

Criterion 1: Impact and overall essentiality of the program; connection to mission/vision/ASU2020

Impact and overall essentiality of the program

The impact of AITC lies at the heart of its mission - to support the instructional technology needs of all faculty for both online and classroom instruction, as well as act as the helpdesk technical support for all students and faculty using the institutionally-supported technologies for online, hybrid and supplemental courses. Using research in online learning and adult learning theory, four tools were identified as being essential to online learning. These tools are: (1) a stable learning management system (LMS) Blackboard Learn, (2) a collaborative live lecture solution in the LMS - Blackboard Collaborate, (3) a solution to deliver video content to students in the online environment in accordance with the copyright TEACH Act - Kaltura Streaming Server, and (4) a lecture capture solution, Echo360. Moreover, the number of campus courses using Blackboard to deliver supplementary material is rising.

AITC also plays a vital role in assessment within the University. Several departments have adopted Blackboard Outcomes Assessment to use in assessment and planning. This is an assessment tool that was implemented by AITC, which makes collection and evaluation of artifacts seamless. Outcomes brings the entire assessment process into Blackboard. Collection and evaluation happens within Blackboard. AITC assists programs with implementing Outcomes into their own assessment plan. AITC will create assignments, rubrics, and set up collections for departments creating a user friendly assessment process from beginning to end.

The ever-changing world of higher education will inevitably bring updated and new technologies. Within the past two years, AITC has implemented two essential technologies for the University. The first technology is NetTutor, an online tutoring solution which can be accessed from within Blackboard. This brings tutoring to students in remote locations that wouldn't otherwise have access to a tutor in a particular discipline. Adams State's course evaluation software was created on campus about 12 years ago and didn't evolve with the university. A new course evaluation solution was desperately needed. A committee was formed to research and vet a new solution. The committee chose CoursEval, a robust course evaluation solution that has streamlined the course evaluation process. AITC implemented the solution for the university during spring 2017. The implementation needed to be accurate and quick so data could be gathered as quickly as possible. CoursEval was successfully implemented before the evaluation period for the spring 2017 semester and was put to use immediately.

It is also important to note, as the University adopts the Pathways model for students seeking baccalaureate degrees, the use of an e-portfolio will be required. Blackboard has an e-portfolio tool integrated with it that is available now. It simply needs to be activated. Along with activating the tool, AITC will need to be trained in the use of Blackboard e-portfolios and in turn, train faculty and students in the use of e-portfolios, as well as creating how-to videos and documents for our faculty and student support sites.

Instructional Design

In addition, instructional design is an essential service provided to the University by AITC. AITC's instructional designers provide instructional and program design expertise for the development and support of online courses and specialized programs. AITC will assist faculty with the following:

- Planning and design in the creation of online course content
- Reviewing and evaluating online course instructional design issues

- Assistance in establishing optimal design of curriculum and instruction
- Suggestions and guidelines for the effective uses of multimedia in online courses
- Assistance with ADA compliance in online courses
- AITC staff assists faculty in creating and adding Echo360 lectures for use in online courses

Instructional Training

Instructional Training is also a cornerstone of support provided by AITC, which is essential to the University. Trainings can be facilitated in either a one-on-one or group setting. Topics covered include tools in Blackboard to best practices in online learning. AITC also participates in New Faculty Orientation, providing new faculty an opportunity to work in Blackboard. Additionally, AITC has also provided several lunch time talks on topics such as rubrics in Blackboard and underutilized tools in Blackboard.

Instructional trainings aren't limited to faculty and staff. AITC regularly conducts trainings for students. At the request of a department, AITC will conduct a student-specific "how to use Blackboard" training. The student training covers the most commonly used tasks by students in Blackboard such as submitting an assignment, posting in a discussion, taking an exam, and modifying notification settings. Along with technology trainings, AITC also offers TEED-589: From the Classroom to the Web, a course developed in AITC to train instructors in best practices for teaching online. AITC also maintains a student help web page and an instructor help web page. These pages contain how-to documents for working in Blackboard in student and instructor versions. The sites are a useful resource to students and instructors who may need assistance when AITC is closed.

Tech Support

AITC also serves as a help desk for students, faculty and staff for institutionally supported technologies. The help desk is staffed by the tech specialist and is the first point of contact for AITC. Help desk support is offered in person, over the phone/e-mail and by remotely connecting to a user's computer. Support can range from walking a student through submitting an assignment in Blackboard to working with an instructor to reset a student's attempt for an exam in Blackboard to assisting a student upload a PowerPoint presentation into Blackboard Collaborate in preparation for a presentation.

Connection to mission/vision/ASU2020

Mission

The mission of ASU is to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions. AITC helps to fulfill the mission of the University by making education accessible. If a student lives in a remote area, all they will need is a stable internet connection to enroll and participate in online courses. Adult learners typically have busy schedules; online courses are the best fit for their busy lifestyle, making education accessible 24 hours a day.

Vision

The vision of ASU is to become the university community of choice for diverse and historically underserved groups and all who value quality education and inclusivity. Student from all over the globe are enrolled and participate in online courses and programs, AITC makes this possible through, instructional design, instructional training and tech support for both student and faculty.

