



STUDENT SUCCESS INITIATIVE ASK ALMA IMPLEMENTATION TEAM

Background

In March 2021 the Ask Alma Implementation Team was convened with a charge from Provost Andreas Cangellaris and Vice Chancellor for Student Affairs Danita Young. The charge instructed the implementation team to explore the idea of utilizing AI technology to address student questions and concerns. The committee was tasked with:

- developing content for a Frequently Asked Question feature
- identify ways to close pre-existing equity gaps and establish an anti-racist environment through technology
- recommend ways to make this platform user-friendly, interactive, and inclusive
- provide strategies to encourage buy-in from all campus stakeholders
- assure students the platform will be encompassing, up-to-date and useful

The implementation team was comprised of members from across academic and student affairs. The full membership is listed below:

Current Members:

Ashley M. Davis, College of Education, co-chair
Arianna A. Holterman, Office of the Dean of Students, co-chair
Emma Andruczyk, The Career Center
Charlotte Bauer, Graduate College
Jen Carson, Auxiliary Health and Wellbeing Marketing
Ashley Dye, Fraternity & Sorority Affairs
Christine Edwards, Office of Student Financial Aid
Keena Griffin, Office of Undergraduate Admissions
Chanda Hott, University Housing
Joy Phaphouvanih, Illinois Abroad & Global Exchange
Becki Salzman, Illini Union
Joe Shroyer, University Bursar
Jodi Silotto, Public Affairs
Gayle Spencer, Illinois Leadership Center
Ruby Barraza, Provost's Undergraduate Student Advisory Board
Alex Lucic, Provost's Undergraduate Student Advisory Board
Mary Marshall, Provost's Undergraduate Student Advisory Board
Zack Tollakson, Provost's Undergraduate Student Advisory Board

Ex-officio Members:

James Hintz, Associate Vice Chancellor for Student Success and Engagement
Nick Vance, Campus Research IT (Joined September 2021)

Former Members:

Teri Farr, Campus Center for Advising and Academic Services
Hilary Frakes, Office of Undergraduate Admissions (Left university)
Garv Jain, Provost's Undergraduate Student Advisory Board
Joshua Keen, Office of Student Financial Aid (Left university)
Caitlin Lantz, Counseling Center (Left university)
Kendra Wieneke, Siebel Center for Design
Debby Willard, Office of Undergraduate Admissions (Retired)

The team was divided into subcommittees directly related to the committee's charge: FAQ, Equity & Inclusion, Buy-In, and Best Practices.

Meetings

The Ask Alma Implementation Team held its initial meeting on April 12, 2021. Subsequent meetings were held on the following dates (speakers identified):

- April 12, 2021 - Lisa Ellen Monda-Amaya, Office of the Provost
- May 4, 2021- Dr. Jim Hintz, Student Success and Engagement
- June 15, 2021
- July 28, 2021- developed guiding principles
- August 10, 2021
- September 8, 2021
- September 22, 2021- Nick Chancellor, McKinley Health Center & Nick Vance, IT
- October 13, 2021

Data Collection

To aid discussions, the Ask Alma Implementation Team gathered information from a variety of sources. The main strategies are listed below:

- Benchmarking with institutions with known use of AI chat or text services
- Meeting with an academic research team researching and creating an AI chat service related to COVID-19 questions at Illinois, Dr. Yun Huang, Information Sciences
- Meeting with a student affairs unit who recently developed and launched an AI chat service at Illinois- Nick Chancellor, McKinley Health center
- Recommendations from Nick Vance, Campus Research IT
- Conducting 11 focus groups with different campus populations including:
 - Open call for undergraduate and graduate students
 - GS 101 course with exploring students in DGS
 - MUSC 463 Black Chorus course offering
 - Transfer Ambassadors through New Student Programs
 - OMSA Graduate Mentors
 - OMSA Ambassadors
 - Graduate College Student Advisory Board - SAGE
 - Provost Advisory Board student members
 - DRES Access Specialists
 - Communication/marketing staff members
 - Office support staff

Recommendations

Team discussions around the data collected led to the recommendations below. The team has organized recommendations around the following categories:

- Development
- Technology requirements
- Institutional support
- Frequently asked questions

Development

The committee recommends moving forward with the development of the Ask Alma technology. Students and staff are familiar with this type of technology and seemed hopeful that this service could help with navigating our large and decentralized campus.

Recommendation #1: Create a small development team to lead development efforts.

Recommendation #2: Meet with both in-house technology development teams and external companies to determine which option is best for Illinois. There appear to be pros and cons with both options. The Ask Alma Implementation team recommends prioritizing responsiveness to provide accurate information throughout the academic year and be able to react to emerging crises or emergency situations.

- External companies have an established product that can be embedded into multiple platforms and robust reporting features. However, they may be slow to respond to emerging concerns and the university may be limited to making changes to questions and answers to specific time periods within a calendar year.
- Internal teams may allow for greater customization and response to emerging concerns specific to Illinois. However, development and customization require dedicated staff for the creation and maintenance of the product.

Recommendation #3: Hire undergraduate and graduate students to write questions, craft responses, and test the system prior to launch. It is important for the technology to use language familiar to students as opposed to university jargon. Consider hiring students from minoritized, low-income, and/or first-generation backgrounds to specifically address structural inequities and access concerns.

Recommendation #4: Focus on first-time attending students (first-year students, transfer students, and new graduate students) for initial build and then grow the platform over time.

Technology Requirements

The technology needs to be responsive to the needs of diverse student populations.

Recommendation #1: Embed Ask Alma into multiple platforms. Students recommended the main Illinois webpage, Self-Service, Canvas learning platform, and Rokwire Illinois app.

Recommendation #2: Make Ask Alma accessible to users with different abilities. Colors, fonts, and text size should be accessible. The system should be accessible to adaptive technology such

as screen readers. It is recommended that a member of the DRES technology staff on the development team.

Recommendation #3: Incorporate multiple languages into the platform. Based on student enrollment, the Ask Alma Implementation team recommends English, Mandarin, Korean, and Spanish as starting languages. However, Illinois enrolls students from 113 countries and the language capabilities should reflect the student population.

Recommendation #4: Provide the ability to save or receive a copy of the chat. This will allow students to have a record of the conversation and save important information for future concerns.

Recommendation #5: Include data reporting functionality to assist with the assessment of the Ask Alma technology.

