can CCA innovate in terms of assessment and critique with regard to digital portfolios?

In addition to addressing these questions, the task force also recommends taking the following into account while building out a new portfolio structure for CCA's curriculum:

- The ideal portfolio system is flexible and customizable, emulating services like Squarespace with responsive design and user-friendly export functionality.
- Students should have the option to create a portfolio that fits them first, but also foregrounds the elements and structure of a professional portfolio from a list of easy to use options.
- There is a proliferation of existing digital portfolio systems, providing us with the opportunity to avoid building something from the ground up.
- Allowing students to take their portfolios with them will be a key aspect of ensuring college-wide buy in.

Collaboration Tools

The third area of developmental focus is the integration and support for digital collaborative tools. Given the wealth of collaborative tools available to students and faculty, the task force considered how to best organize and deliver these tools for use in the classroom. Beyond the obvious task of creating a simple web portal that links to the various collaborative tools, the task force is recommending clarification around the types of support available to student and faculty utilizing these tools (see [Support Services](#)). After receiving feedback from Chairs in programs that highly value face to face critique and discussion (a value echoed across the college), it is important to note that these digital collaborative tools should not be considered a substitute for in-person collaboration when that is an available option. These collaborative tools should be viewed as a means to enhance both the classroom and online / low-residency experiences. It is the belief of the task force that by implementing the recommendations found in the [Support Services section](#) as well as additional recommendations regarding increased teacher training and instructional support, these digital collaborative tools can be used more effectively in and outside of the classroom.

Internal vs. External Development

In the context of the three prioritized areas of digital tool development, ([learning management system & portal expansion](#), [a college-wide portfolio system](#), and managing the diverse array of [digital collaborative tools](#)), the question of internal vs. external development was debated in

detail by the task force. This is an area where there were distinctly different views depending on the experiences and areas of expertise of the committee members. Ultimately, the internal vs. external recommendation varied from case to case and appears to be tied to constantly evolving development of technologies within and outside of CCA. It is the task force's recommendation that determining internal vs. external development of digital tools be made by the working groups assigned to a specific technology. While consider this important (case by case) decision, we believe the following must be addressed:

- The advantages to developing our own software vs. becoming part of a larger initiative and benefiting from shared resources.
- Our ability to envision the technological landscape a cycle beyond current application. It isn't simply a question of build vs. buy. Both internal and external development requires support and resources from within and from outside of the college. While we can't build everything ourselves, the external tools we use need to be interoperable with what we have built internally and what we aspire to build in the future.
- Understanding that some strategic tools must be built internally since, as an arts college, we are a unique client with particular needs. We must develop a process to support continuing assessment of available tools with an understanding of prioritized features, quality of product management, standardization of key functions, and back-end standards that provide data capable of being normalized, stored, reported, and re-used.
- A clear understanding of institutional standards and values and how they are reflected in both internal and external development.
- The value of open source software, community source consortiums, collaborations with peer institutions, and our contribution to higher-ed ecosystems.
- The ways in which CCA can be a strategic differentiator in these technological spaces.
- Financial and staff investments by the CFO and Provost for the development of these projects.
- The need to define development and support in the context of APIs, digital standards, and the ability to integrate with back-end systems.
- The identification of key functions that the majority of courses need and how this data affects developmental decision making.
- How front-end design and training plays a significant role in the successful usage across the curriculum by faculty who may need an increased level of technical literacy to take full advantage of these digital tools.
- The level of buy-in needed to make these projects successful and the administrative mandates for participation necessary to ensure a successful roll out of college-wide digital tools whether developed internally or externally.

SUPPORT SERVICES

Front-End Services + Back-End Technical Support

Front-end support services came up as an area of urgent need of resources and development. This refers to the delivery of a service to a faculty, student or staff.

The task force recommends:

- *Identifying service owners, the role that is accountable for the delivery of a specific service, for existing and emerging services, who will then be tasked with defining their service and identifying tiers of support. The development of a GSuite service, already in progress, is a great example of such an effort.*
- *Developing the team over time that supports instructional technology. The current team (1.25 FTE) is currently unable to adequately support need and will not be able to implement the recommendations set forth effectively.*
- *Formalizing tiers of institutional support for T&L software, which will clarify expectations for resources associated with particular digital tools and define a path for adoption of emerging technologies.*

Service Owners

Task force research showed that faculty, students, and staff often don't know who to approach for support with a variety of T&L tools. Some of this is related to no service owner existing for a tool, poorly maintained documentation, or simply constituents not knowing of existing services. The task force recommends identifying service owners for T&L technology tools, including one for a category of 3rd party tools that we don't host or maintain, such as Scalar, EverNote, or SyncSketch, and tasking them with the following responsibilities:

- Define the service.
- Publish the service definition through established platforms.
- Create and maintain help documentation for faculty, students, and relevant support staff.
 - Currently a lot of documentation exists but it is inconsistent in content, format, and location. It needs to be aggregated and centralized with roles clearly defined for creating, publishing and updating of content.
- Define tier 1 support inquiries for HelpDesk, train HelpDesk staff and work study, and establish regular intervals for updating HelpDesk staff with software changes.
- Provide tier 2+ support, and, if applicable, work with ETS staff to maintain and upgrade software.

