

Instructional Technology Resource Center (ITRC) Annual Report 2018 – 2019

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ITRC Facility Description

History

Idaho State University's Instructional Technology Resource Center (ITRC) was created in 1997 by Dr. Jonathan Lawson, former ISU Vice President for Academic Affairs. with initial startup funding by the Idaho State Board of Education Technology Incentive Grant. The ITRC provides faculty with access, ability, and confidence to use academic technologies in both traditional and distance-learning environments. Educational Technology Services (ETS), Academic Affairs, and Information Technology Services (ITS) provided the foundational support for the ITRC.

Facility

The ITRC is comprised of drop-in, production/multimedia, and training labs. The latest in computer technology resources provide faculty with advanced teaching tools. Many of the ITRC supported services provide faculty with instructional technology tools for both traditional classroom and distance-learning environments. The ITRC has two physical areas for computer training and support. One-on-one help is done in the ITRC drop-in and production lab area, while a dedicated training lab is used for group instruction. ITRC staff support eISU faculty with online course design projects through Quality Matters (QM) focused professional development and standards.

Drop-in Lab and Production Lab

The computers in this area consist primarily of 3 Dell Optiplex 3020's - Intel Core

i5-4570 @3.2GHz, 4GB RAM, Apple iMac 27" - Intel Core i7 @ 3.4GHz, 8GB RAM, OSX 10.9.5 Mavericks, Apple iMac 27"- Intel Core i5 @ 3.4GHz, 16GB RAM, OSX 10.9.5 Mavericks, and a Dell Optiplex 755 - Intel Core 2 Duo E6550 @ 2.33GHz, 3GB RAM on the south side of the lab. The north side of the lab consists of a Dell Optiplex GX360 - Intel Core 2 Duo E7500 @ 2.93GHz 3GB RAM, Dell Vostro 420 - Intel Core 2 Quad Q9400 @ 2.66GHz 3GB RAM, Dell Optiplex 3020 Intel Core i5-4570 @ 3.2GHz 4GB RAM, 5 new Optiplex 7040's Core i7-6700 @ 3.4 GHz, 8-16GB RAM, and a Dell Vostro 470 Intel Core i7-4770 @ 3.40GHz, 8GB RAM (video editing machine).

In addition, the machines are equipped with the following main software applications:

- ABBYY FineReader 14
- Adobe Acrobat X Pro
- Adobe Creative Suite 5 Web Standard (Dreamweaver CS5, Flash CS5 Professional, Fireworks CS5, and Contribute CS5) and Adobe Photoshop CS
- Browsers: Chrome, Firefox, Microsoft Edge/IE, and Safari
- Camtasia Studio (w/Snagit)
- Media Players: QuickTime and Windows Media Player
- Microsoft Office 2013 (Word, PowerPoint, Excel, etc.)

Scan and print peripherals with both Windows and Mac operating systems in the ITRC production lab. Scanning and printing services include:

- Epson GT-15000 large format (12x17) scanner
- Epson GT-2500 ADF scanner
- HP LaserJet 4000N printer
- HP Z2100 44" photo quality printer (services moved to the Total Copy Center)
- Nikon Super CoolScan 5000 ED slide scanner

In addition to the related peripheral devices, digital equipment is available for faculty checkout. This equipment includes the following:

- Canon HD Vixia HF R42 Camcorder
- Epson Powerlite 760c Projector
- Epson Powerlite 826W+ Projector
- Portable screen
- Tripod
- Wireless microphone

Training Lab

The training classroom consists of 18 Dell Chromebooks. An Epson 1430Wi projector and a 24" Smart Podium are connected to the Dell OptiPlex 980 instructor computer station for presentation and training activities.

Video and presentation peripherals located in the training lab include:

- Cisco C40 Video Codec with 2 Video HD cameras
- Extron CPM USB/Digital Video input port
- Extron DMP 64 digital Matrix Processor

- Extron IN1608 scaling presentation switcher with Extron LCD touch panel
- Extron MediaPort 200
- Nova Desk Collaboration Table with 6 HDMI ports
- Phonic Max 250 amplifier
- Samsung 50" LCD TV
- Samsung 60" LCD TV
- Sennheiser EW 100 G2 wireless microphone
- Spectrum Freedom Adjustable Podium

In the Spring Semester of 2019, event training was replaced with [on-demand training](#). The ITRC provides faculty members with a variety of training resources focused on software, hardware, and instructional design topics allowing instructors with flexibility regarding support and just-in-time learning opportunities. Topics include accessibility, course design, word processing, spreadsheets, presentations, mobile learning, assessment, proctoring, plagiarism, evaluations, video, and web conferencing.

About Our Staff

Full-time Staff

Ann Adamcik: LMS Administrator

Office: (208) 282-3971

Ann Adamcik is a software engineer with over 20 years of experience in software development, user-interface design, and web technologies. Her responsibilities with the ITRC include implementation, support and customization of ISU's Learning Management System. Adamcik received a B.S. in Computer Science from Sonoma State University in California. She spent several years with Sun Microsystems developing desktop applications and contributing to the Mozilla Open Source project before relocating to Idaho and establishing a freelance business, IndigoPear Web Development. Adamcik is a champion for both the Open Source software model and Standards-driven web development.

Dr. Lori Austill: Sr. Instructional Technologist

Office: (208) 282-3983

Lori Austill is a Senior Instructional Technologist and Accessibility Specialist in the ITRC. In those roles, she provides support and guidance to faculty as they adapt their course materials for online delivery; and oversees the process of converting instructional materials to accessible formats and the captioning of multimedia materials. Austill has completed the Quality Matters Teaching Online Certificate and is a certified peer reviewer and workshop facilitator. Her education includes an Ed.D. in Higher Education Administration and an MS.Ed. in Instructional Technology from the University of Wyoming; a B.S.L.S. in Mass

Communication and Public Relations from Montana State University; and an A.S. in Business Management from Northwest College.

Mark Cooper, MBA: Instructional Technologist

Office: (208) 282-1335

Mark Cooper is an Instructional Technologist who works with faculty to create new online courses and improve upon existing online courses. He has over 14 years of professional work experience as an instructional designer, eLearning developer, and organizational development consultant in the corporate sector and a deep passion for learning and development and principles of instructional design. Cooper's education includes a B.S. in Marketing and an M.B.A. with a focus in Information Technology and Organizational Development from Point Park University in Pittsburgh, Pennsylvania.

Lou Hong: Sr. Software/Hardware Instructional Technologist

Office: (208) 282-2552

Lou Hong provides technical support for PC software, and associated peripherals in the ITRC, ETS, and Distance Learning Classrooms. In addition, he examines new technological trends and products for applicability in the ITRC. Hong's experience is in corporate and government workplace, providing comprehensive customer support to the end-user.

Sacha Johnson, M.Ed: Sr. Instructional Technologist

Office: (208) 282-3954

Sacha Johnson is part of the ITRC faculty support team. Prior to coming to the ITRC, Johnson worked as an Instructional Technologist for ISU's Department of Biological Sciences. She earned a B.A. in Mass Communication, an M.Ed. in Instructional Technology, and is currently working on an Instructional Design doctorate. Johnson's research and instructional interests include self-directed and scenario-based learning, learner motivation, adaptive instruction, and virtual laboratory simulations. She is passionate about helping faculty use technology to create authentic and meaningful online learning experiences that foster student learning.

Dr. Lisa Kidder: Sr. Instructional Technologist

Office: (208) 282-2502

Lisa Kidder works with the ITRC team in supporting online course delivery systems. She has over 12 years experience in education and over 10 years integrating technology in education. Lisa's education includes a B.A. in French and Chemistry Education from Brigham Young University, an M.A. in Educational Technology from Pepperdine University, and a Ph.D. in Instructional Design from Idaho State University.

