University of Idaho

FY 2023 OFFICE OF INFORMATION TECHNOLOGY STRATEGIC PLAN

DIGITAL TRANSFORMATION AND INSTITUTIONAL ALIGNMENT TO IMPROVE THE USER EXPERIENCE

FY 2022 OIT SUCCESSES

These examples of successes of FY 2022 reflect the statewide, enterprise-wide focus of the Office of Information Technology (OIT):

- Formed OIT and brought the technology support of ITS, CALS, Auxiliary Services, all Centers, and others together
- Development of the student journey map
- Initial launch of the MyUI (Ellucian Experience) portal
- Implementation of Canvas learning management system
- Multiple security risk mitigation and compliance projects
- Collaboration tools review and removal of unused telephones lines
- Strategic network upgrade
- Classroom collaboration tool upgrades
- Streamlining of procurement processes for hardware and software.
- Technology policy modernization
- Azure Dev/Ops and Agile development processes

SUCCESS – STUDENT JOURNEY MAP

Student Journey Map

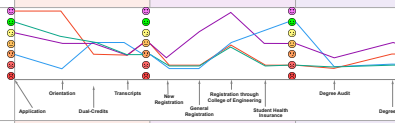
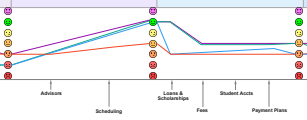
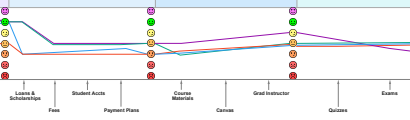
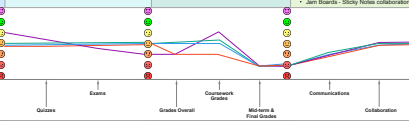
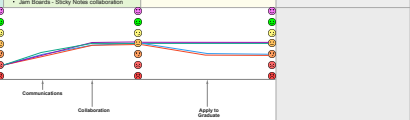
Mapping feedback about student interactions with products and processes end-to-end.

Students interviewed (30):
13 - Undergrad
4 - International/Undergrad
4 - Grad
2 - International/Grad
7 - Online Learners

- Loved Experience, users rave about it
- Happy Experience. Everything worked well. Modern well-designed experience.
- Somewhat Happy Experience. Worked but not modern.
- Neutral Experience (neither good nor bad)
- Somewhat Bad Experience. Klunky, but worked.
- Bad Experience. Some elements were confusing, hard to use or didn't work well.
- Upsetting Experience. Could not complete tasks needed. Required lots of support.

Undergrad
Grad
International
Online Learner

(#) = Number of people that mentioned the same kind of feedback. Anything over 2 is a theme.