Once identified and defined, these services and their associated documentation need to be broadly communicated with students, faculty and staff. Faculty have expressed consistent feedback to have this documentation integrated with examples of how various digital tools are successfully used in different programs and courses across the college. The task force recommends creating a designated web based resource page, a T&L technologies support portal, outlining T&L technology services, related different technologies and any associated examples of use.

To best support the outreach and communication of these services and resources, we recommend a partnership between the following departments to serve as ambassadors of this information and ensure consistent delivery to constituents:

- Academic Affairs: Provost, Associate Provosts, and academic leadership
- ETS: Creative Instructional Technologies (CIT), Customer Solutions, and Web and Infrastructure Services
- Libraries: Instructional Services and Technology (InST) team
- Student Affairs: Access and Case Management, Learning Resource Center (LRC)

The task force also recommends that a comprehensive accessibility audit be conducted of the CCA website, Portal, digital tools, and digital resources for students with learning disabilities. Findings from the EL Task Force should be incorporated for better support of English language learners.

Staffing

The task force recommends the creation of a full-time permanent instructional technologist position. Even without current unmet needs and the recommendations that the task force is putting forth, CCA is short-staffed in the area of T&L technologies. More staffing is needed to support the wide variety of teaching and learning and maker tools³ utilized at CCA. Without prioritizing staffing and expertise in this area, T&L technologies will never be able to flourish as effective tools that enhance learning at CCA.

We have one full-time instructional designer who fulfills instructional designer duties as well as instructional technologist duties (i.e. configurations, testings, account management, and troubleshooting responsibilities). T&L technologies always carry an investment, regardless of what level of support the institution commits. Investment can be minimized but cannot be entirely avoided. By not having an instructional technologist, our instructional designer is unable to adequately focus on collaboration with academic leadership around faculty development in the use of instructional technologies. Additionally, the vast majority of of the service owner work stated above will fall to the instructional designer. With technologist tasks removed from their duties, the instructional designer would be able to devote more time to defining services as well as integrating content and best practices into faculty development curriculum, workshops, and training materials.

In addition to the instructional technologist, we recommend increasing system administrator staffing for enterprise systems with a fully dedicated instructional technology systems administrator position. Back-end support for Moodle is currently provided by the systems librarian. This responsibility was added to his already full portfolio last year at the departure of a ETS developer. Moodle management was added with the caveat that the Systems Librarian could only afford to work on fundamental management of the system. There is no bandwidth for development of advanced configurations or testing. This results in an environment of basic maintenance of only a single system. With a dedicated position in place, the maintenance and development of T&L software would be prioritized and the learning experience of our students and the teaching experience of our faculty would improve.

Develop GSuite Service

When GSuite apps (formerly Google Apps for Education) were introduced in 2012, they were intended to “enable the CCA community to better communicate, collaborate and share

³In 2015/16, a Digital Tools Specialist position was piloted. While it did not receive continued funding, this position was very well received by faculty and the LRC. The role was dedicated to identifying training and support needs for students and faculty around various digital tools of practice.

information".⁴ Basic trainings were provided to the community. There were no services established for use of these apps as T&L tools. However, that is precisely how the tools came to be used as they are intuitive, highly collaborative, and easily configurable. These characteristics are highly coveted in a teaching and learning technology landscape dominated by clunky systems that often require system administrators to configure the tools for specific uses. Survey responses and research gathered by the task force confirmed a very high use of these tools for teaching & learning purposes.⁵

In summer of 2017, a core group of the task force initiated the beginning of a new project to define a GSuite service. This group included the CIO, AVP of Libraries and Creative Instructional Technologies, Senior Director of Networks and Systems, and Director of Customer Solutions. This service will provide education and support to the entire CCA community on the suite of Google apps, their use, critical updates, and more. For teaching and learning, this service will provide trainings and help docs on best practices for using these apps with students, including understanding how FERPA impacts the use of certain data within the apps. The following roles have been defined for this service:

- Service Owner: Instructional Designer (Bobby White)
- Systems Administrator: Telecom and Systems Administrator (Todd Saunders)
- Tier 1 Support: HelpDesk
- Tier 2 Support: Instructional Designer and Systems Administrator

Soft launch of this service will take place at the start of the fall 2018 semester. The task force recommends continued support of this initiative in order for the CCA community to develop their skills and comprehension of the apps, while at the same time learning of how FERPA, accessibility, data security and other issues impact the use of these tools.

