Idaho State University

Instructional Technology Resource Center (ITRC) Annual Report 2019 – 2020

Table of Contents

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 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)
- Microsoft Office 2013 (Word, PowerPoint, Excel, etc.)

Scanning and printing services include:
- Epson GT-15000 large format (12x17) scanner
- Epson GT-2500 ADF scanner
- HP LaserJet 4000N printer

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 (Retired 3/20)
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.

Dr. Sacha Johnson: Sr. Instructional Technologist
Office: (208) 282-3954
Sacha supports faculty as they design and develop multimedia materials and select instructional technology-oriented tools. She earned a B.A. in Mass Communication, an M.Ed. in Instructional Technology, and a Ph.D. in Instructional Design. Her 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 of experience in education and over 10 years of 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 ISU.

Max Maccluer: LMS Administrator
Office: (208) 282-3971
Max is a Learning Management System (LMS) Administrator responsible for maintaining the Moodle ISU systems. Max has a strong IT background with an emphasis on information security, having worked in IT Security for several years at ISU. As a proud graduate of ISU with a B.A.

in Computer Science, he aspires to make ISU an industry leader in LMS technology.

Lori Piccolo, M.Ed. Instructional Technology Accessibility Specialist
Office: (208) 282-3823
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. He holds a bachelors in workplace training and leadership from ISU and is working towards a Master's Degree in Instructional Design and Technology.

Michael Spall: Instructional Technology Consultant
Office: (208) 282-4557
Michael Spall, Instructional Technology 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 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 ISU 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, workplace training, and instructional technologies.

