

Information Service Support Program

Annual Report 2007

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Program fundamentals

The Information Services Support team was established in January 2007 to improve accessibility to the extensive information infrastructure at ANU. This new program brings together Division of Information staff who support all ANU staff and students to use the services, applications and products provided by Division of Information. The ISS group consists of:

- Contact Centre: ANU Switch and DOI Telephone HelpDesk
- Video and Audio Production and Training
- Online Education Support Group: WebCT, DLD, Alliance
- AskANU IT consultants: individual help for staff and students to fully access IT & Library
- LITSS Training Program
- Information Literacy Program:
 - Academic Support: Academic Honesty, Tutors Support
 - Information Technology for Staff
 - Information Technology for Students
 - Graduate Information Literacy Program
 - Library Information Literacy for staff and students

The Information Services Support Program aims to extend the breadth and depth of use of information services provided by the Division of Information by all staff and students. Multimodal support is offered to ensure that the ANU community can solve their information need “when they need it and how they want it”. Options include:

- Online commercial and in-house interactive modules and guides
- Generic training sessions which are repeated throughout the year and open to all
- Customised sessions which meet the specific needs of:
 - ANU Colleges through in-curriculum and tutorial support
 - Administration areas and Divisions through customised training sessions
- One-to-one ‘at elbow’ training to assist with particular IL problems confronting ANU staff and students in their research, teaching or administration roles
- Multi-session programs which focus on the needs of particular client groups
- Phone support and referrals

The priority and focus of the group’s work is to increase the efficiency and effectiveness of individuals and areas in the use of information technology, information searching and information management.

Supporting staff in their various roles of learning and teaching, administration and research is a particular focus for the ISS group. The ISS group priority is to provide staff with the skills and access to applications they need in their teaching and learning, research, administration roles, as well as supporting all students to achieve the best possible outcome for their studies. ISS is instrumental in supporting the ANU Library, WebCT, Alliance, DLD, Tutors Support Network, Academic Honesty, IT training for campus community, and LITSS .

Program Highlights for 2007

- Our successful nomination for a Carrick Award in November 2006 has resulted in:
 - A dinner at University House on 21 June celebrated Graduate Information Literacy Program's Carrick Award win was attended by 42 staff members from the ANU and representatives from the library and educational communities in Canberra.
 - Carrick Project – "a research project to better understand the information experiences and needs of international students, especially post-graduates. A number of overseas countries have been visited to gather data for this project and a review of how services are marketed and provided is underway to determine how well our current models meet the needs of international students. A paper on the GILP program will be given at the Lifelong Learning Conference in 2008

- AuSakai 07 held on 5-6 November 2007 which was open to all universities who are using or considering using Sakai. There were 128 registrations from 17 universities and technical colleges around Australia and NZ. This successful event was co-hosted by ANU and Charles Sturt University and places ANU at the forefront of Sakai in the region. Alliance went from a virtually unknown application in January 2007 to the ANU hosting the 1st AuSakai conference in November 2007

- The DOI Online Training Framework was launched in November and it is expected that this training framework will be of great benefit to building a confident, multiskilled workforce within the DOI

- Indigenous Workplace Preparation & Experience Program (IWPEP). The level of engagement from 'graduates' of this newly developed ILP course was very encouraging. In conjunction with the ANU's Indigenous Employment Strategy unit, this program aims to deliver to the work units and the individuals involved, a consistent set of abilities across the range of most commonly used applications on campus, knowledge of up to date information searching techniques, and an understanding of how to resolve any information based problem.

You can continue to expect 10-12 people in your fabulous ILP course. ... And, thanks for your support. Lindsay Stanford, Indigenous Employment Coordinator, HR Division, 4 June

The program was very helpful and useful. Thanks for teaching me; I enjoy these sessions. Krissa Croaker, IWPEP participant, 28 November

- Tutors Support Network ANU Launch in October. ISS continues to facilitate Tutors Induction Programs in Semester 1 and 2 for both The ANU College of Arts and Social Sciences and The ANU College of Asia and the Pacific.

- Certificate IV in Training and Assessment ran again this year and the ANU now has another 8 staff qualified to train and a dozen with one or two modules left to complete.

Service Delivery

Much of 2007 was focussed on integrating services so that users have a seamless and professional response to their information queries. This is evidenced by:

- The creation of the new AskANU service which integrates Information Advisers and AskANU IT Consultants in the one desk.
- Development of the DOI Training framework which combines Phone, IT, Library, SDS, Security training for DOI staff who work with the Information Commons
- The extended online statistics collection enables an in-depth analysis of Library and IT queries made at any Library Information Desk.

