Idaho State
UNIVERSITY

Instructional Technology Resource Center

A N N U A L

R E P O R T

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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. Funded by an 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), and the Information Technology Services (ITS) provide the foundational support for the ITRC.

Facility

The ITRC is comprised of drop-in, production/multimedia, and training labs. The latest in computer technology resourses 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.

In 2015 both the drop-in lab and training lab were renovated with the new faculty work stations and new carpet. In addition, a recording room and two offices were constructed to better serve our faculty constituencies.

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, 3 Dell Optiplex 980 - Intel Core i7-860 @ 2.8GHz, 4GB RAM, and a Dell Vostro 470. Intel Core i7-4770 @3.40GHz, 8GB RAM (video editing machine).

In addition, machines are equipped with the following main software applications:
- 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: Google Chrome, Firefox, Internet Explorer, and Safari
- Camtasia Studio (w/Snagit)
- CommonLook – PDF accessibility software
- Media Players: QuickTime and Windows Media Player
- Microsoft Office 2013 (Word, PowerPoint, Excel, etc.)
- SoftChalk

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
- 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 14 Dell Vostro 3500 laptops - Intel Core i5-M430 @2.27GHz, 3GB RAM. laptop computers. The laptops run software based on specific faculty training needs. 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:

- Extron IN1608 scaling presentation switcher with Extron LCD touch panel
- Extron CPM USB/Digital Video input port
- Extron DMP 64 digital Matrix Processor
- Nova Desk Collaboration Table with 6 HDMI ports
- Phoenix Max 250 amplifier
- Samsung 50" LCD TV
- Samsung 60" LCD TV
- Sennheiser EW 100 G2 wireless microphone
- Spectrum Freedom Adjustable Podium
- Tandberg Edge 95 Video Codec with Tandberg Precision camera and Sony C90 camera

Individualized and group training provide faculty members with a variety of services for software, hardware, and instructional design application led by ITRC full-time staff. In addition to events held in the training lab, we also offered two workshops a month using the video classroom network. This allowed instructors at the far sites in Idaho Falls, Twin Falls and Meridian to participate in the workshops offered by the ITRC. These events include:

Accessibility
- Creating Accessible Documents in Word
- Adding alt-text to Images
- Minimizing Accessibility Barriers in Moodle

Blackboard Collaborate
- Introduction to Collaborate Web Conferencing

Google Educational Apps
- Creating Filters in ISU Gmail
- QH: Advanced Gmail
- QH: Google Apps
- QH: Google Calendars

Microsoft Office
- Grading with a Spreadsheet
- Poster Design with PowerPoint
- PowerPoint Best Practices
- QH: MS Office
- Using MS Excel
- Using PowerPoint

Mobile Technologies
- Getting Started with your iPad
- QH: Moodle for Mobile Devices
- Using Mobile Devices as Personal Response Tools
- Using Mobile Devices in the Classroom
- Using the Cloud for File Storage

Moodle ISU
- Adding Assignments in Moodle ISU
- Adding Resources in Moodle ISU
- Conditional Release in Moodle ISU
- Forums in Moodle ISU
- Importing and Exporting Grades into the Moodle ISU Gradebook
- Interactive Uses of the Moodle Choice Activity*
- Innovative Methods for Giving Students Feedback*

- Lesson in Moodle ISU
- Moodle Quizzes in Moodle ISU
- Navigation in Moodle ISU
- Peer Review Using the Workshop Tool*
- QH: Using the Navigation Block in Moodle ISU
- Rubrics in Moodle ISU
- Using Activity Completion in Moodle ISU
- Using Glossaries in Moodle ISU
- Using Groups and Groupings in Moodle ISU
- What to Expect in Moodle ISU

Quality Matters
- QM 1 & 7: Helping Your Students Get Started in Your Online Course
- QM 2: Course and Module Objectives
- QM 3: Assessment and Alignment
- QM 4: Creating Course Materials
- QM 5: Engaging Your Students
- QM 8: Accessibility and Usability

Training Events and General Topics
- Course Evaluations – Follow Up Hands On
- Course Evaluations Using Moodle ISU
- eISU Events
- Employee Recognition Week Events
- ITRC Open House

*Indicates workshops added or updated since July 1, 2015

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.

Brian Atkinson: Instructional Technologist
Office: (208) 373-1882
Brian Atkinson is the Instructional Technologist at the Treasure Valley Anatomy & Physiology Lab (TVAPL) on ISU's Meridian campus. His duties include maintaining the technology in the multi-million dollar facility as well as interfacing with students, faculty, and staff to foster the use of technology in an educational setting. Atkinson began his career at ISU working in the Educational Technology Services department on main campus in Pocatello. There, he worked as Media equipment specialist and eventually became the university's Classroom Design Specialist. After five years on main campus, Atkinson relocated to the Meridian campus and provided IT support as well as classroom design to the branch campus. As Classroom Design Specialist, Atkinson's largest project become the design of the Treasure Valley Anatomy & Physiology Lab (TVAPL). Atkinson holds a BS degree in Music Business and, before working at ISU, for several years he worked as an Audio Engineer and Production Manager for an a cappella group. Atkinson is Extron Certified and serves on Extron's Higher Education Technical Advisory Counsel.