Technology Production Assistants

Alonzo Lemus
January 2020 - June 2020

Ayush Parajuli
January 2020 - Present

Brookelle Langi
May 2017 - August 2019

Cearden Datoon
August 2019 - Present

Desi Hernandez
May 2017 - July 2019

Dirk Baskett
August 2017 - July 2019

Dylon Harrison
August 2019 - September 2020

Hannah Neubauer
August 2019 - Present

Nicholas Johnson
December 2016 - December 2020

Marcus Goeckner
August 2019 - January 2020
Mileena Mares
August 2019 - June 2020

Career Path Internship

Mia Wallace
May 2017 - September 2020

Closed-Captioning Assistants

James Pascali
June 2015-May 2019

Cameryn (Cami) Dougal
May 2018-December 2019

Pamela Pascali
August 2018-Present

Mckaden Beck
August 2018-December 2020

Carson Skaggs
January 2018-May 2020

Sarah Austill
May 2018- November 2020

Eryn Beck
May 2019-January 2020

Kevin Blair
September 2019-May 2020

Stephanie McDowall
June 2019-Present

Alex Heisler
September 2019-December 2019

Kaitylyn Marshall
February 2020-Present

Kayla Gibbons
January 2020-October 2020

Ava Wilke
December 2020 - Present

Teo Hanson, CPI
August 2020 - December 2020

Danielle Cawthra
November 2020 - Present

ITRC Facility Usage

Service Requests

The ITRC tracked faculty/student service requests by duration of service, type of service, and the issues addressed during the service using sign-in sheets, TigerTracks, and Tawk.to chat. The following graphs list 7,677 service requests in 2019-2020.
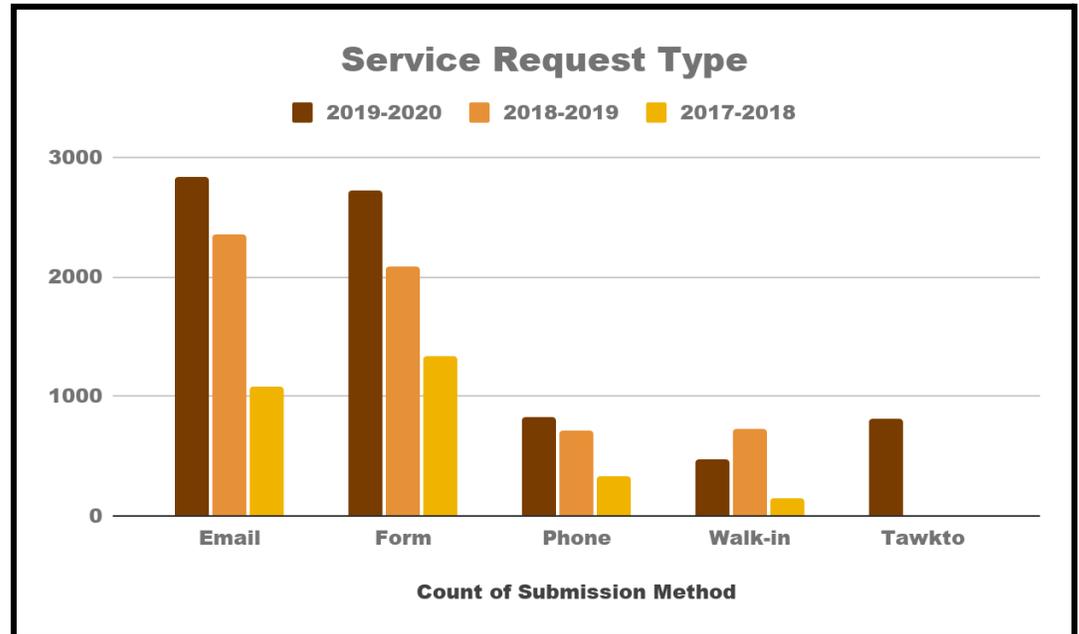
Figure 1 – Total ITRC Service Requests (2017-2020)
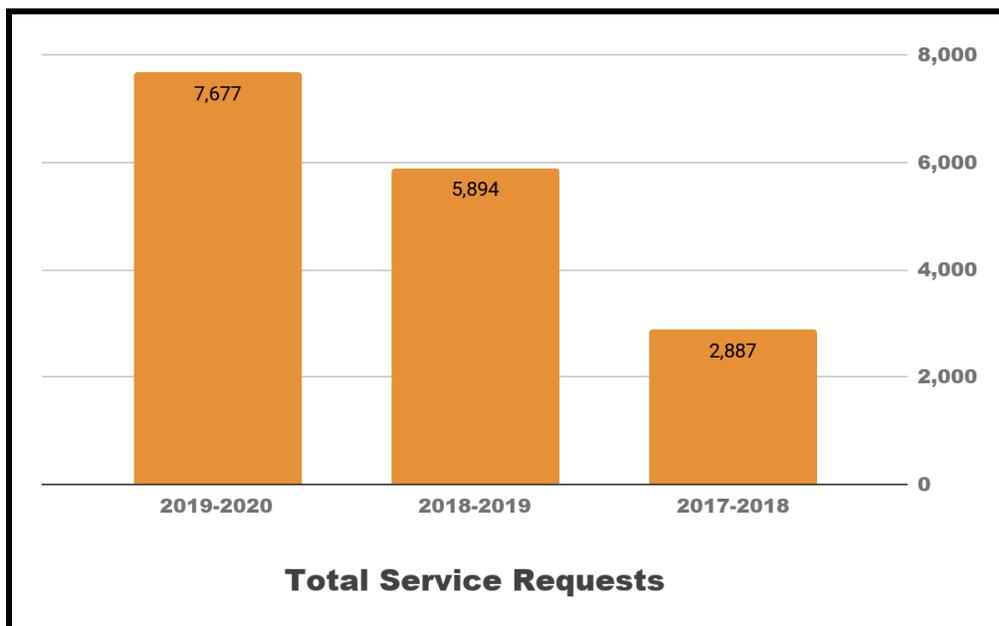
Figure 2 – Total ITRC Service Request Types (2017-2020)

Contact by Service

The ITRC provides service in a number of areas from Moodle ISU and other online teaching technologies. In addition to Moodle ISU requests, it is our goal to support the faculty with course evaluations, equipment checkout, web conferencing, professional development, proctoring, plagiarism, video classroom recordings, and video project requests benefiting faculty with teaching and researching endeavors. We also provide online forms for course, evaluation, and equipment requests.

Faculty and staff may request help over the phone, walk-in, appointment, email, and live chat.
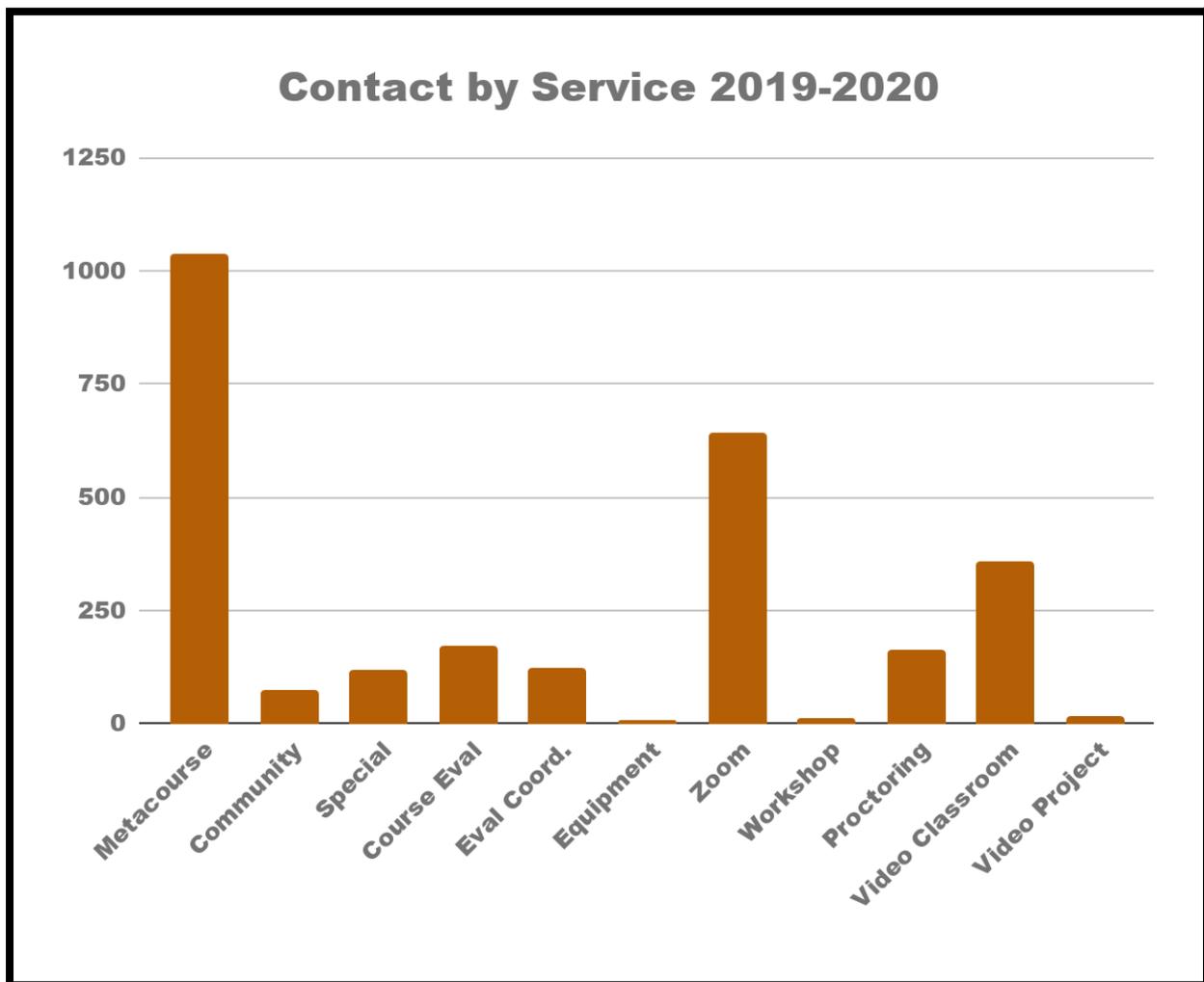
Figure 3 – Total ITRC Contact by Service (2019-2020)

