

Instructional Technology Resource Center

A N N U A L R E P O R T 2 0 1 6 – 2 0 1 7

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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 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.

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, 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: Google Chrome, Firefox, Internet Explorer, 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 Vadio 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

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 ISU
- Captioning with Camtasia Studio*

Blackboard Collaborate/Ultra

- Introduction to Collaborate Web Conferencing
- Introduction to Ultra Web Conferencing

Google Educational Apps

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

Microsoft Office

- Creating Narrated PowerPoints*
- Grading with a Spreadsheet
- Poster Design with PowerPoint
- 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
- Adding/Weighting Categories in the Moodle ISU Gradebook*
- Backing up and Restoring/Importing Course Content
- Conditional Release in Moodle ISU

- Grading with the Moodle ISU Gradebook
- 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
- Proctoring Quizzes in Moodle ISU using Safe Exam Browser*
- QH: Using the Navigation Block in Moodle ISU
- Rubrics in Moodle ISU
- Tracking Student Activity in Moodle ISU*
- Using Activity Completion in Moodle ISU
- Using Glossaries in Moodle ISU
- Using Groups and Groupings 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
- The Roles of the Online Instructor*

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

Video Topics

- Uploading and Sharing YouTube Videos*
- Linking Videos from your ISU Google Drive to Moodle ISU*

Zoom Web Conferencing

- Introduction to Zoom Web Conferencing*

*Indicates workshops added or updated since July 1, 2016

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 ETS department 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 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 assist faculty and staff with incorporating sound technology and educational principles into their 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 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 a doctoral candidate in the Adult and Postsecondary Education Leadership program at the University of Wyoming.

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.

Dr. 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). 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.

Technology Production Assistants

James Anderson

December 2012-August 2016

Andejam3@isu.edu

Nicholas Johnson

December 2016 – Present

johnni12@isu.edu

Jourdin Beaulieu

January 2014-November 2016

mcdojour@isu.edu

Alisa Montgomery

July 2014-August 2016

montalis@isu.edu

Anna Busby

August 2016-Present

busbanna@isu.edu

Griselda Oliva

August 2016-May 2017

olivgris@isu.edu

Dillon Hoy

January 2014-Present

hoydill@isu.edu

Alexis Reyes

October 2015-Present

reyeale2@isu.edu

KarLee Giannini

December 2016 – Present

giankari@isu.edu

Lance Roe

May 2015-Present

roelanc@isu.edu

Tanner Saxton
August 2016-Present
saxttann@isu.edu

Jason Russell
February 2016-May 2016
russjaso@isu.edu

Nicole Wright
November 2015-March 2017
wrignic2@isu.edu

Bethany Skidmore
September 2015-December 2015
skidbeth@isu.edu

Closed-Captioning Assistants

Alden Allen
July 2016-September 2016
allealde@isu.edu

Lucas Trinh
January 2017-May 2017
trinluca@isu.edu

Melissa Brauner
September 2015-Present
braumeli@isu.edu

Holli Demarse
September 2015-Present
demaholl@isu.edu

Jared Gibbs
August 2016-Present
gibbjare@isu.edu

Cameron Larsen
September 2016-May 2017
larscame@isu.edu

Rachel Leasure
August 2015-May 2017
leasrach@isu.edu

Christina Potts
May 2015-Present
enochri@isu.edu

James Pascali
June 2015-Present
pascjam2@isu.edu

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 2016-2017 the ITRC processed **3,290** 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 with 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.

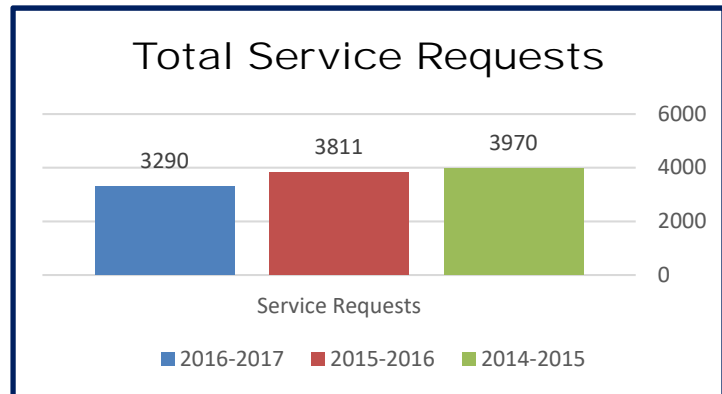


Figure 1 – Total ITRC Service Requests (2014-2017)