Lori Piccolo, M.Ed. Instructional Technologist

Office: (208) 282-3954

Lori Piccolo is part of the Quality+ team responsible for supporting faculty with online course design and development.

Before joining the ITRC, Piccolo taught Art and Technology in high school and worked in the Ed-Tech corporate sector as an educational consultant, instructional designer, and customer relationship manager. She has a B.A in Journalism, and an M. Ed in Instructional Technology from Idaho State University.

Lance Roe: Instructional Technologist

Office: (208) 282-4309

Lance Roe is an Instructional Technologist who manages the front lab and student employees. Roe assists faculty with Moodle and other technology tools like PowerPoint and Zoom. He enjoys learning about new technology and helping faculty leverage technology in their teaching and learning environments. Roe worked as a student employee at the ITRC assisting faculty before being hired as an Instructional Technologist. He holds a bachelors in workplace training and leadership from Idaho State University.

Michael Spall: Instructional Technology Consultant

Office: (208) 282-4557

Michael Spall, Senior Instructional Consultant is responsible for maintaining the LMS and other ITRC servers. Spall maintains the Banner - Bengalweb - Moodle Enrollment connector. Through his work in supporting the initial pilot of Moodle ISU, Spall has become actively involved in the Moodle community, helping resolve issues and contributing code. He also helps train faculty and staff in the use of educational technology and best practices in online content delivery and develops curricular materials to support ISU faculty and staff.

*Dr. Randy Stamm: eLearning
Coordinator*

Office: (208) 373-1744

Randy Stamm provides leadership and direction for web-based distance education efforts at Idaho State University (ISU). Since 1997, he has supported faculty with graphic design, instructional design, and web-based technology. He received an Ed.D. in Educational Leadership - Higher Education Administration, M.Ed. in Instructional Technology, a B.A. in Mass Communication, and A.A.S. in Commercial Art.

*Daphne Tseng, MS: Instructional
Technologist*

Office: (208) 282-1448

Daphne ChingYu Tseng is an Instructional Technologist responsible for supporting faculty with online course design and development. She assists faculty with Moodle course tools and instructional design. She enjoys learning about new technologies and exploring the unlimited possibilities in online teaching and learning. Daphne holds M.L.I.S and M.S. from Emporia State University, and currently, she is working on her dissertation in Learning Technology. Her research interests include: learning theories, enhancing the experience and quality of online learning environment, workplace training, and instructional technologies.

Technology Production Assistants

Brookelle Langi
May 2017 - Present

Desi Hernandez
May 2017 - Present

Dirk Baskett
August 2017 - Present

Emily Crockett
May 2017 - May 2018

Helen O'Hara
May 2017 - May 2018

Nicholas Johnson
December 2016 - Present

Mia Wallace
May 2017 - Present

Eryn Beck
May 2019-Present

Kevin Blair
September 2019-Present

Stephanie McDowall
June 2019-Present

Alex Heisler
September 2019-Present

Closed-Captioning Assistants

James Pascali
June 2015-May 2019

Cameryn (Cami) Dougal
May 2018-Present

Pamela Pascali
August 2018-Present

Mckaden Beck
August 2018-Present

Carson Skaggs
January 2018-Present

Sarah Austill
May 2018-Present

ITRC Facility Usage

Service Requests

The ITRC tracked faculty information, duration of service, type of service and the issues addressed during the service using sign-in sheets and tracking software, TigerTracks. The following graphs list 5,894 service requests in 2018-2019.

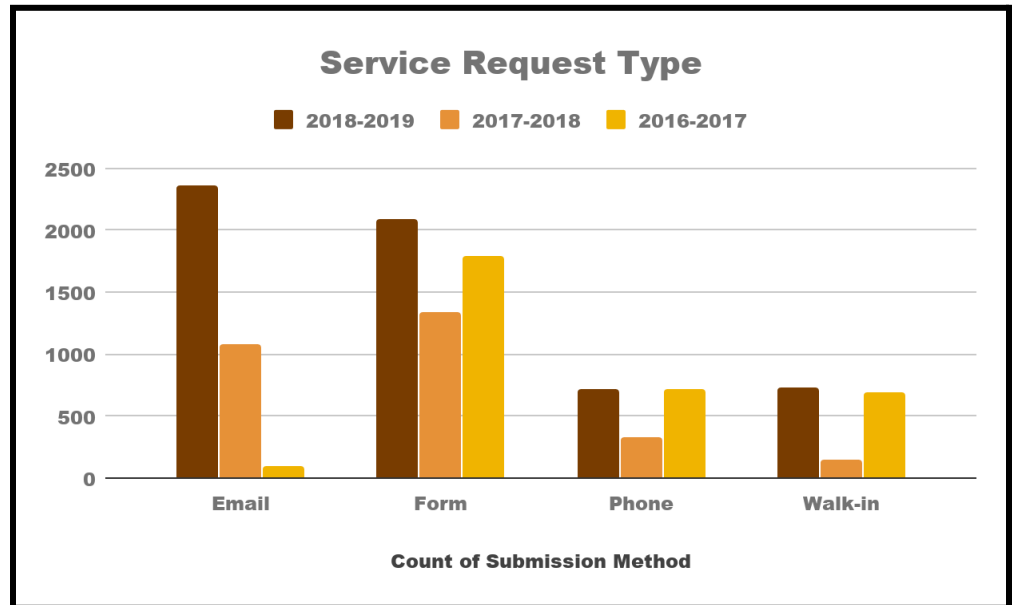


Figure 1 – Total ITRC Service Requests (2016-2019)

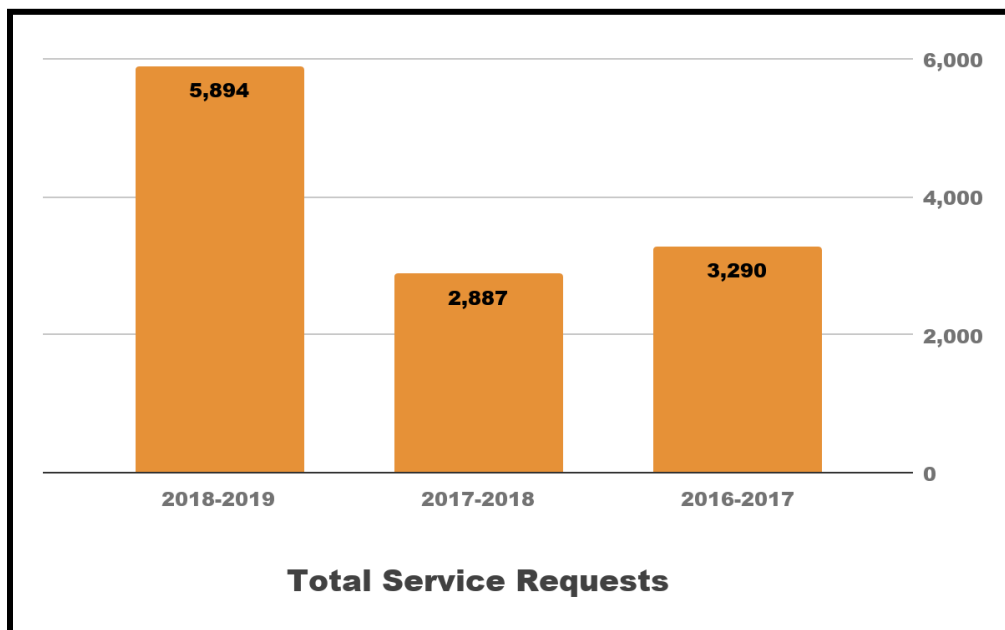


Figure 2 – Total ITRC Service Request Types (2016-2019)

Contact by Service

The ITRC provides service in a number of areas from Moodle ISU and other online teaching technologies to various software programs used on campus and other services provided by ISU. In addition to Moodle ISU requests, it is our goal to support the faculty with course evaluations, equipment checkout, Zoom, workshops, proctoring, video classroom recordings, and video project requests benefiting faculty with teaching and researching endeavors.