Moodle ISU Usage (Google Analytics)

The Moodle ISU website had 3,999,083 active user sessions from July 1, 2019 to June 30, 2020. Table 1 demonstrates the top five cities accessing our Moodle ISU site. A session is the period of time a user is actively engaged with our website and includes all user 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: 2019-20 Moodle ISU usage by location

| City	Session	Pages/Session	Average Session Duration	% of All Users
Pocatello, ID	1,885,684	10.50	00:11:36	43.10%
Boise, ID	378,147	10.63	00:12:07	7.43%
Salt Lake City, UT	161,688	6.41	00:06:06	7.24%
Meridian, ID	371,576	10:36	00:12:34	5.82%
Idaho Falls, ID	222,575	10.44	00:11:52	4.01%
Total	Site 3,999,083	Site Avg: 10.25	Site Avg: 00:11:34	67.60% of total

Moodle ISU Usage by Technology (Google Analytics)

The Moodle ISU website had over 41 million page views from July 1, 2019 to June 30, 2020, 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: 2019-20 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/42.19%	Safari/34.97%	Firefox/15.01%	92.17%
System OS	Windows/54.05%	iOS/31.38%	Macintosh/8.63%	94.06%
Mobile OS	iOS/87.48%	Android/12.23%	Windows/0.28%	99.99%
Service Provider	ISU/31.77%	Cable-Spark/35.37%	Century/6.40%	73.54%

Moodle ISU User Device Types (Google Analytics)

The Moodle ISU website had 312,727 devices (by user) from July 1, 2019 to June 30, 2020. The device types (desktop, mobile, and tablet) are sequentially ordered by the number of unique devices (by user) in Table 3.

Table 3: 2019-20 Moodle ISU device types by user

Device Type	Total Number Page Views
Desktop	201,677 (64.18%)
Mobile	105,671 (33.63%)
Tablet	6,892 (2.19%)

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

The Moodle ISU website had over 41 million page views from July 1, 2019 to June 30, 2020 accessing 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	10,535,270 (25.70%)
Forum	3,746,711 (9.14%)
Assignment	2,724,809 (6.70%)

Moodle ISU Daily Active Users (Google Analytics)

The Moodle ISU website had several top active usage days from July 1, 2019 to June 30, 2020. 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, 8/19/19	13,236	Fall Semester 2019 - 7,229 active users
Monday, 1/13/20	11,663	Spring Semester 2020 - 6,941 active users

Moodle ISU Course Usage by Sections and Enrollments

Fall 2019 and Spring 2020 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 2019 ISU usage by sections and enrollments

Section/Enrollment Type	Moodle ISU	Total ISU	% of Total
Sections	3,999	4,003	99.90%
Student enrollments	50,816	50,820	99.99%
Unique students	12,847	12,847	100.00%
Faculty enrollments	4,591	4,595	99.91%
Unique faculty	1,053	1,053	100.00%

Table 7: Spring 2020 ISU usage by sections and enrollments

Section/Enrollment Type	Moodle ISU	Total ISU	% of Total
Sections	3,792	3,792	100.00%
Student enrollments	44,308	44,308	100.00%
Unique students	10,712	10,712	100.00%
Faculty enrollments	4,296	4,296	100.00%
Unique faculty	980	980	100.00%

Fall 2019 and Spring 2020 Enrollments by Active Moodle ISU Courses

Table 8: Fall 2019 and Spring 2020 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 2019	40,556/83.29%	8,135/16.71%	13.73
Spring 2020	38,959/91.49%	3,626/8.51%	13.66

