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**Business Case**© **For**

**Video-based Skills Training Service**

Prepared by Seth Hartman, Tommy Bui, and Nicholas Key

**Table of Contents**

1 Executive Summary 1

2 Business Problem 1

2.1 Environmental Analysis (include Business Process as applicable) 1

2.2 Problem Analysis 1

2.3 Current Technology Environment 3

2.3.1 Current Software 3

2.3.2 Current Alternatives 3

3 Available Options 4

4 Recommended Option 4

5 Implementation Approach 4

5.1 Submission Workflow 4

5.2 Project Definition 5

5.3 Project Execution 5

6 Appendix 6

6.1 Supporting Documentation 6

# Executive Summary

The Digital Initiative is transforming how OU faculty and students envision teaching and learning by placing a higher value on video-based instruction, flipped classrooms, digital textbooks, and other digital supplements. Academic departments and faculty are pursuing these initiatives disparately by creating or purchasing custom video-based software, technology, and business skills training materials, duplicating time, resources, and investments to create basic training resources.

OU departments and individuals are already spending more than $80,000 on these services (VENDOR2, VENDOR3, VENDOR1, etc.) each year in addition to the faculty time, resources, and dollars necessary to develop custom content. The current model also results in lost class time for training, low quality and/or inconsistency of materials, and accessibility issues related to closed captioning and platform compliance (Mac, PC, iOS, Android, etc.).

# Business Problem

## Environmental Analysis (include Business Process as applicable)

The following environmental concerns will be addressed in this business case:

* Academic
	+ Our digital goals as a University challenge faculty to deliver a deeper, more engaging discipline-specific learning experience in the classroom.
	+ Faculty are working to create great content that is available for consumption – outside the classroom -- by students through a variety of media and devices.
* Financial
	+ ADA compliance requires often costly or time-consuming captioning.
	+ Decreases in state funding place constraints on our ability to deliver professional development to our staff, faculty, and students.
* Technology
	+ The pace of technology change requires constant updating of content.
	+ With “bring your own device” and disparate systems across campus, content must be available/accessible across multiple platforms.

## Problem Analysis

Charged to create a more engaging classroom experience through flipping or supplementing courses with digital content, academic departments and faculty are approaching these challenges separately, which has resulted in duplication of time, resources, and money to create or procure basic video-based software, technology, and business skills training materials.

These materials cover tools and skills critical to student success and professional development, including Microsoft Office, Adobe Creative Suite, AutoCAD, photography, social media, video design and production, graphic design, web development, programming and app development.

For instance, the College of Journalism has used faculty, staff, and student resources to create their Pacesetter series of training videos for basic Adobe skills, which are also taught in-class through programs in Business, Visual Communications, Film and Video Studies, Continuing Education, and Arts and Sciences. Journalism’s investment must be repeated each time the software is updated to ensure students have up to date training materials. The cost of captioning makes the production of these videos an expensive proposition.

Outside of the academic sphere, departments are cutting back on professional development budgets due to budget constraints, which limits our ability to grow our workforce and retain the types of high quality professionals we seek. We can and should supplement the development of these basic skills for the improvement and retention of our staff.

**Impacts**

A disparate approach to developing these skills has the following impacts:

* Delayed adoption of new instructional models due to the difficulty and expense of creating high quality content
* Missed opportunities to maximize classroom experience
* Inconsistent student experience across disciplines
* Training and instructional material of mixed quality
* ADA compliance risks and costs (captioning, transcripts, etc.)
* Slower transition to new teaching models (flipped classrooms, deeper discipline-specific content, etc.)
* Growth of distributed costs for training materials
* Continued lack of student professional development (industry tools)

**The Opportunity**

**By selecting a nationally recognized, campus-wide provider for video-based software, technology, and business skills training**, the University of Oklahoma can:

* Ensure that students are getting **TOP QUALITY** content for skills training
* Accelerate the pace of implementation for new instructional models (flipped)
* Enhance the student classroom experience with deeper discipline-specific content
* Save costs on distributed investments in training materials
* Prepare students for the workplace by developing advanced skill sets

These types of services (VENDOR2, VENDOR3, et al), which focus on developing the baseline skills, make great partners with free services like Khan Academy, iTunes U, and OU’s Janux platform, among others, which are focused on delivering functional or expert knowledge about a subject.

