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Shaking Up Traditional Training With Lynda.com

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Shaking Up Traditional Training With lynda.com

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ABSTRACT

Supporting the diverse technology training needs on campus while resources continue to dwindle is a challenge many of us continue to tackle. Institutions from small liberal arts campuses to large research universities are providing individualized training and application support 24/7 by subscribing to the lynda.com Online Training Library(r) and marketing the service to various combinations of faculty, staff and students.

As a supplemental service on most of our campuses, lynda.com has allowed us to extend support to those unable to attend live lab-based training, those who want advanced level training, those who want training on specialized applications, and those who want to learn applications that are not in high demand. The service also provides cost effective professional development opportunities for everyone on campus, from our own trainers and technology staff who are developing new workshops, learning new software versions or picking up new areas of expertise from project management to programming, to administrative and support staff who are trying to improve their skills in an ever-tighter economic environment.

On this panel discussion, you will hear about different licensing approaches, ways of raising awareness about lynda.com on our campuses, lessons learned through implementation, reporting capabilities, and advice we would give for other campuses looking to offer this service.

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K.3.1 [Computers and Education]: Computers Uses in Education – *Computer-managed instruction (CMI)*.

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1. Indiana University

Indiana University is a multi-campus public university with a combined student body of more than 100,000 students, including approximately 42,000 students enrolled at the Indiana University Bloomington campus and approximately 37,000 students enrolled at the Indiana University-Purdue University Indianapolis (IUPUI) campus. In addition to these two core campuses, IU includes six smaller campuses and three centers/extensions spread throughout Indiana.

Because of the wide dissimilarities in campus size, the training units on each campus differ greatly in human and financial resources. To address these inequalities and more evenly distribute resources and knowledge across the state, IU's IT division (University Information Technology Services) recently combined the units from all campuses into one centralized IT division. Leveraging lynda.com statewide is one strategy which enables IU to equitably distribute IT training to the entire IU community.

Even IU's strongest IT Training units—the Bloomington and Indianapolis campuses—have been stretching resources in an attempt to continue to develop and update face-to-face and online training materials in leading technologies. Thus, offering lynda.com is the best online solution currently available to allow the entire IU community to keep up with myriad technologies--as needed, on a 24/7 basis.

2. Lafayette College

Lafayette College is a private, residential campus of just over 2300 students and 200 full-time faculty focusing on the liberal arts and engineering. Because of the campus' focus on interdisciplinarity, professors are encouraged to work with students from vastly different disciplines on a regular basis to solve real problems. This sometimes means engineering students are working with photographers and both need extensive

Photoshop training or neurobiology students are working with musicians and need help with GarageBand or Logic Pro. While exciting work, these training demands can become overwhelming for a small campus.

Information Technology Services currently employs 29 full-time staff and is comprised of five units—Administrative Information Systems (AIS), Instructional Technology, Network and Systems, User Services, and Web Application Development—and is overseen by the Associate Vice President and Chief Information Officer. While the User Services group provides helpdesk support and some desk-side assistance and training, group technology training and documentation is developed primarily by three instructional technologists.

A majority of group technology sessions are customized for academic courses or administrative units, or when new systems or new versions of applications are introduced. These sessions are generally well attended because there is added motivation or incentive, but once a saturation level is achieved for a particular topic, attendance dwindles, and we turn more to one-on-one training to meet the specific needs of a person working on a particular project. While highly time intensive, this just-in-time model is effective in meeting the needs of the campus.

As our success has grown in supporting the diverse training needs of the campus, more demand has been placed on our time so adopting the LyndaCampus solution helps us augment our staff time and expertise. In addition to meeting the just-in-time training expectations, LyndaCampus has allowed us to provide support for applications we would not usually staff for—AutoCAD, Python, Blender. And it also provides more in-depth information on applications we do support but have varying levels of use across campus.