ISU Course Schedule Types in BengalWeb

Fall 2019 and Spring 2020

Table 9: Fall 2019 Moodle ISU sections by delivery types

Schedule Type Code	Description	ISU Sections	Sections That Use Moodle ISU	% of Total ISU Sections	% of Total Moodle ISU Sections	% of Sections That Use Moodle ISU
AO	Fully Online, no set time	470	470	11.74%	11.74%	100.00%
BL	Blended, reduced in class time	34	34	0.85%	0.85%	100.00%
CL	Classroom	1,787	1,787	44.64%	44.64%	100.00%
LB	Lab or Studio	387	387	9.67%	9.67%	100.00%
OL	Mostly Online - Moodle ISU	22	22	0.55%	0.55%	100.00%
OT	Other	705	705	17.61%	17.61%	100.00%
SO	Fully Online, set times	51	51	1.27%	1.27%	100.00%
VS	Dedicated Video Conf Classroom	546	546	13.64%	13.64%	100.00%
WC	Thes	1	1	0.02%	0.02%	100.00%
Total		**4,003**	**4,003**	**100.00%**	**100.00%**	**100.00%**

Table 10: Spring 2020 Moodle ISU sections by delivery types

Schedule Type Code	Description	ISU Sections	Sections That Use Moodle ISU	% of Total ISU Sections	% of Total Moodle ISU Sections	% of Sections That Use Moodle ISU
AO	Fully Online, no set time	514	514	13.55%	13.55%	100.00%
BL	Blended, reduced in class time	39	39	1.03%	1.03%	100.00%
CL	Classroom	1,475	1,475	38.89%	38.89%	100.00%
LB	Lab or Studio	314	314	8.28%	8.28%	100.00%
OL	Mostly Online - Moodle ISU	11	11	0.29%	0.29%	100.00%
OT	Other	816	816	21.51%	21.51%	100.00%
SO	Fully Online, set times	67	67	1.77%	1.77%	100.00%
VS	Dedicated Video Conf Classroom	556	556	14.66%	14.66%	100.00%
Als	Web Course	1	1	0.03%	0.03%	100.00%
Total		**3,793**	**3,793**	**100.00%**	**100.00%**	**100.00%**

ISU Comparison of Online and Face-to-Face Courses

Fall 2019 and Spring 2020 (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** - 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 the classroom.

Table 11: Total Fall 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	% completing	% passing	% passing of those who complete the course
Undergraduate - Face to Face	1,345	20,734	19,025	18,065	91.76%	87.13%	94.95%
Undergraduate - Online	364	8,132	7,290	6,851	89.65%	84.25%	93.98%
Graduate - Face to Face	202	1,465	1,446	1,443	98.70%	98.50%	99.79%
Graduate - Online	169	1,382	1,318	1,310	95.37%	94.79%	99.39%
Total	**2,080**	**31,713**	**29,079**	**27,669**	**91.69%**	**87.25%**	**95.15%**

Table 12: Total Spring 2020 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	% completing	% passing	% passing of those who complete the course
Undergraduate - Face to Face	1204	17,381	16,200	15,521	93.21%	89.30%	95.81%
Undergraduate - Online	395	8,369	7,620	7,293	91.05%	87.14%	95.71%
Graduate - Face to Face	180	1,159	1,139	1,137	98.27%	98.10%	99.82%
Graduate - Online	185	1,478	1,395	1,389	94.38%	93.98%	99.57%
Total	**1,964**	**28,387**	**26,354**	**25,340**	**92.84%**	**89.27%**	**96.15%**

ISU Online Enrollments

Academic Year (2017 to 2020)

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 AY.

AY	Total Undergrad Students in the AY	Total Undergrad Students Enrolled in at Least One Online Course in the AY	% of Undergrad Students Enrolled in Online Courses	Total Grad Students in the AY	Total Grad Students Enrolled in at Least One Online Course in the AY	% of Grad Students Enrolled in Online Courses
2017	13,956	6,100	43.71%	2,336	1,037	44.39%
2018	13,076	6,123	46.83%	2,275	1,046	45.98%
2019	12,667	5,964	47.08%	2,293	1,092	47.62%
2020	12,425	6,036	48.58%	2,421	1,371	56.63%

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

AY	Total Undergrad Students in the AY	Total Undergrad Students Enrolled Exclusively in Online Courses in at Least One Term in the AY	% of Undergrad Students Enrolled Exclusively in Online Courses	Total Grad Students	Total Grad Students Enrolled Exclusively in Online Courses in at Least One Term in the AY	% of Grad Students Enrolled Exclusively in Online Courses
2017	13,956	2,025	14.51%	2,336	612	26.20%
2018	13,076	1,894	14.48%	2,275	626	27.52%
2019	12,667	1,781	14.06%	2,293	638	27.82%
2020	12,425	10,135	81.57%	2,204	848	38.48%

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 students enrolled in online courses offered at ISU by AY.