Lori Austill: Sr. Instructional Technologist
Office: (208) 282-3983
Lori Austill works with the ITRC team to encourage faculty weave sound technology and educational principles into their online course materials. Austill also teaches workshops, writes a bi-monthly blog on educational technologies, researches and shares current technologies and teaching methods with the faculty and staff at ISU, and coordinates the provision of accessible multimedia instructional materials. In addition to her full-time responsibilities, she teaches several College Learning Strategies courses for ISU as an adjunct instructor and facilitates online workshops for Quality Matters. Austill's education includes an A.S. in office management from Northwest College, a B.S.L.S. in mass communication and public relations from Montana State University, and an M.S. Ed. in Instructional Technology from the University of Wyoming. She is currently working toward her doctorate in Adult and Postsecondary Education Leadership.

Dr. Ryan Faulkner: Sr. Instructional Technologist

Office: (208) 282-3954

Ryan Faulkner works with the ITRC team in supporting faculty with the development and use of online course delivery systems. He has worked for Educational Technology Services since 1997 when he started as a student distance learning operator. In 2001, he began his professional career as a Video Instruction Manager. In 2007, he transitioned to a Media Equipment Specialist and managed the technology classrooms in the Rendezvous Complex. In 2011, he transitioned to the ITRC assisting faculty with Moodle. In 2013, Faulkner was awarded the ISU Cares Customer Service Provider of the Year Award. Faulkner holds a B.A. in Mass Communications, M.Ed. in Instructional Technology, and an Ed.D. in Higher Education Administration from Idaho State University.

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.

Lisa Kidder: Sr. Instructional Technologist

Office: (208) 282-2502

Lisa Kidder works with the ITRC team in supporting online course development, teaches workshops, works with individual faculty and departments and is working on integrating Quality Matters practices at ISU. She is an experienced educator with a keen interest in integrating technology in education. Kidder's education includes a B.A. in French and Chemistry Education from Brigham Young University, and a M.A. in Educational Technology from Pepperdine University. She is constantly learning and looking for ways to improve teaching and incorporate technology. Prior to coming to the ITRC, she taught a variety of subjects in K-12 schools; supported faculty in incorporating technology; and spent several years teaching and supporting teacher candidates at Loyola Marymount University.

Brenna Reynolds: Instructional Technologist

Office: (208) 282-4309

Brenna Reynolds oversees the ITRC lab area, supervises student employees, and works with the ITRC team in supporting online course delivery systems. As an adjunct instructor, Reynolds has taught both fully online courses and face-to-face courses while using LMS tools to enhance student engagement. Reynolds holds an A.A.S. in Criminal Justice from Colorado Northwestern Community College, a B.S. in Public Safety Management from Franklin University, and an M.S. Ed. in Instructional Technology from the University of Wyoming. Prior to coming to the ITRC, Reynolds has worked for community colleges in Wyoming, North Carolina, and Colorado.

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 - Bengal Web - 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, eLearning Coordinator, provides leadership and direction for web-based distance education efforts at Idaho State University (ISU). He supports faculty with multimedia tools and new technologies in the traditional classroom and online. Since 1997, he has supported faculty with web-based instructional technologies. Stamm has an Ed.D. in Educational Leadership with emphasis in Higher Education Administration/Instructional Technology with research in academic analytics. He received a M. Ed. in Instructional Technology and a B.A. in Mass Communication.

Technology Production Assistants

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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. A touchscreen sign-in was implemented in January of 2011 that automatically sends the sign-in information into TigerTracks to be tracked and documented. The following graphs include information from the sign-in sheets and TigerTracks. For 2015-2016 the ITRC processed **3,811** service requests.

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, it is our goal to support the faculty with print media, digital media, and administration services benefiting faculty teaching and researching endeavors.

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

Total Service Requests

3811   3970   4410

Service Requests

■ 2015-2016   ■ 2014-2015   ■ 2013-2014
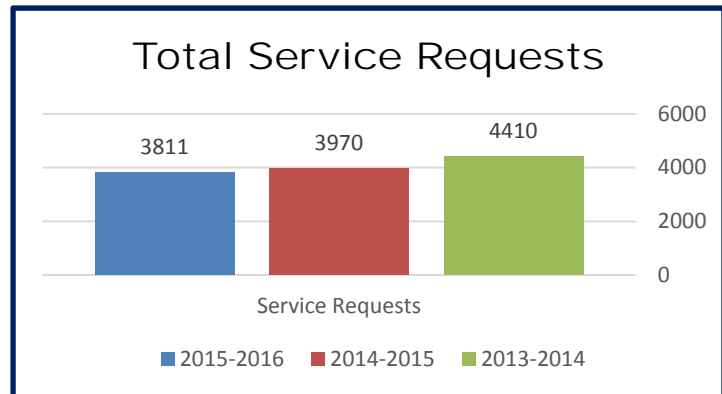
Figure 1 – Total ITRC Service Requests (2013-2016)

Service Request Type

■ Walk-in
■ Phone
■ Form
■ Email
■ Appointment
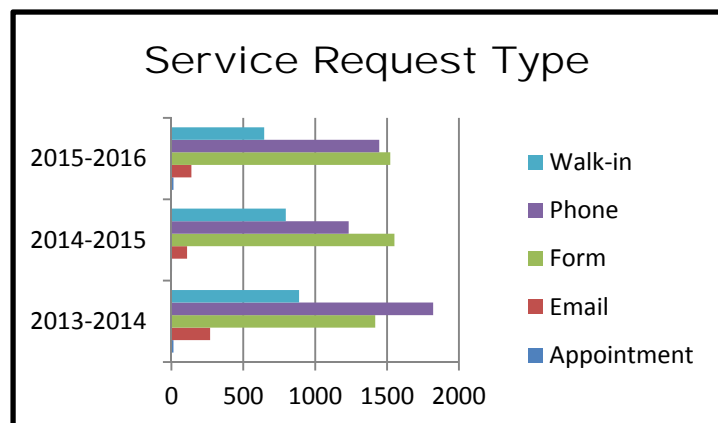
Figure 2 – Total ITRC Service Request Types (2013-2016)