All students, faculty and staff with a valid network account are covered in our LyndaCampus license although only around 11% have logged in. We use Shibboleth authentication to the service, and the first time a user accesses the service, their account is created and we release the user's first and last name in addition to their campus email address and primary affiliation of faculty/staff or student. Passing this affiliation information allows us to review usage reports in a more meaningful way to better understand where these populations are focusing their training time.

Communicating the availability of the service to campus, and promoting its usage has been and continues to remain a focus of our attention. During group training sessions, we usually take a few minutes to demo features of the site and show the group how to locate additional information on the topic we're covering so they can refresh their skills later or dig more deeply into topics. A few faculty have begun to assign certain segments for students to review outside of class, and many more suggest segments to students who may be struggling or interested in taking their skills further. We also pursued more broad marketing through a variety of channels including:

- a series of 30-minute introduction sessions so people could meet Lynda.com and the training she could offer.
- dedicated open lab times in our technology consulting center when staff can get out of their offices and focus on completing Lynda.com training.
- posters in residence halls, academic buildings and computer labs, and bookmarks available in the libraries and labs..

- Lynda pencils with a information card attached to faculty and staff.
- a drawing once a month for the first six months to award a Lynda mug to one student and one faculty or staff member who had used the service that month.
- monthly news item on the ITS web site listing the winners of the drawing in addition to the top five viewed sites that month, five new courses added to Lynda.com that we thought would be of interest to the campus, and information on how to get started.

In addition to continuing many of the things above, future plans for increasing visibility and use include:

- hosting an information table in the student center one day during the semester to attract student interest and demonstrate the iPad application.
- publicly recognizing staff who have received Lynda.com certificates of completion.
- work with Human Resources to help promote the service as a professional development opportunity.

Our goal is to continue marketing the service so it becomes one of the campus resources that comes immediately to mind when training and support needs arise.

3. Louisiana State University

LSU is located in Baton Rouge, Louisiana and is the flagship university for the state of Louisiana. LSU's enrollment for Fall 2011 was 29,000 students, both graduate and undergraduate students. LSU is comprised of 14 academic colleges and approximately 70 administrative departments. LSU is home to approximately 5,000 faculty and staff. LSU is an agricultural and land grant institution and serves the entire state in many capacities.

Training at LSU is managed by three main departments:

ITS Information Technology Services manages information technology training for users.

HRM Human Resources Management manages LSU HR and soft skills training.

CCT Center for Computation and Technologies manages research computing training.

The focus of this paper is the information technology training provided by Information Technology Services (ITS). ITS employs 178 staff members. There is one Manager for IT Training who reports to the User Support Director; however, employees from the Faculty Technology Center and User Support teach workshops as needed. In addition, students employed in the START program (hands-on technology workshops for students) teach workshops and conduct one-on-one software consultations (<http://www.lsu.edu/start>)

In February 2011, LSU began a limited pilot program with Lynda.com training to supplement hands-on IT workshops for campus. The pilot allowed a limited number (up to 5,000) of LSU students, faculty, and staff to take any of the courses in the Lynda course library. In March of 2012, LSU implemented the Lynda Campus model for online user training. Any student, faculty, and staff can now take the Lynda video courses, track their own progress and receive completion certificates. LSU ITS created a portal called **mySTART powered by Lynda.com** for users to login using their lsu.edu ID.

Marketing of Lynda Campus for this year has just begun. We make the campus aware of this valuable resource via:

- announcements at campus meetings, such as Staff Senate or Campus Communicators
- through newsletters, such as the campus IT Wire
- through graphics on web pages and portals, such as myLSU and the GROK knowledge base
- through meetings with LSU IT students
- via the Spring technology fair, TechPawLooza 2012
- through articles in the Faculty Senate newsletter
- through the START program (students teaching students) as a complement to the workshops
- through Facebook and other social media

Our pilot program was very successful and the faculty who utilize in their classrooms many of the Adobe products, web design products, and multimedia use this as a training medium for their classes. The Communication Across the Curriculum (CXC) department uses it heavily for instruction of faculty who teach communications intensive courses.