The value proposition, though, is in the impact to classroom learning. Section 6 outlines feedback from many departments, including Colleges who have already begun to envision how this service might positively benefit their students.

* The College of Journalism has outlined twenty-eight courses that could directly benefit from the implementation of a video-based training solution.
* The College of Business could employ a training solution in BAD 1001, which is a requirement for all 3,600 undergraduates in COB.
* Faculty in the Arts, Culture & Technology department can focus on the photographic and design techniques, alternate practices as part of digital imaging and theoretical discourse rather than tools training.
* We have received strong support and interest from Deans in the Colleges of Engineering, Architecture, Arts and Sciences, Law, and Journalism.

## Current Technology Environment

### Current Software

Based on a cursory survey, OU is already spending more than $80,000 for third party, video-based training services that support only a limited number of faculty and staff. Few students have access to these tools under current agreements (unless purchased by the individual).

| **Software Items** | **Description** | **Cost** |
| --- | --- | --- |
| VENDOR1 | Text-Based Training for OU IT Staff (~250) | $24,000 |
| VENDOR2 (Norman) | Video-Based Training for 682 users | $51,683 |
| VENDOR2 (HSC) | Video-Based Training for 38 users | $ 5,950 |
| VENDOR3  | Video-Based Training for ?? | ?? |
| Various | Departmental Subscriptions | ?? |
| **TOTAL** | **$81,633+** |

### Current Alternatives

The above investments do not include individual or small departmental solutions purchased with pCard or through existing contracts or those custom alternatives listed below.

The following colleges and departments have committed money, resources, and/or faculty time to provide departmentally managed alternatives to a central video-based skills training service. By providing a central service, these departments could redirect these resources to value-added, discipline-specific activities directly benefitting students.

| **Alternatives** | **Description** |
| --- | --- |
| College of Journalism | PaceSetter Series (http://pacesetter.ou.edu/) |
| College of Business | Teaching Productivity Tools (Word, Excel, PowerPoint, and basic business skills)  |
| College of Architecture | AutoCAD Training |
| College of Fine Arts | Basic Adobe training is taught |
| Various (see section 6) | Professional Development funds to purchase manuals |

On top of all of these current solutions, many faculty are spending

# Available Options

A wealth of video-based training providers exist on campus; however, very few offer the Enterprise level offering we would need to deliver a seamless experience that integrates with our authentication tools, LMS, etc.

VENDOR3 and VENDOR2 are the industry leaders.

# Recommended Option

Pending review of RFP responses, OU IT believes that VENDOR2’s offering will deliver the most value to our students, faculty, and staff for the following reasons:

* Content created by recognized experts
* High quality, consistent videos featuring full ADA accessibility
* Integration potential with: LDAPs authentication, campus LMS, and social media
* Extended academic functionality like playlists, skills certificates, analytics, etc.
* Existing footprint of usage on campus (700+ campus users)
* Positive feedback from users across various disciplines and administrative departments (see Section 6)

# Implementation Approach

Because VENDOR2 is a cloud offering, implementation consists of integrating the service with our authentication services, which will allow students, faculty, and staff the ability to access VENDOR2 materials with their OUNet Account and password. Driving return on investment by communicating the availability of the service is the most crucial aspect of implementation. Becky Grant’s team will focus on building a collaborative communication plan with key stakeholders across campus.

## Submission Workflow

We will follow the submission workflow documented below:

1. Seek funding approval.
2. Enter a request for the authentication project through Innotas to reserve resources. The work should not exceed the 40 hour requirement for a project, but understanding that resources are tight on the Microsoft team, we want to track this work to ensure its completion before Back to School.
3. Send out RFP prior to end of Spring 2014 semester.
4. Award RFP.
5. Kick off project.
6. Communicate service offering to campus Fall 2014.