Institutional Support of Teaching & Learning Software

Much like front-end support, back-end technical support of T&L technologies is only loosely defined. These should be formalized, mapped to T&L technologies that are in use and associated with service definitions. The task force makes the following recommendations for the different levels of institutionally support software:

Enterprise Systems: Fully supported platforms that are locally hosted or cloud based. Examples include Google Suite, Adobe CS, Moodle, VAULT.

- To increase awareness of the availability of enterprise systems, tech training should be introduced to the new faculty orientation process.
- During the orientation, new faculty should be made aware of the current enterprise platforms, points of support for each, and any associated service definitions.
- Wherever possible, create embedded points of support within our enterprise systems. Have these point to help documentation and related resources.

⁴ Feb 16, 2012 email to all-staff subject line "Google Apps for Education coming to CCA!"

⁵ See [Appendix III](#) & [IV](#) for survey results

Supported 3rd Party Tools: Software and digital tools developed and maintained by vendors outside of CCA that are supported on an as-requested basis. Examples include Wake, Twine, WordPress.

- We recommend an increase in staffing for 3rd party tools support with the aforementioned instructional technologist position and instructional technology systems administrator position
- Along with the increased support for 3rd party tools, we welcome greater outreach to faculty to further awareness of available tools.
- 3rd party T&L tools offer faculty a collaborative model for curricular planning with the aid of a full-time instructional technologist.
- Following the successful model of the Media Center, we recommend establishing a dedicated location on each campus technical and curricular planning support for faculty, ideally piloting spaces before campus consolidation is complete.

Known but Unsupported 3rd Party Tools: Third party tools not actively supported, but familiar to CCA instructional designer and support staff. Examples include Canvaspace, SyncSketch, Locus.

- While not necessarily formally used by CCA students and faculty, relevant staff study how these tools differ, and potentially improve upon, tools we already support.
- In order for faculty and staff to stay up to date on emerging technologies, regular maintenance and updating of the T&L Software Ecosystem database is essential. Additionally, the database itself can be formatted for web distribution to faculty and students making the comprehensive list of digital tools available to all potential users.
- The key features of this college-wide facing database will be the inclusion of each tool's level of institutional support and examples of prior usage which will help create clear expectations for support and the ability for faculty to reach out to their peers for advice regarding successfully integrating tools into course curricula.

Unknown Teaching & Learning Technologies: Developing digital technologies not yet adopted by the institution or utilized by students, faculty, or staff. Annual, division-wide visits from tech and course design experts can introduce new tools to faculty, get feedback on emerging tools not yet in the database, and identify specific needs of individual programs as the ongoing search for new digital tools continues. Examples are likely to emerge at anytime during a particular academic year.

- For these future tools, the focus is less on support and more on potential paths to adoption after discovery.
- Establishing a simple, clear process for tool testing and adoption that utilizes an updated tech & teaching support portal is the key to making this process inviting and effective for faculty.
- Faculty grants specifically tied to technology could dramatically increase the effective use of T&L technologies as they would promote research and implementation of new digital tools.

FACULTY DEVELOPMENT

Faculty development was identified as a critical area in need of investment. The areas in need were broken down into three groupings:

- *Teaching & Learning Technology Toolkit: Create a collection of physical and digital resources and services that support faculty and academic programs in the design, development, and delivery of in-person, hybrid and online courses. Couple this toolkit with a digital fluency initiative in order to support and reinforce faculty digital fluency development college-wide.*
- *Center for Teaching and Learning (CTL): The CTL clearly has a critical role in developing, supporting, and coordinating faculty development of T&L technologies. Faculty expressed their ideas and desires for how that role is structured.*

Teaching & Learning Toolkit: Resources and Delivery Framework

Much of the discussion for faculty development focused on the kinds of resources that would be most beneficial and effective for faculty development in T&L technologies as well as the framework by which to deliver these resources. We are aggregating all of this under the umbrella of a teaching and learning toolkit. In other words, a collection of physical and digital resources and services that support faculty and academic programs in the design, development, and delivery of in-person, hybrid and online courses. Such a toolkit would be a way to structure and centralize resources and services into a bento box model for faculty to have access to just-in-time support and guided exploration of available tools, resources and systems. We recommend that this toolkit be developed by Libraries and ETS in strong partnership with Academic Affairs.

Suggested content to include in T&L toolkit:

- Clear definitions and examples of the different methods of curriculum delivery (in-person, flipped, hybrid, low residency, online, etc.), how these modalities are supported, and clear resources and expectations for faculty interested in trying new modalities.
- An easily searchable database of assignments and assessments with interesting ideas
- Guided matrix for faculty to make contextualized decisions about available software and resources related to specific software. Matrix would allow faculty to find resources, be exposed to technologies, get trainings & how-to's, and see samples of student work.
- Templates and examples of how courses and assignments were designed in different platforms
- Webinars, on-demand training, and short videos (3-5 min) with small teaching approaches on assignments, research, etc.
- Success stories from instructors using technology in the classroom, especially from art + design colleges
- The most common ways that faculty violate FERPA delivered in short and simple talking points that are easy to digest.