ASU2020

A majority of AITC's alignment to ASU 2020 lies within Goal 2 – Student Success, Goal 3 – Personal and Professional Development, Goal 4 – Access and Affordability, and Goal 5 – Community Relations.

Goal 2: Student Success

Student success begins with instructor success. AITC provides support and training for faculty and adjunct faculty of the University. Upon completing trainings with AITC whether an individual, one hour training or participation in the three-week TEED 589 training course, instructors have gained new information and hopefully new comfort with the online learning environment. Properly training instructors will undoubtedly lead to a positive student experience. Aside from training instructors, AITC also trains students, as well as serves as a help desk and primarily works with students on a case by case basis.

Each semester AITC sends out a technology survey to students. This survey, along with helpdesk logs and other feedback, helps us to identify and remove obstacles to student success in the institutionally-supported technologies.

AITC also maintains a webpage with how-to documents and videos for student support. The website has how-to content that demonstrates to students tasks such as: how to submit an assignment in Blackboard, change notification settings in Blackboard, how to post in discussions in Blackboard, as well as how to complete many other tasks in Blackboard and Blackboard Collaborate. Each Blackboard course contains resources for student support, including links to the AITC webpage and how to get started in their course.

Goal 3: Personal and Professional Development

AITC offers TEED 589: From the Classroom to the Web several times throughout the year. This is a baseline training course for faculty and instructors preparing to teach a fully or hybrid partially online course. At the end of the course, participants are evaluated on their attainment of a pre-established set of objectives.

During the course, participants will be involved first in the role of students, learning about how to develop a quality online course and how to use the various features of Blackboard, such as submitting assignments, taking assessments, participating in asynchronous and synchronous communication and working in study groups. Participants are then placed in the role of instructors, with other participants assigned to their "class." For this portion of the course, faculty will learn how to create assignments, manage online conferences, and provide student feedback. The goal at the end of the course is that the participants will have developed items that they can take and use in their future online courses.

Graduate credit for the course is also available through Extended Studies.

Goal 4: Access and Affordability

During the spring 2016 semester, Extended Studies piloted the Dual Enrollment for high school students program in several schools throughout the San Luis Valley. This program is unique as it uses technology to connect ASU instructors with students at high schools around the Valley. AITC assisted in implementing the web conferencing technology used to connect instructors to students at high schools. Additionally, each instructor that teaches in the dual enrollment program receives one-on-one training with AITC's Instructional Trainer/Designer in the web conferencing application as well as Blackboard.

Goal 5: Community Relations

As previously mentioned, AITC is essential in the delivery and success of dual enrollment courses offered through Extended Studies. Additionally, AITC houses many specialized pieces of

equipment for audio and video processing. This equipment is not readily available and members of the community can use the equipment in the office. Most commonly, community members will use the equipment to convert VHS tapes to more modern and accessible formats such as DVD or .mp4 file type. The University will often be host to events offered by members of the community. If these events take place in a classroom, AITC will assist the community members with the classroom technology just as if they were faculty or staff of the University. Before events take place, AITC will reach out to community members to set up a time to meet with them to provide a walkthrough of the classroom technology to ensure they are comfortable with the technology when the time comes to use it.

Customer Service

Customer service and user experience is at the heart of AITC's mission as a support office. Customers that call, email or visit AITC are often under stress because of an issue with technology. Whether it is a student who encountered problems taking a test or an instructor needing help resetting an exam or clearing an assignment attempt for a student, relieving these tensions and resolving problems efficiently and professionally are essential. This is true across all areas of AITC. Customer service in instructional design begins with the *Design Booklet*, created by an AITC Instructional Designer. The Design Booklet is sent to instructors once AITC is informed that they will be creating a course along with information regarding the instructional design services offered by AITC. Often this is after the new instructor has successfully completed TEED-589. Positive contact, reassurance and information sharing are important when instructors begin teaching online.

Accessibility

Accessibility is essential in online courses. Currently the University does not have the resources available to ensure accessibility of every content item in online courses. Instead, accessibility is handled on a case by case basis, which is common in higher education though not ideal. Accessibility includes, closed captions for streaming videos and instructor lectures, pdf documents that are readable by screen readers, and more often overlooked are color combinations and contrast in the online environment, which is being improved by AITC.

Quality Assurance

Quality in online courses is critical with the changing landscape and increased scrutiny of online education from the federal government and accreditors. ASU was placed on probation by the Higher Learning Commission, the institutions accreditor in March of 2016. Prior to being placed on probation by the HLC, AITC reviewed their processes and looked for areas of improvement to assist academic departments with ensuring quality in online courses. One of AITC's Instructional Designer's recreated the ***Adams State Online Course Quality Assurance Form for Course Development and Approval*** in January 2016. The recreated form was based on the established QM standards for online education. The form now includes a section for the Department Chair or Subject Matter Expert to sign, ensuring that the content is appropriate for the course and level of course. Extended Studies requested that AITC review 62 courses beginning in January of 2016, prior to being placed on probation. Many courses were not offered in the following semesters until improvements were made to the courses. Other practices were improved such as, ensuring a review of Extended Studies courses before they are offered. A mid-semester review by department chair review form was also developed by an AITC instructional designer. The form was presented to Graduate Council and Academic Council in the spring 2016 semester and approved for immediate implementation. This has also become an essential piece in ongoing, online course quality assurance. All reviews are sent to the VPAA or AVPAA. Additionally, AITC worked with Extended Studies to create accounts for Department Chairs to be used in the review of online courses

during the approval process. Prior to this, Department Chairs were only able to see a printed version of the course, which did not give access to all content. For example, instructors could not see assignments, discussion questions or, exam questions. This has led to Department Chairs requesting updates to courses that they may not have seen otherwise.