	Admissions	Registration	Degree Plan/Audit	Advising	Payments/Fees/Scholarships/FA	Courses	Quizzes/Exams	Grades	Communications/Collaboration	Graduation	Student Worker	Other
Actions What does the user do?	• Apply for admission • Transfer Dual Credits • Sign up for Housing • Provide Transcripts • Attend Orientation	• Enroll in the correct courses/modules for your program • Plan for future semesters	• View progress in my degree • Create a degree plan for graduate degree	• Get advice on what courses to take, what major to declare, what steps need to be taken to complete a degree and graduate • Gain advice pertaining to career options and what education will be required for desired outcome.	• Pay for courses/modules and any fees. • Receive confirmation or a receipt for the fees paid with explanation about what they were paying for	• Attend virtual or in-person courses with a lecturer • Self-study and complete materials for the modules for online learners	• Take quizzes & exams	• Review grades • Review feedback about graded assignments • View final grades	• Collaborate with lecturers and classmates • Get communications from U. of Idaho and clubs and organizations	• Apply for graduation	• Apply for university jobs • Complete timesheets, look up pay and tax information	
User Expectations What part of the service do they interact with?	• Users expect to find all the information they need on the external website about the programme they want to study and what would be required of them as a student so that they would know if they qualify for it • Users expect a smooth process with reminders when they have not finished or completed a step and confirmation messages as they've completed steps to apply.	• Users expect the process to enroll in courses will be a straight forward and easy process. • Users expect that the next set of courses/modules will automatically be pre-populated for them (or easily found) and expect to see all the information they need if there are decisions to make.	• Users expect an easy way to check their degree progress. • Users expect an easy process for applying for a degree plan and a digital method for gaining the necessary signatures.	• Users expect an easy way to reach and schedule time with Advisors. • User expect quick responses from Advisors in communications, removing holds and signing Degree Plans. • Users expect recommendations based on career objectives to go beyond registering for a course but to also include internships, scholarships, dual majors etc.	• Users expect clear and detailed billing with all fees included at the same time. • Users expect easy and obvious payments and plans. • Users expect easy and clear access to information about how to apply for and Scholarships and Loans.	• Users expect easy login and view all course materials related to courses. • Users expect easy, one-stop shop access to all course materials, study materials and text books.	• Users expect easy access to quizzes and exams preferably in one place • Online Learners expect their exams to be online and not proctored in person.	• Users expect easy access to course grades • Users expect single-sign on access to final exam grades • Users expect to get grades for all their assignments and early warning grades or some indication if they are not doing well.	• Users expect easy collaboration with faculty and fellow classmates. • Users expect quick response to questions from faculty • Users expect communications from the school but would like those communications to be based on who they are.	• Users expect to find all the information they need on the external website about the graduation process and what would be required of them as a graduate student so that they would know if they qualify for it • Users expect a easy process for applying for a graduation and a digital method for gaining the necessary signatures.	• Users expect to find job postings and apply for university jobs easily • Users expect to have easy access to everything they need to accomplish related to their university job.	
Touchpoints What part of the service do they interact with?	• Common App • Idaho State advanced acceptance program • University Website • Dual-Credit - https://www.webpages.uidaho.edu/transfercoleo/transferfaqmap.html	• Banner - Registration • CivitasLearning - Schedule planner • University website - course descriptions • Class Schedule (course listings to see what's available to register for) - https://www.webpages.uidaho.edu/schedules/ • National Clearing house (Proof of Enrollment) • Bookstore - Textbooks • Vandalweb - Transfer Articulations (will be in Page Builder) • Change of Study Plan Form (Banner Workflow Page Builder) • Student Profile - action items- Terms of payment, Student Health Insurance, Emergency Contact Update	• COGs process (manual paper based) for getting signatures for Degree Plan. • Degree works - for undergrad Degree Audit program or accepted Degree Plan for grad students • Trello (Denise Engebretsh uses to help Engineering Outreach students set up a Degree Plan that will work for them) uses the chat and comments features to communicate with them. • Graduate Student Committee Information - Dissertation committee	• Starfish (Vandal star) - scheduling with professional advisors • Email (scheduling with Faculty Advisors) • Courseleaf - class scheduling • CAT - Banner Catalog	• VandalWeb (Billing) • Paypath (Payments) • Touchnet Marketplace (Payments) • VandalWeb/CODs portal/Vandal - Scholarships	• Canvas • Sonic • Pearson • McGraw Hill • Harvard Business Review • Library Course Reserves • Wellspace.uidaho.edu • Technical Studio • Engineering Outreach Portal (pre-recorded course videos) • Microsoft Stream (pre-recorded Zoom lectures) • Turnitin (uploading assignments with added fee for students)	• Canvas • Cengage • Proctorium (proctored online exams)	• VandalWeb (Mid-term and Final Grades & GPA) • VandalStar (Early warning grades, Kudos) • Canvas (assignment, quiz and exam grades)	• Zoom • Canvas • MS Teams (Capstone, ASUI) • Slack • Discussion Boards (BB Learn and Canvas) • Google Forms (for clubs) • Google Docs • Google Groups • Email • Newsletters • Snapchat (unsanctioned) • Instagram (unsanctioned) • Discord (aren't monitored by professor) • Engage (clubs and organizations us it for joining and events) • Instagram (examples of Architecture) • Pinterest (examples of Architecture) • OneDrive • What's App (IPO office group) • Facebook (Nepalize Association) • Voice Thread (voice over explanation of file) • Air Table • Notion • Jam Boards - Sticky Notes collaboration	• Vandalweb Graduation Application Menu - Apply to Graduate, Graduating senior survey (may move to Qualtrics)	• Handshake (University Job posts, Internships) • Vandalweb (Timesheets, Paystubs, Taxes) • VandalWeb/CODa portal/Vandal - Internships	• Textbook Express (Only used by EO) • Duo Mobile (Authentication) • Boost Mobile App (food pre-ordering) • Library online • iVandal (International Student Info) • Vandal Bookstore
Experience What is the user feeling?												
Pain Points What are the risks or issues with the current process/interactions?	**APPLICATION** International/Undergrad/Grad - "If you are a first generation student and from another country you don't have help to navigate you through the process. You have to hire a consultancy to help you with it. I had to hire a consultancy to help me and get set up. The university assumes you are already know/understand many things like how to use online tools and how to register. We need more help from people that understand us and IPO is understaffed now because of COVID." (6) Online Learner - "I was looking for a good online graduate program that had accreditation. U. of Idaho did not show up in most of the online searches for an online graduate study program. A co-worker had to tell me they had a good program and then I had to know the exact name of the program was MAT in order to find information on the website." (3) Online Learner - "It would be nice to know upfront the info regarding your program of study. There's a lot of back and forth to understand what your degree is. It would be good to know what is the degree plan for the degree before signing up for it." (2) International/Undergrad - "I had to apply for housing and meals before I arrived in Idaho. I thought I could move into housing but found out I was too early to move in. I had to reach out to the IPO office and the Nepalese Association to get help. I stayed in another student's apartment