- Multi-skilling the Contact Centre staff who now answer the ANU Switch and the DOI Helpdesk

Consolidating, simplifying and extending online support for the ANU community to access support was the second focus for 2007.

- During 2007 WebCT Help documentation was consolidated into a single repository, replacing 4 separate sites with one central site: The WebCT support site.
- Using the WebCT entry page for advertising online training in August 2007 saw the use of Element K online training modules increase dramatically. This page is now also used to increase awareness for other services such as Academic Skills and Learning Centre.
- Online training materials are now included in all ILP course handouts and a link has been added from the Library homepage.

Reviewing the online support is the precursor to our 2008 focus for fostering a culture of self-help. The trial for this has been the Alliance Support site, which can be joined by all users and they can raise Alliance related questions/queries/issues on the Forums of this site which are answered by the development team.

Technical excellence has also been a feature of 2007. Alliance development has aimed at supporting the Sakai Project worldwide and we now are in a position to make a significant contribution in 2008. Equally Improvement in stability and function of DLD client means we now consistently achieve around 0% failure rate per week, down from around 4% in 2006.

LITSS Training Program delivers considerable savings to the ANU community each year. Bulk purchasing and discounts resulted in a saving to the ANU of ~\$27500. Without the LITSS ILP Training program the ANU would have paid \$82,693 for LITSS courses, but instead paid \$55,265.47

Our Service delivery standards are valued by the ANU community:

WebCT support: *That's wonderful! Just what I wanted. And I can't tell you how great it is to get this kind of service - to email about something at 4pm on a Friday, and have it taken care of - superbly - by 5pm! Amazing.* Nick Chapman, Program Administrator, Graduate Studies in International Affairs Department of International Relations. Received 3/8/07

AV support: *Several times over the last two years I have used the video taping and DVD production skills of Mr Paul Maclay. I am writing to record both his very significant input into these activities and his professionalism. I will be recommending to my colleagues that the Crawford School takes more advantage of this service in the future.* Professor Bruce Chapman, Crawford School of Economics and Government

Information Literacy: *I just wanted to let you know that, having marked the first lot of EUORO1004 essays, one of the things that myself and the other tutors noticed was how well people had been able to access electronic resources from the Library. I said "well done" to the class, but wanted to let you know that what you said must have made an impression.* – Dr Ben Wellings, European Studies, School of Social Sciences

New initiatives 2007

See also Program Highlights for 2007 above.

1. Academic Honesty and the MyDropBox trial <http://academichonesty.anu.edu.au>
2. Multiskilling staff between the AskANU desk and the Contact Centre
3. Increased engagement in Teaching Forums:
4. VC's Carrick Teaching Forum
5. Tutors Support Network
6. ANU Teaching Forum
7. An online questionnaire was developed to obtain feedback/data from students who registered for a session but didn't attend training.
8. LCD Information display screens are now operational in all major Library buildings
9. Engaging with the DOI community to support specific projects such as Data Collection and Retrieval Project
10. Significantly enhanced statistical and record keeping of activities through the online Library and AskANU application, pivot table reports and Video and AV newly established procedures

Staff and student acceptance and satisfaction

The ISS Program has rigorous evaluation and statistical record keeping procedures in place which can now draw on longitudinal data extending in some cases back to 2000. Feedback is collected using online and paper evaluation forms, emails and anecdotal evidence. Each year in December feedback is consolidated and analysed to inform the directions and refinements needed for continuous improvement of the program. Below are some examples of feedback or evidence of staff and student acceptance of ISS this year

Email feedback

There have been many times throughout this year when we have responded to donors who have come through the switch. It means an incredible amount to the university to have these donors handled in a professional, timely and courteous manner....I wanted to make sure that the end of the year didn't pass without saying that thank you on behalf of the alumni and endowment team here *Joan Uhr, Director, Foundation and Alumni Relations*

Usage

- DLD returned an approximate 20% increase in use between 2006 (average <200 per week) and 2007 (average is 250 recordings per week)
- WebCT 2007 usage has more than doubled since 2005 figures. Of note there were 38 million hits to pages to the WebCT server in the month of August.
- Using the WebCT entry page for advertising online training in August 2007 saw the use of Element K online training modules increase dramatically. High usage of the suite continued after this initial "burst"
 - Mac Photoshop: 9 first access users in July, 54 first access users in August.
 - PC Photoshop: 40 first access users in July, 254 first access users in August