AY	Total Undergrad Students Not Enrolled in any Online Courses in the AY	Total Undergrad Students Not Enrolled in an Online Course in the Prior AY that Enrolled in at Least One Online Course in the Next AY	% Enrolled in an Online Course the Next AY
2016	7,738	1,216	15.71%
2017	7,856	1,173	14.93%
2018	6,953	1,071	15.40%
2019	6,703	1,035	15.44%

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

AY	Total Degree-Seeking Undergrad Students Enrolled Exclusively in Online Courses in at Least One Term in the Current AY	Total Degree-Seeking Undergrad Students Enrolled Exclusively in Online Courses in at Least One Term in the AY Retained or Graduated the Next AY	% Degree-Seeking Undergrad Students Enrolled Exclusively in Online Courses in at Least One Term in the AY Retained or Graduated the Next AY	% Retained or Graduated of All Degree-Seeking Undergrad Students Enrolled Exclusively in Online Courses in at Least One Term in the Current AY
2016	1,618	1,014	62.67%	71.9%
2017	1,589	974	61.30%	71.8%
2018	1,645	1,061	64.50%	73.5%
2019	1,620	1,069	66.00%	73.79%

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 2019 and Spring 2020

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 2019.

College/Division	eISU Courses - YES	eISU Courses - NO	Total
College of Arts and Letters	6	167	173
College of Business	4	48	52
College of Education	6	80	86
College of Health Professions	33	47	80
College of Science and Engineering	0	19	19
College of Technology	2	51	53
Division of Health Sciences	5	0	5
College of Nursing	44	0	44
College of Rehab and Comm Sci	31	11	42
Total	**131**	**423**	**554**

Table 18: Total number of online courses with an eISU designation by college/division for Spring of 2020.

College/Division	eISU Courses - YES	eISU Courses - NO	Total
College of Arts and Letters	10	185	195
College of Business	7	52	59
College of Education	4	80	84
College of Health Professions	30	46	76
College of Pharmacy	1	0	1
College of Science and Engineering	3	23	26
College of Technology	3	53	56
Division of Health Sciences	0	7	7
College of Nursing	52	0	52
College of Rehab and Comm Sci	42	13	55
Total	**152**	**459**	**611**

eISU Students by Location 2016-2020

In AY 2019, eISU courses had student enrollments from a variety of countries, states outside of Idaho, and numerous 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)	2020	2019	2018	2017	2016	Total
Saudi Arabia	1	1	0	3	8	13
Canada	1	0	1	2	3	7
Mexico	0	0	6	0	0	6
China	0	0	1	1	2	4
STATES (not including Idaho)						
California	35	48	35	52	61	231
Washington	22	30	11	26	33	122
Oregon	11	12	9	17	20	69
Utah	12	0	11	21	19	63
Texas	7	8	8	13	17	53
Nevada	10	5	5	8	9	37
CITIES (Idaho only)						
Pocatello	470	427	287	459	490	2,133
Idaho Falls	270	226	199	240	259	1,194
Boise	98	91	82	113	113	497
Blackfoot	86	73	69	85	88	401
Chubbuck	74	72	60	76	90	372
Meridian	71	60	41	62	56	290
Twin Falls	55	43	28	39	57	222

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 2019 Moodle ISU Course Evaluations

Department	Evaluations	Courses	Responses
College of Arts and Letters	20	526	5,054
College of Business	1	200	1,589
College of Education	5	203	689
College of Technology	8	300	1,264
College of Science and Engineering	12	340	2,358
Division of Health Sciences	8	111	711
Other (ACAD, FYS, etc.)	9	32	148
Total	63	1,712	11,813

Table 21: Total Spring 2020 Moodle ISU Course Evaluations

Department	Evaluations	Courses	Responses
College of Arts and Letters	23	891	4,455
College of Business	1	196	929
College of Education	6	177	583
College of Technology	8	299	1,217
College of Science and Engineering	15	512	2,389
Division of Health Sciences	9	139	870
Other (ACAD, FYS, etc.)	9	30	31
Total	71	2,244	10,474

Online Proctoring (2019-2020)

The ITRC provides ISU faculty and students online proctoring services (Examity, Proctorio, and ProctorFree) 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.

Note: The COVID-19 pandemic forced ISU to explore other online proctoring solutions in the Spring of 2020. Numbers may be inflated in the spring.

Table 22: Total Fall 2019 Moodle ISU Online Proctoring (Examity)

College/Division	Courses	Exams Proctored
College of Arts and Letters	10	252
College of Business	9	530
College of Education	0	0
College of Technology	1	124
College of Science and Engineering	0	0
Division of Health Sciences	10	485
Other (ACAD, FYS, etc.)	0	0
Total	30	1,391

Table 23: Total Spring 2020 Moodle ISU Online Proctoring (Examity, ProctorFree, & Proctorio)

Online Proctoring Services?	Courses	Exams Proctored
Examity	76	2.007
ProctorFree	36	1,878
Proctorio	10	519
Total (All Proctoring Services)	122	4,404

Plagiarism and Academic Integrity (2019-2020)

