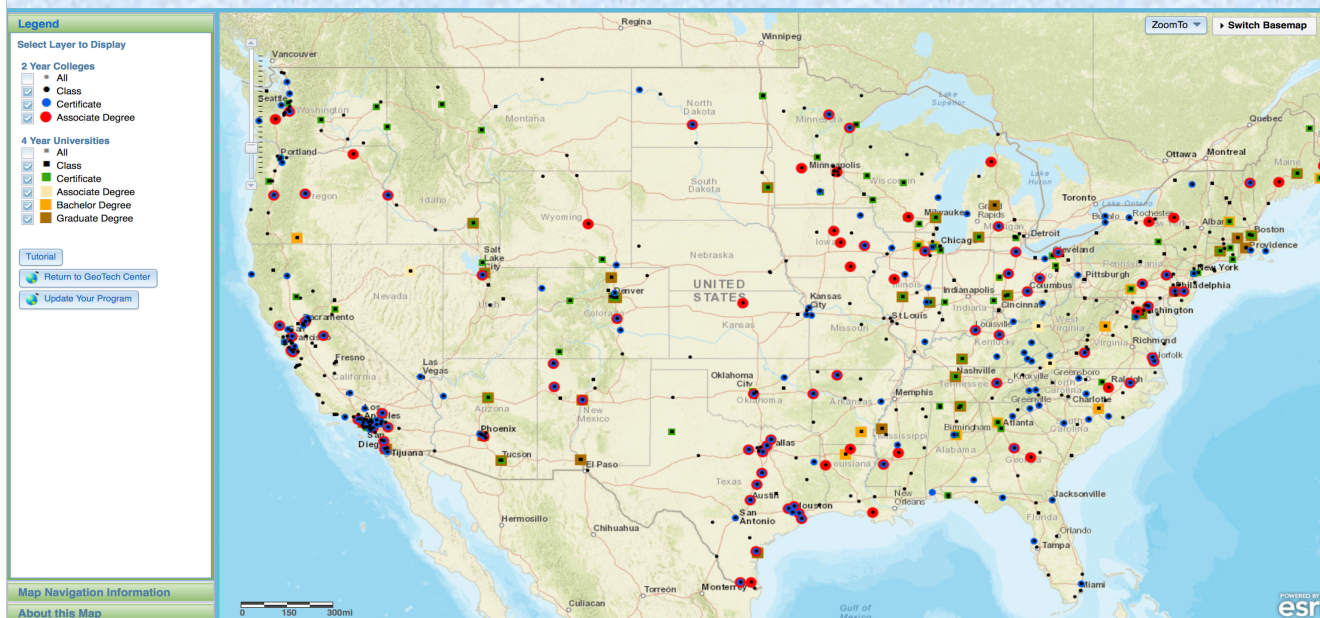




Empowering Colleges: Expanding the Geospatial Workforce



My 5 Biggest Blunders as an ArcGIS Online Org Administrator (and other tips) by Dr. Wing Cheung, Palomar College

1. Failure to disable Esri Access

Be sure to disable students' Esri Access prior to deleting them from your organization! This is important for two reasons: (1) if students entered the school's address in their profile, publications such as ArcUser and ArcNews will be delivered to the school, and this will continue as long as their Esri Access is enabled. This means that even if you have deleted certain student users from your organization because they graduated or moved, you will continue to receive ArcUser and ArcNews at your school that is addressed to them! And since you already deleted them from your organization account, there is no way to disable

their Esri Access, which can potentially turn into a situation where you are routinely receiving 60-70 ArcUser or ArcNews. (2) If you deleted users without first disabling their Esri Access, their usernames will still be in the ArcGIS Online system. This will prevent any other ArcGIS Online users from using those user names.

2. Failure to enable Esri Access

As of the writing of this article, Esri Access is NOT enabled by default. This means that even after you have

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GeoTech Center Information

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The GeoTech Center is virtual, comprised of a Director, four Associate Directors, and eight Assistant Directors from institutions across the nation. The central office is located at Jefferson Community and Technical College (JCTC) in Louisville, KY.