Criterion 2: Quality of the Program Outcomes

The quality of AITC as a program is measured differently than academic departments. Throughout 2017, AITC developed a strategic plan that is now included in the IT strategic plan. Within the AITC strategic plan are five goals, each with a number of objectives. This, along with other measures, such as tech survey results, trainings, and feedback from training are how the quality of AITC and its goals in the IT strategic plan can be measured.

AITC Strategic Plan

Goal 1

TRAIN | AITC will provide timely training and ongoing support to faculty in in the use of institutionally supported technologies to minimize obstacles for students.

Objectives

- Conduct face-to-face and online trainings in institutionally-supported technologies.
- Frequently update instructional video library
- Conduct classroom technology training for ASU faculty and staff, as well as community members using technology-equipped classrooms for events
- Engage the campus community to solicit feedback for trainings that are needed

Link to ASU 2020

Initiative 2.6 in 2020

Goal 3 in 2020

Goal 2

TRAIN/DESIGN | AITC will train faculty in the concepts of good instructional design methodology for both online and face-to-face courses.

Objectives

- Consistently offer TEED-589: From the classroom to the web
- Systematically update and revise TEED-589
- Train department chairs in the use of the Department Chair online course review form
- Cultivate a continuous learning community in Blackboard's Distance Learning Organization for instructors

Link to ASU 2020

Goal 3: Personal and Professional Development in 2020

Goal 3

SUPPORT | AITC will provide support and efficient troubleshooting of issues to students and faculty in the institutionally supported technologies to minimize distractions in the online learning environment.

Objectives

- Remotely and in-person provide technology support and troubleshooting to students and faculty related to Blackboard Learn or other institutionally-supported technology.
- Logging and tracking of support tickets to guide trainings and/or support documents

Link to ASU 2020

Goal 2: Student Success in 2020

Goal 4

DESIGN/SUPPORT/TRAIN | AITC will work with instructors to develop appropriately unified course format and packaging to provide students with seamless and user friendly online learning.

Objectives

- Develop online courses in conjunction with faculty members
- Perform course quality assurance reviews
- Design courses using best practices for accessibility

Goal 5

TRAIN/SUPPORT/DESIGN | Regular departmental meetings

Objectives

- Discuss ideas to improve workflow and/or practices
- Communicate progress made on projects, trainings, course builds and course updates
- Discuss maintenance items and technology updates

Survey Results

Three weeks into each semester AITC sends a tech survey to students for feedback about the instructional technology of ASU. This feedback is used to make adjustments within the LMS. It also guides the creation of new training materials for students.

Additionally, survey and student feedback has also driven change in TEED-589, the initial online instructor training course offered by AITC. Prior to the fall 2017 semester, the format of TEED-589 was three weeks, consisting of one week on, one week off, and one week on. This format was designed to assist students and the instructor leading the course to have a break and catch up on assignments or grading, from the instructor's standpoint.

The most common piece of feedback that we received with this format was that the course was intense, and it was a challenge for students to complete the work in two weeks. In fall 2017, a new format was piloted for TEED-589. The duration of the course is still three weeks long; however, there is no week off in the middle. The course runs for three consecutive weeks, this has decreased the daily demand on both students and instructor. The initial feedback has been very positive regarding this change in the course.

Instructors are given an opportunity to complete an evaluation of TEED-589 at the completion of the course. Since March of 2016 there have been 59 respondents. Below is a sample of received feedback.

- The instructor displayed concern and respect for participants in the course.
 - 3 Agree
 - 56 Strongly Agree

- Instructor Overall Rating
 - 3 Very Good
 - 56 Excellent
- Other comments regarding the course content
 - “All of the content was helpful. Some of it I will use right away, other content I will return to at a later date. But I am glad I was introduced to all of the tools and concepts presented in this course.”
 - “I would like to see a less condensed and intensive class for first time teachers/LMS users. The name of the class is ‘From the Classroom to the Web.’ This is nice for those with existing course content and experience in Blackboard but for those of us with neither, the pace was a bit ridiculous. When other students simply had to modify existing materials to meet the assignment requirements I had to create everything from scratch. I think a little more time for those in that situation would allow for a little more reflection and learning.”
 - “I greatly benefited from this course and have already changed my syllabi for the fall. I wish I had taken this course before I started teaching online. I think this course will make me a much better online teacher.”

Faculty Training

Designing and conducting quality faculty trainings is an essential outcome of AITC. Faculty trainings include, one-on-one, focused sessions or the three week intensive TEED-589 course. Proper faculty training has many advantages. The first is the instructor gaining confidence in new technology and practices that may be outside of their comfort zone. A faculty member that is confident and comfortable with technology will be less likely to have user-oriented tech problems in their course leading to fewer obstacles for students and a positive experience in online learning.

TEED-589 is the signature training course offered by AITC, preparing instructors to teach online for the first time. Sessions of TEED are typically offered twice in the spring and fall; however, if there is a demand for the course additional sessions can be arranged. Below is the number of sessions offered each year as well as number of instructors trained.