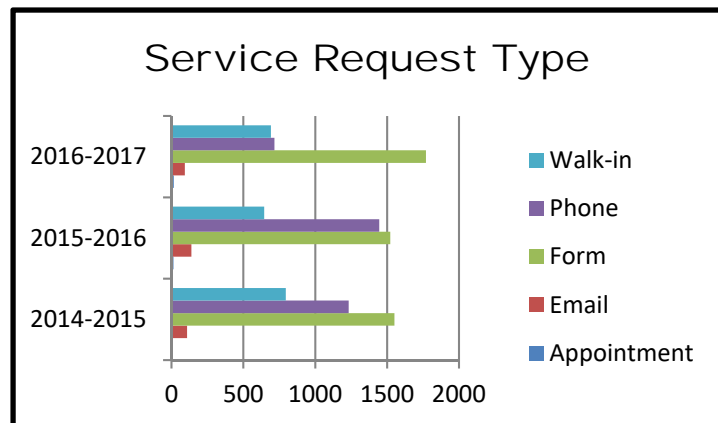


Figure 2 – Total ITRC Service Request Types (2014-2017)

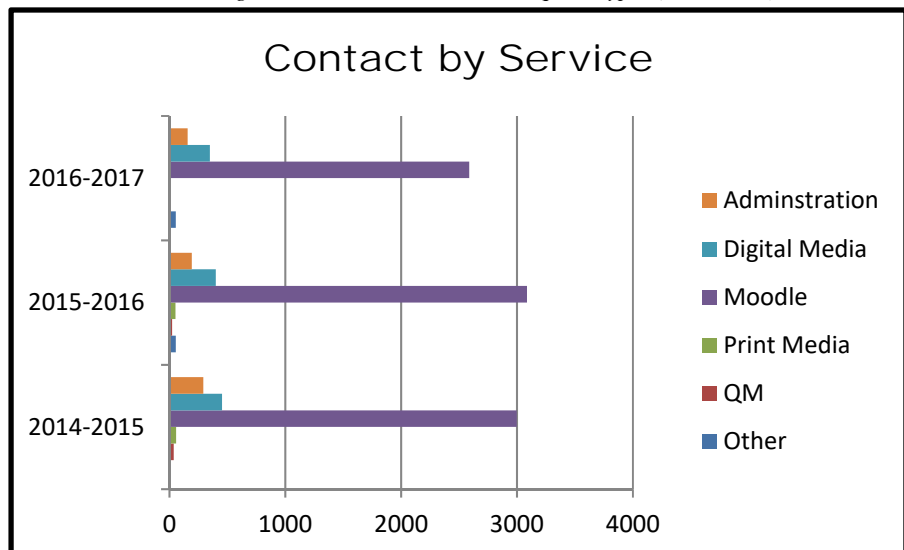


Figure 3 – Total ITRC Contact by Service (2014-2017)

Moodle ISU Usage (Google Analytics)

The Moodle ISU website had 3,840,516 active user sessions from July 1, 2016 to June 30, 2017. 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: 2016-2017 Moodle ISU Usage by Location

City	Session	Pages/Session	Average Session Duration	% of All Users
Pocatello, ID	2,000,870	9.90	00:10:10	52.10%
Boise, ID	514,217	10.24	00:11:05	13.39%
Idaho Falls, ID	233,447	10:30	00:10:58	6.08%
Meridian, ID	196,310	10.24	00:11:24	5.11%
Salt Lake City, UT	170,064	5.57	00:04:35	4.43%
Nampa, ID	67,514	10.31	00:11:29	1.76%
Las Angeles, CA	57,558	5.50	00:04:38	1.50%
Twin Falls, ID	32,040	10.96	00:12:07	.83%
Blackfoot, ID	30,578	10.32	00:10:57	.80%
Seattle, WA	30,561	5.98	00:05:26	.80%
Total	3,333,159	Site Avg: 9.77	Site Avg: 00:10:12	86.78% of total

Moodle ISU Usage by Technology (Google Analytics)

The Moodle ISU website had over 37 million page views from July 1, 2016 to June 30, 2017 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. The total percent of sessions of the top three are listed in the last column.

