Learning Technology Plan

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Southeastern Oklahoma State University, Durant, OK
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Council Voting Members

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Executive Summary

The Learning Technologies Council's (LTC) vision for this *living plan* (reviewed and updated on a regular basis) and technology integration into all teaching and learning areas at Southeastern Oklahoma State University (SOSU) is offered with the intention to aid in the improvement of ongoing professional empowerment of Faculty and Staff. The LTC's ultimate goal is to support the highest quality teaching and learning environment for students and those who serve them. This LTC vision is meant to completely and support align with SOSU's main mission and vision,

> Mission: *Southeastern Oklahoma State University provides an environment of academic excellence that enables students to be nationally competitive in their chosen fields. By having personal access to excellent teaching, challenging academic programs, and collaborative experiences, students will acquire a body of knowledge, professional skills, and competencies for career preparation in their chosen field to promote success, responsible citizenship, and lifelong learning.*
>
> Vision: *Southeastern Oklahoma State University will be a leading provider of selected baccalaureate and master's programs in Oklahoma and northern Texas.*

Grounded in the Higher Learning Commission (HLC) standards, International Society for Technology Education standards (Students, Educators, Administrators, and Coaches), and departmental accreditation standards such as: The Council for the Accreditation of Educator Preparation (CAEP), Association to Advance Collegiate Schools of Business (AACSB), and several others, the primary **goals** for this plan are as follows:

(1) Increase student recruitment and retention in both undergraduate, as well as masters programs.
(2) Support increased student achievement in subject areas/major and overall technology literacy

As noted above, LTC's priorities are to continue to create and sustain an ever-increasing innovative environment that empowers Faculty to teach/mentor and students to learn and develop into mindful human beings that are a blessing to their world. The LTC's specific priorities communicated throughout the rest of the plan are as follows:

(1) Enhance communication/marketing between SOSU and their stakeholders, such as Students, Employees, Parents, Alumni, Donors (possible and current), and other community supporters.

(2) Continue to support already existing successful technology integration efforts

(3) Empower new innovative technology integration efforts and overall use of tools for innovation and effective teaching and learning in ultimately every department and for everyone on campus, this includes Faculty classrooms, Administrator and Staff offices, as well as all student study spaces.

Since this technology plan is the university as a whole, those three priorities are designed to address the immediate technology based teaching and learning of all community members. Additionally, based on the Fall 2017 LTC survey results (See Appendix A), we also have the specific priorities of developing and maintaining a grant writing team that focuses on learning technologies related funding opportunities. Another LTC priority is to increase hands-on Science, Technology, Engineering, Arts, and Math opportunities for SOSU students and the local K-12 school community. Third, survey results highlighted the need for increased professional development/training for Faculty/Staff on items/areas specific to the university's ever-increasing move to 100% online classes. That prioritized training will likely consist of both the theoretical and practical aspects of highly engaging and rigorous teaching and learning in a completely virtual environment, which is dramatically different than that of a fully face-to-face and/or a blended/hybrid format.

In terms as possible solutions to help meet the needs and priorities described above, the Fall 2017 survey results inspired the LTC - AdHoc solution to create and maintain a unified, governing/advisory body (See Appendix E) - the permanent Learning Technology Council (LTC) that stewards all SOSU learning technology efforts/initiatives, which will likely allow for the streamlining of related processes, procedures, and investments of time and finances while empowering a more effective and efficient implementation of this plan. Further, this permanent LTC will be able to help SOSU meet and likely exceed the ideals established in their above stated overall mission and vision. They will do this by maintaining a unified, laser focus based on the collective experience and wisdom of all sectors of the university, while be grounded in the latest scholarly research as well as practical, localized knowledge sets. ~Crystal

Planning Process and Methodology

The Southeastern Oklahoma State University Learning Technologies Council - AdHoc (LTC-A) used a rigorous set of mixed-methods research processes and procedures throughout this study. Based on SOSU President Barrage's charge to carry out the Presidential Academic Advisory Committee's recommendations, the Faculty Senate's then Chair - Dr. Steven Emge requested that the Committee on Committees officially form the LTC-A with a founding set of appointed/elected members. The LTC-A Learning first met on 4/18/17 with the mission and vision of creating a technology plan that would empower the entire university's learning technology based efforts to innovatively increase and support existing learning/instructional technology capabilities throughout SOSU both in a fully online, blended, and face-to-face format.

During that initial meeting, Dr. Emge shared the history of the LTC-A and its pre-prescribed mission and vision. Crystal Moore was elected as LTC-A Chairperson by the LTC-A-A voting member. Dr. Emge reiterated the overall LTC-A goal of recommend possible learning technologies budgetary/programmatic futures for SE. He also stated that the Ad-hoc committee timeline of the charges to being completed by December 2017. At that time, the Faculty Senate will then take a vote regarding transitioning the LTC-A into a full, permanent Learning Technologies Council (LTC). The meeting continued with all attendees sharing their name, position, and connection to learning technologies at SE. There was discussion about the differences/similarities between LTC-A and the current Distance Education Council.

The LTC-A officially agreed to following tasks: (1) Complete a comprehensive technology needs assessment survey; (2) Complete a resulting technology plan; (3) Create a new full, permanent, and university-wide Learning Technologies Council charge, function, and membership to continue after the LTC-A terminates in December, 2017. See APPM > 3.6.1 for DEC description. The Council agreed to have Crystal Moore create a read/write, shared knowledge repository folder in Google Drive. Crystal will initially populate it with the meeting minutes, the related Presidential Academic Advisory Committee LTC-A recommendation, previous technology needs assessment surveys, and sample learning technology plans.

At the next meeting on 4.18.17, the Council took the following actions: (1) Selected a needs assessment survey (NAS) and learning technologies plan (LTP) format, as well as designated LTP component research, writing, and timeline assignments. That schedule included regular meetings throughout summer 2017 and the following timeline: (a) Final draft - November 15th, (b) Rough draft -

October 15th, (c) Survey distribution September 11-18th, (d) Survey Final Draft - August 1, (e) Survey Rough Draft - July 1, (f) Survey Questions Final - June 15th, and (g) Survey Questions - May 15th.

During the 6/5/17 meeting, we further discussed the development of our survey instrument. That discussion included review of draft questions and content, trying to limit the survey to 30 questions or less in both quantitative and qualitative formats. The Council discussed the need for an IRB approval and plan to pilot survey. They also updated their timeline to reflect that June 1 was the due date for all draft questions. The Council agree to their LTP writing assignments: The revised timeline added the following change: Survey questions draft - June 1st.

Throughout the next several months the LTC-A members continued to work on their assignments, while Crystal Moore completed the following processes: Creating a comprehensive informed consent policy, editing the survey in Survey Monkey, completing and submitting SOSU's Institutional Review Board application and supporting documentation. After a few weeks, the LTC-A IRB was approved by SOSU's IRB's Chairperson - Dr. Jon Reid and team in September, 2017. Once we received IRB approval, the LTC-A sent out the survey link with accompanying explanations, directions, and requests. The LTC-A's next meeting occurred on 10/10/17 where they discussed possible LTC formats after December, 2017 and council future charges, deliverables, and timelines. Crystal sent an email reminder to complete survey by final deadline: 10/18/17. Next, the LTC-A reviewed their plan writing assignments at their 10/30/17 meeting, we discussed the writing assignment revised plan listed below. The team discussed the tech plan writing suggestions: Maximum length of two-three pages per section in one shared Google Document, and Crystal will send out .pdf of all survey results in detail to team.

The team determined the following LTP writing due date schedule: Rough draft on 11/15/17, rough draft #2 on 11/29/17, final draft due to LTC-A only on 12/8/17, final draft due to Faculty Senate on 12/11/17, and LTC-A to present to Faculty Senate on 12/13/17. The LTC also made the following decisions regarding the creations of a permanent LTC-A structure moving forward into 2018. The Chair will send a function statement that members for possible further edits. It was immediately recommended to change *Admin (AP, Rep)* to *Program Leadership* (from page 46 of Spring 2016 Academic Tech Committee Recommendation Document).

Ultimately, the exercises described above were undertaken to accomplish the task of revising the plan and the role that committee members, as whole, play in that process. The Learning Technologies Council will review the plan progress on a quarterly basis with a full survey once per year.

