

Go Blue

Be Green

This fall CIRT and OIT personnel are sporting t-shirts at various events such as Start of School to promote the University's efforts related to sustainability. The shirts will serve to remind students and employees that they can assist and support ISU's environmental activities by using technology-related resources wisely. Limit printing, powering down your computer, unplugging unused appliances, and recycling old technology hardware and ink cartridges can go a long way in supporting our "green" initiative. Using existing features such as Standby/Sleep saves a significant amount of energy. Many people don't realize that most computers use almost no power in Standby/Sleep mode or that a typical computer takes no more than 15 seconds to resume operation from the

Standby/Sleep mode with no loss of work. With a simple configuration change and a minor adjustment in the way that you work, you can do a lot to save energy.

Many of the things we can do to conserve are relatively simple. For example, when you are planning to purchase new technology look for the Energy Star rating. Equipment with this rating consume 10-50% less power as compared to standard models. Install a power-strip and switch it off when you are not using your computer—this ensures that all of the electronic equipment on your desk is turned off. Turn your cell phone off

during meetings or class—not only does this save energy, it also lengthens your battery life and it ensures that you are practicing good cell phone etiquette. Using your computer and network to buy on-line or to telecommute is an easy way to save both time and gas.

Finally—take some time to learn about the University's sustainability initiative and get involved. You can find more information about these activities at <http://www.indstate.edu/facilities/sustainability/>.

In This Issue

New Library Electronic Resources Webpage

The Cunningham Memorial Library implemented a new electronic resources page on July 2, 2009. The new E-Resources page is designed to consolidate and streamline access to library electronic resources such as electronic journals, newspapers, databases, and e-books. Previously, patrons could only access electronic journals and databases from entirely separate library pages. All electronic resources made available by the library, including locally held Special Collections electronic resources, are now accessible directly or referred to on the new E-Resources page.

Library patrons can search for electronic journals and other serials by title or ISSN. Scrolling down the page will provide direct access to the entire list of library databases and aggregators such as Academic Search Premier and ScienceDirect. Links to a wide variety of e-books, including NetLibrary and Safari, are provided. Patrons who need assistance can review links to library tutorials, research tools, and new library guides created by our Reference/Instruction Department. Patrons can report any technical problems accessing electronic resources directly to library staff in the Systems/Electronic Resources Department using an electronic form.

The new Electronic Resources Web page is directly accessible from the library home page <http://library.indstate.edu/>. Just click on "Electronic Resources" under Find. Powered by Serials Solutions extensive knowledge base and supported by a complete Electronic Resources Management System (ERMS), the actual URL of the new page must include the unique identifier that Serials Solutions provides for Indiana State University: <http://tg5zw4at7r.search.serialsolutions.com/>, but the page is also accessible using the following address: <http://library.indstate.edu/eresources.html>.



Technology Tidbits in the News

Microsoft and Yahoo Join Forces

Microsoft and Yahoo announced that they will enter into an Internet search partnership. The 10-year deal gives Microsoft access to the Internet's second-largest search engine audience and positions the MS/Yahoo alliance to go head-to-head with the online search and advertising leader Google Inc.

IBM Purchases SPSS

IBM announced a \$1.2 billion purchase of SPSS Corp. intended to better position IBM in the high-end analytics and data mining market. With this move, IBM bolsters its Information On Demand lineup. IBM purchased Cognos Inc. in late 2007 making it a major contender in the business analytics software market.

Educause ECAR Finding

A 2009 ECAR research study looking at messaging and communications in higher education found that the proliferation of increasingly sophisticated mobile devices offers new, feature-rich means for students, faculty, and staff to communicate and to access information on the fly. The emergence of Web 2.0 with its wikis, blogs, and social networking is transforming messaging mainstay e-mail into a multi-modal and collaborative communications experience.

Three Public Computer Labs Close

It is hard to believe that we are entering the third year of the laptop initiative. The initial plan to become a laptop institution included the review and closing of specific public and discipline aligned labs.