Contact by Service

■ Adminstration
■ Digital Media
■ Moodle
■ Print Media
■ QM
■ Other

Figure 3 – Total ITRC Contact by Service (2013-2016)

Moodle ISU Usage (Google Analytics)

The Moodle ISU website had 3,321,276 active user sessions from July 1, 2015 to June 30, 2016. Table 1 demonstrates the top 10 cities accessing our Moodle ISU site. A session is the period 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 – 2015-2016 Moodle ISU Usage by Location

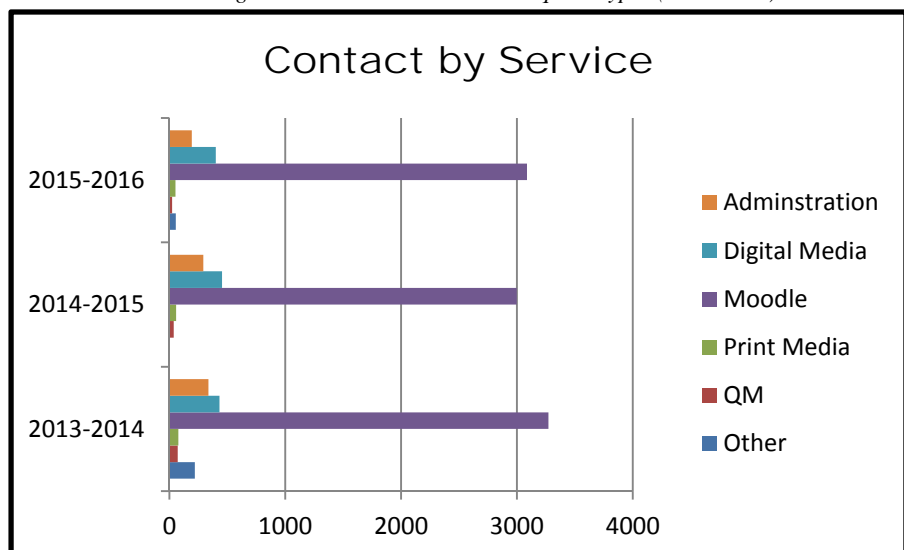| City	Session	Pages/Session	Average Session Duration	% of All Users
Pocatello, ID	1,742,503	9.48	00:09:40	54.46%
Boise, ID	475,137	9.56	00:10:34	14.31%
Idaho Falls, ID	238,170	9.97	00:10:53	7.17%
Meridian, ID	126,861	9.60	00:10:47	3.82%
Salt Lake City, UT	82,117	5.49	00:04:39	2.47%
Las Angeles, CA	60,513	5.33	00:04:23	1.82%
Provo, UT	42,565	5.25	00:04:07	1.28%
Nampa, ID	37,173	9.85	00:11:03	1.18%
Twin Falls, ID	27,184	10.14	00:11:14	.82%
Rexburg, ID	26,567	9.61	00:11:08	.80%
Total	2,858,790	Site Avg: 9.27	Site Avg: 00:09:42	86% of total

Moodle ISU Usage by Technology (Google Analytics)

The Moodle ISU website had over 30 million page views from July 1, 2015 to June 30, 2016 using a variety of browsers, operating systems and mobile operating systems. Table 2 demonstrates the top three technologies accessing our Moodle ISU site. The total percent of sessions of the top three are listed in the last column.

Table 2 – 2015-2016 Moodle ISU Usage by Browser, Operating System, and Mobile Operating System

City	Ranked #1	Ranked #2	Ranked #3	Total % Users
Browser	Chrome/39.58%	Firefox/26.57%	Safari/24.67%	90.82%
System OS	Windows/55.53%	iOS/17.63%	Macintosh/17.55%	90.71%
Mobile OS	iOS/65.15%	Android/30.69%	Windows/3.73%	99.57%

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Moodle ISU Course Usage by Sections and Enrollments

Fall 2015 and Spring 2016

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.*
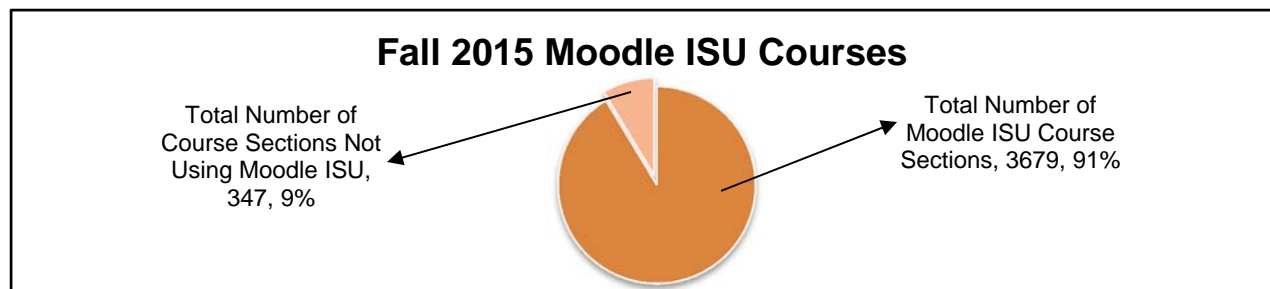
Figure 4 – Fall 2015 Moodle ISU Course Sections