until housing opened." (2) **ORIENTATION** International/Grad/Undergrad - "I wasn't able to attend U.Idaho Bound because it happened several weeks before the term starts and I didn't arrive in time for it. I attended orientation that IPO puts on because it's right before the term begins and there isn't much time for registration and other things I needed to know." (6) Grad - "There was no orientation to help students in the Masters or PHD programs. COGS has developed a class to help that is automatically assigned to new students but it doesn't include registration. I had to figure it out on my own and talking to advisor." (2) Undergrad - "I attended U.Idaho Bound on Zoom. They didn't go over registration so I had to figure it out myself. There was a pdf provided but I couldn't figure it out because the pdf assumed I knew where to go in the first place and then took you through steps to register. I had to reach out to my advisor for support." **DUAL CREDIT** Undergrad - "I had dual-credits coming in. I had to rely on my High School counselor a lot to help me figure out what dual-credits to take. Then I needed to transfer the courses in after I applied to U. of Idaho and that confused me because I was taking courses through University of Idaho and had a login. I thought I was already a student and those courses would automatically apply to my degree." (4) Undergrad - "I had issues figuring out how to get credit for dual credit courses from High School. Some did not apply toward U. of Idaho." (3) Undergrad - "I had a Vandal number but I didn't have an account to login and view my progress at	**NEW REGISTRATION** International/Undergrad/Grad - "The week at a glance schedule in Vandalweb is gone. It was very useful. I'm sad to see it's no longer there." (15) International/Undergrad/Grad - "The new registration is really clunky. I don't like it at all. Seems like a downgrade from the last version. It used to be more of a step by step process which was a lot less confusing." (9) International/Undergrad/Online Learner - "The first time registering was difficult to figure out. I had to get support from advisor to register for classes." (Didn't attend UIdahoBound) (8) Undergrad/Grad – "I hate that I have to go so many clicks in to see my weekly schedule and weird that I have to go in through Registration to find it. (5) Undergrad/Grad - "I hate that course scheduler doesn't bring CRNs into the registration shopping cart. Very confusing and time consuming. I have to take a screenshot to get the CRNs."(4) International/Grad - The new registration - "There was no warning that it would be different. I didn't know it was going to happen and it required doing stuff ahead of time, but we weren't warned that was the case." (3) Undergrad - "I preferred older schedule planner to new one. Could compare several possible schedules better." (2) Undergrad - "I tried to register on tablet and couldn't get it to work. I kept getting an error. Had to switch to a laptop."(2) Undergrad - "I can't have multiple tabs open or registration crashes as you have to take a screenshot of course schedule and then go into registration shopping cart." (2) Undergrad - "The new schedule prints horribly. Information like the times of classes are really hard to see. I had to recreate it on my own so I could read it and bring it with me the first week of school." (2) Undergrad - "It's confusing that you now click on registration and it takes you to a page of links that all seem to be registration links with different names. Thought course scheduler would let me register. Took lots of time to figure it out." Grad - "I've had trouble figuring out the number of credits registered for in new registration." **GENERAL REGISTRATION** Undergrad/Grad/Online Learner - "I have to have 3 labs open for every registration. 1. Degree Audit, 2. All classes listed as available 3. Schedule Planner. Would be great if they could be combined somehow because it's a lot of work currently." (8) Undergrad/Grad - "I don't get notifications about when I have to do something before registration (pay a balance so there's no hold), when my registration window begins, when I've made it into a waitlisted class or when there's a fee I need to pay." (6) Undergrad - "If you're on the waitlist for a class it messes up your schedule and you don't get notifications if you've made it into the class. You have to keep checking as the semester starts. If you don't check and respond within 2 days you miss your opportunity to sign up for it." (5)	**DEGREE AUDIT** International/Undergrad/Grad/Online Learner - "Using Degree Audit is a huge mess. If he goes to my degree audit and it just spills out a zillion courses to meet requirements and a lot of classes will overlap so it's hard to figure out what to take and it's hard to cut where they are. Some classes overlap with other areas so it might meet more than requirement. It's very hard to figure out what you need to actually graduate." (11) Undergrad "It feels like I know what I'm on track to do but I'm estimating my progress towards finishing my degree. I would like to have something like the a structured plan and an easy way to measure my progress. I want a concise tracker of where I am in and shows how much marks lost to the academic plan or makes recommendations of 3 requirements that could be knocked out with one course." (2) Undergrad/Grad - "Degree audit takes too many clicks to get to. It's very buried." (2) Online Learner - "For Degree Audit you have to manually add all the courses in by knowing the course code which is a real pain. I had to search and find a document to figure out how to do this. It was not intuitive and I shouldn't have to do that." (2) Undergrad - "Degree Audit has issues if he tries to open two tabs. Trying to use the "What If" feature to figure out which scenario he'd prefer and it kept crashing." Undergrad - "Degree Audit and Transfer Articulation don't interface with Degree Audit at all. None of the classes show up. Someone in the college of business reached out after he applied for graduation to ask where those credits are coming from. They asked for proof. I had to send an approval form from advisor to take the independent study for those courses. They didn't have a way to do it. It still hasn't. Degree Audit and transfer courses still show up in red as though they weren't taken." Grad - "I can get information on the website about the application to get into a program but not what I need to do to graduate with a degree in that program. Maybe that information is somewhere but I can't find it." Undergrad - "I'm stressed out about it because my degree audit has a research methods class as a class I have to take and I tried to sign up for it last spring. I reached out to my advisor about it. The advisor informed me it was not a degree requirement anymore. Confused about why it would show up in degree audit if it was no longer required. I had to fill out a form, send to advisor and then the advisor sent it to the Registrar's office. It still shows up in red for me which concerns me." **DEGREE PLAN** International/Grad/Online Learner - "COGs study plan tool is strangely complex for something that should be really simple. If you don't do it right it's a BIG hassle to redo and get all the signatures. Not intuitive. A pain to get to. Would be nice if it was all digital." (8) Grad/Online Learner - "There's no guidance to grad students about what you can and can't take. You're supposed to go back and forth with your advisor to develop a plan but when you think you have it right you send it to COGs and they kick it back because they have rules about what you can and can't do. Very frustrating. Tell us what those rules are from the	**ADVISORS** Online Learning - "Denise Engebretch did all the advising and help with degree plan and registration. Without her we would be lost. She uses Trello to communicate degree plan options with us. i think she's helping us to avoid other pitfalls." (3) Undergrad - "Having dual majors causes a problem because there are two advisors. There is no combined/shared communications so it's up to the student to fill in both advisors. There's no set student plan that they can follow." (2) Grad - "Advisors vary. Some are not as available as others and point to their contract not requiring communication/ work over the summer." Undergrad - "The original advisors weren't able to help with advising on what major to decide on. It would have been nice to have them give her some recommendations of what to do to help her learn more to figure out what major she wanted." Undergrad - "In engineering they have Capstone and it's a year long project and I haven't had any information about how that's supposed to work from my advisor or anyone. I'm concerned this will keep him from graduating on time. I didn't know if I was set up properly." Undergrad - "I'm not getting a lot of career advice or connections for my future career. Had to reach out to previous fraternity brothers for advice and networking." International/Undergrad - "My (Professional) advisor signed me up for really tough courses the first semester. There were issues with language barrier and the courses were very rigorous. Wish the Advisor had recommendations to make to international students that need time to adjust the first semester with course that aren't so hard." **SCHEDULING** Undergrad - "I never use Vandal star. Don't find it useful at all." (5) Undergrad - "As an incoming freshman he didn't realize he needed to check his new email for Idaho to get messages from the school and he missed 4 emails from his advisor before he finally got an email at his home personal address that he needed to make an appointment to register for classes."	