In accordance with the original plan the Office of Information Technology has permanently closed three public labs:

- College of Business 307
- College of Business 308
- Root Hall 017

The decision to close 307 and 308 was based on the College of Education moving to University Hall and that the teaching environment was less than desirable. The College of Education elected not to install a public lab in their new building and instead opted to begin using laptops. The new College of Education classrooms were designed for laptop use including special furniture and electrical outlets strategically placed in the floors. The old College of Education public lab (COE 107) will remain open and will be used by College of Business and for

other classes. College of Business 307 and 308 rooms may be retrofitted for other use by the College of Business.

At the request of Arts and Sciences, Root Hall 017 was closed and reassigned to them. A wall between Root 017 and Root 019 was removed to create a new larger math lab for the Math and Computer Science department.

The following labs will remain open during the 2009-2010 semesters:

- Student Computing Complex 100 & 106
- Areana C-65
- Education 107
- Nursing 209
- Fine Arts 112
- Science 134
- Technology 212

Visit <http://www.indstate.edu/oit-labs/hours.html> for lab hours.

Public and discipline aligned labs will be reviewed and discussed for additional closings each fiscal year.

The Writing Center and Distance Learning

During the Fall 2009 semester, Distance Learning faculty are encouraged to send their students to the new Distance Learning component on the Writing Center website: <http://isu.indstate.edu/writing/distancefaqs.html>. Distance Learning students can receive writing and research paper assistance by following the posted guidelines and by utilizing the web form, which is available to Distance Learning students only. Distance learners may get additional library research help by visiting the Online Reference Session on Thursday evenings from 9:30-10:30 p.m. at <http://breeze.indstate.edu/ref1/>.

As usual, students on campus are invited to stop by or to make an appointment during the Writing Center's regular hours of operation, which can be found at <http://isu.indstate.edu/writing/hours.html>.

Kurzweil Educational Software

Cunningham Library is focused on creating an environment that provides for the academic needs of students by offering materials they can use to pursue their research and curriculum related information needs. Learners coping with challenges such as ADHD, dyslexia, learning English as a foreign language, and special needs will find that access to these materials has been made easier with the use of the latest edition of Kurzweil 3000, a reading, writing, and study skill software recently purchased by the library. This educational system provides visual and auditory feedback and can be used to create outlines, study guides or word lists all designed to improve reading comprehension and retention. Built-in reference tools like dictionaries, encyclopedias, and a "Read the Web" feature let the user read web sites using the Kurzweil and one of two browsers. The study skill tools component supplies highlighter, text note, and sticky note options. The Kurzweil software is available during regular library hours, in Room 007 on the Lower Level in the library. Because the room is kept locked, users should come to the Circulation Desk to check out the room key. Call the Circulation Desk at 237-2541 for further information.

Personal Learning Environments

(excerpted from "7 Things You Should Know About Personal Learning Environment", Educause)

The term personal learning environment (PLE) describes the tools, communities, and services that constitute the individual educational platforms learners use to direct their own learning and pursue educational goals. A PLE is frequently contrasted with a learning management system in that an LMS tends to be course-centric, whereas a PLE is learner-centric. At the same time, a PLE may or may not intersect with an institutional LMS, and individuals might integrate components of an LMS into the educational environments that they construct for themselves. A typical PLE, for example, might incorporate blogs where students comment on what they are learning, and their posts may reflect information drawn from across the web—on sites like YouTube or in RSS feeds from news agencies. While most discussions of PLEs focus on online environments, the term encompasses the entire set of resources that a learner uses to answer questions, provide context, and illustrate processes. As used here, the term refers not to a specific service or application but rather to an idea of how individuals approach the task of learning.

On campuses that formally support PLEs, instructors or institutions generally provide a framework for student study. This framework might be a desktop application or a web-based service and could include links to web tools, as well as traditional research and resources to which students can add their own network of social contacts and collection of educational resources. Students are encouraged to draw upon these networks and collections of external resources, using them as tools for discovery in an effort to expand their learning experiences beyond campus boundaries. As ideas are generated, problems queried, and content created in this environment, feedback becomes the combined output of peers, colleagues, and friends as well as experts and critics. The result becomes a PLE when the integration of resources starts to include the

work and voice of others as readily as a student's own critical reflection and scholarly work.