The ITRC provides ISU faculty members support with the Turnitin LTI connector to review and grade student paper assignments. In the AY 2019, 212 Turnitin connectors were added to Moodle 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 2019-2020 academic year.
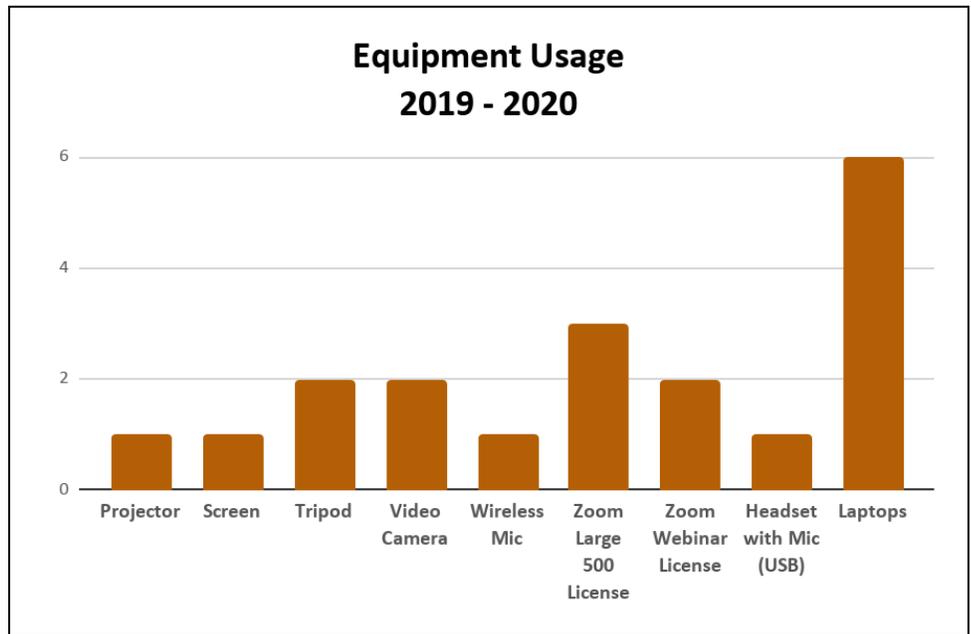

Figure 4 – Equipment Usage (2019-2020)

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.
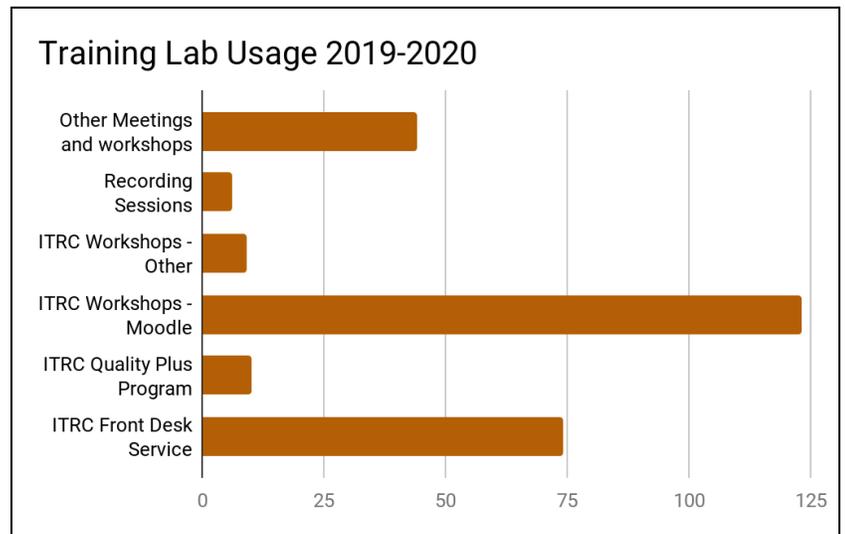

Figure 5 – Training Lab Usage (2019-2020)

eISU Quality+ Program

The Quality+ Program officially began in Fall 2017. Beginning in 2012 through Fall 2017, ISU had participated in several efforts to roll out 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 Level	2017 - 2018	2018 - 2019	2019 -2020	Total
Quality+ Essentials (1st course)	43	45	30	118
Quality+ Essentials (2nd course)	0	2	3	5
Quality+ Certification (1st course)	0	1	0	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 Level	2017 - 2018	2018-2019	2019 - 2020	Total
Completed Quality+ Essentials (1st course)	0	14	21	35
Completed Quality+ Essentials (2nd course)	0	0	3	3
Completed Quality+ Certification (1st course)	0	0	1	1

Participants by Instructor Type

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

Instructor Type	2017-2020
Adjunct	11
Full-Time Faculty	82
GA/GTA	6
Total	99

Participants by College

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

College	2017 - 2018	2018 - 2019	2019 - 2020	Total
College of Arts and Letters	8	23	16	47
College of Business	0	5	3	8
College of Education	1	6	2	9
College of Health Professions	0	4	1	5
College of Nursing	1	1	0	2
College of Pharmacy	0	1	0	1
College of Rehabilitation & Communication Sciences	0	8	1	9
College of Science and Engineering	1	2	2	5
College of Technology	1	10	1	12
Library	1	0	0	1