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New Teaching Resources!

Some concepts important for geospatial technology are just not that exciting or easy to teach.

The GeoTech Center has created easily accessible, short YouTube videos that can help you and your students with these concepts.

To access these videos, please visit the GeoTech Center YouTube channel at:

<https://www.youtube.com/channel/UCWpdaUUq25NJUd86posP8kg/videos>

You can also access the videos from the GeoTech Center website at:

<http://www.geotechcenter.org/concept-modules.html>

The videos can be freely used to review the concepts as part of a course or as a review for Certification exams. More videos are being created and will be available soon.

Titles include:

Data Management: A review of data types, design and modeling of data management systems and a comparison of simple project needs to those of enterprise-wide data management.

Datum: Reviews what a datum is, the differences between vertical and horizontal Datum's, how Datum's have been created over time, and plans to combine vertical and horizontal Datum's in the future.

Map Projections: Topics include why distortions occur in the

process of going from a sphere to a flat map and different types of map projections (and their related distortions).

Metadata: Reviews why metadata is so important. Topics include metadata standards (US and International) and what specific data attributes should be or must be included.

Statistics – Basic Topics, Part 1: Reviews the use of basic statistics for geospatial technology. Topics include descriptive and summary statistics, terms used for different statistical values (mean, median, mode), standard deviation, variance, correlation coefficient, and normal distribution.

If you have a concept you would like to see, please let us know by contacting Ann Johnson: ann@baremt.com.

2019 Undergraduate Geospatial Skills Competition!

The GeoTech Center is pleased to announce the 2019 Undergraduate Geospatial Technology Skills Competition! The intent of the competition is to showcase the geospatial technology skills of U.S. undergraduate students. Competing students will create a project that utilizes geospatial technology to address a real-world problem. The student will then present the project and the resulting deliverables as a **Poster** that not only highlights their use of geospatial technology, but also demonstrates their communication and presentation skills.

The competition is software *neutral*.

Applicants must meet all of the requirements below to qualify for the competition:

- Applicants *must* be the age of 18 or older;
- Applicants *must* be enrolled during the **Fall 2018** term in a geospatial technology course (e.g., geographic information systems, remote sensing, GPS/GNSS, etc.) or geospatial technology program at an accredited 2-year or 4-year U.S. institution (undergraduate status);
- Applicants *must* reside in the U.S.;
- All work and cartographic output *must* be the original work of the applicant;
- Only *one* entry allowed per student; and
- Only *individual* student submissions allowed (no group projects).

The winners will be awarded registration, travel and accommodations to the 2019 GeoEd Conference in Louisville, Kentucky, where they will present their posters.

There will be 3 to 4 winners. It is anticipated that two of the student finalists will be from two-year colleges and one to two finalists will be from four-year institutions. The exact split will depend upon the number of students who enter the competition and the quality of the work submitted (judges also reserve the right to invite fewer student finalists).

For more information, including the judging rubric, please visit:

<http://www.geotechcenter.org/2019-geospatial-technology-skills-competition.html>

Or contact Tom Mueller, Competition Chairperson: Mueller@calu.edu.

All entries are due by February 15, 2019 at 1pm Eastern Standard Time.



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created ArcGIS Online accounts for students, they still won't be able to access Esri Academy or perform other tasks such as posting on GeoNet until you have enabled their Esri Access.

3. Not implementing enterprise login for ArcGIS Online

With enterprise login, the students' class registration or learning management system credentials can be configured to log them into ArcGIS Online. Since my institution has not implemented enterprise login for ArcGIS Online, I always need to manually delete students who have graduated or left my class from my organization account, because I am given a limited number of software licenses (e.g. ArcGIS Pro) and I tend to give everyone in my organization an ArcGIS Pro license. So if I don't delete inactive students from my organization regularly, I will eventually run out of software licenses or break the terms of my Esri Educational License agreement. This is NOT the case if you have implemented enterprise login. Since the inactive students' ArcGIS online account is tied to their class registration or learning management system, their ArcGIS Online account should be promptly deactivated if they are no longer at the school or in the class. This can save instructors the hassle of manually adding late-add students to the school's ArcGIS Online organization and can also do away with the need to manually deleting student users after each semester.