Table 2: 2016-2017 Moodle ISU Usage by Browser, Operating System, Mobile Operating System, and Service Provider.

City	Ranked #1	Ranked #2	Ranked #3	Total % Users
Browser	Chrome/44.90%	Safari/23.80%	Firefox/23.35%	92.05%
System OS	Windows/55.55%	iOS/16.83%	Macintosh/17.53%	89.91%
Mobile OS	iOS/63.94%	Android/33.25%	Windows/2.30%	99.49%
Service Provider	ISU/34.07%	Cable One/22.62%	Qwest/17.06%	73.75%

Moodle ISU Course Usage by Sections and Enrollments

Fall 2016 and Spring 2017

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.

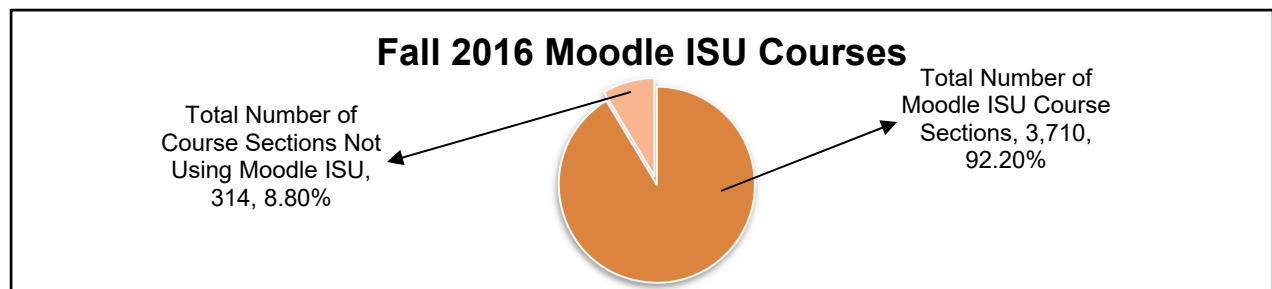


Figure 4 – Fall 2016 Moodle ISU Course Sections

	Moodle ISU	Total ISU	% of Total
Sections	3,710	4,024	92.20%
Student enrollments	52,259	53,517	97.65%
Unique students	13,156	13,629	96.53%
Faculty enrollments	4,245	4,578	92.73%
Unique faculty	1043	1,067	97.75%

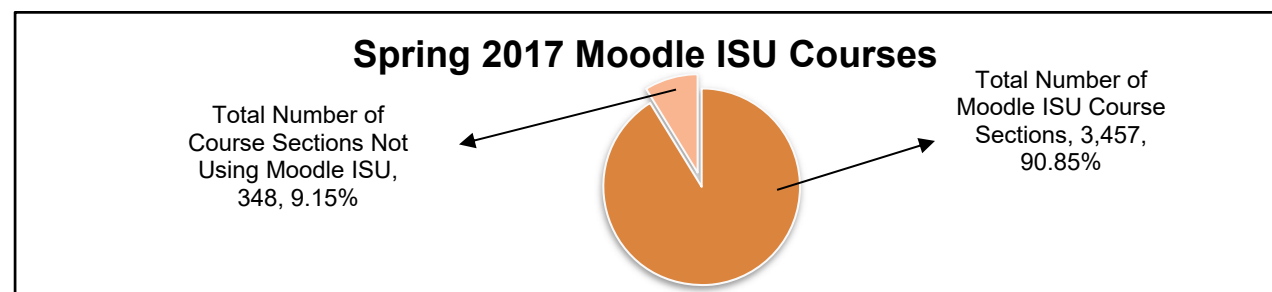


Figure 5 – Spring 2017 Moodle ISU Course Sections

	Moodle ISU	Total ISU	% of Total
Sections	3,457	3,805	90.85%
Student enrollments	45,583	47,110	96.76%
Unique students	10,976	11,317	96.99%
Faculty enrollments	4,021	4,395	91.49%
Unique faculty	986	1,009	97.72%

ISU Course Schedule Types in BengalWeb

Fall 2016 and Spring 2017

Table 3: Total Fall 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	1,354	1,335	33.65%	35.98%	98.60%
LB	Lab	376	374	9.34%	10.08%	99.47%
LL	Classroom and Lab	110	103	2.73%	2.78%	93.64%
OT	Other	766	481	19.04%	12.96%	62.79%
ST	Studio	31	30	0.77%	0.81%	96.77%
VS	Video Conference and Web Supplemented	434	434	10.79%	11.70%	100.00%
WC	Web Course	454	454	11.28%	12.24%	100.00%
WS	Web Supplemented	499	499	12.40%	13.45%	100.00%
VC	Video Conference	0	0	0.00%	0.00%	-
Grand Total		4,024	3,710	100.00%	100.00%	92.20%