- 3 sessions of TEED in 2014 | 25 instructors successfully completed
- 4 sessions of TEED in 2015 | 33 Instructors successfully completed
- 6 session of TEED in 2016 | 57 instructors successfully completed
- 6 sessions of TEED in 2017 | 33 Instructors successfully completed

Additional trainings are also conducted throughout the year. These trainings can be instructor or student focused covering a wide range of topics, from tool use in Blackboard to using Blackboard Collaborate and other topics including Gmail.

- 2014 – 235 students and faculty trained in various trainings including TEED for instructors
- 2015 – 83 students and faculty trained in various trainings including TEED for instructors
- 2016 – 134 students and faculty trained in various trainings including TEED for instructors
- 2017 – 112 students and faculty trained in various trainings including TEED for instructors

ASU is also engaged in the UNIDOS Grant, a cooperative grant with partner institutions, UNM Taos and New Mexico Highlands University. The grant has provided AITC with an Instructional Trainer/Designer position. A component of this grant is preparing instructors to teach online. The partner institutions

have collaborated on several trainings that were offered to faculty of all three institutions live, via video conferencing software. AITC's Instructional Trainer/Designer works directly with the partner institutions to offer these trainings.

The trainings that were available to the faculty of all three institutions follows;

- Basic Course Design for Online courses - April 7th, April 14th, and August 11th, 2017
- Techniques to Improve Student Engagement in Online Courses - April 26, 2017
- A discussion about using Recordings in Online Courses - October 29, 2017
- Techniques to Promote Academic Integrity in Online Courses - November 28, 2017
- Tools to Create a Syllabus for Online Courses - November 29, 2017
- Using Social Media in Online Courses - November 30, 2017

Additionally, 18 instructors new to the University attended a Blackboard training during New Faculty Orientation in fall 2017.

Criterion 3: Demand for the Program

AITC serves all students and faculty of the University, including off-campus adjunct faculty as well as off-campus online students. AITC's service to the campus and online learning communities includes tech support with the institution's four institutionally-supported technologies, as described in criterion 1. AITC also provides instructional design services, either coaching instructors or building courses for instructors. AITC's instructional designers also play a critical role in course preparation as semesters transition and the designers transfer content for campus and online instructors. Additionally, AITC provides student and instructor-focused trainings. Demand for AITC and its services remains high, despite declining enrollment.

Course Builds/Quality Assurance

Instructional design is an integral part of AITC's foundation. Beyond working directly with instructors to create rich and engaging content and building courses for instructors, AITC's instructional designers also exert an enormous amount of energy into preparing courses at the beginning of each semester. Transition periods between semesters are the busiest times for the instructional designers since one of the most important services AITC provides is course content transfers. Transferring course content usually begins about six weeks prior to the upcoming semester and lasts about a week into that semester. Though enrollment has declined, need for this service is still strong due to a rise in graduate courses and campus courses using Blackboard to deliver supplementary materials. Only 28 more transfer requests were submitted in spring 2014 compared to spring 2018, which is remarkable since the number of Extended Studies courses offered each semester has decreased substantially since 2014.

Illustrated below are the number of transfer requests from spring 2014 compared to spring 2018.

- 2014 Spring Transfers
 - 311 total transfer requests. 227 requests from the transfer request form, 66 from Counselor Education, 14 from MBA, 4 from HEAL
- 2018 Spring Transfers
 - 283 total transfer requests. 181 from the transfer request form, 76 from Counselor Education, 18 from MBA, 8 from HEAL Teacher Ed & ES Video Courses

*NOTE – MBA, Counselor Education and HEAL transfers are handled differently as these departments have coordinators that work directly with AITC’s instructional designers to facilitate course transfers.

To ensure the design quality of courses that are transferred, AITC instructional designers complete a Course Transfer Checklist for all transfers. This form helps to catch broken links in courses and serves as a reminder for the faculty member to update dates in the course or send AITC a schedule to update dates.

Growth of Instructional Design & Instructional Technologies

As ASU changes and evolves, the demand for instructional technology and AITC will remain high as the landscape of higher education will continue to change and evolve. Currently, Extended Studies at Adams State is experiencing many changes. One of which is the migration of academics back to academic departments. A committee was formed to sort through tasks and duties of Extended Studies and make recommendations about what should remain in Extended Studies and which should transfer to academic departments. The committee has discussed the importance of AITC and having AITC build all Extended Studies courses to ensure consistency. A recommendation will be for AITC to build all Extended Studies courses. AITC does not currently build all Extended Studies courses since some instructors are proficient in Blackboard and choose to build their own courses.

Blackboard Storage

Blackboard is at the center of AITC’s technology. Blackboard, like many other technologies, has a contract based on storage and number of users. Efforts are now underway to clean up Blackboard now that the HLC site visit is completed. Currently the University is using 983.26 gigabytes of storage in Blackboard. For comparison, the amount of storage being used on January 1, 2017 was 704.27 gigabytes. This demonstrates the growth in Blackboard usage. Within the past week, a full year’s worth of courses were removed from Blackboard. These courses freed up slightly over 30 gigabytes of space. The University is contracted for 720 gigabytes of space. More efforts are being made to bring the University closer to the 720 gigabyte limit.