Repeat custom

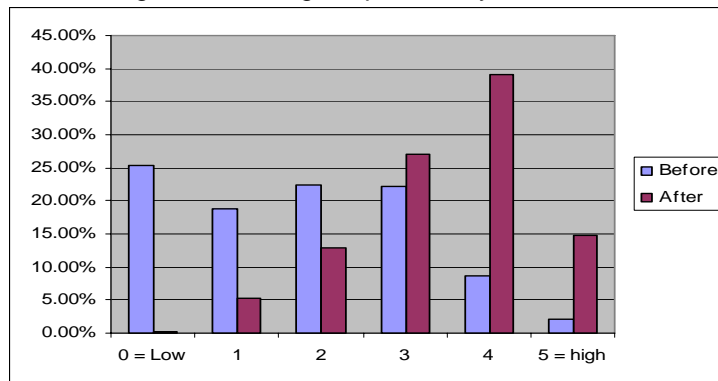
- The Graduate Information Literacy Program was again requested to provide significant input into PhD induction Programs for the following areas: JCSMR RSPAS (Anthropology), School of Humanities and The ANU College of Law.

- Similarly, ILP Library Precincts co-taught sessions in the following courses. The vast majority of these are annual requests from Course conveners and teaching academic staff who see the ILP input into their courses as essential.

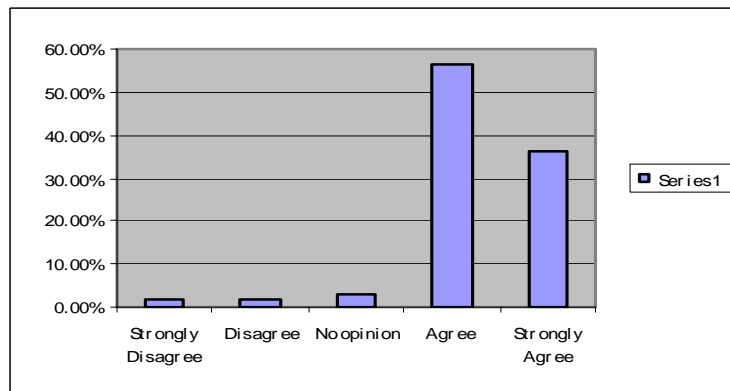
Law	LAWS1201, LAWS 3202, LAWS8259
Chifley	BUSN7005, HIST2214, PHIL1004, ENGL1008, ANU College, PhD ECON, EURO1004, POLS1002, SOCY1002
Creative Arts	ARTV2015, ARTV3002, ARTV4200 , PhD students in CCR, Textiles, Sculpture, Painting, Photo Media
Menzies	JPNS1012 as well as Korean, Japanese, Chinese, Vietnamese inductions
Hancock	ENGN8100, COMP1200, PSYC1003, SRES1001, ENGN1211, BIOL1007, Engineering Masters, GEOL3026, SCCO3102, Honours for BOZO and SRES.

Student Satisfaction

Students continue to record a significant change in proficiency before and after training:

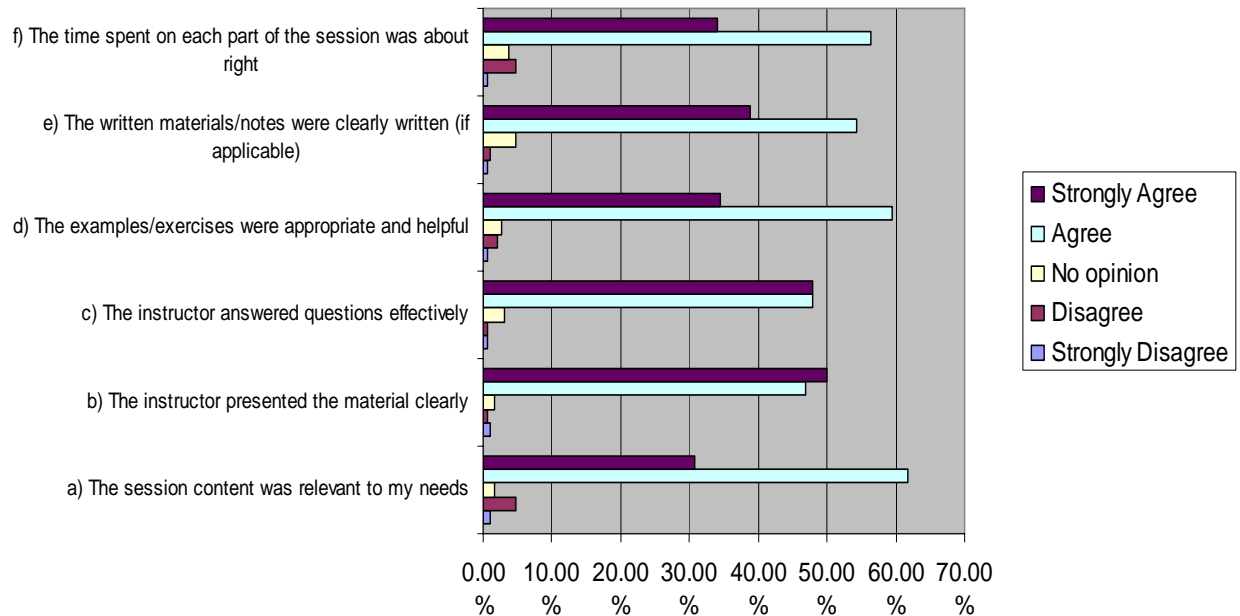


Overall satisfaction rates for Student training sessions where n=845



Staff satisfaction

The following graph illustrates staff responses to training sessions over 5 criteria where n=188



Why is the ISS Program so highly regarded?

These high levels of user satisfaction and acceptance are gained through:

- Carefully crafted courses which deal with the subject specific information needs of students and staff
- Wide promotion and effective advertising – information and/or support available in print, through the web, face-to-face, Information display screens and by email.
- Flexibility – repeat courses, after hours, weekends, 24/7 online availability, single and back-to-back sessions for students, academic programs during breaks and prior to start of semester.
- Dovetailing program delivery and session content with other areas eg The Academic Skills and Learning Centre works closely with the ILP to deliver targeted programs for Mature Aged Students, International Students and Graduate students as well as being integral to the increase in the profile for Academic Honesty
- Bundling courses into holistic programs such as the Graduate Course Award in Research Information Literacy – 8 full completions in 2007
- Effective, enthusiastic and professional trainers/support staff. Feedback consistently reveals the high quality of trainers produced from this course: This response was in thanks for a travelling trainer appointment *Wow, what an afternoon, can't thank you enough.* Patricia Rennie, Marketing, COS, 17 May

Significant relationships

ANU Colleges – the Colleges remain the most significant focus for ongoing relationships for ISS.

CEDAM: A series of videos were created for CEDAM and The Carrick Institute for Learning and Teaching in Higher Education. The subject of the videos were the winners of Carrick award winners for Excellence in Leadership and Teaching. The streamed version of the videos can be seen on the Carrick website :

<http://www.carrickinstitute.edu.au/carrick/go/home>

Student Admin service has improved as relationship between them and Contact Centre staff has developed. Some suggestions were made to Student Admin and they have taken them on board. Phones staff also provide callers with the correct numbers to dial. ie press 3 then 1

Tutors Support Network brings together academic staff from almost all Colleges as well as general staff from several divisions who facilitate training sessions for Sessional Tutors and Demonstrators

Statistical Consulting Unit training courses and ANUSF seminars/courses will be included in Learn How in S1, 2008

ESP Upgrade. Testing and Implementation phases (May to December) will require significant ISS input as the ISS is a major user of the systems to secure our functionality requirements. Over 13,000 training attendances are recorded in ESP each year in order to provide an easily printable skills profile student and staff

Statistics Report for 2007

Overview

- Comprehensive statistical reports on activities conducted throughout the year are available in each area report.
- Comprehensive overview activity report is included in the Statistics report at the end of this

Below is an overview of the main training activity for 2007 showing that demand for formal training remains strong. Demand for other support also remains strong, with some areas (eg AskANU IT) reporting an increase in demand.

Audience	Data	2005	2006	2007
Staff	Participants	777	645	686
	Sessions	203	286	325
	Hours	536	1594	1663
Students	Participants	11534	12758	12474
	Sessions	1245	1327	1232
	Hours	1822	1865	1757
Both <i>(i.e staff and students were in the same class)</i>	Participants	1050	332	434
	Sessions	176	68	60
	Hours	229	103	99
Total Participants		13361	13735	13594
Total Sessions		1624	1681	1617
Total Hours		2588	3563	3519

Reporting against goals for 2007

Progress	Symbol
Done	4
Largely done or very good progress	3
In train	2
Some progress, needs more work	1
Not done	0
Not done, won't do	-1

Broad directions for 2007 support the process for the enhancement of the university learning content management services, including the core LMS platform and other augmentative platforms.