Table 4: Total Spring 2017 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	1,240	1,210	32.59%	35.00%	97.58%
LB	Lab	352	343	9.25%	9.92%	97.44%
LL	Classroom and Lab	103	94	2.71%	2.72%	91.26%
OT	Other	765	469	20.11%	13.57%	61.31%
ST	Studio	27	27	0.71%	0.78%	100.00%
VS	Video Conference and Web Supplemented	464	460	12.19%	13.31%	99.14%
WC	Web Course	446	446	11.72%	12.90%	100.00%
WS	Web Supplemented	408	408	10.72%	11.80%	100.00%
VC	Video Conference	0	0	0.00%	0.00%	-
Grand Total		3,805	3,457	100.00%	100.00%	90.85%

ISU Comparison of Online and Face-to-Face Courses

Fall 2016 and Spring 2017 (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 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 - Face to Face	967	16,839	15,101	14,097	89.68%	83.72%	93.35%
Undergraduate - Online	319	7,172	6,462	6,088	90.10%	84.89%	94.21%
Graduate - Online	132	1,067	1,011	1,001	94.75%	93.81%	99.01%
Graduate - Face to Face	172	1,448	1,400	1,392	96.69%	96.13%	99.43%
Total	1,590	26,526	23,974	22,578	90.38%	85.12%	94.18%

Table 6: Total Spring 2017 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	306	7,321	6,606	6,203	90.23%	84.73%	93.90%
Undergraduate - Face to Face	976	16,105	14,619	13,792	90.77%	85.64%	94.34%
Graduate - Online	138	1,186	1,099	1,090	92.66%	91.91%	99.18%
Graduate - Face to Face	178	1,189	1,155	1,151	97.14%	96.80%	99.65%
Total	1,598	25,801	23,479	22,236	91.00%	86.18%	94.71%

ISU Online Enrollments

Academic Year (2014 to 2017)

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
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%
2017	13,956	6,100	43.7%	2,336	1037	44.4%

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
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%
2017	13,956	2,025	14.5%	2,336	612	26.2%

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
2013	9,648	1,640	17.0%
2014	8,509	1,490	17.5%
2015	8,176	1,247	15.3%
2016	7,738	1,216	15.7%

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
2013	1,406	983	69.9%	75.0%
2014	1,597	1,019	63.8%	72.9%
2015	1,569	1,046	66.7%	73.2%
2016	1,618	1,014	62.7%	71.9%

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 2016 and Spring 2017

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 2016

College/Division	eISU Courses - YES	eISU Courses - NO	Total
College of Arts and Letters	130		130
College of Business	34		34
College of Education	55	5	60
College of Science Engineering	22		22
College of Technology	13		13
Division of Health Sciences	56	148	204
Fall 2016 Totals	310	153	463

Table 12: Total number of online courses with an eISU designation by college/division for Spring of 2017

College/Division	eISU Courses - YES	eISU Courses - NO	Total
College of Arts and Letters	131		131
College of Business	38		38
College of Education	52	3	55
College of Science Engineering	23		23
College of Technology	15		15
Division of Health Sciences	56	139	195
Spring 2016 Totals	315	142	457

eISU Students by Location

In AY 2016, Moodle ISU had 7 online student enrollments in seven different countries, 241 from states outside of the Idaho, and 1,700 in various cities within Idaho. The following table offers the top five online enrollments by countries, states, and cities in Idaho from the last five 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)	2017	2016	2015	2014	2013	Total
Kuwait		9	46	13	1	69
Saudi Arabia	3	8	19	6	5	41
Canada	2	3	1	6	2	14
China	1	2		3		5
Australia			1	2	1	4
STATES (not including Idaho)						
California	52	61	63	63	73	312
Washington	26	33	29	29	33	150
Oregon	17	20	23	22	17	99
Utah	21	19	17	16	21	94
Texas	13	17	19	19	16	84
CITY (Idaho only)						
Pocatello	459	490	466	465	407	2287
Idaho Falls	240	259	252	320	245	1316
Boise	113	113	112	134	146	618
Blackfoot	85	88	76	89	80	418
Chubbuck	76	90	93	80	73	412