Faculty and staff may request help over the phone, walk-in, appointment, email, and live chat. We also provide online forms for course, evaluation, and equipment requests.

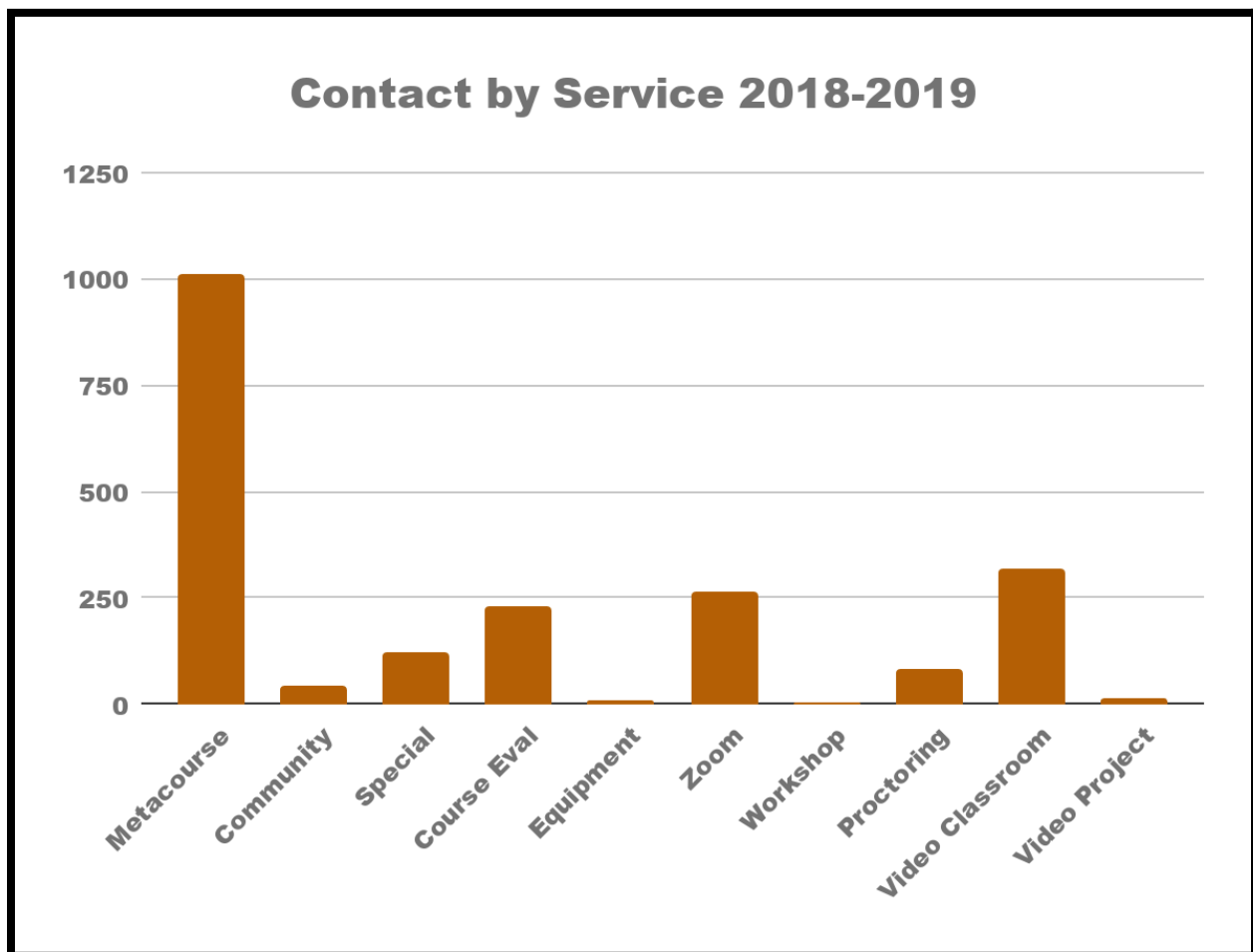


Figure 3 – Total ITRC Contact by Service (2018)

Moodle ISU Usage (Google Analytics)

The Moodle ISU website had 4,102,137 active user sessions from July 1, 2018 to June 30, 2019. Table 1 demonstrates the top 5 cities accessing our Moodle ISU site. A session is the period of time a user is actively engaged with our website and includes all usage data. The pages/session is the average number of pages viewed during a session and repeated views are not counted. The average session duration is described as the average length of a session. The page view is the total number of pages viewed and repeated views of a single page are counted.

Table 1: 2018-19 Moodle ISU usage by location

| City | Session | Pages/Session | Average Session Duration | % of All Users |
|---------------------------|----------------|-----------------|--------------------------|-----------------|
| Pocatello, ID | 2,112,142 | 10.46 | 00:10:21 | 52.78% |
| Boise, ID | 462,129 | 11.04 | 00:11:41 | 7.42% |
| Salt Lake City, UT | 218,338 | 6.30 | 00:12:03 | 6.17% |
| Meridian, ID | 279,927 | 10:21 | 00:12:03 | 4.28% |
| Idaho Falls, ID | 218,940 | 10.70 | 00:11:05 | 3.47% |
| Total | Site 4,102,137 | Site Avg: 10.25 | Site Avg: 00:10:42 | 74.12% of total |

Moodle ISU Usage by Technology (Google Analytics)

The Moodle ISU website had over 42 million page views from July 1, 2018 to June 30, 2019 using a variety of browsers, operating systems, mobile operating systems, and service providers. Table 2 demonstrates the top three technologies accessing our Moodle ISU site.

Table 2: 2018-19 Moodle ISU usage by browser, operating system, mobile operating system, and service provider.

| Technology Type | Ranked #1 | Ranked #2 | Ranked #3 | Total % Users |
|-------------------------|----------------|------------------|----------------------|---------------|
| Browser | Chrome/36.58% | Firefox/31.06% | Safari/24.81% | 92.45% |
| System OS | Windows/66.23% | iOS/23.18% | Macintosh/5.03% | 94.44% |
| Mobile OS | iOS/85.24% | Android/14.16% | Windows/0.55% | 99.95% |
| Service Provider | ISU/49.01% | Cable One/11.60% | Cellco/Verizon/6.56% | 67.17% |

Moodle ISU User Device types (Google Analytics)

The Moodle ISU website had 396,769 unique devices (by user) from July 1, 2018 to June 30, 2019. The device types (desktop, mobile, and tablet) are sequentially ordered by the number of unique devices (by user) in Table 3.

Table 3: 2018-19 Moodle ISU device types by user

| Activity/Resource | Total Number Page Views |
|-------------------|-------------------------|
| Desktop | 288,651 / 72.97% |
| Mobile | 98,132 / 24.81% |
| Tablet | 8,772 / 2.22% |

Moodle ISU Activity/Resource Usage by Page Views (Google Analytics)

The Moodle ISU website had over 42 million page views from July 1, 2018 to June 30, 2019 using a variety of Moodle ISU activities and resources. The top three activities are sequentially ordered by number of page views as demonstrated in Table 4.