How these resources are shared with faculty can vary greatly. This support may come as direct consultation, grant support, and/or facilitated experimentation as well as through formal initiatives.

A structured framework provides a model for departments to work college-wide to support and reinforce faculty digital fluency development. The task force recommends creating a digital

fluency initiative in partnership with Libraries, Academic Affairs, and ETS. This initiative would involve designing workflows and service points for faculty to develop their digital fluency through the use of learning opportunities and embedded resources. Such a framework would support all levels of digital fluency, allowing anyone to further their ability to effectively discover, consume, save, and share digital information and data. The T&L toolkit would be a core component of the digital fluency initiative.

Center for Teaching and Learning (CTL)

The idea of a center for teaching and learning (referred to by many names but for simplicity we will refer to it as the CTL) has a critical role in developing, supporting, and coordinating faculty development of T&L technologies. The task force imagines that the aforementioned T&L toolkit and digital fluency initiative would be delivered through, but not limited to, the CTL. In addition, it worth mentioning some of the feedback we received from faculty in regards to the purpose and mission of such a CTL.

- Faculty are looking for support with grant applications, for both professional development and technology acquisition as well as grants for participation in communities of practice.
- There is a strong desire for the CTL to be a model in the use of technology in interesting ways: as a delivery mechanism for faculty development and as a tool for engagement.
- Faculty felt strongly that the CTL be developed as a safe space for discussing T&L technologies, such as the use of new technologies and associated challenges, experimenting with online content and online teaching as well as support with cybersecurity, FERPA compliance, and other regulation and security issues. (And not as a center for administrative management, such as coordination of course evaluations.)
- The community would like to see cultivation of awards and recognition for faculty innovation and peer mentoring in interesting and successful use of T&L technologies.

ONGOING AD HOC COMMITTEE AND WORKING GROUPS

The success of the Learning Ecosystem Task Force reveals the need for an ongoing conversation between faculty from across the college, administration, and CCA technology support services. Establishing an ad hoc Teaching and Learning Technologies committee, overseeing several working groups emerged as an essential step for the implementation of these recommendations.

One of the most successful aspects of the Learning Ecosystem Task Force was bringing together a cross-divisional group of instructors, back-end tech representatives and key administrators. The task force revealed a number of college-wide conversations that needed to happen and still need to be resolved. Meeting on a regular basis to tackle technology and teaching issues has opened up a new avenue for CCA to improve the classroom experience for our students. The sharing of task force progress with chairs, deans, and administration at key moments also helped shape the conversation and encourage buy-in of the final set of recommendations.

We recommend establishing a formal Teaching and Learning Technologies committee that would be charged with implementing the Learning Ecosystem task force recommendations. We recommend membership include faculty representation from each division, provost office leadership (associate provosts and/or senior director of academic administration), CIO office leadership (AVP Libraries & CIT, senior director web & infrastructure services), LRC leadership, librarians/instructional designer, and/or any additional key players in the technology and pedagogy space. Benefits of a standing committee include:

- Providing additional opportunities for faculty service
- Monitoring and supporting working groups tackling specific task force recommendations and tech-centric committees
- Combatting the natural tendency for technology recommendations and digital tools to evolve or become obsolete over time
- Tackling challenges of providing continued teaching support as technology and campus facilities change
- Identifying and establishing strategic partnerships in the Bay Area around technology and the classroom
- Creates an ongoing dialogue between faculty and technology services at CCA

In addition to the standing Teaching and Learning Technologies committee, we recommend several working groups be created to address the following Learning Ecosystem Task Force recommended projects:

- Portal expansion and LMS integration
- College-wide portfolio system

These working groups would be overseen by the standing committee and would be created and dissolved as needed.

INSTITUTIONAL REQUIREMENTS IN THE USE OF T&L TECHNOLOGIES

When discussing the investment required for the task force recommendations, the discussion circled again and again back to whether there would be an institutional mandate for faculty to use certain T&L technologies. It is very important that Academic Affairs make a clear statement about their expectation of faculty using specific technologies for clarity. The task force recommends that Academic Affairs mandate faculty use a learning management system to submit their syllabi in a structured format and share it with students as well as undergo specific trainings in order to teach a hybrid or online course.

Current participation in Moodle hovers around 20% of faculty actively using the platform for delivery of course content. This percentage is comparable to our peer AICAD institutions that do not mandate any use of their LMS.⁶ Such a low percentage of engagement questions the investment of resources required to make the platform a success. We have seen from the task force findings that faculty and students want to have a successful T&L technology ecosystem, it's just a matter of structuring it to serve their needs. For this reason, the task force recommends that the Provost Office mandate that faculty submit their syllabi in a structured format (i.e. a form) through a LMS system. This would open a wide range of possibilities for use of syllabi data. Benefits of such a requirement include:

- Ensure that all students can expect to find their syllabus in a fairly consistent format and online location.
- More consistent alignment of course learning outcomes with program learning outcomes and management of those learning outcomes by chairs.
- Potential for automatic population of class times and assignment deadlines in google calendars for faculty and students, an often cited request.
- Allowing for mid-term and last-minute syllabus changes with a real-time push to students so that they have the most up-to-date information.