Even as enrollment declines, Blackboard continues to see sustained use. Below, illustrates the number of logins to Blackboard on the first days of the spring semester in 2017 compared to the number of Blackboard logins on the first days of the spring semester in 2018.

- 2017 – First day of spring semester was January, 17th: 1,234 logins
January 18, 2017, 2,097 logins
- 2018 – First day of spring semester was January 16th: 1,131 logins
January 17, 2018: 1,898 logins (this data was collected before noon on 1/17/2018)

As illustrated above, there was only a difference of 103 logins on the first day of the semester from 2017 to 2018. However, on the second day of the semester it is expected that there will be more logins in 2018 than in 2017. It is important to note that the amount of discussions posts on the first day of the semester increased in 2018.

Discussion posts on first day of semester

- 2017: 1,016 discussion posts
- 2018: 1,091 discussion posts

This is significant, as this data illustrates that even though there were 103 fewer logins in 2018 on the first day of the semester compared to 2017, students were more active in Blackboard.

Along with Blackboard, the other instructional technologies maintained by AITC continue to see sustained use. Illustrated below are stats for the Kaltura Streaming Server from January 1, 2017 through January 1, 2018.

Kaltura Stats

- 1,268 files stored
- 25,984 plays
- 9136:59:11 (hh:mm:ss) minutes viewed

As the stats above illustrate the capability and expertise to stream media is an essential component to online learning.

Lecture capture is also essential to online learning. AITC maintains Echo360 lecture capture, the institutionally-supported lecture capture solution. Echo360 lectures can be recorded in the recording studio located in AITC for on campus faculty or with Echo360 Personal Capture, which AITC remotely installs on off-campus faculty computers. This enables off-campus faculty to record lectures using the same technology available on-campus. Below are stats from Echo360 over the last 12 months:

Echo360 Stats

- 815 lectures recorded in AITC's studio and off-campus with personal capture
- 445.3 hours average of content created per month

Training – Faculty & Student

Faculty

The demand for instructional technology-focused trainings remains high for all students and faculty of the University.

TEED-589 is the signature training course offered by AITC, preparing instructors to teach online for the first time. Sessions of TEED are typically offered twice in the spring and fall; however, if there is a demand for the course, additional sessions can be added. Below is the number of sessions offered each year as well as number of instructors trained.

- 3 sessions of TEED in 2014 | 25 instructors successfully completed
- 4 sessions of TEED in 2015 | 33 Instructors successfully completed
- 6 session of TEED in 2016 | 57 instructors successfully completed
- 6 sessions of TEED in 2017 | 33 Instructors successfully completed

Additional trainings are conducted throughout the year. These trainings can be instructor or student focused, covering a wide range of topics, from tool use in Blackboard to using Blackboard Collaborate and a variety of other topics, including Gmail.

- 2014 – 235 students and faculty trained in various trainings including TEED for instructors
- 2015 – 83 students and faculty trained in various trainings including TEED for instructors
- 2016 – 134 students and faculty trained in various trainings including TEED for instructors
- 2017 – 112 students and faculty trained in various trainings including TEED for instructors

*2017 Trainings include **department chair training** in the use of the *Adams State Online Course Semester Evaluation by Department Chair*. This training was offered twice, providing multiple times for department chairs to attend. As the scrutiny of interaction in online courses increases, this was one of the most important trainings of 2017.

ASU is also engaged in the UNIDOS Grant, a cooperative grant with partner institutions, UNM Taos and New Mexico Highlands University. The grant has provided AITC with an Instructional Trainer/Designer position. A component of this grant is preparing instructors to teach online. The partner institutions have collaborated on several trainings that were offered to faculty of all three institutions live, via video conferencing software. AITC's Instructional Trainer/Designer works directly with the partner institutions to offer these trainings.

The trainings that were available to the faculty of all three institutions follows:

- Basic Course Design for Online courses - April 7th, April 14th, and August 11th, 2017
- Techniques to Improve Student Engagement in Online Courses - April 26, 2017
- A discussion about using Recordings in Online Courses - October 29, 2017
- Techniques to Promote Academic Integrity in Online Courses - November 28, 2017
- Tools to Create a Syllabus for Online Courses - November 29, 2017
- Using Social Media in Online Courses - November 30, 2017

Additionally, 18 instructors, new to the University, attended a Blackboard training during New Faculty Orientation.

Student Training

In 2017, student trainings were offered as well, including;

- 26 CAMP students
- A training for graduate students held in the Grad Center
- 6 campus classes were visited to demonstrate Blackboard, its tools, and how to use those tools

This does not include student visits to AITC's Student Support webpage. The Student Support webpage contains 48 how-to documents and videos to assist students with many tasks in Blackboard and Blackboard Collaborate. From navigating Blackboard to taking an assessment in Blackboard, the robust library is available for student support 24/7.

AITC's role in assessment

Throughout the summer of 2015, AITC worked to implement Blackboard Outcomes Assessment. Outcomes Assessment collects student assignments and secondary evaluation rubric data at the course level of Blackboard, providing a seamless process for departments to demonstrate student achievement of learning outcomes.

Additionally, AITC is essential in assisting academic departments implement and use Outcomes Assessment in their departments. Five departments have implemented Outcomes Assessment and are actively collecting evidence for evaluation.