Table 4: 2018-19 Most used Moodle ISU activities and resources by page views (not including grades)

| Activity/Resource | Total Number Page Views |
|-------------------|-------------------------|
| Quiz | 9,654,532 |
| Forum | 3,958,540 |
| Assignment | 2,593,584 |

Moodle ISU Daily Active Users (Google Analytics)

The Moodle ISU website had several top active usage days from July 1, 2018 to June 30, 2019. Table 5 lists the top usage days by semester.

Table 5: 2018-19 Moodle ISU top active users by day and semester

| Top Activity by Day | Number of Active Users | Average Daily Activity by Semester |
|---------------------|------------------------|------------------------------------|
| Monday, 8/20/18 | 13,500 | Fall Semester 2018 - 7,683/avg. |
| Monday, 1/7/19 | 12,280 | Spring Semester 2019 - 6,270/avg |

Moodle ISU Course Usage by Sections and Enrollments

Fall 2018 and Spring 2019 Student/Faculty Enrollments in Moodle ISU

Sections - ISU sections that have student enrollments. This excludes sections that no students enrolled or that were cancelled. This excludes courses with faculty only enrollments.

Student Enrollments - Total student enrollments including W's.

Unique Students - Total individuals enrolled in a section as a student.

Faculty Enrollments - Faculty enrollments for sections with at least one student enrollment.

Unique Faculty - Total individuals enrolled as a faculty in a section that has at least one student enrollment.

Table 6: Fall 2018 ISU usage by sections and enrollments

| Section/Enrollment Type | Moodle ISU | Total ISU | % of Total |
|-------------------------|------------|-----------|------------|
| Sections | 3,761 | 4,055 | 92.75% |
| Student enrollments | 50,460 | 51,359 | 98.25% |
| Unique students | 12,640 | 12,805 | 98.71% |
| Faculty enrollments | 4,284 | 4,584 | 93.46% |
| Unique faculty | 1,025 | 1,037 | 98.84% |

Table 7: Spring 2019 ISU usage by sections and enrollments

| Section/Enrollment Type | Moodle ISU | Total ISU | % of Total |
|-------------------------|------------|-----------|------------|
| Sections | 3,504 | 3,811 | 91.94% |
| Student enrollments | 44,471 | 45,787 | 97.13% |
| Unique students | 10,699 | 10,891 | 98.24% |
| Faculty enrollments | 3,937 | 4,261 | 92.40% |
| Unique faculty | 973 | 990 | 98.28% |

Fall 2018 and Spring 2019 Enrollments by Active Moodle ISU Courses

Table 8: Fall 2018 and Spring 2019 Moodle ISU Enrollments (active students) within Courses with ISU Course Index Numbers. Activity identified by instructor activity (added or modified course activities and resources, changes to grade items, and feedback-course evaluations).

| Semester | Active | Inactive | Average Active Class Size |
|-------------|---------------|--------------|---------------------------|
| Fall 2018 | 40,184/83.37% | 8,015/16.63% | 14.03 |
| Spring 2019 | 38,267/89.94% | 4,278/10.06% | 13.55 |

ISU Course Schedule Types in BengalWeb

Fall 2018 and Spring 2019

Table 9: Fall 2018 Moodle ISU sections by delivery types

| Schedule Type Code | Description | ISU Sections | Sections that use Moodle ISU | Percent of Total ISU Sections | Total Moodle ISU Sections | Sections that use Moodle ISU |
|--------------------|------------------------------|--------------|------------------------------|-------------------------------|---------------------------|------------------------------|
| CL | Classroom | 1,324 | 1,309 | 32.65% | 34.80% | 98.87% |
| LB | Lab | 399 | 395 | 9.84% | 10.50% | 99.00% |
| LL | Classroom and Lab | 143 | 142 | 3.53% | 3.78% | 99.30% |
| OT | Other | 726 | 453 | 17.90% | 12.04% | 62.40% |
| ST | Studio | 26 | 25 | 0.64% | 0.66% | 96.15% |
| VS | Video Conference/Web Sup | 486 | 486 | 11.99% | 12.92% | 100.00% |
| WC | Web Course | 496 | 496 | 12.23% | 13.19% | 100.00% |
| WS | Web Supplemented | 455 | 455 | 11.22% | 12.10% | 100.00% |
| VC | Video Conference | 0 | 0 | 0.00% | 0.00% | - |
| Total | All Description Types | 4,055 | 3,761 | 100.00% | 100.00% | 92.75% |

Table 10: Spring 2019 Moodle ISU sections by delivery types

| Schedule Type Code | Description | ISU Sections | Sections that use Moodle ISU | Percent of Total ISU Sections | Total Moodle ISU Sections | Sections that use Moodle ISU |
|--------------------|------------------------------|--------------|------------------------------|-------------------------------|---------------------------|------------------------------|
| CL | Classroom | 1,088 | 1,066 | 28.55% | 30.42% | 97.98% |
| LB | Lab | 331 | 326 | 8.69% | 9.30% | 98.49% |
| LL | Classroom and Lab | 123 | 123 | 3.23% | 3.51% | 100.00% |
| OT | Other | 816 | 537 | 21.41% | 15.33% | 65.81% |
| ST | Studio | 24 | 24 | 0.63% | 0.68% | 100.00% |
| VS | Video Conference/Web Sup | 553 | 553 | 14.51% | 15.78% | 100.00% |
| WC | Web Course | 536 | 536 | 14.06% | 15.30% | 100.00% |
| WS | Web Supplemented | 340 | 339 | 8.92% | 9.67% | 99.71% |
| VC | Video Conference | 0 | 0 | 0.00% | 0.00% | - |
| Grand Total | All Description Types | 3,811 | 3,504 | 100.00% | 100.00% | 91.94% |

ISU Comparison of Online and Face-to-Face Courses

Fall 2018 and Spring 2019 (end of term)

Data do not include Early College students or students that are auditing. Data do not include "hybrid" courses, for example "classroom and online." Defined by:

- **Completed** - the student did not withdraw from the course or the student did not receive an "Incomplete" or "In Progress" for the course.
- **Passed** - student received a course grade for completing the course that was not an "F", "U", or "X".
- **Course level** - "Graduate" level includes "Professional", which are Pharmacy courses.
- **Online** - courses with a schedule type of "WC" for web courses.
- **Face-to-Face** - courses with a schedule type of "CL" for classroom.

Table 11: Total Fall 2018 Moodle ISU Enrollments by Delivery Types

| Course Level | Number of course sections | Number of students enrolled in courses | Number of students completing the courses | Number of students passing the courses | Percent completing | Percent passing | Percent passing of those who completed the course |
|------------------------------|---------------------------|--|---|--|--------------------|-----------------|---|
| Undergraduate - Face to Face | 345 | 7,537 | 6,698 | 6,323 | 88.87% | 83.89% | 94.40% |
| Undergraduate - Online | 983 | 14,317 | 12,997 | 12,233 | 90.78% | 85.44% | 94.12% |
| Graduate - Online | 149 | 1,013 | 964 | 962 | 95.16% | 94.97% | 99.79% |
| Graduate - Face to Face | 170 | 1,245 | 1,211 | 1,209 | 97.27% | 97.11% | 99.83% |
| Total | 1,647 | 24,112 | 21,870 | 20,727 | 90.70% | 85.96% | 94.77% |

Table 12: Total Spring 2019 Moodle ISU Enrollments by Delivery Types

| Course Level | Number of course sections | Number of students enrolled in courses | Number of students completing the courses | Number of students passing the courses | Percent completing | Percent passing | Percent passing of those who completed the course |
|------------------------------|---------------------------|--|---|--|--------------------|-----------------|---|
| Undergraduate - Online | 378 | 8,353 | 7,437 | 7,008 | 89.03% | 83.90% | 94.23% |
| Undergraduate - Face to Face | 844 | 13,528 | 12,415 | 11,806 | 91.77% | 87.27% | 95.09% |
| Graduate - Online | 155 | 1,082 | 1,019 | 1,016 | 94.18% | 93.90% | 99.71% |
| Graduate - Face to Face | 155 | 1,032 | 1,014 | 1,013 | 98.26% | 98.16% | 99.90% |
| Total | 1,532 | 23,995 | 21,885 | 20,843 | 91.21% | 86.86% | 95.24% |

ISU Online Enrollments

Academic Year (2016 to 2019)

The following information provides a breakdown of online enrollments in Moodle ISU. Each academic year (AY) demonstrates the totals for both graduate and undergraduate student enrollments by raw numbers and overall percentages.