Throughout the pilot program and over the last few months with Lynda Campus, we have learned that, while licensing is a bear—getting all the i's dotted and the t's crossed for Purchasing—the hardest part is always the marketing and awareness. While faculty are utilizing Lynda Campus to teach their students software, not many staff have used the resources. The most prevalent departments to use Lynda Campus are the Mass Communications, Art and Design, and Business colleges. However, we still have a long way to go to promote this resource to campus. Still, it is an invaluable tool for training large amounts of students, faculty, and staff with very limited resources.

4. Oberlin College

Oberlin College is a small, private, liberal arts college and conservatory of music, located in Oberlin, Ohio, 35 miles southwest of Cleveland. Student enrollment is 2800, with 2200 enrolled in the College of Arts & Sciences, and 600 in the Conservatory. 175 students are double-degree majors. Faculty and staff number 900.

In the past, the Center for Information Technology (CIT) provided “short courses” in a classroom setting. These classes provided training on computer and other Information Technology (IT) resources, such as the College’s email program, Word, Excel, FileMaker Pro, and so forth. After some number of years being well-attended, as users became more accustomed to these programs, attendance dwindled to the point where it no longer was effective or efficient to offer training in this manner.

In recent years, CIT has offered short training classes when new resources have been introduced. For example, when we moved our email system to the Google environment, we offered morning and afternoon training sessions for several weeks. These were well-attended. It became apparent to us that “just-in-time” training provided the best benefit, and was most desired, by our constituents. Thus, whenever we offer something new or unique, we schedule a few sessions to meet the needs of those who prefer a dedicated classroom environment. We continue to find these to be sparsely attended. In addition to this mechanism, over the past several years, CIT has offered one-on-one training, wherein we will visit a constituent in her/his office to provide up to an hour of dedicated training on a topic of

her/his choice, or the client will come to the office of the CIT trainer for their one-on-one training session. Our trainer is one staff person, our Help Desk Manager, who is assigned many other duties as well. We do not have a dedicated training group.

At Oberlin College, we have several unions comprised of administrative assistants, security personnel, dining services personnel, tradespeople (carpenters, electricians), etc. The Oberlin College Office and Professional Employees (OCOPE) union (the administrative assistants’ union) have a section in their contract stating that the College will provide funding for job-related training, primarily in computing. Thus, the Human Resources Department has contracted with external trainers to provide the training desired, as established by a training committee made up of HR staff and OCOPE members. The training has mainly consisted of classes in Word, Excel, and FileMaker Pro, plus classes such as “Dealing with Difficult People”.

Thus, in recent years, both CIT and the HR Department have provided some means for training in IT. These mechanisms have not been wide-ranging in their reach or their subject matter. We did investigate online courses in the past, but did not believe they would be cost effective or well-used.

With lynda.com, we finally saw a product that provided a wide range of courses, designed in a manner wherein a user could easily address the specific topic they needed to learn more about, i.e., the user could acquire “just-in-time” training. Thus, a person wanting to learn about merging in Word could specifically address that aspect, without having to take an entire course on Word. After we learned more and more about the product from the lynda.com, we acquired a demo. The demo led us to conclude that this was a product that could fill a huge need on campus.

Thus, in the summer of 2011, we decided to procure a 1-year unlimited license to LyndaCampus. We wanted the courses to be available to everyone, whenever they needed or wanted to view them. We configured the system to allow any user on the campus network to have access. This also allows clients using VPN from off-campus locations to have access.

We then worked hard to market the product. We very much wanted to have data in this first year that would support procurement of the product in future years. The following are some of the processes we used to market this online learning system:

- campus-wide email messages to all constituents - faculty, staff, and students (once in the fall, once in the spring)
- posted info on the CIT website
- posted “how-to” information on the CIT Wiki
- placed an article in our online IT newsletter
- posed info on our Client Services Facebook page
- worked with our Office of Communications to provide an article in our internal college-wide newsletter, “The Source”.
- worked with lynda.com marketing personnel to acquire posters and other marketing material and then placed posters throughout the campus
- offered short classroom sessions on how to use lynda.com

At present, we are working with lynda.com to customize our lynda.com login page with Oberlin College images/logos.