Beyond implementation at the department level, AITC has also worked to implement Outcomes Assessment for use in the program review process. AITC worked with the Student Learning Assessment Committee (SLAC) to implement Outcomes Assessment in the Annual and 5-year assessment review process. This process was once all paper-based and required several extra meetings of the committee.

Now, with the use of Outcomes Assessment, the process is entirely in Blackboard. Department Chairs submit their annual assessment report in Blackboard, and the committee scores each report with a rubric in Blackboard, making for clean and easy data collection.

Criterion 4: Size, Scope and Productivity of the Program

Staff

Historically AITC has had a small staff. Currently AITC is staffed with four full time positions, they are:

- Director
- 1 Instructional Designer
- 1 Tech Specialist
- 1 Instructional Trainer/Designer (this position is grant funded)

AITC also has one .50 FTE Instructional Designer, and a 10 hour per week campus employment position. The campus employment position is funded by Counselor Education.

AITC is currently operating with the minimum number of staff to be efficient, effective and successful. The institutionalization of the Instructional Trainer/Designer position will be essential to the continued effective operation of AITC.

Service to Campus

AITC serves a unique role in campus as it is part academic and part technology. AITC is in a unique position to bridge the gap between academics and technology, especially in online learning. As such, many staff in AITC hold positions on campus committees. Committees that AITC staff serve on are listed below;

- Director
 - Academic Council
 - Extended Studies Migration to Academic Departments Committee
 - FTAC (ex-officio)
 - IT Governance
 - Served on search committees
- Instructional Designer
 - ATAC
 - Served on search committees
- Instructional Trainer/Designer
 - Faculty Development Committee
 - LatinX
 - Served on search committees
- .50 FTE Instructional Designer
 - Online Assessment Committee

Additionally, AITC, in partnership with Counselor Education, prints posters for the *Hall of Research*, found on the first floor of McDaniel Hall using a large format printer.

AITC also houses a variety of specialized equipment. On occasion, members of the community visit AITC to use these resources. Most commonly used is the equipment to convert VHS to DVD or .mp4 files.

Technologies

Even though AITC has a small staff, it operates efficiently. AITC supports all students and faculty of the University. The main technology that students and instructors require assistance with is Blackboard. The following are figures for the spring 2018 semester regarding Blackboard.

- 867 courses
 - Courses vary from being completely online, to supplementary for delivery of course materials, to hybrid, to empty shells that aren't being utilized
- 1,686 average daily logins during the first week of the semester
- 3,074 active users during the first week of the semester

Along with Blackboard, AITC also supports and maintains other institutionally supported technologies. Those technologies are, Kaltura Streaming Server, Blackboard Collaborate and Echo360 lecture capture - each is essential to online learning. Below are stats for Kaltura and Echo360 from January 1, 2017 through January 1, 2018:

Kaltura Stats

- 1,268 files stored
- 25,984 plays
- 9136:59:11 (hh:mm:ss) minutes viewed

As the stats above illustrate, the capability and expertise to stream media is an essential component to online learning.

Echo360 lectures can be recorded in the recording studio located in AITC or with Echo360 Personal Capture which, AITC remotely installs on off campus faculty computers. This enables off campus faculty to record lectures using the same technology available on campus. Below are stats from Echo360 over the last 12 months.

Echo360 Stats

- 815 Lectures recorded in AITC's studio and off campus with personal capture
- 445.3 hours average of content created per month

It is important to note that Echo360 is currently grant-funded, and the sustainability of the solution does not look positive. Therefore, AITC will need to find a lecture capture solution that is sustainable.

Instructional Design & Training

The scope of AITC is not limited to technology. AITC also provides instructional design services and instructional training to all students and faculty.

Instructional Design

Instructional design is an essential service provided to the University by AITC. AITC's Instructional Designers provide instructional and program design expertise for the development and support of online courses and specialized programs. AITC will assist faculty with the following:

- Planning and design in the creation of online course content
- Reviewing and evaluating online course instructional design issues
- Assistance in establishing optimal design of curriculum and instruction

- Suggestions and guidelines for the effective uses of multimedia in online courses
- Assistance with ADA compliance in online courses

All instructional design services are provided by: one full time instructional designer, one .50 FTE instructional designer and one instructional trainer/designer

Instructional Training

Instructional Training is a cornerstone of support provided by AITC which is essential to the University. Trainings can be facilitated in either a one-on-one or group setting. Topics cover tools in Blackboard to best practices in online learning. AITC also participates in New Faculty Orientation, providing new faculty an opportunity to work in Blackboard. Additionally, AITC has also provided several lunch time talks in topics such as rubrics in Blackboard and underutilized tools in Blackboard. Instructional trainings aren't limited to faculty and staff. AITC regularly conducts trainings for students. At the request of a department, AITC will conduct a student-specific, how to use Blackboard training. The student training covers the most commonly used tasks by students in Blackboard such as submitting an assignment, posting in a discussion, taking an exam and modifying notification settings. Along with technology trainings, AITC also offers TEED-589: From the Classroom to the Web, a course developed in AITC to train instructors in best practices for teaching online. AITC also maintains a student help web page and an instructor help web page. These pages contain how-to documents for working in Blackboard in student and instructor versions. The sites are a useful resource to students and instructors, who may need assistance when AITC is closed.