The task force also recommends that Academic Affairs develop requirements regarding the design, develop and teaching of hybrid or fully online courses. These requirements would include mandatory as well as suggested trainings.

⁶ After ArtCenter stopped mandating use of their LMS, also Moodle, they saw faculty participation drop from approximately 80% to 20%.

COMMUNICATION & OUTREACH

The need for more strategic and intentional outreach efforts was voiced among all the areas of the task force recommendations. Faculty, in particular, feel strongly that CCA can, and should, do a better job with direct outreach in supporting instructors' use of technology in the classroom. For this reason we are separating out communication and outreach as an individual recommendation in addition to any mention of them listed above.

The following suggestions are recommended to be implemented simply, easily and iteratively even before any large-scale system recommendations are implemented.

- Promote specific walk-in hours for faculty to be able to drop-in and receive technical and instructional support. If organized and promoted effectively, it could also promote peer-to-peer support among faculty.
- Formalized roles and expectations for Libraries' Instructional Services & Technology team to partner with Academic Affairs to provide most effective just-in-time support (e.g. pedagogical, research, information literacy, technical, etc.) in a variety of forms (e.g. orientations, trainings, quick tips & tricks).
- Faculty would like to receive more targeted help and support from HelpDesk. It is recognized that HelpDesk is more staff focused but they would like to be able to make more effective use of the service.
- Develop targeted training for chairs, directors of academic administration, and program managers so that they can be better ambassadors for the ecosystem of T&L technologies. This way they could more effectively assist faculty in basic questions. The training must be thoughtfully designed so that recipients can also recognize when a faculty's seemingly small question should actually be escalated to the appropriate technical support staff. (i.e. A faculty member asks a small question about Drive management but that question actually indicates that they have set up their Drive in a way that would violate FERPA.)
- Better internal communication tools and pathways for communication. Ideally via Portal for centralized and ease of use.
- Design support for outreach materials (poster design, interface design) for most effective visual materials.

SHORT TERM NEXT STEPS (2018/19)

For clarity we are listing out what we believe are the critical next steps to begin implementing the recommendations;

1. Finalize report with Provost Office leadership and distribute final report to key stakeholders.
2. Create a standing T&L Technologies committee and determine membership.
3. Create working group for LMS functionality search and determine membership.

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Glossary

- ◆ **Back-end support:**
- ◆ **Front-end support:**
- ◆ **Learning management system (LMS):** A platform used to administer a course, (in-person, hybrid or online), which includes but is not limited to student roster functionality, assignment submission & management, readings and documentation delivery, rubrics, grade tracking, and may support collaborative or engaging activities.
- ◆ **Portal:** The CCA Portal provides a personal dashboard, a repository of institutional knowledge, and a directory of people and services. CCA's college-wide portal is an important part of CCA's long-term communication strategy along with CCA's main public-facing web site and other college sites, services and systems.
- ◆ **Portfolio:** A platform for collecting, curating and displaying creative work for showcasing & promotion or learning reflection and peer critique functionality.
- ◆ **Service owners:** The role that is accountable for the delivery of a specific service. This service may be tied to a software, collection of software, or to no specific software at all. (Service owners are not necessarily the back-end technical administrators of a system. See [System Administrator](#).)
- ◆ **System Administrator:** The role that is responsible for the installation, maintenance, configuration, and updating of software and computer systems.
- ◆ **Teaching and learning technology:**
- ◆ **Tiers of support:**

Appendices

Appendix I: Full list of task force members

Role	Name	Contact
Project Sponsor	Mara Hancock, CIO	mhancock@cca.edu
Project Sponsor	Tammy Rae Carland, Provost	tcarland@cca.edu
Task Force Co-Chair	Annemarie Haar, AVP, Libraries & Creative Instructional Technologies	ahaar@cca.edu
Task Force Co-Chair	Matt Silady, Chair, MFA in Comics	msilady@cca.edu
Task Force Member	Eli Cochran, Snr Director of Web & Infrastructure Services	ecochran@cca.edu
Task Force Member	Andy Dong, Chair, DMBA	andy@cca.edu
Task Force Member	Rebekah Edwards, Critical Studies faculty	redwards2@cca.edu
Task Force Member	Haakon Faste, Interaction Design faculty	hfaste@cca.edu
Task Force Member	Brooke Hessler, Director of Learning Resource Center	bhessler@cca.edu
Task Force Member	Janette Kim, Architecture faculty	janettekim@cca.edu
Task Force Member	Aspen Mays, Photography faculty	amays@cca.edu
Task Force Member	Jordana Saggese, Visual Studies faculty	jsaggese@cca.edu
Task Force Member	Christoph Steger, Animation faculty	csteger@cca.edu
Task Force Member	Dominick Tracy, Associate Provost for Educational Effectiveness	dtracy@cca.edu
Task Force Member	Bobby White, Instructional Designer	bobbywhite@cca.edu
Task Force Member (former)	Thomas Haakenson, Associate Provost	thaakenson@cca.edu
Task Force Member (former)	Maria Makela, Visual Studies faculty	mmakela@cca.edu
Task Force Member (former)	Michael Shiloh, Critical Studies & Design faculty	mshiloh@cca.edu