1. Support for the creation and ongoing management of an ANU knowledge management system (KMS) to assist users with their use of information services <i>This did not proceed but may be a focus for 2008 depending on the KMS review.</i>	0
2. Evaluation of print and other non-online channels for communication with users	3
3. Evaluation of face-to-face channels for communication with users	3
4. Support for the processes surrounding the Dol website, and linkage with the KMS <i>This did not proceed but may be a focus for 2008 depending on the KMS review.</i>	0
5. Support for the pilot of services surrounding Academic Honesty, leading towards a production model	4
6. Support for the Alliance collaborative web space	4
7. Support the establishment of a broad-spectrum field-services group to assist users with issues in Dol-supported spaces	4
8. Distribute support for information services through engagement with appropriate staff in other business areas, such as LITSS, College educational technologists and designers, CEDAM and ASLC, and creating communities in appropriate service areas.	2
9. Support the establishment of the ANU's flexible education agendas	2
10. Establish support processes for the management of digital materials and their use in education and research	2
11. Support the ongoing development of the Information Commons through working groups and projects, within an appropriate governance framework	3
12. Move to project based work practices supported by a proper governance cycle.	4

Challenges for 2008

Each area has identified specific challenges for 2008 in their area reports.

1. Ensuring the ISS staff have opportunities to expand and refresh their own skill sets and keep pace with the needs of the ANU community. This will require significant resourcing for staff to attend conferences and training.
2. Managing the increasing expectations of teaching academics who wish to explore new and more interactive teaching modalities. Supporting users to explore the potentialities of the new Learning Management System will have a significant impact on the ISS.
The new flexible learning initiatives will require our own form of flexibility to provide information literacy support to students undertaking very diverse courses. Samantha Jackson, Hancock Precinct
3. Responding effectively to ever increasing requests to support higher end applications and emergent technologies while managing the needs of infrequent IT users and/or poorly skilled staff and students. The “skills competency” continuum continues to stretch and this is made more complex by the speed at which our students in particular infuse emergent technologies into their learning strategies.
Students are increasingly sophisticated when it comes to online resources, allowing us to focus on advanced features and techniques. Samantha Jackson, Hancock Precinct
4. Responding to highly diverse and complex research data management support needs in our research led university is a rapidly emerging issue as this becomes more critical for grant applications

Directions 2008

Each area within ISS has identified specific goals and directions for 2008 and these are contained in the individual area reports. These goals and directions are all within the general framework of the purpose and focus of the broader group. Each group will report progress against their 2008 area specific goals in July and December.

Generally, broad directions for ISS are:

1. Three reference points have been identified to provide a framework for each project proposal for the Information Services Support group:
 - o Terms of reference should include publishing the results to the higher education community
 - o All projects should be consistent with, and inclusive of, emergent technologies
 - o The learner experience should include constructivist learning principles and element of self-help
2. Increasing the focus on value added, contextualised support services rather than generic, “just in case” training by slowly scaling back generic training sessions. We will continue to offer a balance and variety of support (online, face-to-face, 1-to-1 etc) which is critical to supporting individual needs of staff and students
3. A thorough and ongoing review of training methodologies and materials in order to increase their effectiveness and skills transfer rate for international students
4. Continuously review the ISS web presence to ensure that students and staff are able to satisfy their information needs through a range of options:
 - a. at point of need and through self-help
 - b. prearranged through at elbow and/or in group sessions

Conclusion

The Information Services Support team brings together the work of areas within the Division of Information to provide a centralized and seamless support matrix for staff and students using the ANU information infrastructure. During its first year of operation as one group, the Information Services Support team have firmly established themselves as a group of professional, enthusiastic, knowledgeable and skilled staff providing excellence in support services. They have continued to harness their enthusiasm and expertise to discover (and in many cases pre-empt) user needs, initiate new and innovative help solutions, and to develop and deliver a variety of support mechanisms which are all closely aligned with both the strategic goals of our university and those of the ANU community.

Team members have consistently worked to learn more about the activities of other members and subgroups of the new ISS program and have used many opportunities to ensure that the ANU community is aware of the complete range of support services available through this new group.

The astonishing breadth and quality of support options and activities contained in this report are testament to the efforts of individuals, subgroups and the entire ISS team.

*Karen Visser,
Program Leader, Information Services Support
on behalf of the ISS team
December 07*