Institutional Support

Since conception, the Ask Alma implementation team felt that Ask Alma would need clear leadership, oversight, and campus collaboration to ensure that it provided accurate information and referrals to campus resources.

Students in all focus groups, including those who enthusiastically support this technology, expressed concern that the AI chat service would replace human assistance. They wanted to know that humans would respond to questions beyond the capabilities of a chat bot. They specifically wanted to know when and how that human interaction would occur to address unanswered questions. Clear institutional support can address these concerns.

Recommendation #1: Provide leadership through the Office of the Provost to assist with buy-in from campus leadership across campus units.

Recommendation #2: Direct unanswered questions to the Student Assistance Center for follow-up. Provide funding to hire 1-2 additional staff members for the Student Assistance Center to build capacity to address questions, concerns, and continued maintenance for Ask Alma in collaboration with campus units across campus. Students can also be provided a phone number via the chat bot to make an appointment with the Student Assistance Center or attend drop-in hours to speak with human support.

Recommendation #3: Create and implement an assessment plan and team that include representation from key campus units to understand Ask Alma usage, accuracy in responses, and effectiveness in responding to student concerns.

Frequently Asked Questions

Most campus units provide important information and frequently asked questions on their websites. A major concern students (and staff) expressed in focus groups was the difficulty in navigating the campus and knowing which units, staff, or websites could assist them.

Recommendation #1: Utilize the Ask Alma system's questions and answers to explain campus units and how they can help the student, provide contact information for units, and refer to unit websites

Recommendation #2: Students expressed that they were harmed by not asking questions they didn't know they needed to ask. When students begin a chat interaction with Ask Alma, provide

a welcome screen that includes links to questions that first-time attending undergraduate, transfer, and graduate students may want to ask.

Recommendation #3: Draft questions and answers to address information gaps identified by students.

Additional Information:

The focus groups provided insights into SSI initiatives that are beyond Ask Alma including the need for orientation, academic advising, and campus support to meet their educational goals. Summaries from each of the focus groups can be found in the Appendix.

Core Values of Student Success and Initiative

- Assessment and Evaluation
- Communication and Partnership
- Culturally Responsive Practices
- Equity Consciousness
- Honesty
- Inclusivity
- Institutional Climate and Culture
- Professional Development and Training
- Student Centered
- Student Voice and Accountability

Guiding Principles for Ask Alma

- Although Ask Alma may be utilized by many types of users, meeting the first-time student user needs to be the top priority.
- Student users and campus stakeholders will provide input on the selection, design, and implementation of an Ask Alma platform.
- Quantitative and qualitative data will be utilized to capture data about student experience within the technology. This data will be consistently used to improve the technology.
- The Ask Alma platform should be utilized to close pre-existing equity gaps and remain an equitable and inclusive environment.
- The Ask Alma platform needs to be available in multiple languages.
- The Ask Alma platform needs to adapt and meet the needs of users with disabilities.
- The Ask Alma platform must provide accurate information and connect users to a human interface when the system does not know the answer. A human being needs to respond to these types of concerns with 48 hours.
- The Ask Alma platform should be authentic that it is using AI technology.
- Annual assessment of the platform must be conducted after implementation. A report including usage, student satisfaction, question types, etc. must be provided to campus community to promote trust and transparency.

Focus Group Notes

Name: Arianna Agramonte Holterman

Group: Illini Transfer Ambassadors (Professional Staff: Jim Fry, New Student Programs)

Date: September 21, 2021

Summary of participants:

11 Illini Transfer Ambassadors from 4 different colleges (ACES, LAS, AHS, and Media). They were mostly seniors and seemed visually to come from diverse backgrounds. All were transfers students from either 4 year universities or 2 year community colleges.

Recommendations for technology:

Overall, they liked the idea and would utilize Ask Alma. They recommended having it on the main site, but also sites that they are already directed to such as:

- Admission portals
- Self-Service
- Illinois social media platforms (they specifically recommended Instagram)

They did not seem to know or utilize the rokwire app until provided further prompting, but that may be how I explained it. "Is that the one with the block I?"

Many had interacted with these kinds of bots before with government agencies (having to get a new Social Security card), Turbo Tax, or cell phone carriers. However, they described several concerns with similar technology.

Concerns:

- They do not want to have to ask a lot of confidential questions to get beyond privacy barriers. Feels like useless steps to them.
- They do not like being prompted to rewrite their question with different key word to get an answer. If the bot cannot answer their question at the first attempt, it should be provided to a person/department to answer. "Just give me the resource."
- They described losing the history of the conversation if their computer froze or the page refreshed, and then having to start all over again. They want the ability to save the conversation or have it emailed to them.
- They feel that the bot should stay at the surface/introduction level. Do not try to provide individualized text to a question. Instead, it should be honest about what it can do (just a surface level assistant) to get to the right webpage/resource/ social media for student group with a phone number to a living person to make individualize recommendations for them. "I want to talk to a living person" to get advice.

They stated that they would use the technology “if it is good. Depends on the first impression.” Based on this feedback it would be important to have students involved in writing prompts, key words, etc. and testing it before launch. The university will have one opportunity to make it successful.

Possible information gaps:

A consistent theme repeated was “I didn’t know who to reach out to for help.”

Some of the specific information gaps pertained to:

- Admissions: Each time they would call they would receive different information and the person on the phone would say “I don’t know why you were told that. That is against policy. It was frustrating.” Eventually they got the direct line to one professional staff member, and just kept calling them to get the answers they needed.
- Advising:
 - Received misinformation that resulted in taking unnecessary courses or not taking the right courses for prerequisites...resulted in delayed graduation.
 - Denied advising: “I couldn’t get an appointment with a major advisor, because I was not in the declared major. There needs to be open advisors to reach out to for transfer students.
 - Unanswered academic questions:
 - How do courses transfer? What did they transfer has?
 - What is required?
 - How many classes should I take?
 - How do I register for classes? How does Self-Service Work?
 - How do I change majors within a college?
 - How does the Intercollegiate Transfer process work?
 - What were good places to study?
 - DARS: I kept hearing about DARS. “What is DARS? Where do I get it? Break it down. Explain it”
- Academic Software: At their previous institution they had one academic platform, at Illinois they had self-service, Moodle, compass, canvas, etc. It was confusing and disjointed to transition to Illinois’s software.
- University Housing “I didn’t know that my 27 credit hours did not get me out of housing requirement.” The student had a lease with an off-campus provider and had to go through a housing appeal process. It worked out for the student, but it was stressful and overwhelming.
- Off-Campus Housing- apartments, subleasing, landlords. “I hate my management.” They lived at the Dean.
- Involvement: “I wanted to get involved in clubs, research, or internships but didn’t know where to go.”