**FINANCIAL AID LOANS & SCHOLARSHIPS** International/Undergrad - "I didn't and most international students don't know about the honors program and the scholarships." (3) Undergrad/Grad - "Financial Aid is wordy and clunky and I usually only did/accept/decline but it was confusing where I needed to click. It's not intuitive. Very confusing." (2) International/Undergrad - "Information about Financial Aid and Scholarships is hard to find and sign up for." (2) Undergrad - "Scholarships and how much she owes are in different places. Having it all in one spot would be really helpful." (2) International/Undergrad - "For Scholarships and Internships I have to go through all the details to see if it's for international students or just local U.S. students. There's no way to filter it. It would be so nice to see just stuff that applies to me." International/Undergrad - "I tried to apply for a scholarship through IPO. Was told I didn't get it but no feedback as to why." Undergrad - "I accepted loans but didn't fill out the paperwork one year because I got a job and didn't need it. The next year I accepted loans but got loan money from the previous year and the current year. Had to pay back the money from the previous year loan." Online Learner - "The application doesn't do a good job of explaining loans if it'll be one semester it's applied to or multiple semester throughout the year." Grad - "COGS sends out emails about Grants and research funding but most of it doesn't apply to me. Would be great if there was a way to filter messages so I'm only seeing stuff I have a chance of trying for." **FEES** Undergrad - "Sometimes fees (like fees for online courses or graduation fee) show up but you don't get a notification there's a fee to be paid so you have to keep checking for them." (5) Online Learner - "It costs $150 to $200 more per credit for online courses ($600 more than most online courses if it's an Engineering Outreach course). You're offered less resources and less access to the professor than in-person students. It's unclear what those extra fees are paying for and especially confusing why the fees aren't the same from department to department." (4) Undergrad - "I signed up for a course and didn't find out until after I was registered for it that it was online and then had an unexpected fee to pay." (4) Undergrad/Grad - "Some of the additional course fees are obvious but other times I have to dig in to understand it. A statement of fee estimate when registering would be super helpful! I personally would avoid some courses because of the added fees (Engineering outreach courses in particular). (2) Undergrad - "The alignment of dialog boxes with the grants being accepted or declined is off and makes the process of selecting it confusing." **STUDENT ACCOUNTS** Undergrad/Grad/Online Learner - "There's no	**COURSE MATERIALS** Grad/Online Learner - "Some Grad school professors are creating their own homemade webpages with all the information for the course. Some do it also for undergrad courses. It's hard to find all the info in the places he needs to access things." (wellspace.uidaho.edu) (6) Online Learner - "The (Engineering Outreach Portal) is a separate system where they store all the pre-recorded courses. The classes are in canvas but the lectures are under the EO Portal. Too many places to find things. Didn't know how to login to EO Portal because it required different credentials." (4) Undergrad - "Lots of external course work in other platforms like Cengage, Pearson or McGraw Hill so not all assignments are in one place." (3) Grad - "Many professors are using other sources for submitting homework like sonic. The server glitches it for the professor. They don't like using Canvas." International/Undergrad - "First year international students don't understand that courses that use Pearson and McGraw Hill have assignments and quizzes on their websites. The students don't realize they are missing stuff until after deadlines hit." International/Undergrad - "I get so annoyed with technical Studio. You can schedule things but it's a separate system and I tend to forget how to use it. You have to go really deep to find it and I have to use it a lot for my classes." Grad - "I have to use some statistical applications that require I make special requests from ITS to get added and installed. It's not an intuitive process getting the specialized software for classes. The software sometimes doesn't work as well as needed for the course. It was available on campus in the computer labs but it was hard to get on my laptop. Students don't use labs anymore, I ended up getting access to a virtual machine." **CANVAS** Undergrad - "Many instructors are not using the calendar feature which is a bummer." Undergrad - (In Canvas) "Figuring out the tabs each professor is using is confusing. There is no consistency." Online Learner - "In Canvas, if an instructor doesn't set a due date for an assignment it doesn't show up on my dashboard. If I click on an assignment by accident it goes off my dashboard and I can't find it again." Undergrad - "Some professors are creating assignments in Canvas for tasks I need to do in MacGraw hill connect but when I do those assignments they don't get marked off in Canvas. I have to go back into Canvas to mark them done." Undergrad - "When I try to submit multiple files (of different types) for my assignment in Canvas it won't let them all go through. I've had to find ways to combine the files so it'll take them." **GRAD INSTRUCTOR** Grad- "I don't get the Faculty/Staff tab that other instructors get. If I need to take a student off of a waitlist I have to contact another instructor to do it for me which is a pain for me and them."	**QUIZZES** International/Undergrad - "It's so confusing that class materials are in Canvas but my quizzes are in Cengage. We have to do an outline builder in Cengage which is why the teacher uses it." Undergrad - "With Black Board quizzes there was an option to save on every questions. In Canvas there is no saving as you go along. Concerned about what happens if it crashes and he has some quizzes where he has to write several paragraphs for each answer that could all be lost." Undergrad - "I hate that my quizzes are automatically scored. Even if the professor says they're going to go back and look at them it does make me freak out if my score is low when it first goes through and sometimes there was a mistake or error in the quiz." **EXAMS** Online Learner - "It's problematic when an exam needs to be proctored, I don't live in another state and I've had trouble finding approved proctors. Also a very manual process of getting the proctored exam information to the proctor, the proctor has to print it, she took it and then the proctor had to scan it and send it to the instructor for grading." (4) Undergrad - "Exams are usually in the same classroom or online but sometimes they are held somewhere else. It would be nice to have a schedule of exams and their dates/times/locations so you could double check it on your phone."	