Table 13: Total Undergraduate and Graduate Student Enrollments in online courses offered at ISU by academic year.

| AY | Total Undergrad in the AY | Total Undergrad Enrolled In at Least One Online Course in the AY | % of Undergrad Enrolled in Online Courses | Total Grad Students | Total Grad Students Enrolled in at Least One Online Course in the AY | % Grad Students Enrolled in Online Courses |
|------|---------------------------|--|---|---------------------|--|--|
| 2016 | 14,027 | 6,289 | 44.8% | 2,324 | 954 | 41.0% |
| 2017 | 13,956 | 6,100 | 43.7% | 2,336 | 1037 | 44.4% |
| 2018 | 13,076 | 6,123 | 46.8% | 2,275 | 1046 | 46.0% |
| 2019 | 12,667 | 5,964 | 47.1% | 2,293 | 1092 | 47.6% |

Table 14: Total Undergraduate and Graduate Student "Exclusive" Enrollments in online courses offered at ISU by AY.

| AY | Total Undergrad in the AY | Total Undergrad Enrolled Excl in Online Courses in at Least One Term in the AY | % of Undergrad Enrolled Excl in Online Courses | Total Grad Students | Total Grad Students Enrolled Excl in Online Courses in at Least One Term in the AY | % Grad Students Enrolled Excl in Online Courses |
|------|---------------------------|--|--|---------------------|--|---|
| 2016 | 14,027 | 2,146 | 15.3% | 2,324 | 604 | 26.0% |
| 2017 | 13,956 | 2,025 | 14.5% | 2,336 | 612 | 26.2% |
| 2018 | 13,076 | 1,894 | 14.5% | 2,275 | 626 | 27.5% |
| 2019 | 12,667 | 1,781 | 14.1% | 2,293 | 638 | 27.8% |

Notes: Academic year is fall, spring, and summer. Do not add the total undergraduates and total graduates together for an academic year headcount because a student could be duplicated if they were both an undergraduate and graduate student in the same academic year.

Table 15: Total undergraduate and graduate students enrolled in online courses offered at ISU by AY.

| AY | Total Undergrad Not Enrolled In any online Courses in the AY | Total Undergrad Not Enrolled in an Online Course in the Prior AY that Enrolled in at Least One Online Course in Next AY | % Enrolled in an Online Course the Next AY |
|------|--|---|--|
| 2015 | 8,176 | 1,247 | 15.3% |
| 2016 | 7,738 | 1,216 | 15.7% |
| 2017 | 7,856 | 1,173 | 14.9% |
| 2018 | 6,953 | 1,071 | 15.4% |

Table 16: Total "Degree-Seeking" Undergraduate and Graduate Students Enrolled in online courses offered at ISU by AY.

| AY | Total Degree-Seeking Undergrad Enrolled Excl in Online Course in at Least One term in the AY | Total Degree-Seeking Undergrad Enrolled Excl in Online Courses in at Least One term in the AY Retained or Graduated the Next AY | % Degree-Seeking Undergrad Enrolled Excl in Online Courses Retained or Graduated the Next AY | % Retained or Graduated of All Degree-Seeking Undergrad |
|------|--|---|--|---|
| 2015 | 1,569 | 1,046 | 66.7% | 73.2% |
| 2016 | 1,618 | 1,014 | 62.7% | 71.9% |
| 2017 | 1,589 | 974 | 61.3% | 71.8% |
| 2018 | 1,645 | 1,061 | 64.5% | 73.5% |

Notes: Only degree-seeking undergraduate students are used in this table. A student is considered "retained" if the student enrolled in an academic year returns or graduates in any semester in the next academic year.

eISU Courses

Fall 2018 and Spring 2019

Notes: Data from end of term. Online courses are identified by schedule='WC'. An eISU course is identified by an eISU fee attached to the course.

Table 17: Total number of online courses with an eISU designation by college/division for Fall of 2018

| College/Division | eISU Courses - YES | eISU Courses - NO | Total |
|------------------------------------|--------------------|-------------------|------------|
| College of Arts and Letters | 142 | 1 | 143 |
| College of Business | 41 | 1 | 42 |
| College of Education | 64 | 1 | 65 |
| College of Science and Engineering | 17 | 0 | 17 |
| College of Technology | 43 | 11 | 54 |
| Division of Health Sciences | 56 | 130 | 186 |
| Fall 2018 Totals | 363 | 144 | 507 |

Table 18: Total number of online courses with an eISU designation by college/division for Spring of 2019

| College/Division | eISU Courses - YES | eISU Courses - NO | Total |
|------------------------------------|--------------------|-------------------|------------|
| College of Arts and Letters | 176 | 0 | 176 |
| College of Business | 52 | 2 | 54 |
| College of Education | 68 | 2 | 70 |
| College of Health Professions | 0 | 2 | 2 |
| College of Science and Engineering | 19 | 2 | 21 |
| College of Technology | 43 | 0 | 43 |
| Division of Health Sciences | 53 | 130 | 183 |
| Spring 2019 Totals | 411 | 138 | 549 |

Note: College of Health Professions was added and separate from Division of Health Sciences

eISU Students by Location

In AY 2018, Moodle ISU had 8 online student enrollments in three different countries, 148 from states outside of Idaho, and 1,176 in various cities within Idaho. The following table offers the top online enrollments by countries, states, and cities in Idaho from the last five academic years.

Table 19: Top Countries, U.S. states, and Idaho cities with online student enrollments in Moodle ISU.

| COUNTRIES (not including the United States) | 2019 | 2018 | 2017 | 2016 | 2015 | Total |
|--|-------------|-------------|-------------|-------------|-------------|--------------|
| Canada | 0 | 1 | 2 | 3 | 1 | 7 |
| China | 0 | 1 | 1 | 2 | 0 | 4 |
| Mexico | 0 | 6 | 0 | 0 | 0 | 6 |
| STATES (not including Idaho) | | | | | | |
| California | 48 | 35 | 52 | 61 | 63 | 259 |
| Washington | 30 | 11 | 26 | 33 | 29 | 129 |
| Oregon | 11 | 9 | 17 | 20 | 23 | 80 |
| Utah | 0 | 11 | 21 | 19 | 17 | 68 |
| Texas | 8 | 8 | 13 | 17 | 19 | 65 |
| CITY (Idaho only) | | | | | | |
| Pocatello | 427 | 287 | 459 | 490 | 466 | 2,129 |
| Idaho Falls | 226 | 199 | 240 | 259 | 252 | 1,176 |
| Boise | 91 | 82 | 113 | 113 | 112 | 511 |
| Blackfoot | 73 | 69 | 85 | 88 | 76 | 391 |
| Chubbuck | 72 | 60 | 76 | 90 | 93 | 391 |
| Meridian | 60 | 41 | 62 | 56 | 48 | 267 |
| Twin Falls | 43 | 28 | 39 | 57 | 51 | 218 |

Moodle ISU Student Evaluations

The ITRC provides ISU faculty and staff access to a student course evaluation system disseminated through the Moodle ISU Feedback module. The following tables demonstrate the number of evaluations, courses, and students' responses by college or division.