	Moodle ISU	Total ISU	% of Total
Sections	3,679	4,026	91.38%
Student enrollments	53,685	55,154	97.34%
Unique students	13,182	13,569	97.15%
Faculty enrollments	4,302	4,729	90.97%
Unique faculty	1050	1,073	97.86%
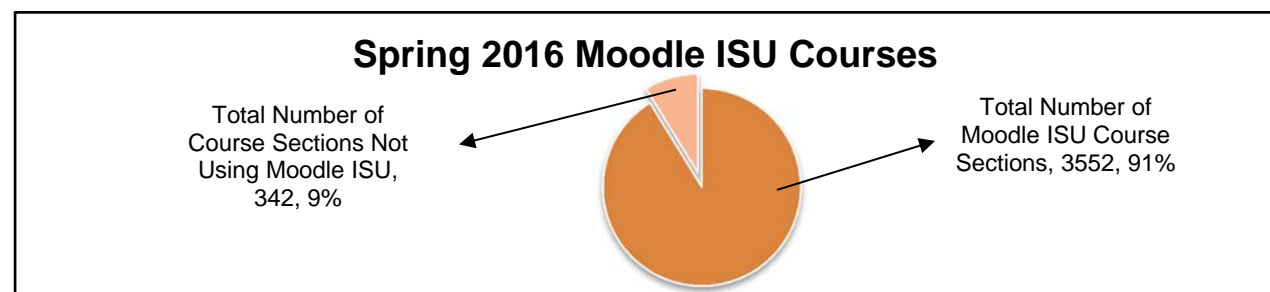
Figure 5 – Spring 2016 Moodle ISU Course Sections

	Moodle ISU	Total ISU	% of Total
Sections	3,552	3,894	91.22%
Student enrollments	48,284	49,999	96.57%
Unique students	11,511	11,857	97.08%
Faculty enrollments	4,124	4,486	91.93%
Unique faculty	997	1,019	97.84%

ISU Course Schedule Types in BengalWeb

Fall 2015 and Spring 2016

Table 3 – Total Fall 2015 Moodle ISU Sections by Delivery Types

Schedule Type Code	Description	ISU Sections	Sections that use Moodle ISU	Percent of Total ISU Sections	Percent of Total Moodle ISU Sections	Percent of sections that use Moodle ISU
CL	Classroom	1,376	1,335	34.18%	36.29%	97.02%
LB	Lab	378	373	9.39%	10.14%	98.68%
LL	Classroom and Lab	96	88	2.38%	2.39%	91.67%
OT	Other	763	476	18.95%	12.94%	62.39%
ST	Studio	34	31	0.84%	0.84%	91.18%
VS	Video Conference and Web Supplemented	415	415	10.31%	11.28%	100.00%
WC	Web Course	451	451	11.20%	12.26%	100.00%
WS	Web Supplemented	513	510	12.74%	13.86%	99.42%
VC	Video Conference	0	0	0.00%	0.00%	-
Grand Total		4,026	3,679	100.00%	100.00%	91.38%

Table 4 – Total Spring 2016 Moodle ISU Sections by Delivery Types

Schedule Type Code	Description	ISU Sections	Sections that use Moodle ISU	Percent of Total ISU Sections	Percent of Total Moodle ISU Sections	Percent of sections that use Moodle ISU
CL	Classroom	1,321	1,282	33.92%	36.09%	97.05%
LB	Lab	322	312	8.27%	8.78%	96.89%
LL	Classroom and Lab	97	88	2.49%	2.48%	90.72%
OT	Other	822	540	21.11%	15.20%	65.69%
ST	Studio	28	28	0.72%	0.79%	100.00%
VS	Video Conference and Web Supplemented	437	435	11.22%	12.25%	99.54%
WC	Web Course	473	473	12.15%	13.32%	100.00%
WS	Web Supplemented	394	394	10.12%	11.09%	100.00%
VC	Video Conference	0	0	0.00%	0.00%	-
Grand Total		3,894	3,552	100.00%	100.00%	91.22%

ISU Comparison of Online and Face-to-Face Courses

Fall 2015 and Spring 2016 (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 5 – Total Fall 2015 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 complete the course
Undergraduate - Face to Face	957	18,545	16,512	15,399	89.04%	83.04%	93.26%
Undergraduate - Online	331	7,564	6,777	6,353	89.60%	83.99%	93.74%
Graduate - Online	118	949	890	882	93.78%	92.94%	99.10%
Graduate - Face to Face	189	1,404	1,379	1,375	98.22%	97.93%	99.71%
Total	**1,595**	**28,462**	**25,558**	**24,009**	**89.80%**	**84.35%**	**93.94%**

Table 6 – Total Spring 2016 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 complete the course
Undergraduate - Online	340	7,409	6,730	6,284	90.84%	84.82%	93.37%
Undergraduate - Face to Face	1022	19,157	17,147	16,256	89.51%	84.86%	94.80%
Graduate - Online	130	1,046	980	972	93.69%	92.93%	99.18%
Graduate - Face to Face	196	1,307	1,276	1,276	97.63%	97.63%	100.00%
Total	**1,688**	**28,919**	**26,133**	**24,788**	**90.37%**	**85.72%**	**94.85%**

ISU Online Enrollments

Academic Year (2013 to 2016)

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

Table 7: Total Undergraduate and Graduate Student Enrollments in online courses offered at ISU by academic year.