We were very encouraged in the beginning with the number of people who sent appreciative email responses, and the number who quickly created accounts. That has tapered off, though, and we have wondered if the numbers warrant continuing with the product, at least in the unlimited way we have licensed it. However, we are yet encouraged by those who do use it, as they express extreme satisfaction with it. This has made us work harder on marketing the product more, since we believe the more people use it, the more they will want to do so. The biggest deterrent to increased usage seems to be the time commitment, and we are also working with HR to determine if this will meet some of their needs in providing training to OCOPE members, and others.

5. Texas A&M University

Texas A&M University (TAMU) opened in 1876 as Texas' first public institution of higher learning. Texas A&M University is a research-intensive flagship university with Fall 2011 enrollment at a record 49,961 of which 8,254 were entering freshmen and 9,500+ graduate students studying in more than 120 undergraduate and 240 graduate degree programs in ten colleges.

The Computing and Information Services (CIS) at TAMU provides information technology resources, facilities and support to help the students, faculty and staff of Texas A&M University achieve their learning, teaching and research goals. CIS consists of 7 different divisions: Help Desk Central, Infrastructure Systems and Services, Networking and Information Security, Open Access Labs, Information Technology Solutions and Support, Supercomputing and Business Services. I am the Training Director of the Open Access Labs (OAL). OAL provides computing and printing access to the students, faculty and staff across campus. Many of our facilities are available 24 hours per day in numerous locations across campus. A wide array of software, specialty printing and plotting, graphic production equipment, computerized teaching classrooms, group study areas, remote printing access, home-drive space, personal webpage access and off campus access (virtual lab) are just a few of the services OAL provides.

With more than 2000 computers supported in 30+ locations, OAL employs 25 full time staff, and approximately 150 student workers. It is my job to see that those people can do their job! Historically I maintained a staff of 4 Graduate Assistants who taught customized training on the major software packages installed in our labs (Office, Adobe, Autodesk, etc.) as well as much of the specialty equipment and applications. The classes were tailored to the lab environment rather than "off the shelf" business directed training. Training was mandatory for all student workers to attend...everyone had to attend a training class each semester that met once a week for eight to ten weeks each semester. We usually offer 8 different topics taught twice each week for a total of 16 classes per week. Doing the math, that's approximately 9 attendees in each class but it seldom worked out that way. Each semester for the past 10 years we encountered the same difficulties:

1. How do ensure the student workers who need or want to take a particular class are available at the time the class is offered?
How do you ensure workers are not repeating the same class

because it's the only class available when their schedule allows? Remember training is mandatory...

2. How do you compete with 6000 faculty who also need/want the same computerized classrooms we need?
3. How do you encourage retention of material learned over time if not used frequently?

Our solution was to try lynda.com. For a one year period of time we are committed to using lynda.com in place of our instructor-led training, supplemented with our own exercise files and assessments. Talk about a stretch! We went from being in the teaching business to spending an entire semester writing exercises and assessments to directly match the videos for 20 different classes (many of which incorporate multiple videos such as the Advanced Photoshop CS5 class made up of Creative Compositing and Creative Effects videos). We used our existing "Training Tracks" and created a curriculum for each track: MS Office, Video Production, Graphics, Web Development and Cad. This summer we test our new training plan on a select group of student leaders with the intention of going "live" in the fall.

We purchased 60 seats of Lynda Pro for 120-150 student workers. That was the breaking point for a substantial discount per seat. We can add seats at any time. The administrator (me!) or one of my sub administrators will move workers in and out of seats as they register for a class. Each class has an estimated number of hours to complete the course (assessment included). We pay our employees to take training but set the limit on how much time they can take to complete the course, both in time paid and in the length of time they can occupy the seat. Subject matter training is now optional for student employees. However, pay increases, title changes, leadership, etc. is based on a worker's value to the department rather than tenure (a change to go along with the changes in training). If a student worker wishes to not work towards proficiency on one or more of our Training Tracks, they can continue to work in the printrooms at the same pay rate they were hired at. The potential is unlimited...they can take as many classes as they want and are approved to take (depending on the training budget).