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

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 2016 Moodle ISU Course Evaluations

Department	Evaluations	Courses	Responses
College of Arts and Letters	15	524	4669
College of Business	1	154	1841
College of Education	5	245	1081
College of Science and Engineering	12	429	2380
Division of Health Sciences	10	109	719
College of Technology	9	227	1279
Other (ACAD, FYS, etc.)	10	70	533
TOTAL	62	1758	12502

Table 15: Total Spring 2017 Moodle ISU Course Evaluations

Department	Evaluations	Courses	Responses
College of Arts and Letters	16	477	4290
College of Business	1	168	1747
College of Education	5	361	1182
College of Science and Engineering	13	447	2246
Division of Health Sciences	11	114	1207
College of Technology	5	216	1188
Other (ACAD, FYS, etc.)	11	112	148
TOTAL	62	1895	12008

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 2016-2017 academic year.

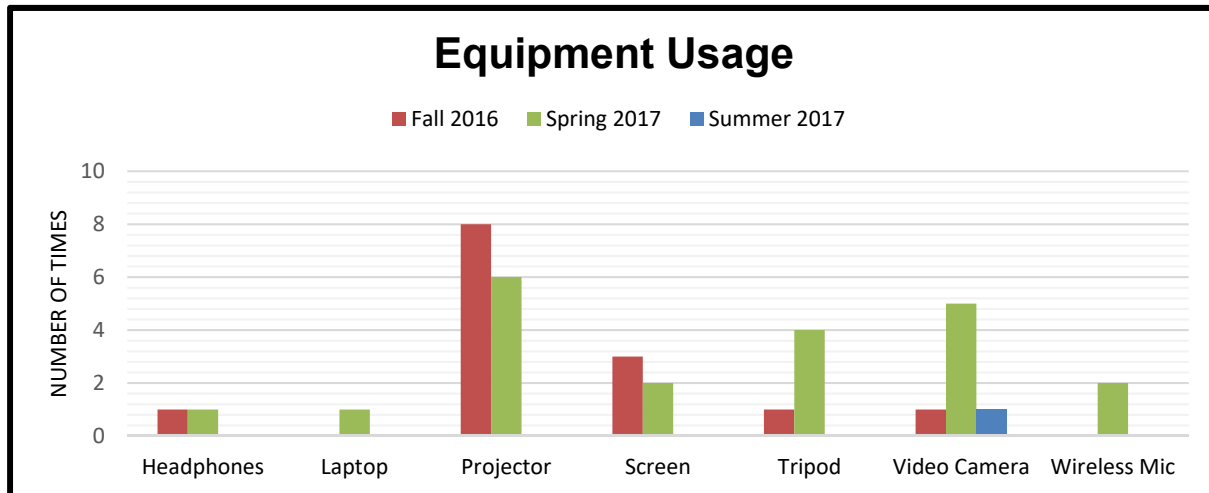


Figure 6 – Equipment Usage (2016-2017)

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.