Table 20: Total Fall 2018 Moodle ISU Course Evaluations

| Department | Evaluations | Courses | Responses |
|------------------------------------|-------------|--------------|---------------|
| College of Arts and Letters | 18 | 518 | 5,216 |
| College of Business | 1 | 138 | 1,733 |
| College of Education | 5 | 138 | 573 |
| College of Technology | 13 | 248 | 887 |
| College of Science and Engineering | 12 | 193 | 1,829 |
| Division of Health Sciences | 8 | 83 | 849 |
| Other (ACAD, FYS, etc.) | 7 | 89 | 348 |
| Total | 64 | 1,407 | 11,435 |

Table 21: Total Spring 2019 Moodle ISU Course Evaluations

| Department | Evaluations | Courses | Responses |
|------------------------------------|-------------|--------------|---------------|
| College of Arts and Letters | 17 | 483 | 4,822 |
| College of Business | 1 | 228 | 1,718 |
| College of Education | 5 | 173 | 761 |
| College of Technology | 24 | 312 | 1,316 |
| College of Science and Engineering | 11 | 234 | 1,792 |
| Division of Health Sciences | 8 | 107 | 670 |
| Other (ACAD, FYS, etc.) | 13 | 128 | 44 |
| Total | 79 | 1,665 | 11,123 |

Online Proctoring (2018-2019)

The ITRC provides ISU faculty and students online proctoring services for assessment tools within Moodle ISU. The following tables demonstrate the number of students, courses, and exams making use of online proctoring by college or division.

Table 22: Total Fall 2018 Moodle ISU Online Proctoring

| College/Division | Students | Courses | Exams Proctored |
|------------------------------------|--------------|-----------|-----------------|
| College of Arts and Letters | 564 | 10 | 425 |
| College of Business | 311 | 6 | 269 |
| College of Education | 0 | 0 | 0 |
| College of Technology | 127 | 2 | 124 |
| College of Science and Engineering | 151 | 2 | 13 |
| Division of Health Sciences | 391 | 11 | 211 |
| Other (ACAD, FYS, etc.) | 0 | 0 | 0 |
| Total | 1,544 | 31 | 1,042 |

Table 23: Total Spring 2019 Moodle ISU Course Evaluations

| College/Division | Students | Courses | Exams Proctored |
|------------------------------------|--------------|-----------|-----------------|
| College of Arts and Letters | 408 | 14 | 408 |
| College of Business | 306 | 10 | 367 |
| College of Education | 0 | 0 | 0 |
| College of Technology | 72 | 3 | 129 |
| College of Science and Engineering | 41 | 1 | 17 |
| Division of Health Sciences | 351 | 9 | 292 |
| Other (ACAD, FYS, etc.) | 0 | 0 | 0 |
| Total | 1,178 | 37 | 1,213 |

Plagiarism and Academic Integrity (2018-2019)

The ITRC provides ISU faculty members support with the Turnitin LTI connector to check student paper assignments for plagiarism. In the AY 2018, 160 Turnitin connectors were added to ISU courses.

Equipment Checkout

The ITRC provides equipment to ISU faculty and staff for single-use instructional events. The following graph depicts the amount of equipment usage during the 2018-2019 academic year.

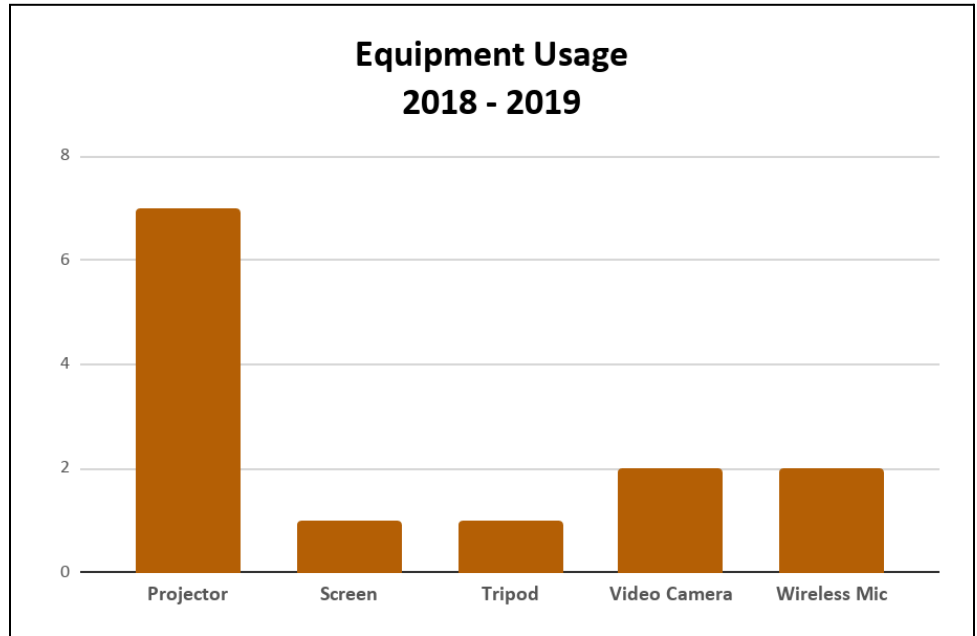


Figure 4 – Equipment Usage (2018-2019)

Training Lab Usage

The ITRC training lab is used by ISU faculty and staff for workshops and meetings. The training lab can also be reserved by academic groups on campus needing a computer lab for training events or meetings.

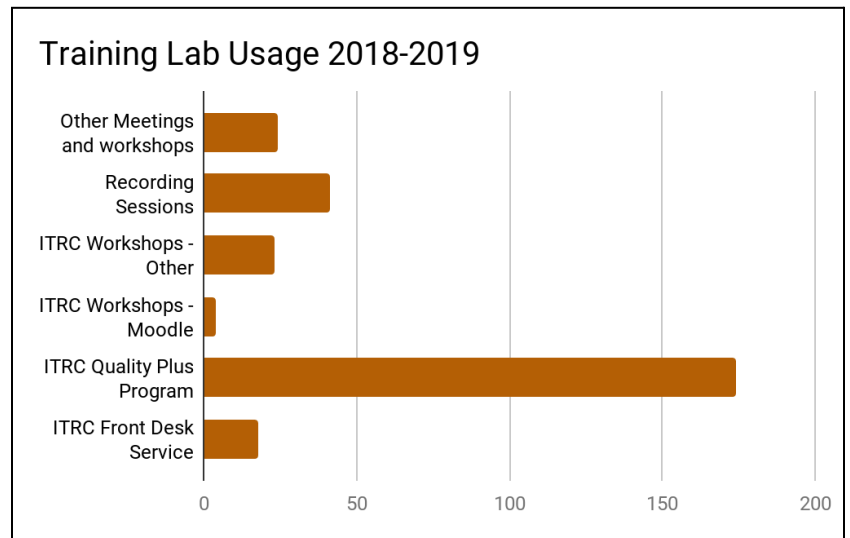


Figure 5 – Training Lab Usage (2018-2019)

eISU Quality+ Program

The Quality+ Program officially began in Fall 2017. Beginning in 2012 through Fall 2017, ISU had participated in several efforts to rollout Quality Matters™ (QM). Those efforts were based on the recommendations from the Faculty Committee which recommended we adopt QM as the standard for online courses at ISU (see the [2012 ISU QM Review Recommendations](#)).