Keep in mind that this is all in speculation. So far the seats have been occupied by our full time staff (to use freely until we begin testing) and my training staff. There has been no moving in and out of seats, no quality checks, no testing of "the plan". There are many decisions yet to come on how to manage the workers legitimately working to complete the classes. Where do they work (on their own or in a lab environment)? Are they monitored? Do we ask them to work on classes while already at work during slow times?

My part of this paper will be about the buildup to incorporating lynda.com into our department at TAMU. Hopefully at the panel in Memphis I will have wonderful results to report!

6. Valparaiso University

Valparaiso University is a private, coed, four-year residential Lutheran institution located in northwest Indiana on a single campus. Information Technology (IT) serves approximately 2,800 undergraduates, 1100 Grad School and School of Law students, 480 faculty and 630 staff members, as well as Valparaiso University retirees and community members. This is a total customer base of more than 5,000. IT currently has 33 FTEs divided into five units plus an administrative group:

Support Services, Instructional Technology Services, Systems Administration, Management Information Systems, and Networking & Telecommunications. Within the Support Services group are the Help Desk, Tech Support, classroom support, OneCard Services, Client Services, and training.

Only one IT staff member is in the official capacity of departmental Trainer. Historically, most training classes offered tended to focus on the campus email system and the Microsoft Office suite. Sessions are open to all faculty, staff, and students. Requests have frequently been made to offer additional courses that are more in-depth or that cover other systems on campus. However, attendance is often low, with many people indicating difficulty in making time to attend a session in their busy schedules. Class development has been challenging since actual attendance rates are unknown. In the last few years, the number of one-on-one sessions offered has increased because it is more convenient for the user. This is inefficient, however, and limits IT's ability to offer a wider range of training classes. We utilized Element K in the past, but found it wasn't used very heavily, and the course listings were frequently out-of-date, with newer technologies being slow to join the list. We will be implementing the Microsoft IT Academy on campus to offer certification opportunities. Access will first be available to IT staff as well as students in the Masters of Science in Information Technology program; it will be rolled out to other constituents as we move forward.

Several other departments on campus also offer various training opportunities to constituents on campus. IT's Instructional Design and Faculty Consulting group (within Instructional Technology Services) works with faculty on matters relating to delivery of course materials, syllabus design, and more. Workshops and one-on-one sessions are offered to faculty to train them on using the Blackboard Learn™ system. IT's Help Desk offers training to student employees who work at the Help Desk so they can do their job more effectively. Students are paid for the time they spend attending technology training classes. The Human Resource Services department on campus offers employee development opportunities, and has been seeking ways to expand their offerings, including necessary job skills that are more technical in nature. The Teaching Resource Center seeks to help faculty discover tools and resources that will help them to be more effective in the classroom, whether the necessary skills are technical or professional in nature. The Academic Success Center helps students find the resources they need to be successful students, whether it is tutoring in a specific subject, or general skills to be better at studying, time management, and more.

At the EDUCAUSE 2010 conference, the Director of IT Support Services heard a presentation by Penn State University about their use of the lynda.com Online Training Library®. Bringing this service to Valpo would be a way to broaden our training course offerings while offering more convenience to end users. After some conversations between PSU staff and Valpo staff, we arranged a trial of lynda.com for the entire campus. Feedback received from the trial was extremely positive, with people impressed at the catalog of courses, the quality of instruction, and the convenience of watching the videos anytime, anywhere. A proposal was sent to university administration asking to proceed with a lyndaCampus agreement. It was approved, and our license began on July 1, 2011.