Appendix II: Task force process 2016-2018

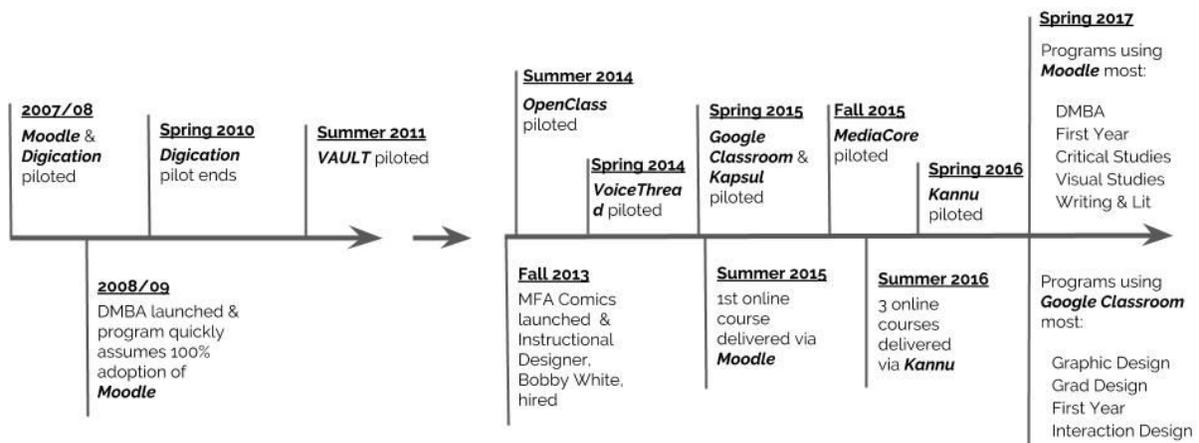
Fall 2016

- Strategic visioning and member selection for task force by co-chairs

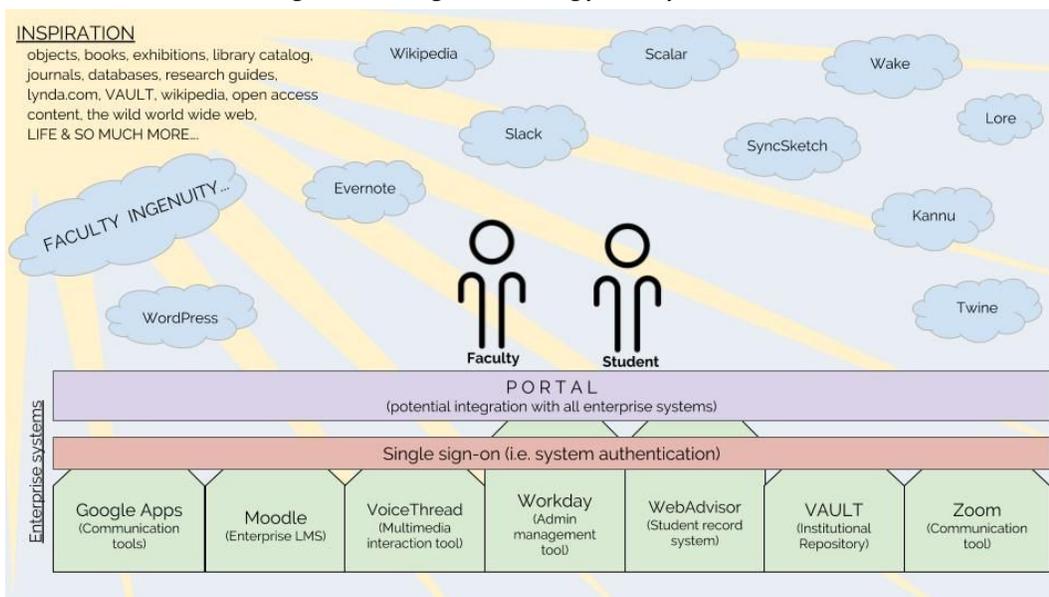
Spring 2017

- [Faculty survey](#)
 - A five question survey asking faculty about their use of teaching and learning technologies.
- [1st task force meeting](#) | February 15, 2017
 - Identified institutional values
 - Role-played key stakeholder identities and articulated ideal teaching and learning experiences
 - Examined historical and current teaching and learning technology ecosystem at CCA.