Current Technology and Resources

Computer Laboratories (D. Moore & M. Stout)

Southeastern Oklahoma State University has worked diligently for decades to ensure that all university members have access to high-quality technology and/or computing resources. Specifically, SOSU currently has 543 personal computing workstations available in 23 full computing laboratories (See Appendix A - Computer Lab Website, See Appendix B for Technology Inventory, Replacement, and Maintenance Plan).

The typical workstation consists of:

· Flat screen LCD monitor
· Intel Core I5 CPU
· Several Gigs of RAM (6-8 GB)
· DVD-RW/DVD-ROM
· Solid State Hard Drive (250-500 GB)
· Sound Card and Speakers

· MS Windows (7/10) OS/Apple OSX
· Standard MS Software Packages (Office 2016)
· Adobe Creative Suite (Creative Cloud)
· Mathematica/SPSS
· Deep Freeze (System Image)
· High Speed Internet Access

In most cases the Instructor's workstation is connected to a digital projector. Some teaching stations use a large screen TV to display the Instructor's computer monitor view. Each Lab contains at least one high capacity Hewlett Packard (HP) Laser Printer. Each laser printer is shared among nearby lab PCs. The library computer lab also has a high-capacity color laser printer and document scanning capabilities available. Each computer lab is evaluated to meet Federal 508 accessibility requirements. Some labs are modified to include special features required by a class/academic program. For example, the music lab utilizes Mac computers connected to digital piano keyboards for music theory and composition classes. Other unique features installed are solid state drives (SSD), DVD-Rom burners, wide paper laser printers, and video editing stations. All PCs on campus are installed and supported by the Information Technology (I.T.) Help Desk. Equipment is continuously evaluated and replaced (or upgraded in part), as needed. In addition to wired connections, most places on campus are now covered by wireless network access points which provide wireless network access for students, faculty, staff, as well as campus visitors.

Student Access to Computing Facilities

Southeastern Oklahoma State University students are provided with numerous free computer resources designed to support their academic mission. To ensure that students have sufficient opportunity to complete research activities and assignments, several computing labs are available during alternate times than classroom instruction. Each student is provided with a unique SOSU email address and an Office 365 account to allow students to collaborate electronically with their peers and Instructors, as well as store their files in an easily accessible cloud-based storage drive. Students are also provided with a domain account for login and file server storage on campus. Some software licenses include home use for faculty and students including Mathematica and Office 365. Southeastern IT staff manage student accounts using automated scripts to allow to ensure account accuracy and workload management.

Network Infrastructure

Thanks to SOSU's I.T. leadership and partnering with numerous Federal, State, and local agencies, SOSU installed its first campus wide fiber network in 1995 and has continually upgraded it through various funding sources including state funds, auxiliary, master lease, and grants. The first network consisted of dedicated *interfiber* and 3COM 10Mbps hubs and switches. Southeastern's current network infrastructure consists of industry standard switches capable of up to 1 gigabyte per second (Gbps) speeds at the client/user-level (See Appendix C - Wireless Heat Map). Switches are connected back to the centralized data center via the fiber infrastructure. Fiber connection speeds in some areas are capable up to 10 Gbps (the latest standard). This high bandwidth helps to support interactive video and IETV classrooms using the standard H.323 protocol. OneNet, OK's statewide internet service provider (ISP), provides Southeastern a 10 Gbps connection at no direct cost to the institution. This service was made possible across OK via a Federal Broadband Technology Opportunities Program (BTOP) grant (https://www.ntia.doc.gov/category/broadband -technology-opportunities-program). To this day, OneNet continues to provide Internet service to most higher-education institutions in the State of Oklahoma, allowing institutions of higher education to leverage collective resources while establishing cloud/Internet-based collaborative technology platforms.

Utilizing those connectivity resources described above, SOSU's recent additions (since 2013) to the network infrastructure include upgraded single-mode fiber to many buildings on campus and new Wi-Fi in all residential halls and several areas on campus. These upgrades were made possible due to a Federal Title III Strengthening Institutions Program (SIP) Grant. Southeastern's network will require continuous upgrades to accommodate growing requests for video streaming (e.g. webcams, security cameras, Netflix, Zoom, YouTube, and similar), Internet-protocol (IP) based phone systems, and WiFi (wireless Internet) access points.

IETV and Distance Learning

Southeastern maintains and supports seven IETV classrooms and several portable units to support distance learning via a live, single point of access video conference. These classrooms are being systematically upgraded to include support for high definition (HD) video. Southeastern has also started integrating Zoom with IETV for online meetings for increased functionality and access types for students. SOSU's I.T.-based Network Operations department also supports the technical foundation and operation of the university's Blackboard (Bb) learning management system (LMS). Most recently, the I.T. Network Operations team recently upgraded the system to Bb Enterprise version 9.1 and continues to maintain redundant servers for required data processing and load balancing.

Research Computing Facilities

The university also provides each faculty member with a PC and high-speed Internet access for academic activities including research. For example, s recent grant from the National Science Foundation is providing a separate fiber network for high speed connections to research supercomputers from several Oklahoma institutions for students and faculty. Each department has secure access to shared disk/storage space on the network file servers. This allows users to store documents internally and share research only within the department. Each department is also equipped with a shared networked laser printer. In addition to on-site storage, all faculty and staff have free access to our cloud-based, Office 365 One-Drive storage and related apps.

Management Information Systems

Southeastern's mission critical administrative servers use the POISE (aka Jenzabar PX) administrative software suite running on HPE's OpenVMS operating system. OpenVMS runs primarily on HP's Integrity Platforms (Itanium) in a disaster-tolerant clustered environment. The POISE/PX system houses applications and data for the following functions: Admissions, student registration, financial aid, student billing, fiscal accounting, DPS (Purchasing System), payroll, personnel, Campus Connect, and online functions for students, staff, and faculty. The Degree Audit system is also being used for online degree plans as well as a centralized document imaging system to store transcripts and other documents for admissions and advising students.

Headquartered in Tulsa, OK, Jenzabar's POISE/PX system flexibility continually allows Southeastern personnel to meet and access the data requirements of students, faculty, administrators, and external agencies. Southeastern's recent upgrades have empowered the university's rapid conversion to seven-week terms required by our new 100% online programs, while also seamlessly integrating with several 3rd party systems/software packages. As they are locally situated, Jenzabar routinely supports and enhances the POISE/PX system to meet the needs of OK higher-education institutions. For example, Jenzabar performs many of the software updates

mandated by state or federal agencies at no extra cost to Southeastern. Overall, for over the past 38 years, Jenzabar products have met SOSU's needs at a reasonable cost, while helping the university avoid the multi-million dollar costs to convert to a new, different system(s) - that have not been proven to provide significant improvements in form or function for other similar universities - and especially during the recent dire economic situation of the State and related budget cuts. Additional systems have been integrated into the PX system for increased functionally included the Jenzabar Recruitment Manager (JRM) that runs on the Salesforce platform.

As part of their disaster prevention plan, Southeastern's Network Operations department has "virtualized" numerous individual servers onto just a few "virtual hosts" on both physical campus (Durant and McCurtain County). A redundant data center location is in place in case the administration building is unavailable (in case of disaster). This approach reduces energy consumption, leverages server computing, and staff resources while at the same time enhancing system availability and data redundancy. The main website is also now hosted off-site using the industry standard WordPress system, an open-source Content Management System (CMS).

Curriculum and Instructional Integration Goals

In the following section, this plan contains curriculum and instructional strategies that enhance measurably effective learning/ instructional technologies into the classroom and supports for those efforts in related programs and departments. According to the National Education Technology Plan (2017), "Students in postsecondary education need an ecosystem that is flexible, integrated, efficient and affordable. The following 10 principles [listed in the table below] can guide stakeholders envisioning and creating an expanded ecosystem *(NETP, p.11)*. Thus, the plan authors have designated specific instructional technology tools, which include software or digital tools. Under the leadership of the SE Learning Technologies Council Representative/Member, each academic school will develop their own program specific table similar to one below by August, 2018. Overall, this section seeks to address the follow three goals:

(1) **Goal 1:** Student enrollment and retention will increase by 2% per year in both online and face-to-face formats;

(2) **Goal 2:** Student engagement/communication with other students, Professors, and alumni will increase by 5 %; and

(3) **Goal 3:** Student academic performance (GPA/Graduation rates) will increase by 0.5%.