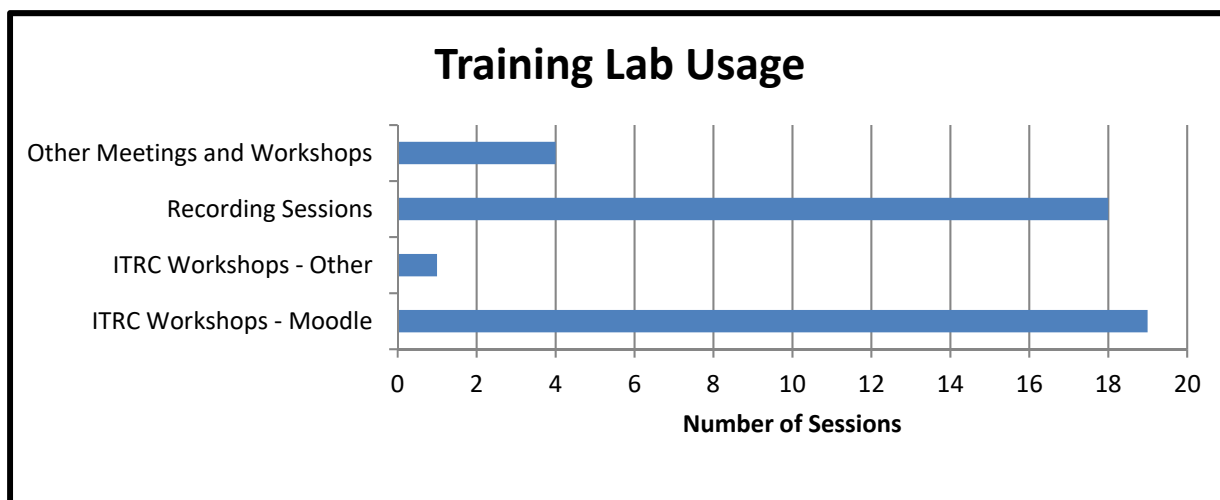


Figure 7 – Training Lab Usage (2016-2017)

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.

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.

Table 16: 2017 QM Faculty and Staff Account Totals

Individuals with a QM account:	200
Individuals Trained (This includes all professional development offered through QM):	170
Peer Reviewers:	9
Master Reviewers:	1
Facilitators:	6
Courses Reviewed by ISU Peer Reviewers:	24

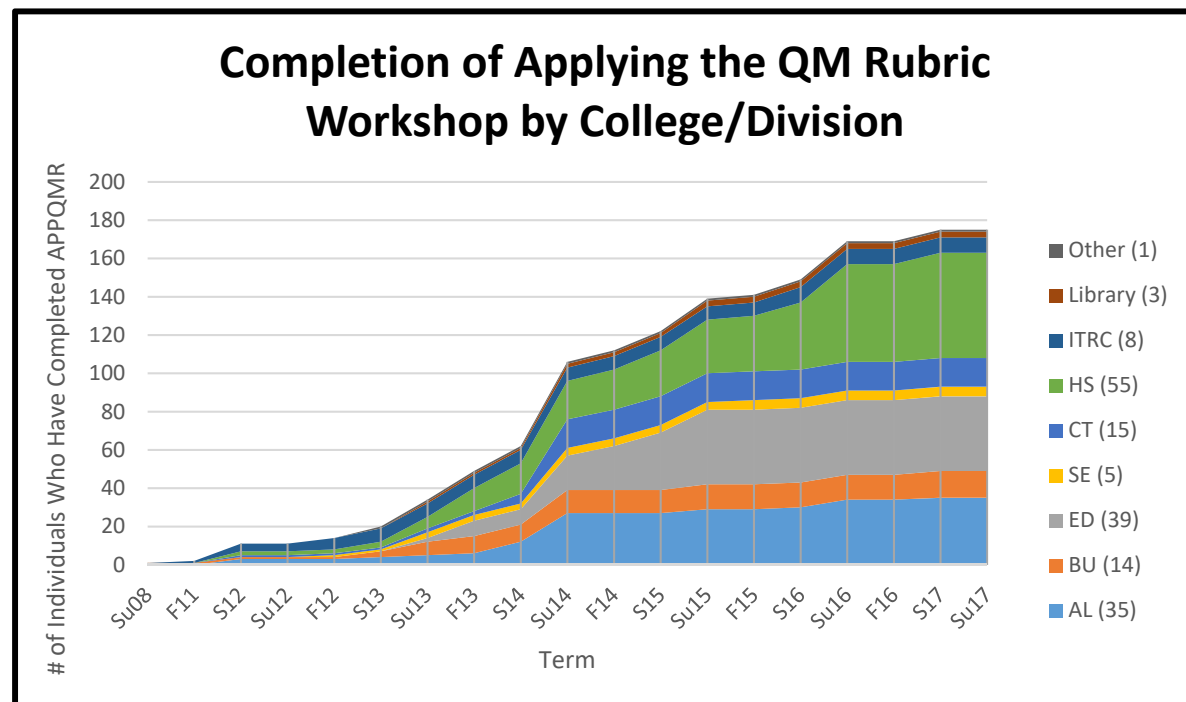


Figure 8 – Completion of Applying the QM Rubric (2008-2017)

Web Conferencing

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 into Moodle ISU.

Table 17: 2016-2017 Moodle ISU Web Conferencing Usage by Course Totals

Moodle ISU Category	Zoom	Collaborate	Ultra	Total
Fall 2016	12	90	19	121
Spring 2017	32	87	22	141
Summer 2017	6	12	6	24
Total 2016-17	50	189	47	286

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
- 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

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 2016-2017 academic year to improve 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.