Overview of the Program

Table 24: Quality+ Program Process

| Feature | Essentials | Certification | Online Delivery |
|-------------------------------|--|---|-----------------|
| Professional Development Plan | Yes | Yes | Yes |
| Professional Development | 1st course (3 workshops) 2nd course (2 workshops) Add'l courses (As needed) | 1st course (2 workshops) Add'l courses (As needed) | 7 workshops |
| Instructional Design Partner | Yes | Yes | As Needed |
| Course Alignment Map | Yes | Yes | No |
| Student Review | Yes | No | No |
| Accessibility Review | Yes | Yes | No |
| Essential Standards Review* | Yes | No | No |
| QM Peer Review** | No | Yes | No |
| Repeatable (different course) | Yes | Yes | No |
| Stipend | 1st course - \$4,000 2nd course - \$2,000 3rd course - \$1,000 Additional courses - \$500 | \$2,000 | \$2,000 |

*An Essential Standards Review is completed by 1 person who is a QM Certified Peer Reviewer, Essential Standards only.

**A QM Peer Review is completed by a team of 3 QM Certified Peer Reviewers, with at least one subject matter expert and one external to ISU. The team reviews the course using the entire QM Rubric.

Registration in the Quality+ Program

Table 25: Registered Users in the Quality+ Program by AY

| Quality+ Program | 2017 - 2018 | 2018 - 2019 | Total |
|-------------------------------------|-------------|-------------|-------|
| Quality+ Essentials (1st course) | 43 | 45 | 88 |
| Quality+ Essentials (2nd course) | 0 | 2 | 2 |
| Quality+ Certification (1st course) | 0 | 1 | 1 |

Note: Included in the registration numbers above are 5 faculty who have opted out of the program due to a change in their position or leaving ISU.

Completed Levels

Table 26: Completed the Quality+ Program by AY

| Quality+ Program | 2017 - 2018 | 2018-2019 | Total |
|---|-------------|-----------|-------|
| Completed Quality+ Essentials (1st course) | 0 | 14 | 14 |
| Completed Quality+ Essentials (2nd course) | 0 | 0 | 0 |
| Completed Quality+ Certification (1st course) | 0 | 0 | 0 |

Participants by Instructor Type

Table 27: Instructor type in the Quality+ Program by AY

| Instructor Type | 2017-2018 | 2018-2019 |
|-------------------|-----------|-----------|
| Adjunct | 5 | 4 |
| Full-Time Faculty | 36 | 41 |
| GA/GTA | 2 | 0 |
| Total | 43 | 45 |

Participants by College

Table 28: College Participants in the Quality+ Program by AY

| College | 2017-2018 | 2018-2019 | Total |
|--|-----------|-----------|-------|
| College of Arts and Letters | 27 | 10 | 37 |
| College of Business | 3 | 5 | 8 |
| College of Education | 4 | 5 | 9 |
| College of Health Professions | 1 | 6 | 7 |
| College of Nursing | 0 | 2 | 2 |
| College of Pharmacy | 0 | 0 | 0 |
| College of Rehabilitation & Communication Sciences | 0 | 9 | 9 |
| College of Science and Engineering | 0 | 3 | 3 |
| College of Technology | 8 | 5 | 13 |

Department Participation in Quality+ by Academic Year

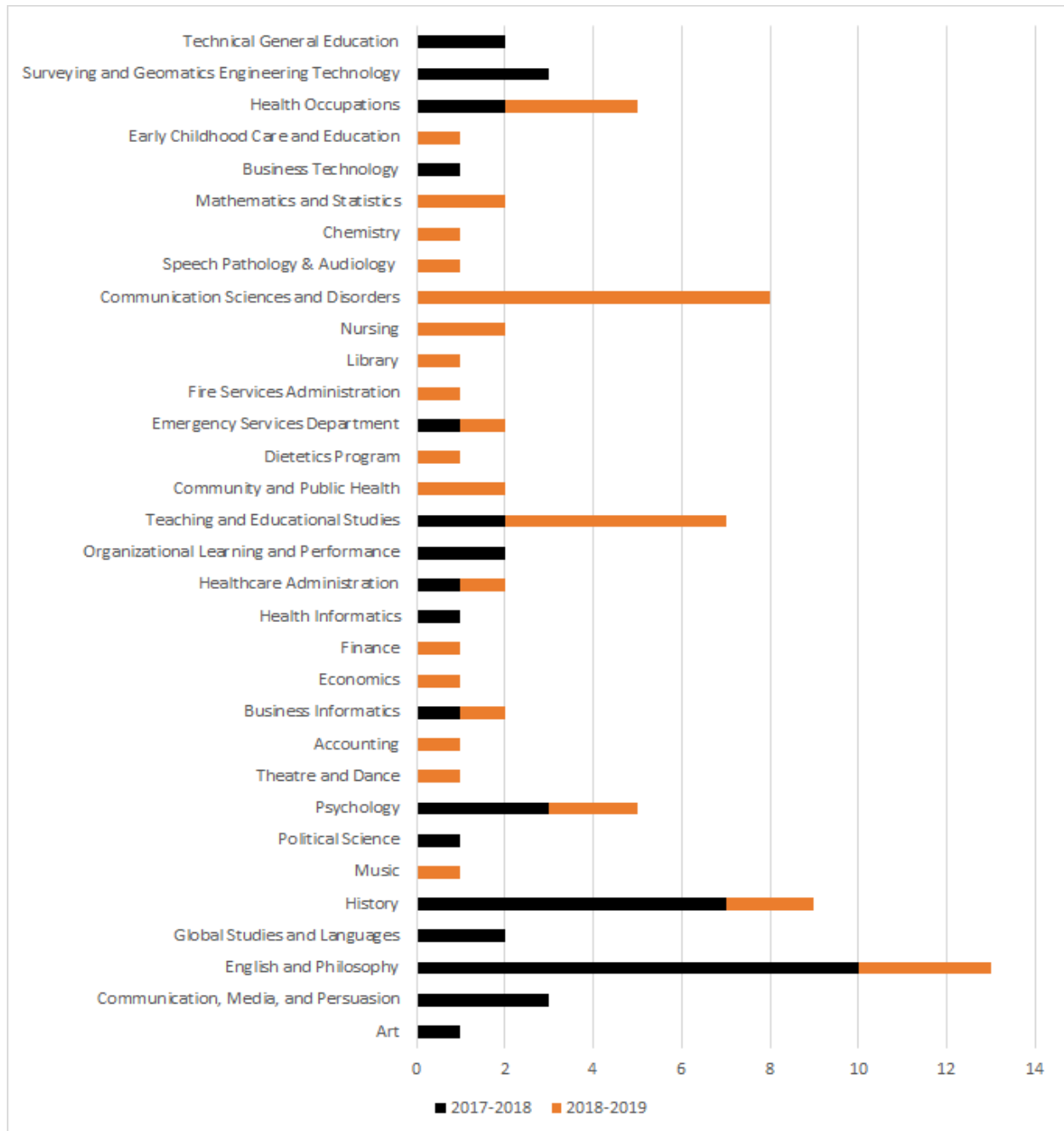


Figure 6 – Participation by ISU Departments - clustered by college (2017-2019)

ITRC Projects

Web Conferencing

In Spring of 2016, we requested faculty to participate in a focus-group to evaluate web conferencing solutions. Blackboard Collaborate (Original and Ultra) and Zoom were recommended, purchased, and integrated into Moodle ISU. After two years of using both products, Zoom was determined to be the preferred web conferencing solution by ISU stakeholders. Bb Collaborate will be removed in Fall of 2019.