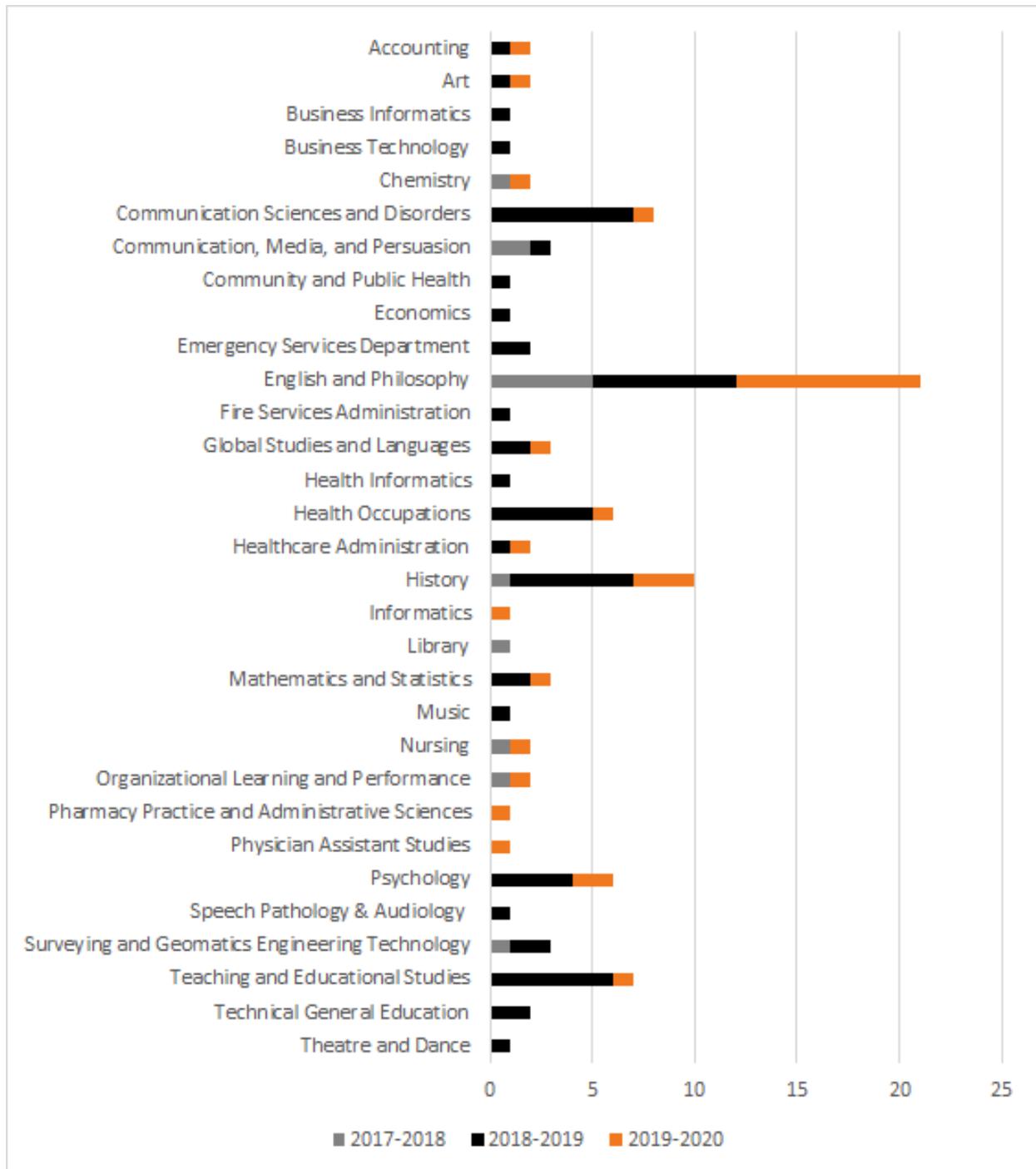## Department Participation in Quality+ by Academic Year

Figure 6 – Participation by ISU Departments - clustered by college (2017-2020)

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. Blackboard Collaborate was removed in Fall of 2019.

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

Moodle ISU Term	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
Fall 2019	180	0	0	180
Spring 2020	629	0	0	629

Video Captioning Services & Accessibility Projects

The ITRC started working with ISU Disability Services in the Fall of 2015 to offer video captioning services. Lori Piccolo replaced Lori Austill as the lead of this service in the ITRC including hiring student captioners and employing captioning vendors. The following figures provide an overview of the captioning projects and file remediation work.
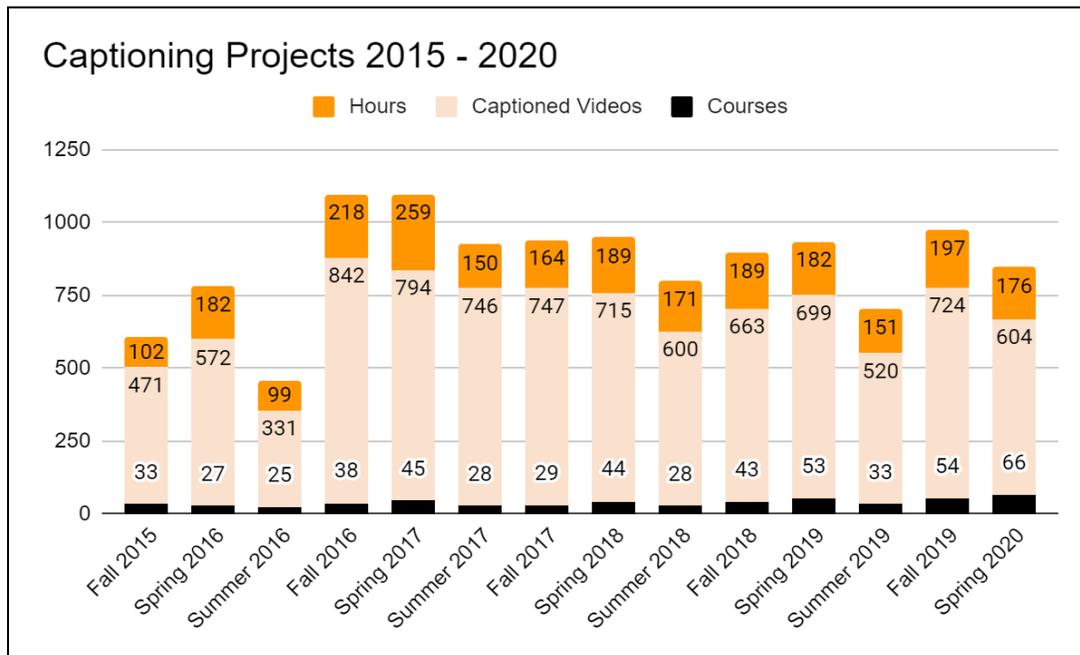