The plan to meet those goals is outlined below.

Goal 1: Student enrollment and retention will increase by 2% in both online and face-to-face formats.

Project/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
NETP #1: Guide students toward education that enables them to achieve their goals, is suitable to their needs, and aligns with their interests.	Students will be provided with a dashboard that provides real-time educational/program requirements and completion progress and be given real-time access to an advisor.	Increased student recruitment and retention	By May 2018	Student services and advising departments and our I.T. department	University funding
NETP #2: Helps students make wise financial decisions about postsecondary education, including through transparent information about outcomes and return on investment.	Students will be provided with a dashboard that provides real-time access to their financial status at S.E.	Access of the system and reduction of student withdraws and non-completers due to financial reasons	By May of 2018	Financial aid and our I.T. department	University funding
NETP #5. Provide students with affordable access to the high-quality resources they need to be successful and	a. Increase student access to - and training for - online library research databases. B. Provide students	Increased student recruitment, retention, and course performance (GPA, etc.)	a. August of 2018 b. January, 2018 c. January, 2018	Administration, Support Staff, I.T., and related U/G Professors	Project GRAD funds and...

to empower them to become curators of their own learning.	with online teaching and learning services such as Zoom C. Makerspace availability both in-person and virtual				
NETP #10 Allow students to document their learning in portable ways that can be applied to further education or meaningful work.	Badges, personal, professional websites, online resume/cv site (LinkedIn) based on 21st century learning skills	Increased student: employment upon graduation, alumni engagement, and return enrollment (second degrees)	a. Begin January 2018	Administration, Support Staff, Alumni Association, I.T., and related Professors	University funding

Goal 2: Student engagement with other students, Professors, and alumni will increase by 5%

Action Plan: Strategies/Activities

Strategy/Activity (all items below are retrieved from the NETP, 2017, p.11)	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
NETP #3: Prepare students for postsecondary-level [continued higher-end] work by redesigning diagnostic tools and providing adaptive, targeted learning solutions.	As part of the Learning Technologies Council function, the Learning Technologies Council Reps. will guide the overall, and their individual schools, ongoing, related diagnostic tools and recommend learning solutions on a regular and routine basis. For this purpose, they will use	Increased student employment upon graduation, as well as increased positive student course evaluation	By August of 2018	Learning Technologies Council Members, SE Assessment Team	Project GRAD funds and..

	information provided from the annual Learning Technologies Survey, ISTE standards, the NETP, as well as other respective best practices in the field.	feedback, and standardized assessment scores.			
NETP #4: Allow students to adjust the timing and format of education to fit other priorities in their lives.	a. Move undergrad students to the new graduate model of a course carousel and 7-week flexible course period. B. A learning technologies score skill scope and sequence will be developed for all program. C. All SOSU constituents will be provided with a Zoom (virtual teaching and learning platform) account.	a. Increased student recruitment, retention, and course performance (GPA, etc.), b. Scope and sequence	By August 2018	Administratio n, Support Staff, I.T., and related U/G Professors	University funding
NETP #6: Provide students with affordable access to the high-quality resources they need to be successful and to empower them to become curators of their own learning.	a. Increase student access to - and training for - online library research databases. B. Provide students with online teaching and learning services such as Zoom c. MakerSpace availability both in-person and virtual	Increased student recruitment, retention, and course performance (GPA, etc.)	a. August of 2018, b. January, 2018 c. January, 2018	Administratio n, Support Staff, I.T., and related U/G Professors	Project GRAD and University Funds
NETP #9 Allow students to build meaningful education pathways incrementally that allow them to move fluidly in- and-out of [programs] .... to	Again, a dashboard and/or an app of possible highly accurate online and regional educational and professional opportunities based on student's unique	Increased student recruitment, retention, and course	By June 2018	Administratio n, Support Staff, I.T., and related U/G Professors	Project GRAD and University Funds

accommodate their learning and life goals.	pathway.	performance (GPA, etc.)			
NETP #11 Create a network of learning that supports students as creators and entrepreneurs, and agents of their own learning over their lifetimes.	Build and maintain a robust SE LinkedIn presence for all students and alumni and program specific. Additionally, provide an alumni and student mentoring portal.	Increased student recruitment, retention, and course performance (GPA, etc.), and alumni engagement	By June, 2018		Project GRAD and University Funds

Goal 3: Student academic performance will increase by 0.5%

NETP #7: Enable advisors to help students progress through times of transition and changing needs, leveraging technology such as data dashboards and texting where appropriate.	Students will be provided with a dashboard that provides real-time educational/program requirements and completion progress and be given real-time chat access to an enrollment and retention advisor.	Increased student recruitment, retention, and course performance (GPA, etc.)	By June 2018	Administration, Support Staff, I.T., and related U/G Professors	University Funds
NETP #8: Collect and use real-time learning data to provide targeted assistance to students.	Dashboard that shows all students real-time grades via a plugin that "pulls" grades from a students' Bb courses for that semester, as well as an ongoing total of their GPA based on historical and current real-time data.	Increased student recruitment, retention, and course performance (GPA, etc.)	By June 2018	Administration, Support Staff, I.T., and related U/G Professors	University Funds

Curriculum and Instructional Integration Goals – Evaluation

Based on Southeastern Oklahoma State University's stated mission, *provide an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning,* the following evaluation plan is offered as a guide:

Goals	Innovative Delivery Strategies	Alignment		Results Data & Sharing
Goal 1: Student enrollment/ recruitment and retention will increase by ___ in both online and face-to-face formats. **Goal 2:** Student engagement with other students, Professors, and alumni will increase by 5%. **Goal 3:** Student	**Goal 1:** - Provide all full-time students with a tablet upon entry to one of online programs. - Establish a technology laptop/tablet check-out cart system per academic school. **Goal 2:** Appropriately utilize social media, professional mentoring, and other related	*1.Provide an opportunity to succeed through a challenging, learner-centered academic environment.* *2. Offer an undergraduate foundation in the liberal arts and sciences, with an emphasis on integrating critical thinking, communication skills and appropriate technological applications into the curriculum across all disciplines.* *3.Provide a general education program that*	For each of our goals and as part of our quality assurance plan, we will monitor the following qualitative and quantitative items: 1. All student course evaluations 2. All student recruitment and retention data, such as student credit hour (SCH), graduation rates, GPAs, online vs. face-to-face (F2F) enrollment, and similar. 3. Social media and mentoring program engagement by all community members 4. Annual Learning Technology Council Survey.	All of this data will be shared in our annual Learning Technologies Council Annual Technology Plan and updated quarterly as appropriate.

academic performance will increase by 0.5%.	services to engage current student and alumni. Provide a physical STE(A)M Makerspace in all SOSU locations and virtual. **Goal 3:** Update our SOSU LMS to fully integrate with all other student related systems, as well as social media.	*familiarizes students with major areas of scholarship.* *4. Provide professional, academic and career-oriented undergraduate and graduate programs to meet the changing needs of the workforce.* *5. Provide an environment for non-academic experiences, which fosters the development of personality, social living and effective citizenship.* *6. Present a system of governance that provides reliable information and, as appropriate, involves the students in the decision-making process.* *7. Actively recruit traditionally underrepresented students and offer scholarship programs to attract students of various socio- economic and academic levels.*		

Action Plan: Strategies/Activities

The International Society for Technology in Education (ISTE) standards support today's lifelong learners with guidelines to facilitate movement away from the factory model. These standards offer a context for rethinking how we learn and how we educate, while allowing us fluidity to adapt to a rapidly-changing technological landscape (ISTE Standards, 2017).

According to the ISTE Standards for Students, technologically literate students can confidently demonstrate skills in these core areas (ISTE Standards for Students, 2014):

1. *Creativity and innovation*
2. *Communication and collaboration*
3. *Research and information fluency*
4. *Critical thinking, problem solving, and decision making*
5. *Digital citizenship*
6. *Technology operations and concepts*

The General Education Council, along with the Department of Chemistry, Computer and Physical Sciences, has compiled the following measurable learning objectives (Learning Outcomes, nod). These objectives are specifically covered in BIM 1553 Business Computer Applications and CIS 1003 Computers in Society.