Table 29: 2017-2019 Moodle ISU Web Conferencing Usage by Course Totals

| Moodle ISU Category | Zoom | Collaborate | Ultra | Total |
|----------------------------|-------------|--------------------|--------------|--------------|
| Summer 2017 | 6 | 12 | 6 | 24 |
| Fall 2017 | 55 | 69 | 16 | 140 |
| Spring 2018 | 68 | 40 | 11 | 119 |
| Summer 2018 | 22 | 3 | 3 | 28 |
| Fall 2018 | 129 | 24 | 11 | 164 |
| Spring 2019 | 172 | 7 | 11 | 190 |

Video Captioning Services & Accessibility Projects

The ITRC started working with ISU Disability Services in the Fall of 2015 to offer video captioning services. Lori Austill was assigned to lead this new integrated service in the ITRC including hiring student captioners and employing captioning vendors. Austill has been instrumental in developing workflows and selecting software that support the University's captioning needs. The following captioning projects have been completed:

Captioning Projects

- **Fall 2015** – 33 classes/departmental needs at 471 captioned video requests = 102 hours of video transcribed, synced and published
- **Spring 2016** – 27 classes/departmental needs at 572 captioned video requests = 182 hours of video transcribed, synced and published
- **Summer 2016** – 25 classes/departmental needs at 331 captioned video requests = 99 hours of video transcribed, synced and published
- **Fall 2016** – 38 courses at 842 captioned video requests = 218 hours of video transcribed, synced and published.
- **Spring 2017** – 45 courses at 794 captioned video requests = 259 hours of video transcribed, synced and published
- **Summer 2017** – 28 courses at 746 captioned video requests = 150 hours of video transcribed, synced and published.
- **Fall 2017** – 29 courses at 747 captioned video requests = 164 hours of video transcribed, synced and published.
- **Spring 2018** – 44 courses at 715 captioned video requests = 189 hours of video transcribed, synced and published.
- **Summer 2018** – 28 courses at 600 captioned video/audio requests = 171 hours
- **Fall 2018** – 43 courses at 663 captioned video/audio requests = 189 hours
- **Spring 2019** – 53 courses at 699 captioned video/audio requests = 181.97 hours
- **Summer 2019** – 33 courses at 520 captioned video/audio requests = 150.6 hours

File Accessibility Remediation Work

- **Fall 2018** Accessibility remediation on 5 courses
 - PDFs = 0
 - PPT = 32
 - Word/Gdoc = 23
- **Spring 2019** Accessibility remediation on 9 courses
 - PDFs = 69
 - PPT = 49
 - Word/Gdoc = 14

Moodle Community Participation

Moodle ISU is a tailored version of the open-source learning management system Moodle. It supports web-based activities for traditional, blended, and online learning environments. In addition, Moodle ISU offers a wide array of features to support innovative pedagogy for student-centered and active learning teaching methods, which encourages the use of social constructivism.

The ITRC continues to work with its faculty to expand the usability of Moodle ISU. The ITRC used the 2018-2019 academic year to improve the usability of the Moodle ISU environment through performance and application enhancements.

ISU has been recognized as an active participant in the Moodle community. Michael Spall is an active member of the Moodle Gradebook working group. Spall and Stamm are members of the Moodle Users Association.

LMS Projects

Adamcik and Spall addressed the following Moodle upgrades and configurations:

- Updated Production Moodle ISU from 3.3 to 3.5 - August 2018
- Ported Moodle ISU code (plugins, customizations, and theme) to Moodle 3.7 - Spring 2019
- Upgraded Moodle ISU AWS servers from fourth generation to fifth generation and upgraded to the latest OS.
- Removed School District 25 site - May 2019.

Audio/Video Projects

ITRC audio/video production provides support for the faculty in basic projects needed for traditional classroom, video classroom, and Moodle ISU. We had a total of 331 video project requests for the 2018-2019 academic year.

The classroom video encoders were updated to Winnov C3 boxes that allow scheduling using the Google Calendar and HD recording through HDMI, DVI, and SDI.

ISU Partnerships

Partnership with ISU Meridian Health Science Center

The ITRC has partnered with the ISU Meridian Health Science Center, formerly ISU Boise Center, to offer faculty support on a permanent basis. Stamm was reassigned to Boise in 2007, due to the growing support needs of the ISU health professions programs in the Treasure Valley. Stamm offers instructional technology training and one-on-one consultation for more than 100 faculty/staff members at the ISU Meridian Center. In addition to the responsibilities at ISU Meridian, Stamm provides leadership and direction for the ITRC in Pocatello.

Partnership with ISU Idaho Falls Center

The ITRC has partnered with the ISU Idaho Falls Center to offer faculty support and training. Kidder was designated to travel to Idaho Falls several times a semester, due to the growing support needs of the ISU faculty members teaching from Idaho Falls.

Partnership with ISU Institute of Emergency Management

ISU-Institute of Emergency Management developed and delivered Community Health Worker training through a contract with the Idaho Department of Health and Welfare and the State Healthcare Innovation Plan (SHIP) grant. The ITRC staff provided course design and content development support for the Institute of Emergency Management program for this grant.

Partnership with School District 25

The ITRC has partnered with the SD 25 by offering support and training for Moodle. In Spring 2019, the ITRC stopped hosting a separate server for SD 25 and moved the active teachers' courses to the Moodle ISU Community server.

Partnership with Disability Services

The ITRC has partnered with the ISU Disabilities Services Center to provide transcription and captioning of educational multimedia materials so that Moodle ISU course materials meet the needs of diverse learners. Austill works with the disabilities services staff to evaluate course materials and coordinate captioning projects.

Conferences and Publications

2018 - 2019 Conferences

Mountain Moot 2018, Helena, MT

Randy Stamm and Michael Spall presented and Lance Roe attended at the Mountain Moot 2018 Conference in July 18-20, 2018.

Open TextBook Summer Institute and Summit 2018, Chaska, MN

Daphne Tseng participated in the Open TextBook Summer Institute and Summit 2018, Chaska, MN on July 24-28, 2018

NWeLearn 2018, Boise, ID

Randy Stamm, Blake Beck, and Sacha Johnson attended the NWeLearn Conference at the Riverside Hotel on October 18-19, 2018.

MoodleMoot US 2018, Denver, CO

Michael Spall and Ann Adamcek attended MoodleMoot US 2018 at the Curtis Hotel in downtown Denver. October 29-30, 2018.

10th Annual Transforming the Teaching & Learning Virtual Conference

Lisa Kidder attended the 10th annual Transforming the Teaching & Learning Environment online on February 14-15, 2019

2019 TxDLA Annual Conference, Galveston, TX

Lisa Kidder attended the Texas Distance Learning Association (TxDLA) conference on March 25-28, 2019.

Online Learning Consortium Innovate Conference, Denver, CO

Daphne Tseng attended the OLCI Conference on April 2-5, 2019

NWMET 2019, Las Vegas, NV

Mark Cooper presented and attended the 2019 NWMET on April 17, 2019, in Las Vegas, NV.

2018 - 2019 Publications

[*Asynchronous Video as a Means to Facilitate Instructor Social Presence: A Case Study*](#)

Lori Austill published a case study as part of her Doctoral Degree from University of Wyoming on May 9th, 2019.

AUPHA 2019 Annual Meeting, New Orleans, LA

Lori Austill co-authored a poster presentation (Enhancement of Student Learning Outcomes through the Application of Synchronous Collaborative Tools) with Ruling Guo.