Timeline of T&L technology use at CCA 2007-2017



Visualization of Teaching & Learning Technology Ecosystem at CCA in 2017



- [Student survey](#)
 - Surveyed current use of teaching & learning technologies and existing pain points with those technologies
- [2nd task force meeting](#) | April 5, 2017

- Reviewed survey data and student findings from *Reimagining CCA project* in IxD course 220
- Translated data and findings into needs and requirements for ideal learning ecosystem

Summer 2017

- [Learning Ecosystem database](#) created from spring semester research results containing:
 - Running list of teaching and learning technology tools
 - Identified needs and requirements
 - Defined categories of teaching and learning technology functionality

Fall 2017

- Provost & Deans meeting | September 12, 2017
 - Summary of process to-date & overview findings, update on this year's process and solicited feedback and course correction from provost and deans
- [3rd task force meeting](#) | October 25th, 2017 (November 28 make up meeting)
 - Prioritized functionalities of teaching and learning technologies
 - Mapped prioritized functionalities against levels of institutional support

Spring 2018

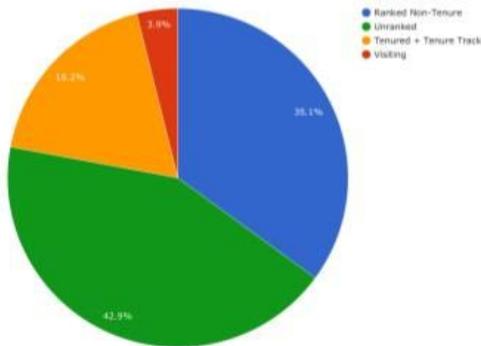
- Presentation of prioritized functionalities at divisional chairs meetings with request for feedback from chairs and deans.
 - January 17th | Humanities & Sciences Division, Architecture Division
 - January 24th | Fine Arts Division
 - February 28th | Design Division
- [4th task force meeting](#) | February 6, 2018
 - Review of prioritized functionalities with incorporated feedback from deans and chairs
 - Course correction exercise against originally identified institutional values
 - Mapped prioritized functionalities on an impact vs. effort axis
 - Defined tiers of front- and back-end support
- [5th task force meeting](#) | April 17, 2018
 - Reviewed findings and wrote report recommendations. Collected asynchronous feedback from additional task force members.
- All-Chairs meeting | May 09, 2018
 - Presented draft of final report, solicited feedback in-person
- [Scheduled] *Provost Office review of report* | July 18, 2018
 - *Review of report with Provost leadership, project sponsors, and co-chairs*
- [Tentative] *Senior Cabinet* |
 - *Presentation of final report to senior cabinet members*

Appendix III: Faculty Survey

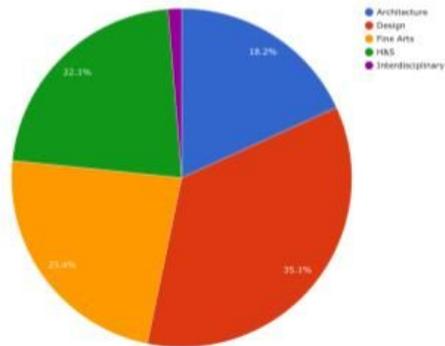
This survey was framed as an opportunity for faculty “to help inform the launch of a new initiative intended to strategically examine teaching and learning technologies and develop a roadmap for the use of these technologies as tools to enhance learning inside and outside of CCA classrooms”.

The survey was open for one week, garnered 77 responses from all four divisions and all levels of faculty rank, including from 10 chairs. This response rate is considered high at CCA and in of itself told us that faculty were eager to be engaged in this initiative and participate in framing the discussion, regardless of division or rank.