**GRADES OVERALL** Undergrad/Online Learner - "I wish there was just one place to view all grades. Very difficult to get a full picture of how you're doing." (6) International/Grad - "I check BB Learn or Canvas for grades but don't check Vandalweb or Vandalstar because many instructors aren't putting their grades in there." (2) Online Learner - "In Engineering Outreach you have to keep track of your own grades. I check Canvas but often have to do my own calculations." Undergrad - "I wish there was an easier way to view history (you can go to transcript) but you can't just go back and see what you got grade wise from different classes throughout your academic career and the grades." **COURSE WORK GRADES** Grad/Online Learner - "Explanations of Grades is up to the instructors and many don't provide them. Most instructors tell students if they will share explanations for grades when they provide a syllabus." (3) International/Undergrad - "Sometimes instructors take a long time to grade assignments (4-5 weeks). The delay can mean that students don't have time to discuss the grade with the instructor and possibly improve their grade as a result." (3) Undergrad - "Sometimes assignment grades just show a number 10 but you don't know if that's 10 out of 10 or a percentage. There's no set way for instructors to record grades so it's very confusing for students." Undergrad - "Canvas is mostly good but issues are with instructor comments on assignments. 3 to 4 clicks to get to the comments. Not clear where they're saying. When you upload a document they can add a comment on the document or next to the upload. They can have comments on both which can be confusing." **MID TERM & FINAL GRADES** International/Undergrad/Grad/Online Learner - "Mid Term and Final Grades are an issue. Not all instructors provide them and sometimes you get a letter grade without seeing the grade on your final exam. We have to take the instructors word for it that we got the correct letter grade. You don't always know how you're doing until the end. If you're doing VA funding it is necessary to know if you need to withdraw. It can be chaos if you don't have it." (12) International/Undergrad - "Some classes have waited averages but you have to do the math on your own to figure out the actual grade." (2)	**COMMUNICATIONS** International/Undergrad/Online Learner - "There are too many emails coming from everywhere. It's hard to keep up with all the emails and know which ones are just need to know versus require me to do something." (11) Undergrad/Grad - "It would be good to have all communications in one place. As a double major there are twice the number of places to look for stuff." (3) Undergrad/Online Learner - "I turned off campus alerts. I don't care about what's going on on-campus. Other than due dates and grades getting posted I only want to know when registration is opened, accepted and Graduation details. It would be really nice to have some customization around notifications so we can control what information we're getting." (3) Online Learner - "I have university email but there are other emails coming in from Canvas or other applications that are separate. I have to check multiple places for communications. They come to two places and I have to clear it out of both places which I really don't have time for." (4) Undergrad - "Engage is used heavily by Greeks, ASUI and clubs but most students don't know about it and aren't getting notified of events and things the can be going to be more engaged." Online Learner - "I wish I could get communications about just online events I could attend that relate anytime to me versus getting communications about things that are on campus in Idaho when I live several states away. I might attend more online talks if I didn't have to sift through the emails to find ones that I can actually attend." Online Learner - "I'm not sure what resources are available to me. Didn't know a lot existed until recently - example Tech support or organizations you can join even if you aren't on-campus. We miss the boat because we aren't seeing posters or banners around campus." **COLLABORATION** Undergrad - "I like using MS Teams for work and it's available for classes but nobody seems to know about it or use it. Would help with group projects." (3) Undergrad/Online Learner - "I wish I had an easy way to locate contacts for my department. Right now I have to hunt down the information in several applications and websites before I can send an email. The information is old. There's no directory or way to look up contact information for people." (3) Online Learner - "With most online courses you do the work at your own pace. There are few courses that encourage any kind of collaboration with other students or provide a platform for that communication. It makes you feel like you're on your own all the time. I miss having discussion with fellow classmates."	International/Undergrad - "I didn't know you have to apply to graduate. No notification or communication from advisor. I had to ask other friends how it works and they told him he needs to apply." (9) Undergrad - "I missed the deadline for applying to graduate because didn't know I had to. I was charged a late fee (2) International/Grad - "I had to take 4 surveys after applying to graduate. 1 survey for department, 1 survey for each major (double major) and 1 survey for over all experience. Took about 45 minutes to fill it all out which felt like a lot."	Undergrad - "I use payroll as a student employee. It's complicated because you have to put a zero before the 1 or it starts you over." Undergrad - "The timesheets upgraded recently and the layout completely changed. Now you have to hit preview before submit. I prefer the old way but I'm trying to get used to the new one." International/Grad - "Student workers are only allowed to work 25 hours a week but most of the employers on-campus are not aware of this and have to be reminded periodically."	**VANDALWEB** International/Undergrad - "Vandalweb and registration is confusing. We get and give a lot of support within my fraternity/sorority/international association or club to select good instructors and classes, graduation requirements, navigating Vandalweb and other programs." (8) International/Undergrad/Grad - "Vandalweb has a big learning curve. Feels like a bunch of rabbit holes. Names of things don't always match what you think they are. Searching with keywords doesn't work because it's looking for exact words. Navigation is confusing." (7) Undergrad/Grad - "In Vandalweb - confused by what the links are. Seems like Student Accounts would be the same as Billing Statement. Naming is confusing" (5) Undergrad - "Vandalweb logs out quickly. Have to re-login a lot. Sometimes logging in is a problem as well and takes two attempts." (3) Online Learner - "Right now content is not divided up logically in Vandalweb. I want a dashboard that is divided up by topic area in a way that seems logical so even a first generation student like myself who is not technically savvy can find things easily without guidance." **DUO-MOBILE** Undergrad/Online Learner - "Duo Mobile is a terrible experience. You can tell it to remember you for 30 days but you have to re-authenticate almost every time. You always have to have your phone nearby to authenticate and it never stays authenticated. (6) **LOGINS** Undergrad - "For ID cards you have to login to different portals for the library, the cafeteria, the rec center and all the logins are different." (4) **INDEPENDENT STUDY** Undergrad - "Independent study forms are still paper based print outs you have to get your advisor to sign in person." **TICKETS** Undergrad - "Student ticket ordering for sporting and entertainment events is a really big pain and hard to find. Often you go to order the tickets and you get an error message. The website is really faulty. No alternative to get them in person. Why can't we just use our Vandalcard to get in to events?" (2) **SHUTTLE SERVICE** International/Undergrad/Grad - Students from other countries have trouble getting rides from the airport. They don't understand how things work in the U.S. They arrive before housing opens on campus so they have to reach out to find places to stay until they can get housing. (3) **PARKING** International/Undergrad - "Parking is frustrating - someone is just waiting to write you a ticket. Getting an appeal is a manual process. If we could write an appeal digitally that would be really nice to have." (2) International/Undergrad - "During winter when roads are closed, it would be nice to know where streets are clean and where to avoid. The school only clean common areas. The roads are