PLEs represent a shift away from the model in which students consume information through independent channels such as the library, a textbook, or an LMS, moving instead to a model where students draw connections from a growing matrix of resources that they select and organize. In this context, the PLE functions as an extension of the historical model of individual research. Because they emphasize relationships, PLEs can promote authentic learning by incorporating expert feedback into learning activities and resources. A PLE also puts students in charge of their own learning processes, challenging them to reflect on the tools and resources that help them learn best. By design, a PLE is created from self-direction, and therefore the responsibility for organization—and thereby for learning—rests with the learner.

The concept of the PLE marks a fundamental change in the role resources (people and media) play in teaching and learning. In an environment where information is ubiquitous and needs only to be located, there is a greater premium on skills that support fast and accurate access to information and on the ability to assess that information. In this regard, teaching is less a matter of data transmission and more a collaborative exercise in collection, orchestration, remixing, and integration of data into knowledge building. The goal for the student shifts from a need to collect information to a need to draw connections from it—to acquire it, disseminate it, and collaborate in its use. Furthermore, the use of PLEs may herald a greater emphasis on the role that metacognition plays in learning, enabling students to actively consider and reflect upon the specific tools and resources that lead to a deeper engagement with content to facilitate their learning.

Periodicals Relocated

In an effort to properly manage collection growth and monitor material conditions, Cunningham Memorial Library is in the process of separating library collections. Library periodicals (magazines, journals) and periodical research materials (indexes, abstracts) are to be relocated to the library's basement level. The government documents collection will remain on the lower level and browsing and reference collections will remain on the library's first floor. All other library materials are to be relocated to the second and third floor of the library. Thanks in part to these changes, new research areas and student group study areas will be created in various locations throughout the library. The library anticipates a project completion date sometime in September.

Unified Communication, Collaboration, and Messaging Pilot

The Office of Information Technology is piloting the use of Microsoft Office Communication Server this summer. This pilot introduces a new technology to the campus infrastructure which is referred to as Unified Communication, Collaboration and Messaging.

A textbook definition of Unified Communication, Collaboration and Messaging (UCCM) is “the use of software, hardware and network technology, along with the appropriate training and procedures, to help organizations of all sizes manage business transactions and projects, providing an integrated consistent communications experience for users, resulting in optimized business processes and results.” In simpler terms, this technology will allow a user to place phone calls, initiate audio and video conferences and to chat (both peer to peer and group) from a properly configured computer. In addition, as part of the Unified

Messaging component, a user will be able to check voice mail either from a phone, or from the Microsoft Exchange/Outlook system. Voice mail messages will be “sent” to the user in-box and, provided your computer is equipped with speakers, the user will be able to play back the voice mail message. Lastly, the Office Communication Server pilot allows users to listen to email from a phone, create email from a traditional phone and to manage their Exchange mailbox from a phone using voice recognition technologies.

The OIT pilot is emphasizing the use of Microsoft technologies in our effort to continue to provide seamless integration with Microsoft desktop (including Outlook) applications. For more information about UCCM, contact Bob Barley at extension 2952 or at Robert.Barley@indstate.edu.

ISU Institutional Repository: Sycamore Scholars

Our institutional repository, *Sycamore Scholars*, is now up and running at <http://bengal.indstate.edu> thanks to the team efforts of the library, the College of Graduate and Professional Studies, and OIT.

As an initiative of Indiana State University, *Sycamore Scholars* aims to collect, preserve, and provide open access to electronic scholarly work of the ISU community. At *Sycamore Scholars*, the ISU community can share information and knowledge at one single portal. Once an item is submitted into our institutional repository, it will be available in *Sycamore Scholars* in a timely fashion. Access and citation rate for the item will be greatly increased as the item is indexed in Google, Google Scholar, and OAlster. Moreover, *Sycamore Scholars* is able to preserve the deposited item for free.

The development of *Sycamore Scholars* has involved working with several academic departments and faculty to add data sets, specimens, conference presentations, grey literature, research etc. to the repository. We are glad to announce:

One student submission from this year’s “Celebration of Student Scholarship” has been deposited into the repository and can be viewed at <http://bengal.indstate.edu/handle/10484/72>.