1. Use contemporary word processing software to create a document.
2. Use contemporary presentation software to make an oral presentation.
3. Use contemporary spreadsheet software to organize, manipulate, and present numeric data.
4. Use the Internet and email to retrieve and communicate information.
5. Develop strategies to address questions by searching and retrieving information available electronically.
6. Recognize unethical and illegal use of technology including copyright and privacy issues.

These six outcomes fulfill the SMART criteria in that they are Specific (simple, sensible), Measurable (meaningful, quantitative), Achievable, Relevant (reasonable, results-based), and Time bound (timely, time-limited). These six outcomes are also transferable to technology literacy goals that every university student CAN and SHOULD attain. They also encompass the various components of the ISTE Standards for Students.

Goal 1 – Use contemporary word processing software to create a document.

Goal 2 - Use contemporary presentation software to make an oral presentation.

Goal 3 - Use contemporary spreadsheet software to organize, manipulate, and present numeric data.

While working on the first three goals, a student improves their mastery of Microsoft Office and of productivity software overall. The course content instructs students on the 'how to' of document creation, but then goes further to enhance creativity and innovation by hands-on, create-from-scratch original documents they create and then manipulate according to Instructor guidelines. Creating documents from the viewpoint of the reader, not the creator, reinforces communication with the intended audience using typed content, various media content, and good use of formatting tools.

Goal #4 - Use the Internet and email to retrieve and communicate information.

Goal #5 - Develop strategies to address questions by searching and retrieving information available electronically.

Goal #6 - Recognize unethical and illegal use of technology including copyright and privacy issues.

The last three goals are integral to working in a business environment, being part of an educational institution, or taking part in the routine functions of everyday life. The course content utilizes discussion boards and forums to communicate and collaborate, which encourages students to interact and collaborate with others, hone their communication skills, engage with learners of other cultures, and work in teams to solve problems and to produce original, creative, innovative content. While participating in these collaborative forums, students use various digital tools to gather and use information while evaluating content for quality and reliability. Students also apply course-guided knowledge of intellectual property and copyright issues while gathering, evaluating, and use of that information.

During their college careers at Southeastern, students continually work towards the last three goals. Every college course, not just BIM 1553 and CIS 1003 - including student use of the library and computer labs – requires students to be a good digital citizen, one who recognizes the "rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world," (ISTE Standards for Students, nod) and to act and model in ways that are safe, legal and ethical. Every course requires students to be aware of and practice good digital citizenship and reinforces that concept throughout the length of that course.

Southeastern's six Technology Literacy Goals support the ISTE Standards for Students in that they will produce empowered learners who understand and apply the concept of digital citizenship. Thus, the students will be able to apply the skills of computational thinking and knowledge constructing to design and create innovative solutions to a wide variety of problems. Also, the students will also have acquired the skills to clearly express ideas in an appropriate format and platform and with an awareness of related cultural and societal issues.

Goal 1: **Use contemporary word processing software to create a document.**

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Sources
Develop skills to create academic, professional, and personal documents using contemporary word processing software. Example: *Use standard features of word processing technologies, including tables, footers and headers, text boxes, and images for proper formatting of a document*	Student is prepared to solve complex problems regularly encountered in real business situations.	Successful completion of course	One semester	Instructor of the course	University funding
Enhance document creation and formatting skills	Student has the knowledge to create the document using correct format and platform, without outside help or instruction		Duration at SOSU	Faculty & Instructors/ Students themselves	N/A

Goal 2: **Use contemporary presentation software to make an oral presentation.**

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Sources
Develop skills to use contemporary presentation software to prepare oral presentations. Example: *Insert graphics, tables, audio and video files, and hyperlinks into a presentation*	Student is prepared to solve complex problems regularly encountered in real business situations.	Successful completion of course	One semester	Instructor of the course	University funding
Enhance document creation and formatting skills	Student has the knowledge to create and format the document, using best practice guidelines for oral presentations with media enhancements		Duration at SOSU	Faculty & Instructors/ Students themselves	N/A

Goal 3: Use contemporary spreadsheet software to organize, manipulate, and present numeric data.

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Sources
Develop skills to organize, manipulate, and present numeric data using contemporary spreadsheet software. Example: *Perform mathematical calculations using automated features of the spreadsheet software.*	Student is prepared to solve complex problems regularly encountered in real business situations with a deep, robust knowledge of the vast capabilities of the software.	Successful completion of course	One semester	Instructor of the course	University funding
Enhance document creation, manipulation, and formatting skills	Student has the knowledge to create the document without outside help or instruction, fully utilizing the formula options, charting capabilities, etc.		Duration at SOSU	Various Instructors/Students themselves	N/A

Goal 4: Use the Internet and email to retrieve and communicate information.

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Sources
Develop skills to use the Internet and email to retrieve and communicate information. Example: *Participate in chat rooms, Discussion Boards, and via email.*	Enhanced electronic communication skills, which are enabled through student interaction with commercial and custom software.	Successful completion of course	One semester	Instructor of the course	University funding
Enhance personal communication skills	Improved basic communication skills required by environmental factors and general education.		Duration at SOSU	Various Instructors/Students themselves	N/A

Goal 5: Develop strategies to address questions by searching and retrieving information available electronically.

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Sources
Develop strategies to address questions by searching and retrieving electronically available information. Example: *Use the SE Library's electronic database to search journals for peer reviewed articles.*	Effectively use search engines, online databases, and the Internet in general, while being aware of good practices in privacy and safety for themselves and the computer system.	Successful completion of course	One semester	Instructor of the course	University funding
Enhance ability to search/retrieve electronic information and enhanced awareness of privacy, safety, and security concerns.	Improved search/retrieval skills required by environmental factors and general education.		Duration at SOSU	Various Instructors/Students themselves	N/A

Goal 6: Recognize unethical and illegal use of technology including copyright and privacy issues.

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Sources
Recognize unethical and illegal use of technology including copyright and privacy issues. *example* Demonstrate compliance with SE's Student Code of Conduct as it pertains to computer and technology usage.	Understand the basics of copyright issues as applied to the use of online materials, especially pertaining to the downloading of music, videos, software, and other media types.	Successful completion of course	One semester	Instructor of the course	University funding
Enhance awareness of and good practices in copyright and privacy issues.	Improved awareness required by environmental factors and general education.		Duration at SOSU	Various Instructors/Students themselves	N/A

Student Technology Literacy Goals – Evaluation (D. Rymel & S. Thomas)

Goal	Instructional Materials, Electronic Resources	Data Gathering and Usage/Application	Expectations/Skills Support
Note: During the course(s), if expected results are not being met, extra assistance from the Instructor will be provided, as well as assistance from the department tutor or the IT department/Help Desk as required. All relevant data will be shared in our annual Learning Technologies Council Annual Technology Plan and updated quarterly as appropriate. Final grades will be evaluated as to successful course completion and posted/archived as required by SE.			
1. Use current word processing software to create a document.	Textbook required by course, Internet access (BlackBoard to access course content, general Internet access for research and information)	Assignment and assessment data will be monitored as an ongoing process by the Instructor, and classroom engagement/participation will be monitored as well for F2F sections. Currently, a pre- and post- test is given for instruction effectiveness purposes.	Goals 1, 2, 3: Students will improve their mastery of productivity software overall. The course content instructs students on the 'how to' of document creation, but goes further to enhance creativity and innovation by hands-on, create-from-scratch original documents they create and then manipulate. Creating documents from

2. Use contemporary presentation software to create an oral presentation.	Textbook required by course, Internet access (BlackBoard to access course content, general Internet access for research and information)	Assignment and assessment data will be monitored as an ongoing process by the Instructor, and classroom engagement/participation will be monitored as well for F2F sections. Currently, a pre- and post- test is given for instruction effectiveness purposes. .	the viewpoint of the reader, not the creator, reinforces communication with the intended audience using typed content, various media content, and good use of formatting tools. These Goals provide students with software knowledge and skills that enable them to connect with learners from various backgrounds, capabilities and cultures, and to collaborate globally using a variety of those software tools to effectively convey content and ideas.
3. Use contemporary spreadsheet software to organize, manipulate, and present numeric data.	Textbook required by course, Internet access (BlackBoard to access course content, general Internet access for research and information)	Assignment and assessment data will be monitored as an ongoing process by the Instructor, and classroom engagement/participation will be monitored as well for F2F sections. Currently, a pre- and post- test is given for instruction effectiveness purposes.	These goals empower students to think about and solve problems using productivity software. They will be able to leverage technology to transfer and disseminate their knowledge and ideas in a variety of outputs and formats.