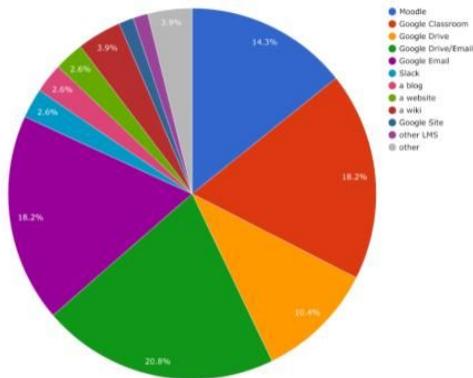
Responses by rank



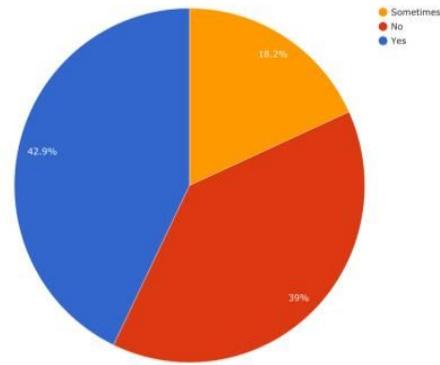
Responses by division



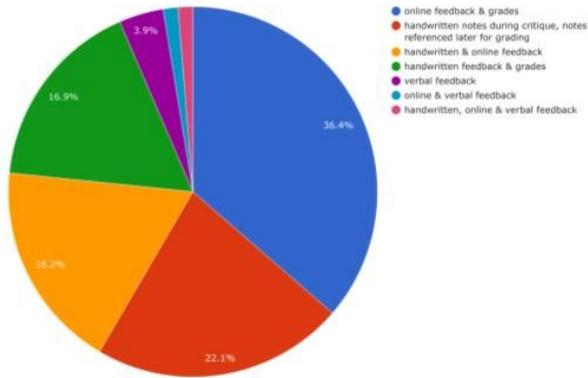
Primary technology used to interact with students



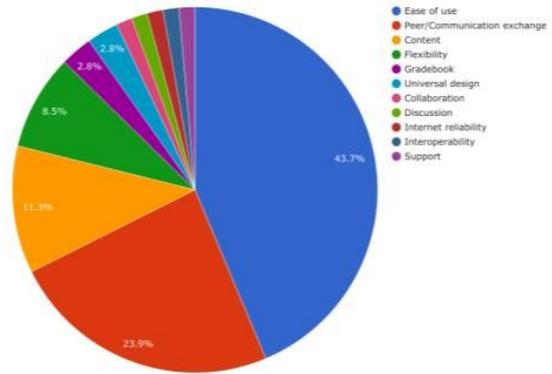
Tracking grades electronically throughout the semester



Grading & assessment processes



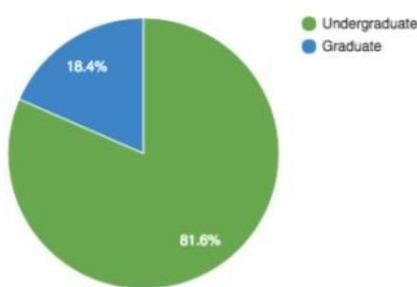
Most important functionality



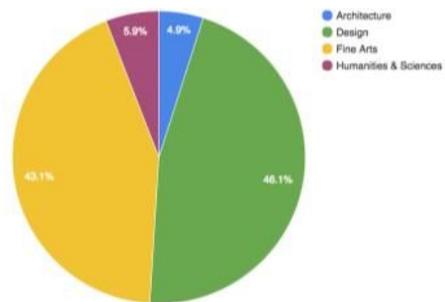
Appendix IV: [Student Survey](#)

The student survey was framed as an opportunity for students to share their “voice and help define the ideal ecosystem of learning technologies at CCA”. It was open for one week with 103 responses from both undergraduate and graduate, but heavier representation from Design & Fine Arts divisions.

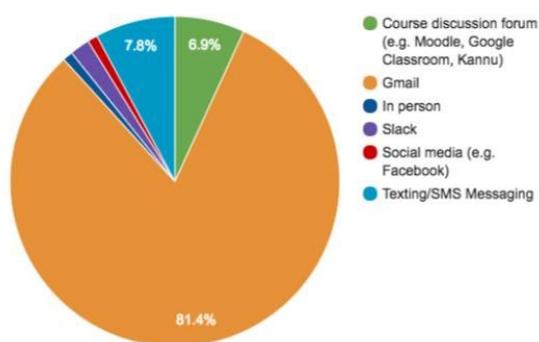
UG vs. Grad



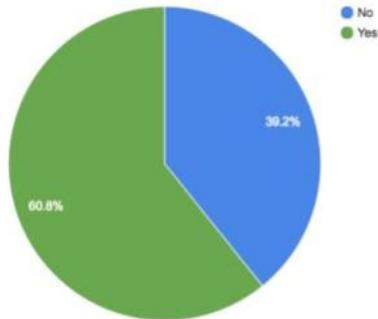
Program of Study



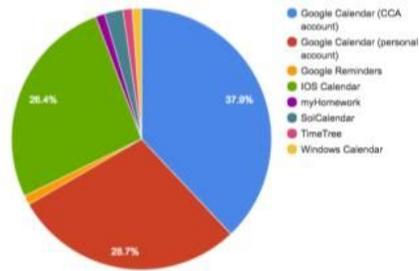
Preferred method of communicating with instructor



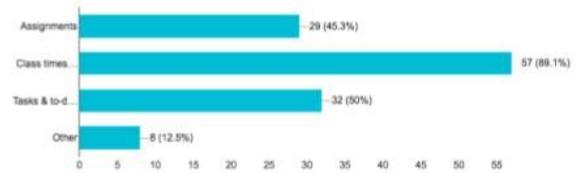
Use a digital calendar to manage your CCA related time/events/tasks?



If yes, then calendar(s) used



Which of the following do you include in your calendar? (64 responses)



How students share digital content with their faculty