A majority of trainings can be conducted by any of the AITC staff. However, specialized trainings are conducted by the Instructional Trainer/Designer and .50 FTE instructional Designer.

Along with instructional design and instructional training, AITC also serves as a resource for Copyright and TEACH Act questions. AITC's director and tech specialist have both earned a certificate of completion for participating in the Copyright & Fair Use workshop offered by the Online Learning Consortium in 2017. Serving in this role is important for AITC as it allows the department to be a first point of contact to instructors who will be using multimedia in their online courses. AITC can make recommendations to the instructor early in the process to ensure the University stays in compliance with federal copyright laws.

Technology Implementation

Technology is continually evolving and growing. Often instructional technologies need to be implemented that will serve an important need to the University. AITC has assisted with implementing several technologies that have made a positive change in the University. Below is a list of technologies that AITC has implemented or assisted with implementation;

- Kryterion Proctoring solution (2012)
- Examity Proctoring solution (2015)
- Blackboard Outcomes Assessment (2015)
- Echo360 Lecture Capture (2015)
- NetTutor Online Tutoring (2016)
- Follett Discover Bookstore in Blackboard (2016)
- CoursEval – Course Evaluation solution (201

Criterion 5: Cost & Benefit of the Program

Cost

AITC is a support department and not a revenue generating department. As such, the evidence presented in this criterion will differ greatly from other academic programs that base evidence on cost per faculty, cost per SCH, etc. However, AITC adds value to academic programs and the institution as a whole which can be demonstrated. AITC is funded by a combination of student technology fees, the General Fund, the Graduate Initiative Grant (GIG), and other contributions.

The cost to operate AITC for FY 17-18 is \$484,588. The breakdown of this cost is as follows;

Salaries and Delivery Cost

- Salaries - \$155,244
 - This is for three full-time staff and one .50 FTE staff. The director, full time instructional designer, tech specialist and .50 FTE instructional designer. This does not include the instructional trainer/designer grant position, which is essential and should be institutionalized.
- Benefits - \$77,997
 - This is for three full-time staff and one .50 FTE staff. The director, full time instructional designer, tech specialist and .50 FTE instructional designer. This does not include the instructional trainer/designer grant position.
- Worker's Compensation - \$2,093
- Operating Supplies - \$188,601
- This includes licenses and equipment (Only cost of recurring licenses are included below)
 - Blackboard, additional Storage and bandwidth - \$126,677.27
 - Blackboard Collaborate - \$24,960.49
 - Kaltura - \$11,287.50
 - Turnitin - \$12,952.84
 - Softchalk Course Authoring Software - \$5,284
 - Logmein (1 seat) - \$1,248.75
 - Campus Cable TV Channel 5 - \$5,000
 - *Echo360 is not included here as it is currently grant funded
- Indirect costs - \$16,600
- Reserve - \$44,053

Unfortunately, a combination of low enrollment and the closure of Extended Studies - Open Enrollment courses resulted in a budget shortfall for AITC of \$22,046.

Counselor Education graciously contributed \$30,000 to cover this shortfall. This money will become a constant line item in AITC's budget moving forward.

It should be noted that the University is currently in the middle of a three year Blackboard contract. The annual contract amount for these three years (excluding extra storage/bandwidth) is \$102,191. This price was locked in for three years without an annual increase, resulting in a savings of \$10,474 for the University over three years.

Funding Sources

Below is a breakdown of AITC's funding sources for FY 17- 18;

- Tech Fee - \$315,000
- Extended Campus tech fee - \$17,000
- Transfer from General Fund - \$182,588
 - Transfer from GF includes, GIG, CE and GF funds.
- Below is the funding sources contributions as percentages
 - Tech Fee - 64%
 - GF-19%
 - GIG-11% but only 2% in operations for this FY, the remainder is in reserve
 - CE - 6%

All funding source provided AITC with a budget of \$515,588 for FY 17-18

*GIG funds are put into reserve for enrollment fluctuations.

Title V Grants

The Unidos grant has funded a full-time trainer/designer in distance pedagogy, a new lecture capture system and other distance technology upgrades for AITC. The grant has also provided professional development opportunities for AITC staff in distance pedagogy.

While AITC has endured a significant budget crunch over the past five years, Title V funds have been used to improve AITC and its operations.

Contributions from Title V include;

- Instructional Trainer/Designer position
 - It is important that this position be institutionalized when the Unidos grant is completed as this position is essential to the ongoing operations of AITC
- Echo360 recording studio and personal capture. The sustainability future of Echo360 does not look positive. Currently the annual contract is \$18,000.
- Quality Matters membership subscription
 - Quality Matters is essential to AITC now, and moving forward. Two forms created and used by AITC to ensure online course quality are based on the Quality Matters rubric. The forms are;
 - ASU Quality Assurance Checklist
 - Department Chair Faculty Checklist for Online Courses (used mid-semester by department chairs)

AITC had aging equipment available for faculty checkout which was well out of warranty. Additionally, Title V has assisted in replacing aging equipment in AITC.