Helpful recommendations beyond Ask Alma:

“At my previous school I received a lot of focus, attention, and care through the transfer process. Then you get dumped at Illinois.” It was difficult to hear their stories of not knowing how to get help or what to do to get acclimated to campus.

The group felt that transfer students should receive individualized support and advising at least through the first month of transferring. Below are some of their recommendations:

- Orientation program for all transfer students
- Resource/contact list for transfer students. Include the Illini Transfer Ambassadors and New Student Programs for transfer students.
- Advisors. They want a designated person/resources for transfer students from admissions to initial semester at Illinois.
- Encourage transfer students to connect to the Illini Transfer Ambassadors.
- Create a transfer student checklist that is tailored to transfer student needs that includes the must do items such as Fycare, ACE-IT...but also the should do items to ease your transition.
- They received too many emails from Illinois and important information was buried. Is there a way to lower the amount and maybe make it more personalized to transfer students?

Additional information:

I would recommend that the Illini Transfer Ambassadors be utilized for writing and testing. They had great feedback and personal experiences to the communication challenges of transfer students. I also think that the bot should direct transfer students to Transfer Orientation and Transfer Ambassadors as a resource.

Focus Group Notes

Name: Arianna Agramonte Holterman

Group: OMSA Graduate Mentors

Date: September 23, 2021

Summary of participants:

8 graduate students who all work for the Office of Minority Student Affairs as a mentor. They tended to move back and forth between answering questions based on their own experiences and the experiences of the undergraduate students they mentor in their role.

Recommendations for technology:

All had experience using a chat bot. They referenced shopping and cell phone experiences. They all indicated that they would use an Ask Alma chat bot. One user stated, "If it is a good experience, I'll use it." Another user stated that if the technology did not work well, then students would be frustrated, and it would "go bad quickly."

They would like the technology rooted to a particular office that could address questions the bot was unable to answer. They also want the bot to provide the office hours for that office or provide live question opportunities through zoom or other virtual technology so students know when they may be able to talk to a real person about their concern.

They suggested that the technology would anticipate additional questions. "Students don't know what they don't know." For example, if a student asked about how to complete the FAFSA...then the system would provide 2-3 other questions that are common to occur after asking the FAFSA question. They also felt that this would build confidence in the bot.

They recommended that it be placed at the main website and be extremely visible.

Possible information gaps:

"The information gaps are vast."

They referenced the difficulties with understanding the difference between financial aid and the office of the bursar. "When do you go to which office?" "What do you do each office for?"

They referenced the difficulty of knowing which emotional support resource is helpful. They suggested explaining the differences between McKinley Health Center mental health and Counseling Center or Women's Resources Center versus Title IX. They would like the technology to assist students who are experiencing suicide and depression, and connect them to emergency services.

They thought it might be helpful for the app to address questions about how to do self-care. Sleep, eating, physical, mental etc.

They wanted the app to address resources to assist with basic needs such as food assistance or housing assistance. Maybe even be referred to community resources for support.

They feel that academic advising is a significant gap. "They do not know who their advisor is. They don't know if they are in the right classes. They don't know what DARS is. They do not know what the prerequisites for courses are. They do not understand the ICT process." They would like to see the service point towards tutoring and academic support.

The Graduate College- information is siloed and not easy to find the right person. When do you go to advisor in program versus the Graduate College. How many hours? Program requirements, funding/assistantships, funding and insurance in the summer, etc.

Specifically, to OMSA- OMSA serves undergraduate students. But who serves graduate students? Parse out what campus resources are available to undergraduates versus graduate students. They do not want the service to direct students to a resource that is not available to serve them.

Helpful recommendations beyond Ask Alma:

Additional information:

Focus Group Notes

Name: Arianna Agramonte Holterman

Group: OMSA Ambassadors

Date: September 26, 2021

Summary of participants:

9 undergraduate students who serve as OMSA ambassadors. I did not get a full list of majors, but they appeared to be in different majors based on their responses. COVID-19 and the campus protocols to COVID-19 seemed to impact their responses.

Recommendations for technology:

They all had experience with the app through food delivery services, pharmacies, etc. They did not seem to like using chat services. "I spend a lot of my time trying to get to an actual person." The chat does "not know how to answer the question. You just want someone to do what you are asking for." If Ask Alma actually becomes a service, they want it to direct to a person if the bot cannot answer the question.

They recommended having it in the school website, the Safer Illinois app, each college should link to it, and maybe have it embedded on campus massmail so they can ask specific questions about the massmail.

They want the program to have some sort of navigation where they can go back to the first question or return to the last question. They would like the ability to have it emailed to them for safe keeping or print it.

Possible information gaps:

They identified many information gaps.

Events. "Last year I just sat in my room, didn't know where to go/what to do."

Opportunities to get involved. "What is available? How to join?"

Campus resources. "I just learned about BNAACC and I am a junior."

What map or bus app should you utilize?

Advising:

They had A LOT of concerns about academic advisors. They feel that advisors rush them in appointments- that their experiences are transactional and rushed. They described not knowing how to register for classes, making their own schedules, not knowing who their advisor is, and even if they know who their advisor is that they are misadvised....misadvising seemed common among those who were transfer students. They didn't know what DARS was, how to read it, what it means.

"I do not like advising here. I ended up taking 20 credit hours I didn't need. Didn't account for my AP or Dual credit, and I didn't know to ask about it."

"I didn't know that they had not received AP scores. Didn't know I should ask. Encourage students to check DARS to make sure everything transferred that you are expecting."

"OMSA is better than my college advisors."

(Student in I-Health, AHS) "I was told you can make advising appointment unless graduating senior because of advising shortages." It made them feel unsupported.

"I didn't know that there were health profession advisors at The Career Center."

"Advisors seem that they don't care= be more caring, attentive."

(Engineering) "Felt like they were just checking me off a list and rushing me out the door."

The group asked if there could be brief, recorded videos about what topics that could be provided by Ask Alma. Example: What is a DARS? What is a transcript? How/when to order transcripts be sent to Illinois?

Deadlines for math placement tests.

Credit hour requests for full time or specific financial aid issues like map grant.