One previous student’s thesis has been deposited into the repository and can be viewed at <http://bengal.indstate.edu/handle/10484/52>.

A pilot project involving electronic theses and dissertations will be available at *Sycamore Scholars* during this fall semester.

Electronic theses and dissertations of current students will become part of the repository in 2010.

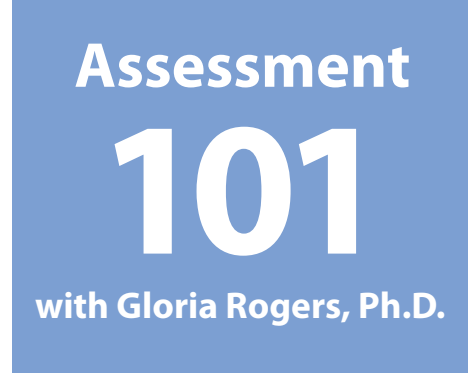
Professor Emeriti Marion Jackson’s many ecology slides and other materials are being scanned for inclusion in *Sycamore Scholars* as its first faculty collection.

Future projects include working with the geology and anthropology departments to provide access to specimens, artifacts, datasets, and maps.

We are looking forward working with the ISU campus in growing *Sycamore Scholars*. Varied types of materials such as dissertations, lecture notes, technical reports, data sets, and journal articles are welcome to be deposited into *Sycamore Scholars*. If you have work you would like to deposit into ISU’s institutional repository, please do not hesitate to contact Lucy Wang at Xiaocan.Wang@indstate.edu. General questions about *Sycamore Scholars* are answered at <http://bengal.indstate.edu/FAQ>.

Using Sampling In Assessment

In a 2007 article in *Community Matters* (“When Is Enough Enough?”), the concept of sampling was raised as a data collection strategy that could be used when doing program assessment. It is important to remember that **the focus of program assessment is on the program, not the individual student.** To keep the collection of data manageable and the overall process both efficient and effective, programs should look at ways to use sampling of student work. There are several things that need to be considered when sampling:



- 1) **Representation**—Is the sample representative? That is, if data is collected from a subset of the population, are the relevant characteristics of that subset representative of the population? For example, you would not want to assess students who are only in honors or remedial programs. However, you would want to be sure that these students are included in your sample in the same proportion as they appear in the population. When determining what factors to consider, think about which student characteristics are most likely to impact success (e.g., overall grade point average). Gender and ethnicity may also be factors for a specific program or institution. This is an area where your institutional research office may be able to provide some assistance if you are using a sample. The bottom line is whether you can defend that your sample is representative of your student population.
- 2) **Size of the program**—How many students should be included in the sample depends on the size of your population. If the number of students in a cohort (e.g., number of seniors) is small (fewer than 60), it may not be reasonable to sample. If the program is large, sampling may be an efficient way to focus the data collection effort. It is important in any sampling methodology to meet the requirements of #1 above, representation.
- 3) **Frequency of data collection**—The decision may be made to collect data on every student in the cohort no matter the size of the program. In this instance, the assessment results are those of the entire cohort population, and inferences do not need to be made from a sample. However, another view of sampling is that not every student is assessed on every outcome. For example, if the program develops a three-year cycle for outcomes assessment, it may only assess any given cohort on a subset of all the outcomes. The chart below illustrates a three-year cycle of data collection.

Learning Outcomes Related to:	2006-2007	2007-2008	2008-2009	2010-2011	2011-2012	2012-2013
Recognition of ethical and professional responsibility	√			√		
Understanding of disciplinary concepts		√			√	
Ability to recognize role of professional in global society			√			√
Understanding of diverse cultural/humanistic traditions	√			√		
Ability to work effectively in teams		√			√	
Ability to communicate effectively			√			√

This example illustrates that, although every student in the cohort is being assessed, every student is not assessed every year. Again, as long as the characteristics of the student population do not change significantly over time, each cohort can serve as a sample of the entire population for any given outcome.