ACADEMIC YEAR	TOTAL UNDERGRADUATES IN THE AY	TOTAL UNDERGRADUATES ENROLLED IN AT LEAST ONE ONLINE COURSE IN THE AY	% OF UNDERGRADUATES ENROLLED IN ONLINE COURSE	TOTAL GRADUATE STUDENTS	TOTAL GRADUATE STUDENTS ENROLLED IN AT LEAST ONE ONLINE COURSE IN THE AY	% GRADUATE STUDENTS ENROLLED IN ONLINE COURSE
2013	16,338	6,690	40.9%	2,793	670	24.0%
2014	15,700	7,191	45.8%	2,733	813	29.7%
2015	15,212	7,036	46.3%	2,602	859	33.0%
2016	14,027	6,289	44.8%	2,324	954	41.0%

Table 8: Total Undergraduate and Graduate Student "Exclusive" Enrollments in online courses offered at ISU by academic year.

ACADEMIC YEAR	TOTAL UNDERGRADUATES IN THE AY	TOTAL UNDERGRADUATES ENROLLED EXCLUSIVELY IN ONLINE COURSES IN AT LEAST ONE TERM IN THE AY	% OF UNDERGRADUATES ENROLLED EXCLUSIVELY IN ONLINE COURSES	TOTAL GRADUATE STUDENTS	TOTAL GRADUATE STUDENTS ENROLLED EXCLUSIVELY IN ONLINE COURSES IN AT LEAST ONE TERM IN THE AY	% OF GRADUATES ENROLLED EXCLUSIVELY IN ONLINE COURSES
2013	16,338	2,313	14.2%	2,793	437	15.6%
2014	15,700	2,539	16.2%	2,733	452	16.5%
2015	15,212	2,263	14.9%	2,602	468	18.0%
2016	14,027	2,146	15.3%	2,324	604	26.0%

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 9: Total Undergraduate and Graduate Students Enrolled in online courses offered at ISU by academic year.

ACADEMIC YEAR	TOTAL UNDERGRADUATES NOT ENROLLED IN ANY ONLINE COURSES IN THE AY	TOTAL UNDERGRADUATES 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
2012	10,294	1,838	17.9%
2013	9,648	1,640	17.0%
2014	8,509	1,490	17.5%
2015	8,176	1,247	15.3%

Table 10: Total "Degree-Seeking" Undergraduate and Graduate Students Enrolled in online courses offered at ISU by academic year.

ACADEMIC YEAR	TOTAL DEGREE-SEEKING UNDERGRADUATES ENROLLED EXCLUSIVELY IN ONLINE COURSES IN AT LEAST ONE TERM IN THE AY	TOTAL DEGREE-SEEKING UNDERGRADUATES ENROLLED EXCLUSIVELY IN ONLINE COURSES IN AT LEAST ONE TERM IN THE AY RETAINED OR GRADUATED THE NEXT AY	% DEGREE-SEEKING UNDERGRADUATES ENROLLED EXCLUSIVELY IN ONLINE COURSES RETAINED OR GRADUATED THE NEXT AY	% RETAINED OR GRADUATED OF ALL DEGREE-SEEKING UNDERGRADUATES
2012	944	641	67.9%	73.7%
2013	1,406	983	69.9%	75.0%
2014	1597	1019	63.8%	72.9%
2015	1569	1046	66.7%	73.2%

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 2015 and Spring 2016

Notes: Data are 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 11: Total number of online courses with an eISU designation by college/division for Fall of 2015

College/Division	eISU Courses - YES	eISU Courses - NO	Total
College of Arts and Letters	126		126
College of Business	34		34
College of Education	55	4	59
College of Science Engineering	39		39
College of Technology	14		14
Division of Health Sciences	188	2	190
Fall 2015 Totals	**456**	**6**	**462**

Table 12: Total number of online courses with an eISU designation by college/division for Spring of 2016

College/Division	eISU Courses - YES	eISU Courses - NO	Total
College of Arts and Letters	131		131
College of Business	39		39
College of Education	58	3	61
College of Science Engineering	34		34
College of Technology	24		24
Division of Health Sciences	200	3	203
Spring 2016 Totals	**486**	**6**	**492**

Moodle ISU Students by Location

In AY 2015, Moodle ISU had 70 online student enrollments in seven different countries, 329 from states outside of the Idaho, and 1,748 in various cities within Idaho. The following table offers the top five online enrollments by countries, states, and cities from the last four academic years.

Table 13 – Top 5 countries, U.S. states, and Idaho cities with online student enrollments in Moodle ISU.

COUNTRIES (not including the United States)	2016	2015	2014	2013	2012	Total
Kuwait	9	46	13	1	0	69
Saudi Arabia	8	19	6	5	2	40
Canada	3	1	6	2	4	16
Australia	0	1	2	1	0	4
China	2	0	3	0	0	5
STATES (not including Idaho)						
California	61	63	63	73	62	322
Washington	33	29	29	33	22	146
Texas	17	19	19	16	19	90
Oregon	20	23	22	17	8	90
Utah	19	17	16	21	12	85
CITY (Idaho only)						
Pocatello	490	466	465	407	259	2087
Idaho Falls	259	252	320	245	189	1265
Boise	113	112	134	146	87	532
Blackfoot	88	76	89	80	70	409
Chubbuck	90	93	80	73	32	368

Notes: Students enrolled exclusively in online courses. Missing data for 157 in AY 2014, 133 in FY 2013, and 60 in FY 2012.