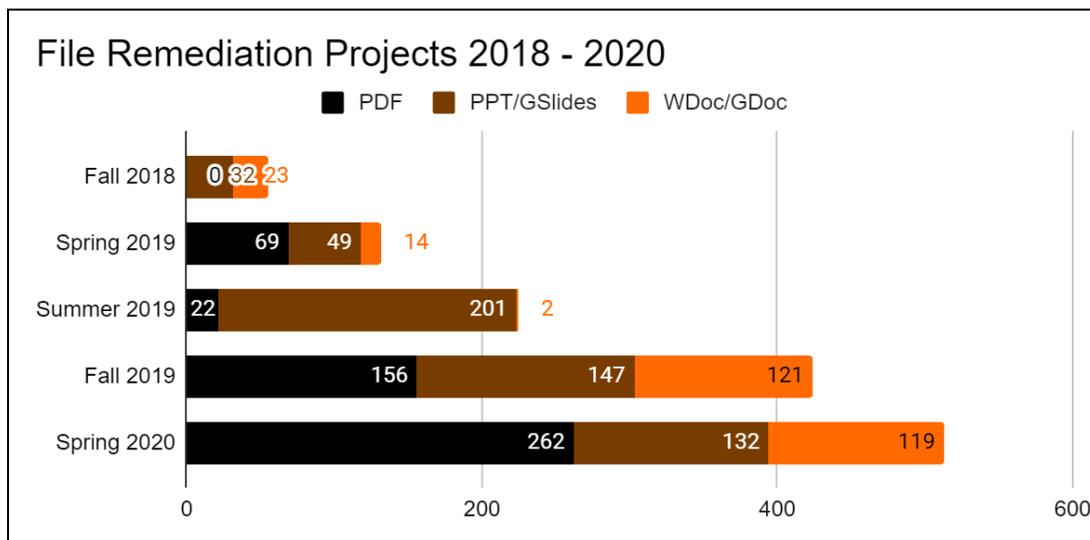*Figure 7 – Captioning Projects by Hours, Captioned Videos, and Courses (2015-2020)*

Figure 8 – File Remediation Projects by File Types (2018-2020)

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 2019-2020 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 is a member of the Moodle Users Association.

LMS Projects

Adamcik and Spall addressed the following Moodle upgrades and configurations:
- Updated Production Moodle ISU from 3.5 to 3.7 - August 2019
- Spall ported Moodle ISU code (plugins, customizations, and theme) to Moodle 3.9 - Spring 2020
- Spall upgraded Moodle ISU AWS servers.

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 374 video project requests for the 2019-2020 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. In addition, the Idaho Falls Testing Center has offered to review online proctoring reports for faculty.

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. Piccolo works with the disabilities services staff to evaluate course materials and coordinate captioning projects.

Conferences and Publications

2019 - 2020 Conferences

Mountain Moodle Moot 2019, Helena, MT

Randy Stamm, Sacha Johnson, Michael Spall, and Lance Roe presented at the Mountain Moot 2019 Conference on July 17-19, 2019.

U.S. Moodle Moot 2019, Philadelphia, PA

Michael Spall attended the U.S. Moodle Moot in Philadelphia, PA on September 17-19, 2019.

NWeLearn 2019, Bend, OR

Randy Stamm, Blake Beck, and Lori Piccolo attended the NWeLearn Conference on October 17-18, 2019.

AECT International Convention 2019. Las Vegas, NV

Sacha Johnson attended the AECT International Convention 2019 on October 21-25, 2019.

4th Annual Teaching for Learning Conference, 2020

Lisa Kidder attended the 4th Annual Teaching for Learning Conference in Provo, UT on March 5-6, 2020.

Quality Matters at the QM Western Conference 2020 (Online)

Presented, Breaking the Humdrum of "Post Once & Reply to 2" Mark Cooper and Lisa Kidder on March 30, 2020.

2019 - 2020 Publications

Design for Learning Principles, Processes, and Praxis

Sacha Johnson co-wrote a book chapter, Robert Gagné and the Systematic Design of Instruction, in McDonald, J. K. & West, R. E. (2020). *Design for Learning: Principles, Processes, and Praxis* (1st ed.). EdTech Books. https://edtechbooks.org/id.