SAP for financial aid- requirements process

Consequences for dropping below credit hour requirements

Courses that should not be taken together...or should be taken together.

How to do the ICT process.

How certain financial aid processes work?

How federal work study works?

MAP grant requirements

Refund information- in some cases more money that students have ever seen. How to manage the money? How to budget/save it for the issues that may come? That you may have to pay it back if you withdrawal

How to complete the FAFSA?

How to get an I-card?

How to purchase/rent books? How to decide if you need to buy the book.

Who to call with health concerns or questions? "I texted my RA with the problem. They told me about McKinley."

Describe the difference between the health fee and the student insurance fee. Explain how to opt out of student health insurance.

What to do if you have a family emergency or your sick and need to miss class?

Where to find forms- bias report, student conduct concerns (this came from someone who is also an RA)

Additional information:

Focus Group Notes

Name: Arianna Agramonte Holterman

Group: DRES Access Specialists

Date: September 29, 2021

Summary of participants:

Professional staff members- Access Specialists at DRES

Recommendations for technology:

They like the idea of Ask Alma and would use it themselves. "Could help staff if was accessible, useful, easy to use." Recommended that it be on the main website for Illinois and embedded in learning platforms and/or self-service.

They would not recommend the service go into a lot of detail. For example for DRES they do not want the app asking questions about what kind of disability/illness etc. Instead they recommended just driving to the main website for DRES, how to apply, documentation requirements, or how to contact them.

Want it to be screen reader accessible. They would like back end accessibility and recommended that the Ask Alma implementation team have a member of the IT accessibility group to assist. Color and font need to be accessible.

Recommend the ability to print the text or have it emailed.

Possible information gaps:

They would like students to know that they can utilize the Student Assistance Center for illness/hospitalizations/concussions/ family emergencies.

Difference between the Office of the Dean of Students and college academic affairs offices.

Academics- "It always surprises me that students do not know what college they are in, or their advisor is." They do not know how to add or drop classes. They do not know important academic deadlines such as the drop deadline. For graduate students they do not seem to know where to go for advising- advisor, program department, graduate college etc.

Where to go to tutoring?

What to do if you experience a family emergency? How to communicate with faculty?

How to make friends or join clubs? What social activities are available to students?

Explain difference between counseling center and mckinley health center, DRES, etc.

DRES- neurological testing, testing center

How to handle roommate conflicts? Talk to RA, RD, tips

How to manage bullying or discrimination around disability especially when it is coming from staff, faculty, dean?

Additional information:

They would like Ask Alma to be utilized by faculty and staff. Specifically for faculty- they want to encourage faculty to bring student concerns to their attention earlier in the semester. Explain what a reasonable accommodation is and provide examples. Guidance for what they can and cannot do when making a referral. Encourage instructors to read accommodation letters. You do not decide the accommodation, DRES determines the eligibility. Direct faculty back to the faculty pages at DRES.

They would like faculty to have more training or orientation.

Ask Alma Focus Groups
Communication Staff

The University of Illinois at Urbana-Champaign is considering adopting AI technology to create a 24 hour chat or text feature to allow students to get answers to non-emergency questions.

1. What are current information gaps that you see on campus?
2. If the university were to create this type of chat or text feature, what types of questions would you like it to address?
3. What would be your concerns?
4. How might this service address existing information gaps?
5. How might this service address existing equity gaps?
6. What department would you like to see be responsible for the service and address follow up questions?
7. How would you market this service to your department?
8. How would you market this service to your student users?
9. Are there any other topics that you would like to discuss?

Laura Mabry
Executive Director
College of ACES
10/5/2021

Laura sees value in a chatbot tool. She sees this as a great way for people to start a conversation with the university. Thinks prospective students and families would be interested in this type of technology. She mentioned alumni and research audiences (media, partners, funders) in particular.

Feels like this could help to break down university barriers in our decentralization. Including success stories of how someone used the chatbot.

Laura would like to see student recruitment questions as part of the chatbot (get involved, financial aid, what major is right for you)

She wondered what type of accessibility features are available for those visually impaired. Stressed the importance of having clear, everyday language as part of the tool.

Erik Riha
Director of Marketing, Illini Union
10/4/2021

Erik felt prospective, incoming, and current students would use a chatbot.

In past years, RSO's have asked to implement a chatbot service. Erik's office looked into the service and there was never a solution that campus IT would allow based on privacy (the ones they looked at captured personal data and netid's).

He had no real concerns, even considered diversity and equity. Wondered about ways to leverage the chatbot for departmental use, especially when working closely with students. Feels like this should be more than a university-level chatbot. Deeper on the website, as students move around the website, they still see the service. He wondered how academic units would embrace the tool

Erik did wonder who would manage the chatbot. He brought up a great point, at some point a person will need to get involved as the tool will have limitations. Staff will need to expect to talk to a person, not always have the chatbot do the work.

He would utilize social media, the homepage and contact page of the website and posters.

Chelsea Hamilton

Associate Director of Communications, Grainger College of Engineering

10/1/2021

Chelsea has recently moved to Grainger from her position in marketing and communication within University Housing.

She felt this would be an excellent tool to implement within the university, especially to help answer questions from incoming and international students. She noted students and families get frustrated bouncing from department to department in our decentralized environment (and some areas are closed for the lunch hour).

Chelsea expressed the need for there to be support behind the tool and that a possible home would be Tech Services. Without support, this would not be a helpful or used tool.

She noted those that need to be involved from the beginning are University Housing and McKinley. The need to be fluent in several languages within the chatbot came up in her conversation with me several times.

1. Have you utilized a chat or text service before? What were your experiences?

Yes I have. The experiences have ranged from great to really bad.

2. What features or tools made it easy for you to use?

Seeing different recommendations for things to type or select was helpful. Also, seeing the chatbox pretty easily on the site.

3. Would you utilize a chat or text service at the University of Illinois at Urbana-Champaign? Why or why not?

I would because it would help to contact fewer people. It could save time to call the main dispatch and then be transferred to get an answer. Also, it could be available outside of normal business hours.

4. What features or tools would you want this chat/text feature to have?

I think giving the option of calling a number after a few texts could be helpful. For example, if I wanted to figure out the director of finance or something, but the chatbox was not getting me the answer in 2-4 texts, then it should offer a list of numbers that I can call to talk to someone that can give me that information.

5. What might motivate you to utilize this type of service?

I think the ease of accessibility. Maybe having it connect from the Illinois App.