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 14 – Total Fall 2015 Moodle ISU Course Evaluations

Department	Evaluations	Courses	Responses
College of Arts and Letters	19	480	4803
College of Business	1	38	340
College of Education	4	232	1560
College of Science and Engineering	13	200	2064
Division of Health Sciences	12	159	1451
College of Technology	4	138	909
Other (ACAD, FYS, etc.)	7	39	244
TOTAL	**60**	**1286**	**11371**

Table 15 – Total Spring 2016 Moodle ISU Course Evaluations

Department	Evaluations	Courses	Responses
College of Arts and Letters	17	543	4380
College of Business	1	47	299
College of Education	5	361	1192
College of Science and Engineering	14	483	1909
Division of Health Sciences	10	137	748
College of Technology	8	230	1122
Other (ACAD, FYS, etc.)	9	72	104
TOTAL	**64**	**1873**	**9754**

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 2015-2016 academic year.
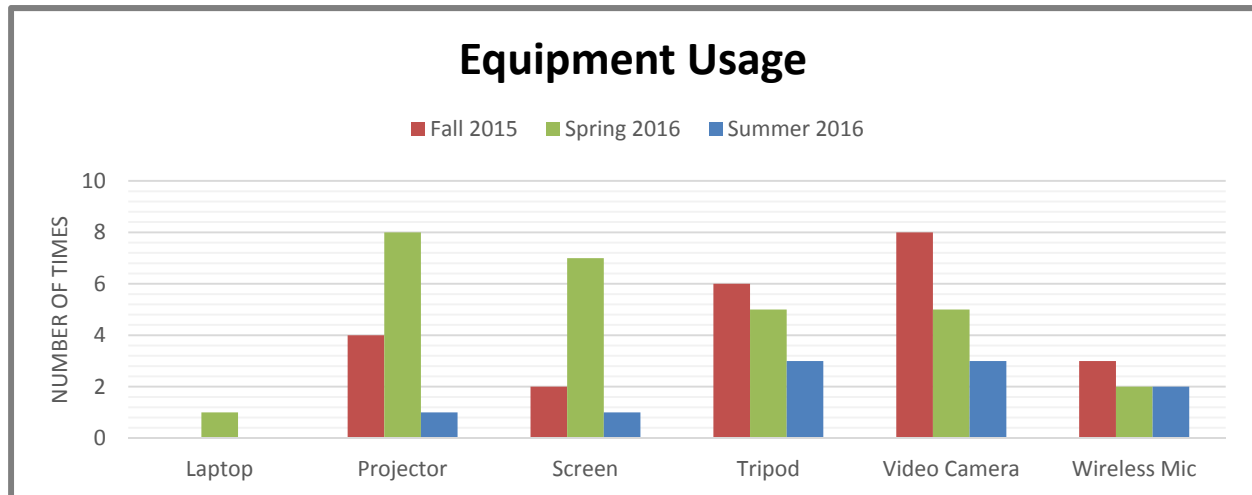

Figure 6- Equipment Usage (2015-2016)

Training Lab Usage

The ITRC training lab is used by ISU faculty and staff for workshops and meetings. Workshops are advertised online on the main ISU calendar with a link to the calendar on the ITRC website which allows participants to register for specific workshops. The training lab can also be reserved by academic groups on campus needing a computer lab for training events or meetings.
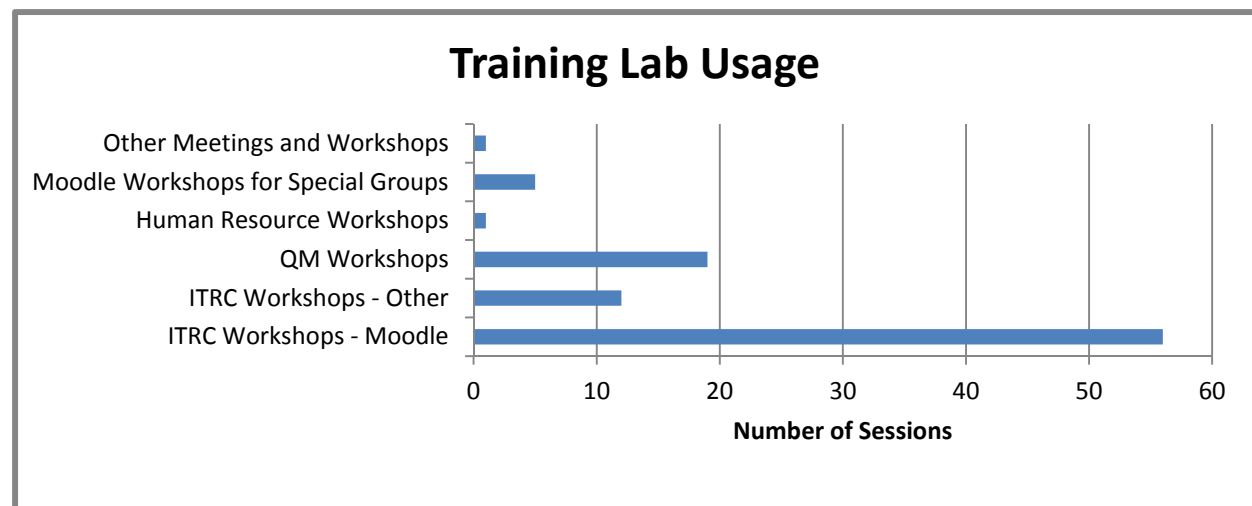

Figure 7 – Training Lab Usage (2015-2016)

ITRC Projects

Quality Matters

The implementation of Quality Matters continues with the recommendations from the Peer Review Summer Project in 2014. The details of this project including the recommendations from this group can be found in the ISU Internal Course Review Process Project and Recommendations Report (goo.gl/RQbaS1).

The internal review process recommended will be a team of three. One reviewer will be from within the college or division, one from another college or division, and an employee from the ITRC.