Summer 2017 Summer Course Projects

The ITRC worked with ISU faculty with course alignment maps, policy checks, and accessibility for online courses.

Summer Course Alignment Maps:

- 2 course alignment maps were completed over the summer.

Summer Course Policy Checks:

- 7 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:

- 18 courses (PDFs = 424, PPT = 184, Word = 203)
- 28 courses at 746 captioned video/audio requests = 150 hours of video/audio transcribed, synced and published

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 349 requests for the 2016-2017 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.

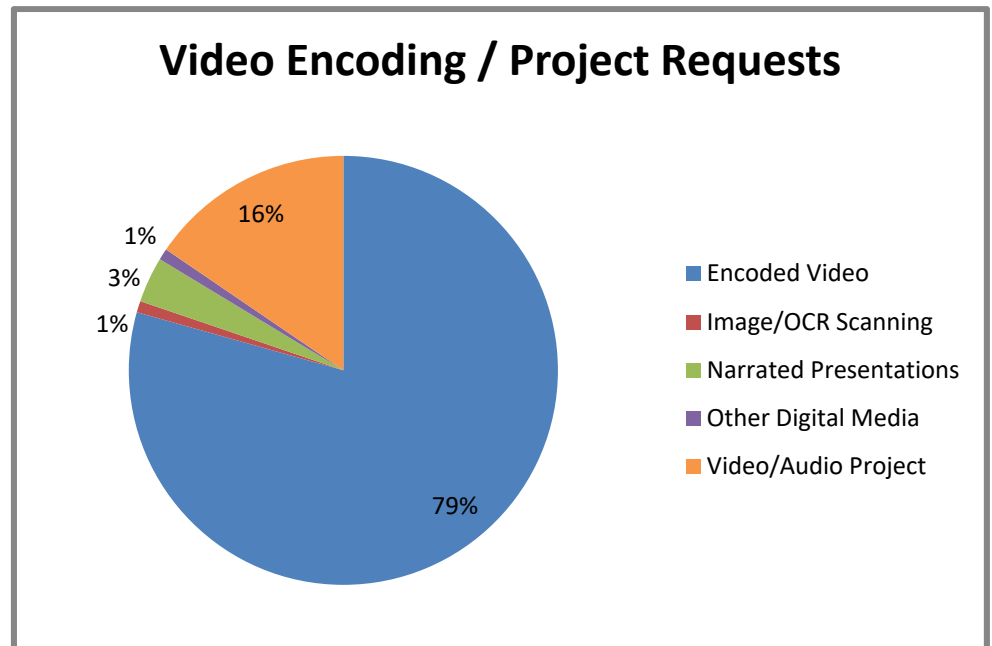


Figure 9 – Video Encoding/Project Requests (2016-2017)

LMS Projects (2016-2017)

Adamcik and Spall addressed the following Moodle upgrades and configurations:

- Migrated Moodle ISU to AWS - July / August 2016
- Upgraded Production Moodle ISU from 2.9 to 3.1 - August 2016
- Added Zoom Web Conferencing Plugin - August 2016
- Ported Moodle ISU code (plugins and customizations) to Moodle 3.3 - Spring 2017
- Created new Moodle ISU theme - Spring 2017

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 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 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 2016, Helena, MT

Michael Spall, Ryan Faulkner, Lori Austill, and Randy Stamm attended and presented at the MountainMoot 2016 Conference in July 6-7, 2016.

AECT – Las Vegas, NV

Lisa Kidder attended and presented at the Association for Educational Communication Technology (OER) conference October 17-21, 2016.

QM International Conference, Portland, OR

Lisa Kidder presented at the Quality Matters International Conference on October 30 -November 2, 2016.

19th Annual Accessing Higher Ground Conference, Denver, CO

Lori Austill attended the Access Higher Ground Conference on accessibility in higher education on November 14-18, 2016.

NWMet 2017, Helena, MT

Lou Hong, Ryan Faulkner, Randy Stamm, Michael Spall, and Blake Beck attended and presented at the NWMet Conference on April 12-14, 2017.

2016 - 2017 Publications

Kidder, L. C. (2017). Navigating by time, topic, or tool: Lost in the learning management system? (Doctoral dissertation). Idaho State University.