OIT STATEMENT OF COMMITMENT

“OIT will help shape the future of the U of I through innovative thinking, partnership, security, and transformative capabilities.”

OIT is an integral part of the foundation of our institution. Initiatives with an overall focus on the whole university can provide many unrealized efficiencies and service improvements with our leadership. This move towards agility will help us transform to the university, achieve an R1 ranking.

OIT is committed to the collaboration and service needed to achieve this digital transformation of U of I by improving the user experience with all our constituents in mind.

Innovative Thinking

- Ever changing technology has need for agile computing environment.
- User experience always top of mind.
- Build out of the U of I experience regardless of location.
- Creative solutions for bandwidth and connectivity at non-Moscow locations and for remote work.

Partnership

- Institutional prioritization of initiatives leads to alignment of OIT work with other units.
- Support and training that helps everyone see possibilities for institutional change.
- Assist “Faculty Champions”
- Continue student leadership and engagement in technology in general, MyUI in particular.

Security

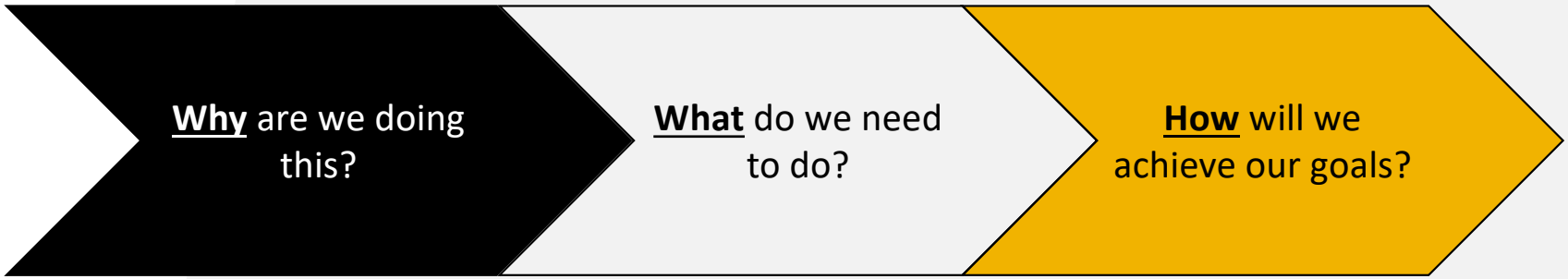
- Extremely complex technology, security and compliance environments.
- Balance innovation with security – it is not one or the other, but both are necessary.
- Requirement for R1 standing resulting in an enhanced security posture to protect all U of I research.
- Helping everyone see their role in security.

Transformational Capabilities

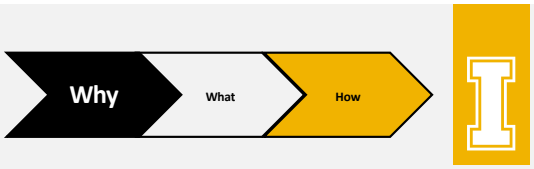
- Alignment of data across multiple systems to build accessible and trusted planning data.
- Target efficiencies to allow focus on customer service
- Access to the university that is inclusive and easy to use from recruitment to graduation.
- Transform our tools and processes to help others transform

HOW DO WE MEET OUR COMMITMENT?

WE PLAN AND EXECUTE. THE KEYS TO PLANNING ARE UNDERSTANDING AND AGREEMENT ON:



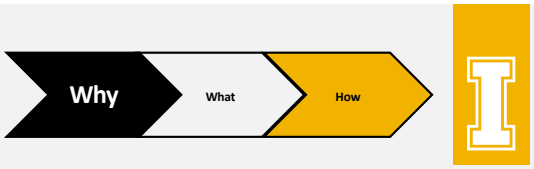
FOCUS FOR FY 2023



Building on foundational efforts accomplished in the FY 2022 plan, the focus of FY 2023 is to:

Facilitate a university-wide move to digital transformation and institutional alignment to improve the user experience

FOCUS FOR FY 2023



Facilitate a university-wide move to digital transformation and institutional alignment to improve the user experience

Goals:

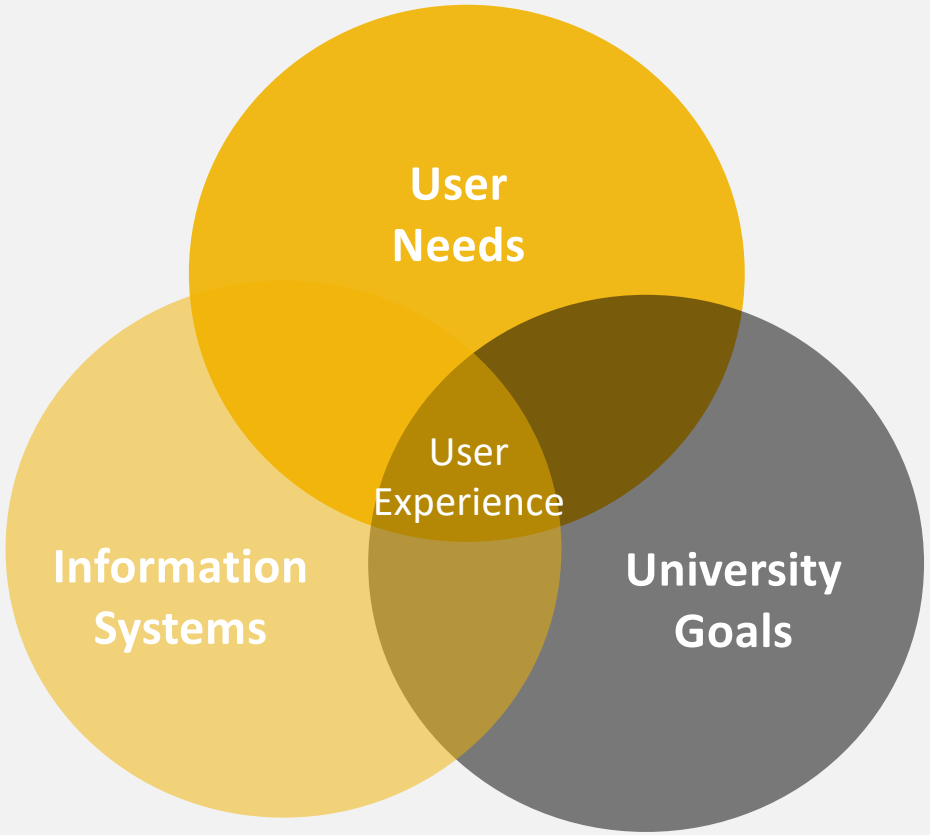
- Institutional alignment to improve student outcomes and constituent experiences
- Improve efficiency in processes across the institution and across higher education.
- Expectations for inclusive technology usage for statewide collaboration
- Address increasing compliance requirements and address evolving security risks

DIGITAL TRANSFORMATION, INSTITUTIONAL ALIGNMENT, AND USER EXPERIENCE

Digital Transformation (DX) at U of I is combining people, technology, data & process improvement to anticipate & rapidly adapt to university goals and improve the experience for all.

Institutional alignment includes coordinated actions by units across the institution that improve service delivery and bring value through business process change and information technology investments.

User experience encompasses all aspects of the end-user's interaction with the institution, its services, and its products.



THE ROLE OF OIT IN U OF I'S DIGITAL TRANSFORMATION

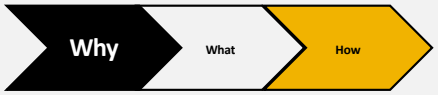
OIT is a strategic, statewide service organization, specifically charged to provide services globally that enable other university units to achieve successes that allow the university to meet its strategic goals.

The activities of the university run on various technologies and systems for which OIT is an integrated partner. These are the foundation of U of I on which so much of our land-grant mission is built.

To achieve U of I's mission, vision and goals through digital transformation, the OIT role includes:

- align our departments and colleges with the development and use of our digital assets
- have a basis in customer needs as well as known challenges
- provide flexibility to accommodate innovation, institutional, and higher education change
- build scalable capacity and organizational and process flexibility in addressing institutional needs with new or improved services
- Improve cyber security

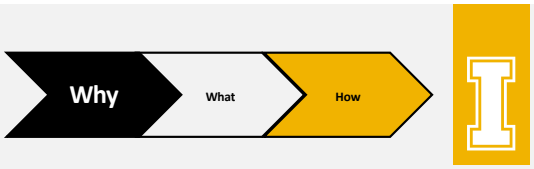
WHY DIGITAL TRANSFORMATION?



IT'S ABOUT THE MISSION OF OUR UNIVERSITY

" I want to spend my time helping students but there are so many manual and cumbersome processes that seem disjointed and siloed. Students want to help themselves, but they face the same issues and often get sent from place to place to fix their problems. **It just needs to be easier to do your academic and administrative tasks**!"

WHY INSTITUTIONAL ALIGNMENT ACROSS U OF I UNITS?



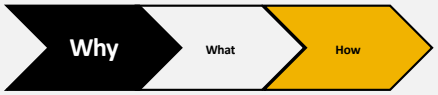
University Benefits

- Ecosystem approach allows us to weave academic, financial, administrative, and student life planning together.
- Saves money, time, and other resources
- Automated processes build trusted, actionable data.
- Build a clear and achievable vision
- Chart the future course for all foundational and operational elements
- Further build out of the U of I experience in innovative new ways!

OIT's Contribution

- Provides an integrated, easy-to-navigate environment for all constituencies.
- Foster communication across units.
- Innovative thinking on improving processes
- Security for our most valuable resources.
- Efficiencies as we look to the future.
- Build out of the U of I experience for in-person, hybrid and online audiences.

WHY INSTITUTIONAL ALIGNMENT?



Example: Onboarding New Employees

- Suboptimal experience as new employees join U of I
- Extensive work by multiple units that could be optimized
- Data consistency issues and long-term problems
- Duplicative work and rework by multiple units
- $100k additional costs in OIT time and additional security concerns to manually create accounts

Much of this could resolved by getting the right data up front, clarifying responsibilities and then automating related processes.

INSTITUTIONAL ALIGNMENT AND PRIORITIES USING DIGITAL TRANSFORMATION (DX)

WHY?

It allows us to pivot in the event of a business issue.

- Building trusted systems and processes.
- Efficiency in all we do.
- It's the way the world is now.