Table 16: 2016 QM Faculty and Staff Account Totals

Individuals with a QM account:	187
Individuals Trained (This includes all professional development offered through QM):	161
Peer Reviewers:	13
Master Reviewers:	1
Facilitators:	6
Closed Course Reviews: Internal HE Reviews	5
Closed Course Reviews: Self-Reviews	4
Courses Reviewed by ISU Peer Reviewers:	21

Quality Matters Professional Development in Numbers

The numbers below reflect faculty and staff currently employed at ISU.

This past year has seen growth in the number of faculty participating in the Applying the Quality Matters workshop – the introductory workshop on Quality Matters. This growth continues to be prevalent in the Division of Health Sciences.
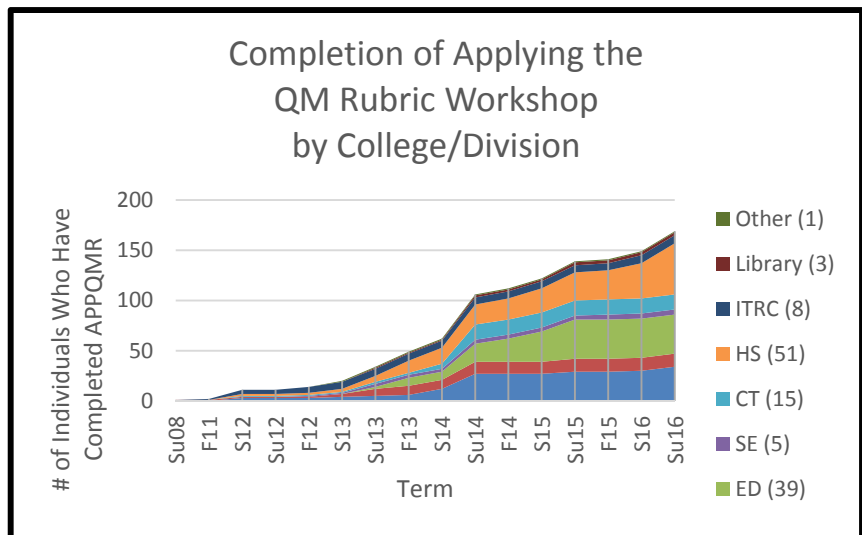

Figure 8 – Total ITRC Contact by Service (2012-2016)

Web Conferencing Evaluation and Product Selection

The ITRC was involved in a multi-year evaluation of web conferencing tools to support our online synchronous teaching needs. Our current contract with Blackboard (Bb) Collaborate was set to expire and we needed to renew or transition to another product.

In Spring of 2015, we sent out a survey to those faculty teaching with Bb Collaborate. The survey focused on level-of-importance with regard to features and usage of web conferencing tools. 55 of 121 faculty responded to a 32-question survey instrument. Based on the results of the survey, we were able to identify several applications that aligned with desired features identified as important by the faculty for teaching/learning endeavors. In addition to the features, Moodle integration, pricing, and accessibility had a significant impact on the selection and adoption of a web conferencing solution at ISU.

Table 17 – ISU Web Conferencing Criteria for Evaluating Web Conferencing Applications

ISU Web Conferencing Criteria		
Recording	File Uploads	Screen Sharing
Chat	Draw/Type on Whiteboard	Session Reports
File Sharing	Grant Participant Permission	Polling
Web Camera	Telephony	Breakout Rooms
Restrict Participation	Breakout Rooms	Change Room Layout
Push Websites to Participants	Backstage Area	Accessible 508 Compliant, ADA
Indicates Connection Latency	Hand Raising/Ask Questions	Cost
Support	Account Creation	Guest Access
LMS Integration	Security	Mobile

In Spring of 2016, we requested faculty to participate in a focus-group to evaluate web conferencing solutions. Fifteen ISU faculty members donated their time to help the ITRC review Adobe Connect, Big Blue Button, Bb Collaborate, WebEx, and Zoom. Participants completed a survey instrument at the end the evaluation with their recommendations. Bb Collaborate (Original and Ultra) and Zoom were recommended, purchased, and integrated in Moodle ISU.

Video Captioning Services

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:

- 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

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 Moodle Faculty Advisory Group to expand the usability of Moodle ISU. The ITRC used the 2015-2016 academic year to improve usability of the Moodle ISU environment through performance and application enhancements. There are currently 10-15 faculty and staff members participating, representing multiple colleges, locations, and technical abilities. General meetings were held once each semester.

Fall 2015 meeting, October 22nd, 2015:
- Moodle ISU Summer Upgrade to Moodle 3.0 (old and new server)
- Moodle ISU Roadmap and Updates
- QM Reviews

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

Summer 2016 Communication Sciences Disorders Course Projects

The ITRC worked with the ISU Communication Science Disorders (CSD) department to support faculty with course alignment maps, policy checks, and accessibility for online courses.

CSD Course Policy Checks:
- 18 courses were reviewed from a student perspective for 23 of the QM Specific Review Standards related to information about policies.