6. Tell me about a time where you had a question or concern on campus and you did not know how to address it. What was the topic? Where did you go to learn the answer?

A time was when I needed help with COVID testing and had to call to find out that the University does not take outside tests.

7. How would you want the technology to work?

If it could be easily accessible and not wordy.

8. Tell me about a time where you had a question or concern on campus and you did not know how to address it. What was the topic? Who did you go to....to learn the answer?

I had to call the COVID center to get an answer.

9. What might concern you about a service like this?

If the service gets too wordy and time-consuming, then in the end it does not help the user. It is like going to a store to get something you need, then walking out without it. The perception of that store can then be hurt.

10.How might we make the service more inclusive or equitable?

I think having speech to text and vice versa. Also, have it being read out loud early on the site for those that are blind.

11.Are there any other topics that you might want to discuss to ensure the success of this chat Service?

I am sure considering the above will be plenty helpful. If you need me to go more into depth, feel free to reach out. I am quite familiar with these since I usually have to deal with issues regarding family billing and whatnot due to my family and I being immigrants.

Student: Ruby Barraza
Standing: Senior
Major: Community Health (AHS)
Minor: Child Health and Wellbeing (HDFS)
Date: 25 September 2021

1. Have you utilized a chat or text service before? What were your experiences?

Yes, it is usually a good experience and I find helpful information right away.

2. What features or tools made it easy for you to use?

It was easy to find/access and get to the information I was looking for. A feature that was helpful was being able to send a copy of the transcript to myself or downloading a copy.

3. Would you utilize a chat or text service at the University of Illinois at Urbana-Champaign? Why or why not?

Yes. Maybe not as much as I would if I were a freshman, but it could still be very useful in order to get information immediately instead of having to contact people and having to wait until they are available to talk or navigating multiple websites.

4. What features or tools would you want this chat/text feature to have?

I would want it to have an option where the bot can either connect you to someone/ a website that can answer your question or tell you who to contact (if it doesn't have the answer), and to be able to save the transcript.

5. What might motivate you to utilize this type of service?

If it is easy to navigate and provides information I am looking for.

6. Tell me about a time where you had a question or concern on campus and you did not know how to address it. What was the topic? Where did you go to learn the answer?

The self-service system was not allowing me to enroll in a class that was open and I fulfilled the requirements. The topic was registering for a class, I had to ask my advisor who then got me InTouch to the department chair.

7.How would you want the technology to work?

I would want it to be easy to find, then someone would just have to type a question/subject and the bot will offer a few different subjects on the matter and they could continue to further narrow the search until they find the information they need. If information is not found, they should have the option to talk to an employee directly or leave a message and someone would get back to them.

8.Tell me about a time where you had a question or concern on campus and you did not know how to address it. What was the topic? Who did you go to....to learn the answer?

I did not know if it was possible for me to pursue a minor at the time, and since this was more individual, I went to my academic advisor.

9.What might concern you about a service like this?

That students would not know it exists

10.How might we make the service more inclusive or equitable?

It could be more inclusive if it is available in different languages and hold information relevant to international students as well as minorities or anyone in the LGBTQ+ community.

11.Are there any other topics that you might want to discuss to ensure the success of this chat Service?

N/a

Focus Group Notes

Name: Charlotte Bauer, Joseph Shroyer

Group: Graduate Student Association

Date: 10/01/2021 and 10/6/2021

Summary of participants

Participants uses Chatbots and likes the idea of U of I developing a Chatbot. Participants were both from the Graduate College's student advisory board. One is an on-campus PhD student, on is an online master's student.

Recommendations for technology:

Chatbot should be easily available to use (available on each page of a website not just homepage) but not impact users experience when utilize the website.

Chatbot needs to be multilanguage, multi-dialectic for Chatbot to provide accurate responses to our diverse student body. Chatbot needs to be able to provide contact information, preferably phone number, for follow up on specific questions.

Should be very clear about if and when the chatbot will refer you to a human. There is still a need to talk to humans, esp for those in different times.

Because many university services involve specific terms for things, the chat should offer keywords and understand the many ways people can refer to things.

Possible information gaps:

Financial aid and fellowship information

Helpful recommendations beyond Ask Alma:

Due to staffing issues, many departments are pushing students to contact their offices via email. This can be challenging for students who need urgent assistance.

Additional information:

Students

The University of Illinois at Urbana-Champaign is considering adopting AI technology to create a 24-hour chat or text feature to allow students to get answers to non-emergency questions.

1. Have you utilized a chat or text service before? What were your experiences?

Yes, uses them all the time. Helps navigate websites. Uses with big companies with actual person using it.

Used it with Apple today for screen repair. Used the chat feature to ensure she didn't miss anything. Person via the chat walked her through the steps she had already navigated. It gave her reassurance that she had all of the correct info.

Uses Library Chatbot regularly.

Yes, uses them in often. Finds them helpful but can be frustrating if doesn't seem to use keywords to guide you in locating information for which you may not know the appropriate terminology. It is frustrating if it doesn't get the question and can't refer you to someone for help. It is good to know up front if it is going to send you to a real person eventually. Doesn't like it when you spend a lot of time trying to communicate with the bot but never get things sorted out and get no referral to a real person...or even a phone number, email, etc to contact.

2. What features or tools made it easy for you to use?

Having it on every page of the website. Be sure not to take up too much space. Always there but not impacting usefulness of the website.

With huge international student population, recommends chatting with international students on making sure Chatbot will recognize "certain words" that may be commonly used by international students.

Mainly uses computer, not mobile device, when planning to use chat due to larger screen.

It can be helpful if it offers you categories. Also, again, the ability to get to a real person at some point.

Have used library "Ask a Librarian" and the tech services help desk service with good experiences.

3. Would you utilize a chat or text service at the University of Illinois at Urbana-Champaign? Why or why not?

Yes but probably not a lot since in her 5th year. Chatbot will be very useful for new students trying to learn the many aspects of our large University.

Yes, as a student who is not on campus, it is very helpful because you don't really understand what office does what or where things are.

4. What features or tools would you want this chat/text feature to have?

Best to send a link through chat instead of sending a step-by-step instruction guide.

Nice to be able to see when the person/AI is chatting, so you know they are working on a response. Even if response will take 10 seconds, good to know a response is coming.

Does not like the extra responses like "Thanks for asking such a great question". Just get to the point/information.