4. Use the Internet and email to retrieve and communicate information.	Textbook required by course, Internet access (BlackBoard to access course content, general Internet access for research and information)	Usage of the Internet is a required, ongoing activity for both online and F2F sections. Student access, familiarity with, and ability to use the Internet will be monitored as an ongoing process by the Instructor, and classroom engagement/participation will be monitored as well for F2F sections.	Goals 4, 5: Students will gain skills and knowledge that support gathering and using electronically-acquired information. Their use of SOSU's library and other online databases will hone their abilities to locate and evaluate, synthesize and compile, apply and use information from multiple sources.
5. Develop strategies to address questions by searching and retrieving information available electronically.	Textbook required by course, Internet access (BlackBoard to access course content, general Internet access for research and information), online support tools provided by SE (tech basics, tools, online learning information, and help – CIDT, online tutorials for searching, evaluation, citing – Henry G. Bennett Library, etc.)	Usage of the Internet is a required, ongoing activity for both online and F2F sections. Student access, familiarity with and ability to use the Internet will be monitored as an ongoing process by the Instructor, and classroom engagement/participation will be monitored as well for F2F sections. Support and instruction will be provided related to best practices and successful online behaviors.	Using the Internet and email to connect at a distance allows students to collaborate and exchange information with peers and experts of every culture and background. By engaging with these peers and experts, students will develop a deeper cultural and global awareness, which also enhances their ability to communicate effectively.

6. Recognize unethical and illegal use of technology including copyright and privacy issues.	Textbook required by course, Internet access (BlackBoard to access course content, general Internet access for research and information), online support tools provided by SE (tech basics, tools, online learning information, and help – CIDT, online tutorials for searching, evaluation, citing – Henry G. Bennett Library, etc.), SE Student Code of Conduct and Student Handbook, and other Instructor-chosen resources utilized in the course.	Usage of the Internet is a required, ongoing activity for both online and F2F sections. Student access, familiarity with and ability to use the Internet will be monitored as an ongoing process by the Instructor, and classroom engagement/participation will be monitored as well for F2F sections. Support and instruction will be provided as to best practices as well as legal/ethical/security/privacy concerns as applied to electronic information.	Students will gain a deeper understanding of legal and ethical behaviors as related to technology usage. Students will learn best practices and good habits when using social media and digital content. Students will understand and use computer systems and technology safely, so as not to compromise the security of their system and network. They will also understand and manage personal safety and privacy concerns as it relates to technology, understanding and being aware that their digital persona has real-world impact and consequences.

Staff Training/Professional Development Goals

Southeastern Oklahoma State University (SOSU) has adopted and adheres to the International Society for Technology in Education (ISTE) *Standards for Educators* (2017) is an excellent source to help educators and administrators develop strategies for implementing new technologies and utilizing current technologies in methods to facilitate effective teaching and learning. In order to develop strategies, one must first be aware of the current technological situation on our campus. There were numerous questions in the Learning Technology Survey which help paint a picture of the current state of staff and professional technological development skills/status. For instance, 58 out of 64 who answered the tech survey had primary offices on the Durant Campus, and 75% of all who answered the survey teach at least 1 online course, but mainly use Windows versus Linux. Staff and faculty are not fully aware of the storage options (cloud or campus network) available to them. If faculty and staff did wish to receive further training, they would prefer to receive it on their Windows based laptop or a smartphone, not a tablet or desktop. Also, only 19 of 47 felt comfortable using tech in a face-to-face setting, which means training is something that should occur to make this percentage greater. The training most interested in by faculty and staff was for Maker Space, and then next topic most noted was video creation.

The Center for Instructional Development and Technology (CIDT) hosts a *Drop in Training* 2 times per year. This training typically consists of a staff member from each technology department available in one location to provide information and answer questions regarding the current technologies available to SE's faculty and staff. One on one Blackboard training is available through scheduling an appointment with a CIDT staff member. Training for new staff and faculty members is also offered by IT. Further, all faculty, staff, and students have full access to Lynda.com which includes over 13,000 online instructional videos for technology commonly found at Southeastern. Lastly, SOSU requires Mandatory Quality Matters training for new Instructors that teach at least one class that is 75% or more in an online format.

Goal 1 - ISTE Standards for Educators - Learners: Teachers and administrators continue (or begin) their education on best practices for leveraging technology in the classroom.

Action Plan: Strategies/Activities:

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Attend specialized training session for technology oriented teaching tools	Individual will learn how to correctly use (or enhance their knowledge) a technology to enhance their teaching.	Successful completion of training/course.	When opportunities arise	Faculty member or administrator	Academic Affairs, Professional Development Mini-grants
Attend Tech oriented conference	Learn about the latest teaching technologies, and how to use them.	Attend conference	As available	Faculty member or administrator	Academic Affairs, Professional Development Mini-grants
Keep up to date with current trends in social media in teaching delivery methods	Individual will remain current in social media applications	Use social media in the classroom to facilitate learning	Continuous	Individual	

Goal 2 - ISTE Standards for Educators - Leader: Help to shape the way technology is used on our campus to enable/enhance student learning.

Action Plan: Strategies/Activities:

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Participate on committees which deal with technology on campus.	Individual will help to address technology and how it shapes learning for the students.	Individual will have added their input into the current or future state of technological integration into the classroom.	A committee duty at least once/three years.	Individual faculty member or administrator	
Ensure equitable access for all students	The individual will have a clear idea of how access may vary based on demographics, and will use this information to make informed decisions on how to make access more equitable for all students.	Survey and review of students access to technology, with suggestions for improvements.	yearly	Committee comprised of faculty and administration	

Goal 3 - ISTE Standards for Educators - Citizen: Enable students to actively participate in the most current digital applications/platforms.

Action Plan: Strategies/Activities:

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Get students to engage online in a new method / approach / application	Instructor will have engaged students in discussion about newest applications / platforms.	Students will have learned to use a new application / digital platform to enhance their learning experience.	continuous	Instructor	
Have students use digital tools to contribute to the community.	Instructor will have guided students through the use of digital tools to enact with the community.	Students will have engaged with the broader community through digital means.	continuous	Instructor	
Teach students about personal data and identity in regards to the broader community	Instructor will have educated on the best practices for handling their digital presence.	Students will be aware of the consequences of their digital presence in the larger community.	continuous	Instructor	

Goal 4: ISTE Standards for Educators - Collaborator - Collaborate with colleagues and students to discuss, discover, educate, and share technology resources.

Action Plan: Strategies/Activities:

Collaborate with colleagues.	Create student learning experiences that leverages technology	Learning experiences for students tested in the classroom.	continuous	Instructor / collaborators	
Collaborate with students	Use shared technologies / collaborative tools to enhance student learning.	Students will have engage with multiple entities / individuals through shared technology	continuous	Instructor / students	

Goal 5 - ISTE Standards for Educators - Designer: Design student activities and environments that allow for flexible student learning.