The lyndaCampus agreement gives us the ability to offer every person a personal Premiere account on lynda.com and access is restricted based on IP range. Users on campus can easily access the site at any time; if a user is off-campus, they first go through our EZProxy system to obtain a Valpo IP address and then proceed to the lynda.com login page. We will be investigating Active Directory authentication, as we are about to convert from Novell NetWare servers to Microsoft Windows servers with Active Directory.

To spread the word on campus about the lynda.com trial, we formed an implementation team that worked hard to market the service. The team consisted of faculty, staff, and one student and primarily represented IT and HR. We held "Meet & Greet" sessions with refreshments and targeted specific audiences to bring them over to see a preview of the site, learn how it works, and find out benefits of using it. We also created a section on our website with information about how to login, common questions, and testimonials. We sent out several mass email messages in conjunction with the marketing department on campus. In addition, we created digital posters for our digital signage system, table toppers to place in the dining hall on campus and computer labs, hung lynda.com posters in strategic areas on campus, and wrote announcements for the campus e-newsletter.

Since the official launch on July 1, we have found that the most difficult part of maintaining the service is marketing it to campus to encourage usage. We are currently using less than 20% of the accounts we are paying for via the lyndaCampus agreement, and we want usage to get much higher. Feedback about the service is excellent and users really like the convenience and breadth of courses available. We have formed an ongoing team to help continue marketing the service on campus. Representation on this group includes faculty and staff from many areas: Human Resource Services, Academic Success Center, Teaching Resource Center, IT, and Integrated Marketing and Communication. In my position as Manager of Client Services, I will partner with other departments who benefit from using the service in their areas, such as the Career Center, the academic Department of Communication, and the IT Help Desk.

Having the lynda.com service has provided an invaluable benefit over the past six months, as our campus has recently switched from a Novell GroupWise system to Google Apps for Education. We were able to leverage the lynda.com courses on Gmail, Google Calendar, and Google Docs to supplement our training offerings. It was very attractive to our user base to have the option of attending a classroom session with live people to provide assistance and ask questions, as well as the "anytime, anywhere" convenience of the lynda.com Online Training Library® courses.

7. Vassar College

Vassar College is a highly selective, residential, coeducational liberal arts college located 75 miles north of New York City in Poughkeepsie, New York. Over 290 faculty members offer 51 degrees to an undergraduate student body of 2,400. Total employees number about 800.

Vassar Computing and Information Services (CIS) employs 42 professionals who provide services ranging from network administration and audio/visual support to custom programming and end-user consulting. As the Technology Training Coordinator, my role is to guide and support technology training

campus-wide, not only for administrators, but also for students, faculty, and emeritus. While some specialized software training occurs within the various programs and departments, most formalized technology training is conducted by me, our user services consultants, or our academic computing consultants.

When I began working at Vassar, the position was part-time, and much of the technology training was offered in a walk-in format out of necessity; I could not always meet on the days and times that the learners preferred. This format was less than ideal. Many of the calls and emails I fielded required an urgent response, and often people would simply not be able to attend any of the scheduled open sessions due to scheduling conflicts. When my position became full-time, I found myself handling most training needs in a one-on-one just-in-time manner.

But no matter how much time I spent learning and reading about new software, I could not hope to become an expert on all of it, and many users wanted broader and deeper training that they could tackle on their own time. One supplement we offered was an e-learning site called Element K. While Element K's materials covered a fair number of software titles, they were not updated quickly as new upgrades appeared. The courses also tended to be fairly cursory, and advanced users often had few choices for learning about the more complex software features. CIS staff also found the user licensing system to be obscure and confusing. We decided to search for an alternative to Element K.

After a relatively brief search, our research group settled on lynda.com as the best option to research in depth. After a short trial, we purchased a 10-user license which we used mostly within CIS. During this period, if a user asked for training in a program that our staff was not well versed in, we would suggest that they try a lynda.com course for a week or two. Though managing the accounts took some time and effort, I found the lynda.com system much easier to use and understand than Element K's. After four or five months of testing, and with generally positive feedback from CIS employees and users, we decided to purchase a campus-wide license.