Completed Accessibility Course Content Projects:
- PDF's made accessible = 517
- PowerPoint presentations made accessible = 140
- Word documents made accessible = 250
- Transcription projects = 81 hours

Audio/Video Projects

ITRC audio/video production provides support for the faculty in basic projects needed for education as well as supporting the integration of the video classroom network and Moodle. We had a total of 400 requests for the 2015-2016 academic year. One-time requests were used for special events or one-time recordings. Ongoing requests were used for semester-long encoded video classroom network classes. Video projects requests vary from DVD, streaming media, and video capture, with a host of editing projects.
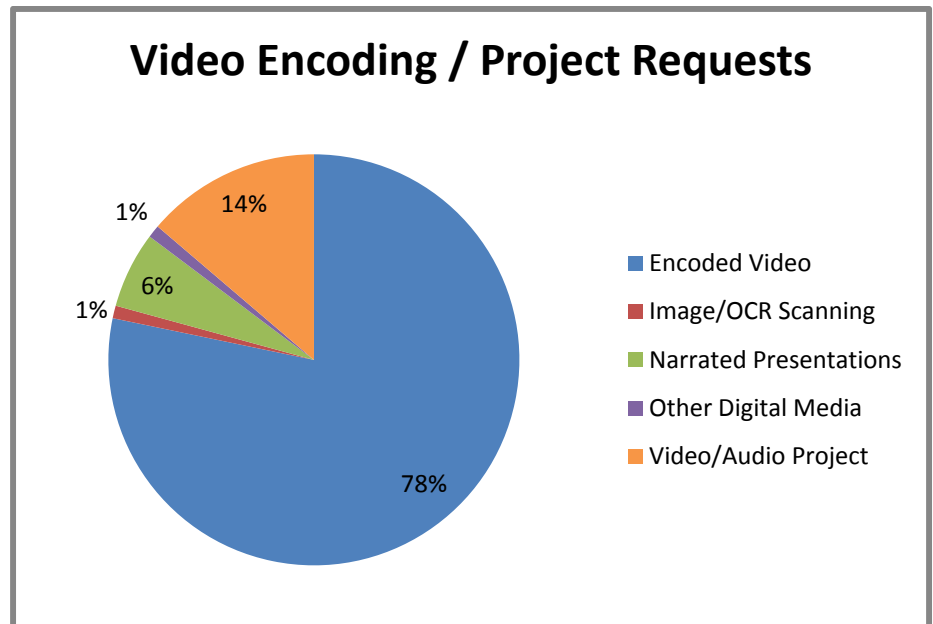

Figure 9 – Video Encoding/Project Requests (2015-2016)

LMS Projects (2015-2016)

Adamcik and Spall addressed the following Moodle upgrades and configurations:

- Ported Moodle ISU code (plugins and customizations) to Moodle 2.9 - July/August 2015
- Upgraded Moodle ISU from 2.7 to 2.9 - August 2015
- Ported Moodle ISU code to Moodle 3.0 - December 2015/January 2016
- Updated Quickmail plugin customizations - April 2016
- Ported Moodle ISU code to Moodle 3.1 - May/June 2016
- AWS migration planning/implementation - March-June 2016:
    - Developed Moodle AWS migration plan and implementation. This involved setting up and testing various Moodle server configurations and AWS services.
    - Worked with ISU NetComm to set up AWS networking and VPN.
    - Updated the Banner-LMB Moodle enrollment plugin for Moodle 2.9 and Moodle 3.1.

ISU Partnerships

Partnership with ISU Meridian Health Science Center
The ITRC has partnered with the ISU Meridian Health Science Center, formally 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 profession 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 School District 25
The ITRC has partnered with the SD 25 by offering hosting and training for Moodle. Spall continues to provide technical support for their technology staff.

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 online course materials meet the needs of diverse learners. Austill works with the disabilities services staff to evaluate course materials and coordinate captioning projects.

Partnership ISU Treasure Valley Anatomy and Physiology Laboratories
The ITRC has partnered with the ISU Treasure Valley Anatomy and Physiology Laboratories to support ISU stakeholders with educational technologies. Atkinson was hired to support a variety of specialized technologies including Anatomage and BodyViz 3-D technologies. In addition, Atkinson supports all the camera, displays, projection, and scheduling systems for the classrooms, cadaver labs, and conference rooms.

Conferences and Publications

2015 - 2016 Conferences

MountainMoot 2015, Helena, MT
Michael Spall, Ann Adamcik, Ryan Faulkner, Lori Austill, and Randy Stamm attended and presented at the MountainMoot 2015 Conference in July 16-17, 2015.

OER Summit – Boise, ID
Lisa Kidder attended the Open Educational Resource (OER) Summit on September 2015.

QM International Conference, San Antonio, TX
Lisa Kidder presented at the Quality Matters International Conference on November 1-4, 2015. Her presentation title was *The Design and Development of an Internal Course Review Process*.

18th Annual Accessing Higher Ground Conference, Denver, CO
Lori Austill attended the Access Higher Ground Conference on accessibility in higher education on November 2015.

AECT, Indianapolis, IN
Lisa Kidder participated Association for Educational Communications and Technology (AECT) and awarded the Grand Prize Winner of the 3MT® Competition on November 2015.

NWMet 2016, Boise, ID
Lou Hong, Ryan Faulkner, Randy Stamm, and Brian Atkinson attended the NWMet Conference on April 6 -8th, 2016. Atkinson presented on integrating multi-media technologies in the ISU Meridian Anatomy and Physiology Labs. Stamm presented on a panel discussion focusing on accessibility.

InfoComm 2016, Las Vegas, NV
Brian Atkinson attended the InfoComm audio/visual industry conference on June 4-10, 2016.

UBTech 2016, Las Vegas, NV
Brian Atkinson attended the UBTech annual conference and trade show on June 6-8, 2016.

2015 - 2016 Publications

Faulkner, R. J. (2015). Transformational leadership characteristics of distance education directors at intermountain west universities, (Doctoral Dissertation). Idaho State University, Pocatello, Idaho.

Kidder, L. C. (2015). The Multifaceted Endeavor of Online Teaching: The Need for a New Lens. In *The Design of Learning Experience* (pp. 77-91). Springer International Publishing.

Brian Atkinson was published as part of a Sharp® white paper, (2016), website: http://siica.sharpusa.com/Case-Studies/Idaho-State-University