Action Plan: Strategies/Activities:

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Create a personalized learning environment.	Use technology to create a student learning environment suitable to accommodate differences and needs	Students of varying skills and learning styles will have used the personalized learning environment to increase learning.	continuous	Instructor / collaborators	

Goal 6 - ISTE Standards for Educators - Analyst: Use data analysis to improve instruction and enhance student learning

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Provide alternative ways for students learn through technology.	Instructor will demonstrate a flexible approach to student learning through technology.	Students demonstrate competency through various approaches to learning through technology.	continuous	Instructor	
Implement assessments that accommodate learner needs.	Instructor will gather assessment data based on student learning through technology	Student participation in assessment	Per semester	Instructor	
Analyze data	Use assessment data to guide and improve student self-directed learning in future courses.	Comparison of learning outcomes before and after data analysis and alterations to see if learning outcomes have improved.	Per assessment cycle	Instructor	

Staff Training/Professional Development Goals – Evaluation

Southeastern Oklahoma State University has two primary existing staff training and professional development goals and related evaluation. All classes that published in cooperation with Academic Partners are evaluated by both (1) CIDT and (2) A.P. based on the Quality Matters rubric prior to publishing in the academic course schedule. All Faculty are encouraged to complete at least Level I and II of the Quality Matters training. All Faculty who teach 75% online classes or more must take and place the Level I. The Title III Grant P.I. evaluates the effectiveness of that programs efforts to increase student recruitment and retention via technology integration by tracking and reporting those statistics on a yearly basis. The LTC will also quantitatively track all of the metrics of this plans stated goals:

(1) **Goal 1:** Student enrollment and retention will increase by 2% per year in both online and face-to-face formats;

(2) **Goal 2:** Student engagement/communication with other students, Professors, and alumni will increase by 5 %; and

(3) **Goal 3:** Student academic performance (GPA/Graduation rates) will increase by 0.5%.

Lastly, LTC will qualitatively measure the other need and priorities stated in this plan based on the ISTE Standards for Educators:

Goal 1 - ISTE Standards for Educators - Learners: Teachers and administrators continue (or begin) their education on best practices for leveraging technology in the classroom.
- Evaluation will be straightforward, as one can list the technology conferences and training sessions attended on an annual basis.

Goal 2 - ISTE Standards for Educators - Leader: Help to shape the way technology is used on our campus to enable/enhance student learning.
- Committee memberships can be listed on an annual review. While analysis of assessment of survey and review of students access to technology, with suggestions for improvements outcomes can be performed.

Goal 3 - ISTE Standards for Educators - Citizen: Enable students to actively participate in the most current digital applications/platforms.
- Tech infrastructure acquisition and maintenance plans and student course feedback evaluations

Goal 4 - ISTE Standards for Educators - Collaborator: Collaborate with colleagues and students to discuss, discover, educate, and share technology resources.

- A listing of collaborations with assessment oriented outcomes.

Goal 5 - ISTE Standards for Educators - Designer: Design student activities and environments that allow for flexible student learning.
- Student course feedback evaluations

Goal 6 - ISTE Standards for Educators - Analyst: Use data analysis to improve instruction and enhance student learning
- University-side (Task Stream) assessment plan and tools and department (such as Chalk & Wire)

Technology Infrastructure Goals

Goal 1 Support PC Replacement Plan: SOSU will fund and manage a PC replacement plan that focuses on our students. The Help Desk utilizes its resources in a manner that ensures students have the most current technology possible available to them in the University Computer Labs. The PC Replacement is implemented with the intentions of ensuring no computer lab has computers older than 3 years old. At the same time, Faculty and Staff computers are rotated on a five-year basis. Exceptions are made for Faculty, Staff or Computer Labs that require an even shorter rotation for replacement.

Action Plan: Strategies/Activities:

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Replace Student Computing Labs on a three-year rotation.	Student computing labs operate at sufficient level to support academic instruction and computing.	Average Age of Computer Labs	Ongoing	Information Technology Helpdesk	University Technology Fees and Other Sources
Replace Employee Computers on a five-year basis.	Employee computer operates at a sufficient level to support academic instruction and university operations.	Average of operational desktop computer inventory. Performance evaluation/assessment of helpdesk technician.	Ongoing	Information Technology Helpdesk	University Technology Fees and Other Sources

Goal 2: Fund support network infrastructure refresh including network switches, Wi-Fi, and battery backup systems(UPS).
Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Replace Switch Hardware on a 7-year basis.	Network infrastructure provides a stable connection to support video, instruction, operations, security, voice applications, and cloud computing.	Software for network monitoring including What's Up's Gold and One net's SNAP software.	Ongoing	Austin Harman & Network Operations	University Technology Fee, Grants, and Other Sources

Goal 3: Fund centralized server and storage refreshes (some servers are over 10 years old). Insure all critical infrastructure is currently supported by the manufacturer (or qualified third party) via warranty or maintenance support contract(s).

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Replace Server Hardware on a 5-year basis.	Server infrastructure provides a stable platform to support instruction, operations, security, and integration with cloud computing.	Average Age of Servers & Related Hardware	Ongoing	Information Technology & Network Operations	University Budget and Designated Fees.

Goal 4: Adopt and implement robust communications system to replace desk phones (e.g. Jive).

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Evaluate and Implement modern communications systems appropriate for higher education.	Communication system will support higher learning using modern technology and industry standards.	Phone logs/traffic study.	Ongoing	Information Technology - Telecommunications	University Budget

Technology Infrastructure Goals – Evaluation

Maintaining a modern technology infrastructure supports the university's mission to provide quality instruction both online and in person. Southeastern's IT departments work together to insure technology solutions provide a stable and secure platform to facilitate quality academic experiences and to support the related operational functions. Ongoing technology refreshes of and continuous evaluation of centralized solutions will insure a successful cycle of technology-rich options for faculty, staff, students, and others. In summary, our current evaluation methods include, but are not limited to: Network performance dashboards and logs, university-wide survey-based feedback, helpdesk support ticket analysis, and ongoing qualitative feedback based on formal and informal collaboration with all stakeholders. Overall, SOSU has a long legacy and continues to be an industry leader in the field of higher-end I.T. in the support of academics. Therefore, they will continue to looks for evaluation opportunities to assist them in meeting and exceeding all standards and other expectations.

Technology Infrastructure Goals Table #1

Need	Comments	Initial Cost	Recurring Costs	Funding
Student Laptops	-Reimbursed with new student fee - $125.00 per semester ($400,000 + $80,000)/500 students = $960 per student ($960/4 years = $250.00 per year; $125 per semester) -Issued to just new students – not current?	$800 per laptop @ 500 students - first year	$800 per laptop @ 500 incoming students	Student fees
Support for Laptops	-Currently two personnel support 3,000+ devices. -Would need two new personnel.		$35,000 plus benefits - times two	Student Fees
Turnitin.com	-Pricing not available on website. Need more information to justify purchase.			
SPSS	-Many need this for research and are currently using it		$7,519 annually office use only	
Mathematica	-If this can do the same thing SPSS can do, why not train and convert SPSS files to Mathematica and save the university money?		$16,576 – annually faculty, staff and student office and home use	Student Fees

Zoom	-If user has an account and does not use Zoom, the university is still charged		$15.00 per user annually	Grant (Initially)
Training	Blackboard, Maker Ed, Storage Options, Excel		In-house	University Funding/Academic Affairs - mini-grants for technology training and conferences
Training	Quality Matters – Many respondents noted they were unaware via LTC survey Need to know status of all employees who need		$2,600 Consortium Pricing (already a subscriber)	
Training	Super Computing		Capacity available for use and training	
Blackboard Support	Need telephone support nights and weekends – five weeknights 5:00-10:00; Saturday 10:00-10:00; Sunday 1:00-10:00		46 hours weekly * 48 weeks * $10.00 (hourly with benefits) $22,080	
IETV	Recommend – a cost/benefit analysis of IETV be conducted by IT		83,000/year	
Wireless Access Points	SE purchased heat map software to evaluate WAPs	$1,200 each		

Classroom Docking Stations	Recommend - Universal dongle/Adapter docking station device – stay in classroom??? Issued to faculty???	$80 each		
Student Dashboard	Students will be provided with a dashboard that provides real-time educational/program requirements and completion progress and be given real-time access to an advisor and financial aid information			University Funding
Online Library Database Upgrade	a. Increase student access to - and training for - online library research databases. B.			Project GRAD/Discipline Specific funding
Zoom for Students	Provide students with online teaching and learning services such as Zoom			Project GRAD
MakerSpace	MakerSpace availability both in-person and virtual			Project GRAD
Student Badges, Websites, Online resume, SE LinkedIn	Badges, personal, professional websites, online resume/cv site (LinkedIn) based on 21st century learning skills.			University funding