It is important that programs use sound assessment practices and that the inferences made about student learning are based on valid data collection. At the same time, programs must find ways to reduce the faculty workload and the burden of data collection, especially additional data collection that does not add value to the findings.

The View From the Trees

The summer was extraordinary—talk about fantastic weather! But like all things, the seasons change—once again it's time for the beginning of a new academic year and I couldn't be more excited.

Kelly Wilkinson, and the crew over in the CIRT, have a whole new set of activities planned for the fall. My ears perked up when I heard them talking about the expansion of Tergity so that faculty can capture course lecture from any classroom that has a Symposium installed. And while we're on the topic of new software, don't forget about Lectora if you want to build learning objects or Qualtrics is you are

engaged in research that requires a survey. The other "leaf-shaking" news is that the University has selected a product called Elluminate to support online interactive real-time instruction. While I haven't had a chance to get my paws on Elluminate yet, I was able to catch a glimpse of it in action as the CIRT staff prepared training. All I can say is that if you liked Adobe Connect (also called Breeze) you'll be amazed at what Elluminate offers.

My cousin Sam is not a talkative kind of guy but no one can say that he's not tech-savy. I've received several "tweets" from Sam over the summer telling me about new support features that will be available to student in the fall. The portal is being

enhanced to include a student alert function that will assist students by letting them know if they have problems that would prevent them from registering. A new building block has been added to Blackboard that will allow students, at their option, to receive text messages notifying them of course announcements and assignments. And speaking of Blackboard—the new upgrade (Release 9) is now available on the test Blackboard system. If you are a Blackboard user, you will want to spend some time this fall to become acquainted with the new release—there are a number of new feature and something things have been moved to new locations.

Well, I need to be hopping along—I have a lot of planning to do. With any luck and a little bit of squirrel cunning, I'm going to get a ride on the ISU "blimp" that flies at the start of school. Next time you see me—I may be waving from high above the ISU campus.

Skratch



Odds and Ends

What do students see in MyISU portal that faculty don't?

Students have a "Student" tab that links them to numerous services such as their course schedule, course drop/add, DARS report, financial aid awards, and numerous others that they commonly need. For a more complete list, visit www.indstate.edu/oit/ics/Luminis/Luminis.html.

Where does the information in the on-line faculty/staff directory come from?

All data in the directory comes from Banner. If what you see in the directory isn't correct, it isn't correct in the Banner system. Some information, such as campus address and telephone, can be changed online. Other information, such as position title and department name, can only be changed by Human Resources. If you have questions about your information in Banner, contact Human Resources at extension **4114**.

Why are there no students in the on-line directory?

For privacy reasons, students are in a separate directory from employees. The student directory is accessible through the MyISU portal.

Important Dates

Note: All events will take place in the Library's Events Area unless otherwise designated.

August

20	Back to School Picnic	11:00 a.m.-2:00 p.m.
22	Residence Halls Open	
22-25	OIT Start of School Tent	10:00 am.-4:00 p.m. daily
26	First Day of Classes	

September

10	Library Annual Fall EXTRAVAGANZA	10:00 a.m.-3:00 p.m.
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October

8	Leadership @ the Crossroads-Leading thru Service	8:00 a.m.-5:00 p.m.
24	Homecoming	
30	Latin Fest	Events Area

A full list of campus events can be viewed at <http://calendar.indstate.edu/>

A list of CIRT professional development workshops can be found at <http://www.indstate.edu/cirt/ittrain>.

Library Grad Carrels

If reserving a graduate carrel is on your graduate student's "Back to School" checklist, remember that the library has made minor changes to the request process. Grad carrels are now assigned for one semester, not one year. They will be available on the first day of classes of the semester in which they are needed. They must be vacated, with the key returned to Checkout Services, one week before the last day of classes of that semester. The application form is found online at <http://library.indstate.edu/about/units/circ/forms/gradcarrel.html>. An application must be completed by the student, signed by his or her department chairperson, and submitted at the library's Checkout Desk each time he or she applies for a carrel. As an added enhancement, electrical outlets have been installed in the third floor carrels which previously had none. Call the Circulation Desk at **2541** for further information.

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