Being upfront if going to connect with a real person or not. Answering with multiple responses or a drop down of some type to start to sort out if question is about grad/undergrad/staff, etc

Always provide basic links so you can bookmark it and have a way of saving the information you were provided.

5. How would you want the technology to work?

Multilingual, multi-dialectic.

If doesn't understand question offer keywords to help hone in on info needed.

6. What might motivate you to utilize this type of service?

On Academic websites (.edu websites) when the search bar leads to many hits and too much info to sift through.

Things that get cross-reference, that overlap and can be hard to navigate who to work with.

Discussed McKinley chatbot with long responses. Felt that was fine and clarifying questions is a good thing to ensure accurate info. Sometimes you just need to talk with someone but phone numbers are hard to find. Example: Grad Fellowship number is hard to find and when urgent, emails aren't fast enough. If the BOT could provide information but also provide appropriate phone numbers for more information/clarification. With online directory, you have to know what you are searching for in order for the directory to be effective. If the chatbot can't answer the question then it should provide contact information to whom can answer the question.

Won't ask detailed question via chatbot unless it is an actual person vs AI. Views AI chatbot as more providing directions verses provided answers to detailed, specific questions.

As an online grad student, they don't really use the main campus site. Most questions would be dept./program or technology specific, ie. where is the place I build a prospective schedule, how do I log into Moodle, registration questions, etc.

7. Tell me about a time where you had a question or concern on campus and you did not know how to address it. What was the topic? Where did you go to learn the answer?

Grad Fellowships. Couldn't find a phone number for assistance. Able to find an older email from Grad Fellowships to find contact info. If located on campus, would have gone to office for assistance.

Building key words for the Chatbot so it will grab topics/forms that don't have particular key words in the name of the form, website, etc.

financial aid questions and grad fellowship questions

8. What might concern you about a service like this?

Only concern is if Chatbot is asking for personal information like CC number or SSN. More than likely not an issue except maybe with McKinley Chatbot.

If you spend to long with the bot and don't get to a human if needed.

9. How might we make the service more inclusive or equitable?

Spelling can be different with different dialects; Chatbot needs to account for this. Also, Chatbot needs to be aware/respond effectively to common misspellings.

b. possibly in other languages, keyword suggestion. For students online not in US have a human available at reasonable hours. Esp for international students who are nervous about phone calls.

Make sure folks know no "dumb" questions. How do I find my ID number. Don't need to be afraid.

10. Are there any other topics that you might want to discuss to ensure the success of this chat Service?

AI is the best option due to hiring issue, revenue loss but in the future consider having a live person behind the Chatbot during business hours. Creates jobs and helps with challenges in getting a hold of person via phone. Trending to email only service isn't great.

Have a general email address that the Chatbot could provide in the event it isn't able to provide specific instructions or contact info.

would be useful, esp for new students. Can bump people to other chat bots. Ie. Can't log into my Moodle send to TS chatbot. There is a need for this for students who are in different time zones, but also to be able to reach humans during different hours to accommodate other time zones.

Focus Group Notes

Name: Ask Alma FAQ Committee

Group: Office Support Colleges & Schools & Student Affairs

Date: Tuesday, 9/28

Summary of participants:

- The participants for this focus group session included staff from McKinley, University Bursar and the Office of Student Financial Aid

Recommendations for technology:

Organization:

- Identifying who does what
- Providing deadlines
- Providing timelines for information that students need
- If more than one department in the University has a chat-bot, opening up the possibly to pull information so new chat bot provides the same information and not dilute what is out there

Guidance:

- Search other University webpages for FAQ information to guide students to
- Try to connect student to the information and reinforce that this is a chat-bot and not actual person

Flexibility:

- Ex. Covid-19 pandemic and the need to allow students to adjust to the needs at the time

Accuracy:

- Concerns about AI and who will be monitoring, training, and making changes as things change within departments. How do we make sure that the information provided is accurate on a regular basis.
- How will the chat bot be built to understand text and intent.

Regular review and investment:

- Reviewing the inquiry history from questions asked to the chat bot and how to train the chat bot to answer those questions that the chat bot was not set up to do before
- Investment purposes- start is simple, work with AITS using who uses dialog flow through google.
- Ability to monitor the 'traffic' that is coming through the chat bot and train the chat bot to provide the information being asked

Review and training:

- Can other departments share information to be included in the chat bot to answer questions

Ensuring accessibility:

- Making sure that students have ability to read information on website if for example larger font is needed, translate to different languages, picking up on emoji's that students may use and what that may mean, offering text to speech
- Implementing a chat bot may assist with student's who have family members that aren't able to meet with departments until after hours

Possible information gaps:

- Controlling access: what's keeping UIC or UIS student from getting the chat bot and getting this information
- Target population, making sure all students who may access the chat bot can be assisted

Helpful recommendations beyond Ask Alma:

- Students have many questions and don't always know who to ask or where to navigate to. Building a basic/general chat bot can serve students to help guide to who they may need to reach out to.
- Providing general timelines in the chat bot to communicate to students may be helpful

Additional information:

- Focus groups participants were limited. It may be helpful to gather more information from other offices/colleges.

Ask Alma Focus Group Questions

1. What are the top 5 questions that your office receives from students?
 - Top 5- when will my financial aid be applied, waiver be applied, when will student insurance be applied, why wasn't this waived. How do I log in, can you remove my late fee, invoice listing my classes as well charges, payment plan, refund, wire transfer info
 - How do I make an appointment, medical record requests, how do I get my parents access, flu clinic questions, Covid questions
 - General timeline application and getting aid, applying for aid, overall eligibility keeping, losing aid, refunds- where is it????, requirements, general bill, general FAFSA questions

2. Are there questions that are mistakenly referred to your office?
 - Can you provide examples?
 - Example: Financial aid questions redirected from Admissions, etc.

 - When is my financial aid and waivers going to be applied? Waivers (big black hole...), status of insurance waivers, housing- meal plan- charged twice for dorm. 3 biggest ones for them
 - Residency- am I a resident, tuition assessment, billing questions, payment plans, what is this charge on the account, holds (most holds are not from us), bizarre housing questions, private certified vs. university housing, student insurance
 - Will my financial aid increase if I have a single room?
 - Anything COVID related, you need to fix my registration, fix holds, not a whole lot of anything not related to their office

Specific topics that seems to confuse students in general?-

- No we can't tell your parents, no dear parent, we can't tell you either. "I want you to do it this way..." students not reading how things are supposed to be done. Can't you just take care of this?
 - Other topics- where are you in the chain from going to department to department. Worse this year than other years..I can tell you from experience
 - General sense of loss with who to ask, "I know it's not you but..." I can tell you maybe it might be... They want whoever they have gotten ahold of to be the expert. Don't know who to call.
3. What topics seems to confuse student users?
 - What is that units current process to do what is needed.
 - 150 word documents into one web site. Moving things to one spot. Letting other managers to know where to find information.
 - Trouble directing international students on how to pay accounts- best office to refer to because of enrollment and international status.