Diagnostic Tools	Related diagnostic tools and recommend learning solutions on a regular and routine basis. For this purpose, they will use information provided from the annual Learning Technologies Survey, ISTE standards, the NETP, as well as other respective best practices in the field.			Project GRAD
Undergraduate - 7-week format - carousel	Move undergrad students to the new graduate model of a course carousel and 7-week flexible course period.			University Funding
Online source for students	Educational and professional opportunities for students - possibly via the dashboard and LinkedIn			University Funding
Integration of LMS with other systems	Blackboard integrated with Campus Connect and other university systems - student dashboard project			University Funding
Smart inking				University Funding
Chalk and Wire	For Education Majors only, purchased through SOSU bookstore			Student self-funded I.T funded Faculty/Staff training

University PC Replacement Plan	Student Labs - every 3 years; Faculty - every 5 years			University Funding
Network Infrastructure Refresh	$83,000 annual rotation			University Funding
Centralized Server and Storage Refresh	$120,000-160,000 one-time for 5 years			University Funding
Jive	Robust communication system to replace current desk phones			University Funding

Technology Infrastructure Goals Table #2

Need	Comments	Initial Cost Estimates (As noted and/or negotiated)	Recurring Costs	Funding
Laptops	New freshmen	estimate 500 annually, can reimburse with student fees	$480,000 (annual)	

Hardware			$800 each (approximate)	
Software	Microsoft office included; Adobe Creative Cloud Suite		Discounted to $20 per month	Student would have option to pay this
Support personnel	Two FTEs are currently supporting around 3,000 devices. Increased tech/computing would require two additional funding		$35,000 plus benefits each	
SPSS	If Mathematica is sufficient, can training offset cost of software – catch is that SPSS file extensions would not open in Mathematica without conversion –		Campus license only – $7,519.35 annually	
SPSS - Mathematica			$16,576 – home use and campus use – faculty, staff and students	
Departmental Website Updates	SOSU's I.T. Department manages all technical aspects of the website. They will continue to meet with			

	Department Webmasters upon request to manage page updates.			
Zoom			Site license per user or campus wide – per user, per year - $15.00 whether you use the software or not	
Training - Blackboard, Maker Ed, Storage options, Quality Matters, 508, etc.	Learning Technologies Committee with invited speakers can host			
Blackboard	Weekend/weeknight support costs – schedule on the website – chat and email available but not phone – telephone M-F 8:00-5:00 – chat, email some availability nights and weekends			
High Performance Computing (Dr. Frinkle)	Capacity and cost of training			

Docking stations	Cost of audio/video cords for Macs, windows, iPad, etc. – Universal dongle/Adapter docking station device Stay in classroom? Issued to Faculty?	$80		
IETV	Based on the ability for IETV to seamlessly integrate with Zoom to provide students and faculty with the ability to simultaneously participate in face-to-face and online classes, the cost of IETV is worth its benefits to our learning community		Equipment upgrade per room = $2,000-$3,000.	
Wireless	Heat map software has been purchased to assess access points	$1,200		

Budget Summary – Narrative

Working collaboratively with all other key stakeholders and budget directors, SOSU's Learning Technology Council - LTC (see Appendix E: Learning Technologies Council Function Statement) will help coordinate the activities from the various funding sources to support the goals and objectives of this plan by primarily utilizing the established department policies and procedures. The LTC will serve as the main SOSU inter-departmental learning technologies leadership team that reviews and offers recommendations for all related theoretical and practical items. To empower the forthcoming LTC with sufficient budget information, this plan contains acquisition and ongoing support costs for all hardware, software, professional development, and other services that will be needed to implement the strategy. Our funding sources for all items include, but is not limited to: General fund, I.T.'s Title III Grant, SOSU Foundation, PROJECT GRAD, and Departmental Grants. This funding strategy/sources is/are noted throughout this plan, where and as appropriate. All learning technology council recommended expenditures will continue be directed/stewarded by the related budget manager, as well as the appropriate Administrator(s); for example, the Executive Director of I.T./C.I.O. will be the final approval on all technology-related purchases and the V.P.A.A. will be the final approver on all academic purchases.

Technology Plan Summary

After 100 years in existence, this is SOSU's first comprehensive learning technologies plan. Thus, the plan author's full expect that it is a *living document* that will be adjusted by the Learning Technology Council on an as need basis to meet the needs of Faculty, Admin, Staff, and those students and others that they serve. The items that drive the need for plan adaptation can include items such as change(s) in budget, personnel, technology and learning *upgrades*, culture, and numerous others. Ultimately, our goal is to promote and sustain the most innovative learning environment to recruit, retain, and promote our students who will then further bless their communities and world. Thus, the LTC will continue to revise and refine this plan to meet the learning technology needs of our stakeholders.
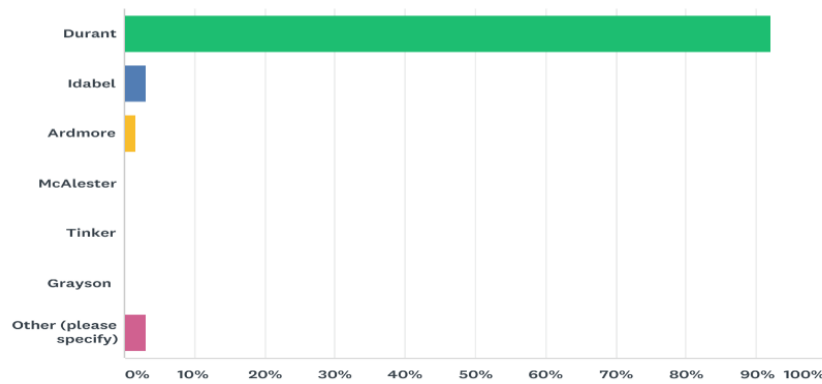
Appendix

Appendix A: Survey results (58 pages) linked here:
https://drive.google.com/file/d/1aVVd9Q9Wb8Q9LBOgpI9to_WDLf3_Rqec/view?usp=sharing

SE's 2017 Learning Technologies Council Survey

Q2 Primary office location

Answered: 63   Skipped: 1

ANSWER CHOICES	RESPONSES	
Durant	92.06%	58
Idabel	3.17%	2
Ardmore	1.59%	1
McAlester	0.00%	0
Tinker	0.00%	0
Grayson	0.00%	0
Other (please specify)	3.17%	2
TOTAL		63

#	OTHER (PLEASE SPECIFY)	DATE
1	Rowlett, TX	10/12/2017 2:25 PM
2	online only	10/2/2017 4:36 PM

Appendix B: Technology Inventory, Replacement, and Maintenance PlansServer Replacement Plan

Physical Equipment	Quanity	Ship Date	5 Year = EOL	7 Year = No Support	Last Replacement Cost
Camera Surveillance	1	9/27/2007	9/27/2012	9/27/2014	unknown
Domain Controller	1	10/22/2014	10/22/2019	10/22/2021	$4,210.32
Durant Firewall 1	1	6/7/2013	6/7/2018	6/7/2020	$5,550.91
Durant Firewall 2	0	Needed			Move from Virtual
Durant Media Drive Arrays	1	4/18/2016	4/18/2021	4/18/2021*	$18,629.01
Durant Primary Drive Arrays	2	11/3/2014	11/3/2019	11/3/2019*	$79,661.41
Durant VM Hosts	4	3/15/2012	3/15/2017	3/15/2019	$56,188.12
File Backup Controller	1	10/29/2014	10/29/2019	10/29/2021	$15,638.13
Idabel Firewall 1	1	12/5/2016	12/5/2021	12/5/2023	$1,903.50
Idabel Firewall 2	1	12/5/2016	12/5/2021	12/5/2023	$1,903.50
Idabel Media Drive Arrays	1	4/18/2016	4/18/2021	4/18/2021*	$18,629.01
Idabel Primary Drive Arrays	2	3/15/2012	3/15/2017	3/15/2017*	$55,741.00
Idabel VM Hosts	3	3/21/2014	3/21/2019	3/21/2021	$22,582.23
Lynx 1	1	6/2/2011	6/2/2016	6/2/2018	$5,070.81
Lynx 2	1	6/2/2011	6/2/2016	6/2/2018	$5,070.81
Media Server	1	6/7/2013	6/7/2018	6/7/2020	$5,550.91
SCCM	1	4/25/2011	4/25/2016	4/25/2018	$8,368.72
Student Domain Controller	1	10/22/2014	10/22/2019	10/22/2021	$4,210.32
Wireless Firewall	1	11/30/2017	11/30/2022	11/30/2024	$3,020.21
Updated: 12/14/2017				TOTAL	311,928.92

5 Year Rotation Cost	$62,385.78	Annually

Behind on these servers

No longer have any support offered from vendor.
*Vendor notified us that no more support on drive arrays past 5 year.