4. Too many custom roles

While it may be good to create custom roles to limit the functions that particular groups of students can perform in order to minimize unintended credit usage, creating too many custom roles that are not meaningful or distinct can create confusion. It may be worthwhile to align custom roles with each course's curriculum and delete custom roles that are not necessary.

For example, if students in an introductory GIS course are not required to publish services but only need credits for geocoding, then create a role for the introductory GIS course to reflect this.

5. Not disabling offline usage of ArcGIS Pro

In ArcGIS Online, administrators can give users the option of checking out ArcGIS Pro licenses in order to facilitate access in an offline environment. However, it should be noted that only the user who checked out the license can check the license back in and from the same machine. In other words, if a student checked out a license, but then drop the course without checking the license back in, then the license will be missing from the organization forever. Thus, it is best for ArcGIS Online organization administrators to disable offline usage of ArcGIS Pro, and instead give students single user license codes if they need offline access to ArcGIS Pro.

Other Tips:

Set credit limit: It is a good practice to set a credit limit for your users. This can prevent situations where users may intentionally or unintentionally use up all of your organization's ArcGIS Online credits. As for the credit limit to use, some administrators have set a limit of 100 credits per user, while other have set a limit of 500 credits per user, you should consult with users and understand their needs and operations to determine a sensible limit.

ArcGIS Online assistant: If you have students who will like to take their projects, storymaps, portfolios, or other ArcGIS Online items with them upon graduation, you can use ArcGIS Online assistant to move their items from

your school organization to their organizations before disabling their login. Of course, this will require the student to have create their own ArcGIS Online organization in order to receive the items. There are various options for graduates to create their own ArcGIS Online organizations through programs like ArcGIS for Personal Use or ArcGIS for Developers.

ArcGIS API for Python: If you are familiar with Python, you may want to check out the ArcGIS API (Application Programming Interface) for Python, which allows you to automate routine tasks such as adding users, creating groups, automating publication of contents, sharing contents, disabling users, and managing credit limit using Python scripts. To view an example, see

<https://developers.arcgis.com/python/sample-notebooks/batch-creation-of-groups/>

For other tips regarding being an ArcGIS Online Administrator, feel free to contact Dr. Wing Cheung: wcheung@palomar.edu. He will be happy to share more insight to make your Administration experience a smooth(er) one.



Save the Dates!

The National Geospatial Technology Center of Excellence will be sponsoring a number of regional workshops in 2019.

More information regarding the following workshops will be coming soon (along with locations and dates of other events).

GeoEd'19: June 10-12, 2018: GeoEd Conference and Exploratorium

The 12th annual GeoEd Conference and Exploratorium will be hosted by Jefferson Community and Technical College on the Southwest Campus during the week of June 10, 2019 (exact dates and times coming soon). GeoEd'19 will have featured speakers and high quality professional development activities covering a variety of subjects.

San Diego, CA: July 15-17, 2019:

The National Geospatial Technology Center of Excellence, in partnership with Southwestern College (SWC) and San Diego State University (SDSU), will host the 11th annual Geospatial Technology Summer Workshop. The workshop will be held in the Richard Wright Spatial Analysis Lab (SAL lab) on the campus of SDSU from July 15 -17, 2019. High school and 2-year/4-year college faculty, who have previous experience using geospatial technology tools, will come together to design and produce geospatial curriculum using ArcGIS online, mobile applications, drones, and ArcGIS Pro.

Lane Community College, Eugene, Oregon: August 6-8, 2019:

The National Geospatial Technology Center of Excellence, in partnership with Lane Community College, will host its first Geospatial Technology Summer Workshop. High school and 2-year/4-year college faculty, who have previous experience using geospatial technology tools, will come together to design and produce geospatial curriculum using ArcGIS online, mobile applications, drones, and ArcGIS Pro.