 4. What questions are difficult for your office to answer? See above

5. Where do you go if you have a question about another unit? Do you have go to people?
 - Scott- OSFA- Christine, Janet, Bethany, Crystal, Jen, Amanda depending on what is needed
 - Jamie in housing.
 - Hi I'm with McKinley, then they are receptive to helping you because you're with the university.

6. Does your office have a "chat" or "text" function? How does it work?
 - McKinley- developed in-house, have staff internally who don't know how to help a student in need and are using the chat bot to help the student or are guiding the student to the chat bot
 - University Bursar- chat bot- Joe pulls the metrics

7. If the university were to create this type of chat or text feature, what types of questions would you like it to address?
 - Who does what? Organizational breakdown depending on need. If anyone has a FAQ on their website that students can be guided to. Ex. Bills are created from this date to this date. Providing timelines for information that students needs
 - Payments to students section- where student payments need to go, department and students.
 - Answering questions- discourage just answering general questions, make sure that a public general information to limit the re-training of the chat bot. 'search engine on steroids'
 - Pandemic, need flexibility to adjust to information that students need at the time.

8. If the university were to create a 24-hours answer service, what would be your concerns?
 - Simple strategic response to put in touch with the counseling center. Try to connect student to the information, reinforce that this is just a chat bot, try to make sure that this is not someone talking to you.
 - 2 chat bots, pull these questions from the answers, Illinois.edu. providing same information and not dilute
 - Mostly worried about with AI- is this monitored, is someone required to monitor it. Very big subject in our office. Concern- making sure that the accuracy is there
 - Who are you, who is the office, who is going to support this, how do we make sure that is accurate?

9. How might this service address existing information gaps?
 - Very well

- Can the bot say this? Never taken the time to make sure the web site says this...
Needing to have A and also B. understanding text and intent
- I can see this as being very helpful. Answer questions on where to start.
- Would there be a way to send to chat?
- History, see what has been asked. Repeated type of thing, then deal with no-match questions. Train bot to answer those. Ex. Flu clinic- not asking a second question because its guiding to flu clinic website with information

10. How might this service address existing equity gaps?

- Ability perspective- how can I get this information if I need bigger font, keeping information on all one screen so they are not scrolling up and down. Translate to different languages. Students who handle misspellings, sad face emoji (high predictor in potential mental health crisis to be able to start a dialogue.
- Text to speech- speech to text, so if someone can't type, they can still get the information
- Some kinds of family structures where student's and families aren't available until after hours. Student's translating for parents. Chat bot would help with providing some information ahead of time. Asking about weekend hours, etc.

11. If a chat feature could not answer questions, what department on campus would provide human support to answer the question?

Who follows up to make sure this questions gets answered-

- What's keeping UIC or UIS student from getting the chat bot and getting this information
- How do we identify audiences, where do we start? Where do we begin?
- You're not getting the answer you want from the chat bot- reality- it's not a financial aid questions, it's a housing questions- redirecting information, narrowing down to one off questions, getting the chat bot retrained on questions asked and referring to different department.

12. Are there any other topics that you would like to discuss?

- Guidance from Department of Ed can change overnight, don't always want to update website with the new information until further review or guidance is received. No way to really resolve- concern that we would have. Is it something that we need to have someone available to troubleshoot things?
- People need to have building access to come into office- won't be changing everything, but you've got to know this. Investment purposes- the start is really simple, AITS using dialog flow through google. Traffic, how much is coming through. Beginning training 20 things to chat bot, have grown up to 70. Simple- didn't have time to program in or don't know how to answer the question. Currently spends 15 minutes a day with new intents. Are we going to

have a central bot where McKinley could share information, and OSFA could share information, etc... Ability to empower main bot with more information. Straight forward to build.

Focus Group Notes

Name: Ask Alma FAQ Committee

Group: Office Support Colleges & Schools & Student Affairs

Date: Wednesday, 9/29

Summary of participants:

- The participants for this focus group session included staff from the Division of General Studies, Office of Student Financial Aid.
- 2 participants were unable to participate in the focus group, but both did complete the questionnaire and submitted to us. This department was Center Advising and Academic Services the Office of the Registrar.
- Participants like the idea of a chat bot, however believe that general and basic to serve initial questions that students may have would be a better service to students.

Recommendations for technology:

- Build the chat bot to provide general and basic information, essentially creating a base line that all would receive the same types of general information per topic/question.

Possible information gaps:

- Many offices have complex procedures and processes which would be served in a chat bot. Instead, complex topics would require more in-person contact with students.

Helpful recommendations beyond Ask Alma:

- Students have many questions and don't always know who to ask or where to navigate to. Building a basic/general chat bot can serve students to help guide to who they may need to reach out to.

Additional information:

- Focus groups participants were limited. It may be helpful to gather more information from other offices/colleges.

Notes from Focus Group #2

1. Top 5 questions your office receives from students?
 - a. How do I schedule appointment with advisor?
 - b. How do I schedule classes?
 - c. Who is my advisor?
 - d. Very academic questions in nature
 - e. Financial aid-they get everything to do with numbers
 - i. See student insurance, and ask about waiver – reroute
 - ii. Refunds for withdraws-reroute to registrar
 - f. Timeline of financial aid – where is my FAFSA info?
 - g. My FAFSA is wrong! Try to decipher what that means. Did they submit something wrong? Is it logging in and correcting?
 - h. Dire circumstances and different from what they were experiencing two years ago due to pandemic. Circumstances beyond their control and how to move forward?
 - i. Billing questions, but not the bursar’s office. They can help review the bill, but cannot make changes.
 - j. Adding/dropping a course, late course change, drop deadlines, appointment scheduling, admissions

2. Are there questions incorrectly directed to your office?
 - a. Not a lot of wrong referrals from other units, but because DGS they field a lot of questions from students who didn’t know who else to call or email.
 - b. DGS gets a lot of graduate students calling for info-not sure where to go.
 - c. Financial Aid receiving questions that should go to: Registrar, billing office, Housing.
 - d. Some students call FA because they cannot get a hold of anyone else...looking to speak to a person and finally get someone.