2.

Appendix C: Switch Replacement Schedule

Location	Switch Model	Quanity	Port Speed	Backbone Speed	Installation Date	Replacement Date	Replacement Cost
Administration	Juniper	8	1G	10G MM	2013	2020	33,760.00
Aerospace East	Cisco	2	1G	1G MM	2004	2011	8,440.00
Aerospace West	Juniper	2	1G	10G SM	2016	2023	8,440.00
Arena 1st Floor	Cisco	3	1G	1G MM	2007	2014	12,660.00
Arena 2nd Floor	Cisco	1	1G	1G MM	2007	2014	4,220.00
Art	Cisco	3	1G	1G MM	2008	2015	12,660.00
Art Distribution	Cisco	1	1G	1G MM	2007	2014	4,220.00
Biology 1st Floor	Cisco	1	1G	1G MM	2008	2015	4,220.00
Biology 2nd Floor	Cisco	1	1G	1G MM	2007	2014	4,220.00
Biology Lab	Cisco	1	1G	1GB Copper	2014	2021	4,220.00
Chickasaw Tower	Juniper	2	1G	10G SM	2017	2024	8,440.00
Chickasaw Towers 3rd Fl	Cisco	3	1G	1G MM	2008	2015	12,660.00
Chickasaw Towers 7th Fl	Cisco	3	1G	1G MM	2008	2015	12,660.00
Choctaw Penthouse	Juniper	1	1G	1G MM	2013	2020	4,220.00
Choctaw Tower	Juniper	2	1G	10G SM	2017	2024	8,440.00
Choctaw Towers 3rd Fl	Cisco	3	1G	1G MM	2008	2015	12,660.00
Choctaw Towers 7th Fl	Cisco	3	1G	1G MM	2008	2015	12,660.00
Classroom Building	Cisco	8	1G	1G MM	2006	2013	33,760.00
Durant-Core (Copper)	Juniper	2	1/10G	10G MM	2013	2020	8,440.00
Durant-Core (Fiber)	Juniper	4	1/10G	10G MM	2013	2020	39,960.00
Equestrian	Juniper	1	1G	200MB Air	2014	2021	4,220.00
Federal Prog N.	Juniper	1	1G	1G MM	2011	2018	4,220.00
Federal Prog S.	Juniper	1	1G	1G MM	2011	2018	4,220.00
Fine Arts 1st Floor	Cisco	3	1G	1G MM	2005	2012	12,660.00
Fine Arts 2nd Floor	Cisco	1	1G	1GB Copper	2005	2012	4,220.00
Football Fieldhouse	Juniper	1	1G	1G MM	2012	2019	4,220.00
Football Pressbox	Juniper	1	1G	1G MM	2012	2019	4,220.00
GIS Lab	Juniper	1	1G	1GB Copper	2014	2021	4,220.00
Hallie McKinney E	Juniper	3	1G	1G MM	2014	2021	12,660.00
Hallie McKinney W	Juniper	7	1G	1G MM	2011	2018	29,540.00
HPER	Juniper	3	1G	1G MM	2011	2018	12,660.00
Library 2A	Juniper	5	1G	10G MM	2013	2020	21,100.00
Math	Juniper	2	1G	1G MM	2011	2018	8,440.00
Morrison East	Cisco	4	1G	1G MM	2008	2015	16,880.00
Morrison West	Cisco	4	1G	1G MM	2008	2015	16,880.00
NOC	Juniper	2	1G	10G MM	2013	2020	8,440.00
North Hall	Juniper	2	1G	10G SM	2015	2022	8,440.00
OSH 1	Cisco	1	1G	1G MM	2006	2013	4,220.00
OSH 2	Cisco	2	100M	1GB Copper	2006	2013	8,440.00
Physical Plant	Juniper	1	1G	200MB Air	2011	2018	4,220.00
President Conference Rm	Cisco	1	1G	1G MM	2007	2014	4,220.00
Russell 1st Floor	Cisco	4	1G	1G MM	2008	2015	16,880.00
Russell 3rd Floor	Cisco	4	1G	1G MM	2006	2013	16,880.00
Russell Lab	Juniper	2	1G	1G MM	2011	2018	8,440.00
Science	Cisco	6	1G	1G MM	2008	2015	25,320.00
Shearer 2N	Juniper	2	1G	10G SM	2015	2022	8,440.00
Shearer 2S	Juniper	2	1G	10G SM	2015	2022	8,440.00
Softball Fieldhouse	Juniper	1	1G	200M Air	2014	2021	4,220.00
Softball Pressbox	Juniper	1	1G	200M Air	2014	2021	4,220.00
Student Union 1N	Juniper	4	1G	10G SM	2016	2023	16,880.00
Student Union 2N	Juniper	2	1G	10G SM	2017	2024	8,440.00
Student Union 2S	Juniper	3	1G	10G SM	2017	2024	12,660.00
Student Union 3N	Juniper	3	1G	10G SM	2017	2024	12,660.00
Student Union 3S	Juniper	2	1G	10G SM	2017	2024	8,440.00
Tech Room	Cisco	1	1G	1G MM	2006	2013	4,220.00
Theatre	Cisco	2	1G	1G MM	2007	2014	8,440.00
UDL	Juniper	4	1G	10G SM	2017	2024	16,880.00
UDL-Core	Cisco	1	1G	1G MM	2006	2013	4,220.00
University Center	Cisco	2	1G	1G MM	2007	2014	8,440.00
VPAC	Juniper	1	1G	1G SM	2014	2021	4,220.00
VPAC Distribution	Cisco	3	1G	1G MM	2007	2014	12,660.00
Welcome Center	Cisco	2	1G	1G MM	2007	2014	8,440.00
Updated: 12/14/2017						TOTAL	668,740.00

7 Year Rotation Cost	$95,534.29	Annually

Behind on these closets

Appendix D: Computer Lab Website http://www.se.edu/dept/information-technology/computer-labs/

Appendix E: Learning Technologies Council Function Statement

Learning Technologies Council (LTC)
Function: The function of the Learning Technologies Council (LTC) will provide theoretical and practical leadership for all aspects of all Learning/Instructional Technologies at SOSU. The LTC will coordinate with the appropriate departments/representatives to help guide all related efforts. Similarly, any recommendations by the LTC related to academics will be forwarded to the Faculty Senate.
Key Terms: Learning Technologies is defined as: *The broad range of communication, information and related technologies that can be used to support learning, teaching, and assessment. Learning technologists are people who are actively involved in managing, researching, supporting or enabling learning with the use of learning technology* https://www.alt.ac.uk/about-alt/what-learning-technology*.*
Objectives: Specifically, the LTC will:
1. Create, implement, and maintain a comprehensive sustainable learning technologies plan (LTP), which will include (but is not limited to) the following theoretical and practical components.
2. Evaluate existing use of technologies for learning in all teaching and learning (academic) areas of SOSU via an **annual technology needs assessment survey,** including areas such as (but not limited to): All teaching, learning, leadership, assessment, and infrastructure related items.
3. Research and develop any additional/on-going, necessary alterations to the current learning technologies theory and practice, and any established LTPs.
4. Establish budgetary priorities for learning technologies based on an annual survey.
5. Be directly aligned/in support with the overall SOSU mission and vision

Membership
The LTC voting membership will consist of:
1. 3 Faculty: 1 member from each academic school.
2. Admin or Staff w/ A.P experience
3. Student
4. Admin: I.T. Executive Director
5. Faculty: Librarian
6. Staff: CIDT Rep.

* The Chair will be the senior (highest level of experience & education) Learning Technology Faculty member.

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