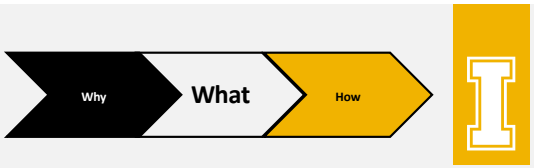
WHAT?

- Examine how our internal processes affect those we serve.
- Challenge institutional memory and ways we do things.
- Work collaboratively to build the U of I Vision now and into our future.

WHO?

- Every member of the Vandal family!

WHAT IS THE BASIS FOR DECISIONS FOR FY 2023 INITIATIVES

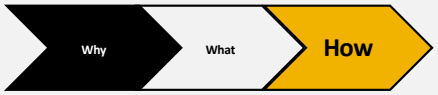


Our decisions will be based on fundamental philosophies:

- Keep the user experience in mind at all times
- Align institutional processes to utilize appropriate technology resources.
- Building agile, more collaborative ways of working together
- Provide a baseline of support for all and enhanced support for strategic priorities
- Improve technology integration to stop duplication of effort and duplicate systems
- Focus security efforts based on ecosystem approach
- Build data collection standards that compliment various groups or systems
- Communicate effectively internally and externally
- Review technology service offerings qualitatively and quantitatively with input from customers

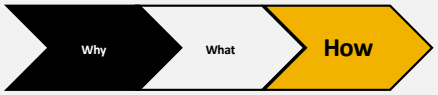
The list of initiatives in the FY 2023 Strategic Plan is not intended to be inclusive or represent all all technology-oriented activities, but those we feel will make the greatest impact.

INITIATIVES



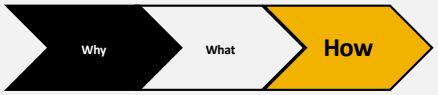
Initiative	Outcomes	Initiative Lead(s)
Enterprise Content Management System Implementation	Examination and improvement of business processes that have the need for documentation from other sources to develop a complete record of transactions. This will provide a comprehensive view of student records, financial transactions, and other relevant processes.	Wood
Integration Platform Implementation	Examine various data elements and their need to be populated into other applications. This will create consistency in data along with an understanding of where data resides.	Armitage
Reimagine Governance (Carryover from FY 2022)	To accommodate new and sustained statewide and institutional requirements for technology, the IT Governance and Prioritization process needs to be reviewed, collaboratively updated and communicated to university constituents	Ewart / Armitage
Research Cyber Support Program	Create a sustainable model for a Research Cyber Support Program that will support known and expected compliance requirements for information technology security in higher education. Supporting the university's goal of achieving R1 status.	Parks

INITIATIVES



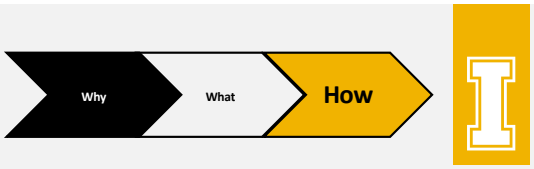
Initiative	Outcomes	Initiative Lead(s)
FY 24 Strategic Plan	To accommodate the many changes the university and technology support are undergoing, a collaborative cascaded planning process for FY 24 will result in a new format and initiatives for technology at the university.	Ewart/Amos
Communications Strategy (carryover from 2022)	To best communicate IT needs, challenges and information to many different constituent groups, this initiative will develop a communication strategy that reflects the importance of the information and the available resources through which to communicate.	Prescott
IT Change Management	Define how an adjustment or replacement will impact processes, systems and employees within the organization. Build a process for planning and testing change, communicating change, scheduling and implementing change, documenting change and evaluating its effects.	TBD post full scope definition
Process Automation & Improvement	To improve efficiency, security, and customer service, define, prioritize then automate administrative processes. This will be done partially in parallel, and partially after, Enterprise Content Management System Implementation.	TBD post full scope definition

INITIATIVES



Initiative	Outcomes	Initiative Lead(s)
Disaster Recovery / Business Continuity (carryover from FY 2022)	To minimize risks associated with extended downtime of the Banner ERP system and specific related systems and infrastructure, this initiative will develop enhanced capabilities and documented plans for disaster recovery and business continuity.	Lien / Woods
MyUI (formerly Ellucian Experience) (carryover from FY 2022)	Develop additional cards for development of a streamlined online experience for student and employee constituents. This is designed to be the designated location for access to U of I services	Armitage
Vandal Card/Building Access Modernization Phase I	Expand use of electronic locks in university building for centralized approach to building access. This will create efficiency for access to university resources for all constituencies by removing duplicative methods for access.	Kearney/English
User Support Experience Enhancement	Exploration of methods to provide a streamlined, efficient, support offering to our customers. This includes web, phone, and in person delivery methods for all audiences.	Ewart
Phones Reduction & Voice Communication Refresh Phase 2	Continuing with successes from FY 22, continuing reduction of telephone lines and begin the transition to a unified communications platform.	Kearney

OTHER INITIATIVES



In addition to operational work and ongoing initiatives, as time and resources allow other statewide initiatives may begin:

- E-sports program investigation
- Multiple security risk mitigation projects
- Fiber-optic cable replacement strategy
- Statewide efficiency efforts with other Idaho higher education institutions
- Possible implementation of new technologies in support of marketing and communications (depending on institutional decisions)

OIT will also be responsive to new initiatives that arise from the dynamic nature of the university's growth and progress.

PARTING THOUGHTS

The FY 2023 OIT Strategic Plan will build on the successes of FY 2022

Focus for FY 2023: Facilitate a university-wide move to digital transformation and institutional alignment to improve the user experience

OIT Statement of Commitment: “OIT will help shape the future of the U of I through innovative thinking, partnership, security, and transformative capabilities.”

The success of the initiatives will take collaboration across the university, will be measured and will be reported.

University of Idaho

QUESTIONS CAN BE SENT TO

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