## Project Definition

A Project is a temporary endeavor undertaken to create a unique product or service.  It requires 40 hours or more of work, OR a purchase that isn’t included in the operational budget, OR needs to be tracked and reported on for compliance or leadership purposes.

## Project Execution

VENDOR2 has on-boarded many Universities to the VENDOR2 offering and estimates that it takes two weeks to complete the project through the testing and release phase. The scope of the project is: Enabling access to VENDOR2 with OUNet Account and password by connecting VENDOR2 to our Active Directory/LDAPs service.

# Appendix

## Supporting Documentation

The College of Journalism prepared a list of twenty-eight courses that would utilize a VENDOR2 offering to flip or supplement classroom material.

|  |  |  |  |
| --- | --- | --- | --- |
| **Professor** | **Course Num.** | **Course Title** | **Use** |
|  | 3013 | Multimedia News Gathering | Allow students to review and refresh their memory without taking up class time |
| 4183 | Adv. Multimedia Journalism |
|  | 2644 | Intro to Video Production | Teach editing, video equipment and techniques. There are several things students have asked us to teach, but we don't have time--this would help with that. |
| 3613 | Electronic Field Production |
| 3633 | Audio Production |
| 3723 | Intro to Documentary |
| 4623/5623 | Producing & Directing for Multi-Camera |
| 4633/5633 | Advanced Video Production |
| 4643/5643 | Advanced Audio Production |
| 4763/5763 | Docu. Producing & Directing |
| 4773/5773 | Post Production & Graphics |
| 4793/5793 | Broadcast Advertising Production |
| 4903/5903 | Client Based Production |
| 4913/5913 | Dramatic Series/Shorts |
|  | 3003 | Multimedia Journalism | Photography, additional tutorials. Allow class time to teach the concepts instead of software. |
|  | 3683 | Interactive Multimedia | Not enough class time to cover all of the software basics, VENDOR2 would allow students to cover things outside of class. |
|  | 4403 | PR Campaigns Capstone | Allow students to review the software basics before class |
| 4970 | Social Media Marketing |
| 4333 | Cont. Problems in Advertising |
|  | 3063 | Intro to Broadcast Journalism | Help give students overview of software basics |
| 4970 | Princ. of Media Entrepreneurship |
| Routes TV | Routes TV Practicum |
|  | 4343 | Advertising Campaigns | Review software |
| 4323 | Advertising Account Planning |
|  | 3033 | PR Practicum | Allow us to take the software learning out of the classroom and focus on strategic, critical thinking aspects of profession |
| 3433 | PR Publications |
|  | 3083 | Business of Media | Allow class to review software and save class time |
| 5970 | Women in Media Leadership |
|  | 4233 | Advertising Portfolio | Allow class to focus on being creative, not software basics. |

Below you will find a listing of support/demand/feedback for VENDOR2 from various academic and administrative groups across campus.

|  |
| --- |
| **College of Journalism**YES PLEASE!!!-----------------------I have wanted to get a subscription to VENDOR2 for so long. I think their content is some of the best out there but the cost has always been prohibitive for me. With budgets as tight as they are for both the university and myself personally I think this would be a great solution and benefit for those of us that take professional development for staff seriously.As for the Gaylord College, VENDOR2 would be a much welcome addition. Our students must become skilled in a variety of software programs before they graduate, but the faculty do not always have the space in their curriculum to teach even the nuts and bolts of the software. Often the faculty themselves do not have the skills needed. We have developed our own PaceSetter training videos a few years back but they are in need of updating to the most recent versions of the Creative Suite and Final Cut Pro. Also, I have noticed that several of ours in the design area are teaching the students non-standard methods that may cause problems for the students when they go out in the workplace.I would be happy to provide a quote in regards to staff professional development. I mentioned this email to our Software Specialist Michael Acker and he was very excited to hear about the possibility. He can be contacted at michaelracker@ou.edu for his input.My only question is WHEN WILL THIS BE AVAILABLE!?! |