Our formal rollout of lynda.com has been slow and uneven. We sent out a number of campus-wide emails announcing access to lynda.com, and we display prominent banners on the training section of the CIS website. There has not been a concerted awareness campaign, but there is a good opportunity this summer and fall to ramp up such an initiative. Our campus is transitioning to Google Apps for Education, and with this change will come a huge demand for training. We plan to heavily push self-paced training on lynda.com.

For users who know what they want to learn and are interested in a longer learning process, we suggest that they explore the self-paced courses. Many users have responded positively, as they can watch a short video or two at various points in their workday. The depth of the lynda.com library (with multiple tiers of courses) allows even advanced users to hone their skills.

8. West Virginia University

West Virginia University (WVU) is the state's public land-grant institution located in Morgantown WV with small divisional campuses throughout the state. In fall 2011, WVU had more than 29,600 students and more than 5,600 full-time employees. The Office of Information Technology (OIT) provides both systems and end-user support for all WVU campuses. Several

units on campus employ their own technology staff and maintain their own networks to supplement OIT resources.

The OIT Application Support and Training unit (7 employees including the director) conducts online and hands-on workshops for all faculty, staff, and students. Less than 2 FTE is dedicated to training; the rest of the time, our unit works on information technology projects and serves as application administrators and third-tier help desk support.

OIT purchased a 10 seat license for lyndaPro from lynda.com in 2006 to provide professional development for its own staff; each of the ten accounts was assigned to a particular employee for the year. At the end of the year, we realized that this model did not make best use of the lynda.com resource; only three of the accounts had more than a few hours of access. In August 2007, the Application Support and Training unit took over management of the OIT licenses and switched to a "lending library" model for access, activating an account for two weeks for any current WVU employee or student.

Employees and students complete an online form to request access to a loaner account. The account administrator manually sets up individual accounts in each requestor's name which allows for detailed reporting, individual learning histories, and certificates. An individual can continue using an account past the loan expiration date until we need the seat for someone else. Individuals can check out their accounts multiple times. We track requests including demographic data along with waitlists in an Excel worksheet and use this data to supplement lynda.com reports. Waitlisted individuals currently get access within one week. If our waitlists increase, we intend to purchase additional seats to meet the demand.

Three other departments on campus manage their own lyndaPro licenses, each with 5 seats plus a free administrator account. Some departments on campus share a single lynda.com subscription or purchase a subscription for one or more of their employees. WVU's Health Sciences Center purchased online tutorials from Atomic Learning with access restricted to their employees and students via their in-house portal.

Since OIT only has 10 lyndaPro seats, we have not gone to extraordinary measures to market this service. We list our lynda.com "lending library" as a service on the OIT training web page. We announce the service in campus meetings, in monthly training email newsletters, in training workshops, and in workshop handouts. We email information about this training option to those who cancel workshop registrations and to those who request training we are unable to provide.

We analyzed our current usage data and are not convinced WVU would benefit at this time from an expensive campus-wide license, though the vendor pushes lyndaCampus on a regular basis. Based on a recent survey, several of our regular users would appreciate easy long-term access to accounts that their own departments did not have to pay for; however the funding for a campus license has to come from somewhere.

We plan to renew our current lyndaPro license in August, budget permitting. We find this resource to be useful for OIT staff development and for our trainers as they develop and update their instructor-led workshops. Our lyndaPro lending library allows us to offer a training alternative for those:

- whose schedules preclude workshop attendance

- who need to learn a new skill right now instead of waiting for the next workshop
- who cannot come to the Morgantown campus
- who desire advanced training
- who need a quick review of a specific topic
- who desire training on topics we do not support.

9. Summary

All eight of the colleges and universities represented on this panel found our way to lynda.com through different paths. Our campus licensing schemes vary from each other and might change over time. However, the consensus of the group is that offering access to lynda.com tutorials as an alternative or supplement to instructor-led training provides an essential service that benefits our campus clients.