3. What topics seem to confuse student users the most? General topics that are outright confusing?
 - a. FA: Federal policies on verification of requirements
 - b. FA: Cannot pull strings, can’t skip requirements
 - c. FA: Loan requirements. High number of borrowers, and requirements to borrow are sometimes confusing. Promissory notes: parents don’t understand why they cannot sign for students.
 - d. FA: Withdraw process and understanding how it will be billed out, loans after withdrawing, anything to do with part-time status.
 - e. Costs are often confusing and how expenses relate to financial aid bundle/package.
 - f. DGS: Lot of forms, a lot of information about academic policies-dropping class, adding class, Credit/NC last year was nightmare. Cohort who were freshmen last year and that’s all they know.
 - g. What’s policy, what’s procedure? Students sometimes have a difficult time distinguishing between the two.

- h. FERPA – parents don't understand why they cannot get info on students. Students also don't understand why they have to come in person or complete forms to get access to their own information.
 - i. Student self-service/course registration
4. Difficult questions?
- a. FA: dealing with a lot of tax information, sensitive info that parents don't want shared.
 - b. Divorced parents/one parent on FAFSA and other calling for information and doesn't understand why they cannot get it from campus.
 - c. Talking about money with students and families, one of the biggest challenges sometimes.
 - d. Academic progress seems to be difficult to discuss over phone. Talking about GPA, hours of credit earned, etc. are tough. Easier to discuss in person.
 - e. Return of Title IV funds; trying to explain and why it's not a \$ to \$ bill-back. Why do I still owe money??
5. Where do you go if you have questions about other units?
- a. DGS: If I don't know, I go to department website or department directory. Look through list of staff and titles. Or general phone number for department.
 - b. FA: Same. Googling a lot!
 - c. Harder for student contacts in the unit: want to get back to them right away and not ask for contact info and offer call back.
 - d. To the directory to find a phone number and/or website
6. Do you have chat or text function?
- a. No, neither departments have one.
7. If U were to create this feature, what type of questions would you want it to address:
- a. DGS: Be mindful of FERPA guidelines
 - b. Generalized response/answers
 - c. Every college has different policies and procedures, so cannot give one specific answer for many of the questions
 - d. Don't get too deep in weeds due to decentralization of departments and how they handle things so differently.
 - e. FA: Agree! Every student account is completely different so there aren't general answers for most questions
 - f. Good function is to provide baseline knowledge so when they do call in they have some information or idea of what they need or where to go.
 - g. Basic timeline answers: Filed FAFSA-expect information in X amount of time. VERY GENERAL
 - h. Anything deeper needs to refer student back to the appropriate office.
8. 24-hour answer service created, what are your concerns?

- a. DGS: Would be good for international and/or study abroad students, who aren't in the local time zone to have access to get some questions answered.
 - b. Concern: sensitive information, or in crisis:
 - i. Or crisis situation-how would we connect them to services immediately?
 - c. Students share information, so chat bot shares info with one student, but it might not necessarily apply to the other student. Misconstrue information. Especially with academic, policy/procedure, financial aid information. Avoid by providing only very generalized information and connect directly to program or department
 - d. Helpful for those students who don't know where to go to find answers.
 - e. Parents and prospective students would likely be well-served with general info about university
 - i. How to apply
 - ii. What programs offered
 - f. FA: Information may be accurate in moment but can change very rapidly so outdated quickly.
 - g. Keeping the information updated and ensuring accuracy of what is out there.
9. How could this fill information gaps?
- a. You don't know what you don't know.
 - b. Gets questions from high schools from all over the country, different levels of knowledge, access, etc.
 - c. Could be great baseline information for everyone, especially incoming students. All usually starting from same level of knowledge.
10. How do you envision this closing the equity gaps?
- a. FA: all different grants, scholarships, etc. are specifically geared to students from under represented backgrounds. Having those students know that these are available could help close that gap.
 - b. Hard to counsel student whose parents/family didn't have knowledge or resources that the student next them had...with that being said, this is where we can equalize that baseline knowledge level; share requirements and what they need to apply, be successful.
11. If a chat bot is not developed or available, is there one department that could field these questions?
- a. SKIPPED
12. What other topics would AI address?
- a. FA: Where are those staff members and what resources are there for this service?
 - b. Chanda shared that we are currently in information gathering stage. Those who will push this initiative forward will address these needs.

Ask Alma Focus Group Questions

From Office of the Registrar

The University of Illinois at Urbana-Champaign is considering adopting AI technology to create a 24 hour chat or text feature to allow students to get answers to non-emergency questions.

1. What are the top 5 questions that your office receives from students?
 - a. Academic policies, deadlines, and impact specific to the student's situation.
 - b. Status inquiries about our various processes like a withdrawal, transcript order, diploma, etc.
 - c. Questions about specific charges on student account.
2. Are there questions that are mistakenly referred to your office?

Can you provide examples? Example: Financial aid questions redirected from Admissions, etc.

 - We receive many questions that should be directed to the Bursar's Office as they receive many questions that should be directed to our office. Our students/families don't understand the difference between the office functions EVEN though both our websites very clearly provide information.
 - We receive questions/requests that are often directed to the student's undergraduate college office or graduate department/Grad College due to the distributed nature of this campus.
3. What topics seems to confuse student users?
 - Many of our policies are complex, however, we try hard to communicate the information via the website....if people would just read!
4. What questions are difficult for your office to answer?
 - We won't answer questions that are outside our responsibilities such as financial aid, payments, refunds, etc.
5. Where do you go if you have a question about another unit?
 - Contact that unit, preferably a specific contact person with necessary knowledge, but sometimes that person contact is not yet known or has changed.
6. Does your office have a "chat" or "text" function? No
7. If the university were to create this type of chat or text feature, what types of questions would you like it to address?

- If this feature could direct people to the websites with the information to answer their questions that would be helpful.
8. If the university were to create a 24-hours answer service, what would be your concerns? No response
 9. How might this service address existing information gaps? No response
 10. How might this service address existing equity gaps? No response
 11. If a chat feature could not answer questions, what department on campus would provide human support to answer the question?
 - That would all depend on the subject of the question to know what office/department would assist.
 12. Are there any other topics that you would like to discuss? No response