Title V has provided the funds for the following equipment in AITC;

- Five laptops for faculty checkout
- One Chromebook for faculty checkout
- One laser projector for faculty checkout
- Two projector screens for faculty checkout
- HuddleCam for live webinars
- HD Webcams for checkout
- Headsets for checkout
- Document scanner

- Video processing machine + related software, used to process multimedia for streaming in online courses
- Subscription to Elearning Guild

As a technology office, it is important for AITC to have current technology. Title V funds have made it possible for AITC to replace outdated and aging equipment. When the Title V grant expires, it is essential that AITC receives funding to replace outdated equipment.

Along with the added position and updated technology, Title V has made professional development opportunities possible for the staff of AITC.

This is important as AITC has not had a travel/professional development budget in five years. Below are professional development opportunities that Title V has made possible for AITC staff;

- Blackboard World, conference for AITC Director
- Leadership Certificate Course for AITC Director
- Observing and Evaluating Online Teaching workshop for AITC Director and .50 FTE Instructional Designer
- Distance Teaching & Learning Conference for Instructional Designer & Instructional Trainer/Designer
- Echo360 Workshop for Tech Specialist & Instructional Trainer/Designer
- Association for Educational Communications & Technology (AECT) for Instructional Designer
- Various QM Workshops for AITC Instructional Designers
- Changes to Copyright & Fair Use Workshop for AITC Director & Tech Specialist
- Subscription to Magna 20 Minute Mentors for AITC Instructional Designers & Instructional Trainer/Designer
- Seven QM courses toward Teaching Online Certificate for .50 instructional designer
- Various webinars for AITC staff

Benefit of AITC

AITC is currently operating with the minimum number of staff to be efficient, effective and successful. The institutionalization of the Instructional Trainer/Designer position will be essential to the continued effective operation of AITC.

AITC has a wide reach across the University. The use of instructional technology is growing and AITC must remain equipped to deliver support to faculty and students, on campus and online.

It is important to note that in 2015, the University exceeded its storage and bandwidth limit with Blackboard. This is a good problem to have as it showed an increased use of Blackboard. In 2017 we again exceeded these limits and will need to fund extra storage and bandwidth.

Technologies

Even though AITC has a small staff, it operates efficiently. AITC supports all students and faculty of the University in the use of the following institutionally supported technologies;

- Blackboard
- Blackboard Collaborate
- Kaltura Streaming Server
- Echo360 Lecture Capture & Personal Capture

- Softchalk Course Authoring Software
- Turnitin Plagiarism Detection Software

Tier 3 support is also provided for technologies that are primarily used and funded within a particular department. Those technologies that AITC provides, best effort support for, are;

- Respondus Lockdown Browser & Monitor
- iClickers

AITC also manages Cable TV channel 5, an informational TV channel for students. Content for the channel is created by the Assistant Director of Communications, and contains information about tuition and fees, events around campus, and important dates.

Additionally, AITC prints ID badges for students of academic departments participating in activities off campus in their field of study. Those departments are:

- Counselor Education
- Nursing
- Teacher Education

Instructional Design & Training

The scope of AITC is not limited to technology. AITC also provides instructional design services and instructional training to all students and faculty. Proper and thorough training of faculty will in turn create a better experience for students in the online environment

Retention Efforts

Retention efforts go beyond upper administration and instructors. AITC can help to retain students by providing quality customer service. Students and instructors new to Blackboard may encounter difficulties in the online learning environment. By responding to help requests (in person, on the phone or by e-mail) quickly, courteously and accurately, a negative experience can be turned into a learning moment for the student. This can make a difference in retaining the student. AITC strives to provide the best customer service and user experience possible. Properly training instructors in the use of Blackboard also helps to create a better experience for students in the online learning environment.

As an instructional technology office, many programs benefit from AITC. The services AITC offers are essential to the success of ASU's online courses and hybrid courses. Help desk support is essential for students, faculty or staff encountering problems with technology both online or in the classroom. Instructional design is important to the quality of online courses. Additionally, quality assurance, which falls in the realm of instructional design is equally as important. When instructors are trained and comfortable with technology, they are less likely to encounter problems with instructional technology, making instructional training as important as any of AITC's other service.

Criterion 6: Staff and Program Strengths and Accomplishments

The measures of this criterion will again differ slightly for AITC from other academic departments.

Staff credentials, skills, flexibility, breadth/depth, etc.

Instructional technology and instructional design are very specialized fields. As such, professional development in these fields is important for the staff to continue to grow with technology and best practices as they are ever changing. Trainings attended and certificates earned ensure the staff of AITC is kept current with trends in instructional technology and instructional design. Below are trainings and certificates earned by AITC staff.

Director

- Online Courses Step by step, certificate earned May, 2011
- Quality Matter: Applying the QM Rubric, certificate earned February, 2013
- University of Notre Dame, Mendoza College of Business, Foundations of Leadership certificate earned February, 2016
- Introduction to Copyright & Fair Use, Part 1, completed April, 2017
- Various webinars

Instructional Designer

Education

- M.Ed.: Grand Canyon University: Emphasis in Secondary Education
- BA: Dort College: English Literature

Professional Development

- TEED-589: From the Classroom to the Web offered by Adams State University certificate earned November 2013
- Magna Online Courses: Teaching Online; Essential Elements for Faculty, March 2014
- DEVLEARN: Project Leadership for Instructional Designers, October 2014. Certificate earned
- DEVLEARN: Adapting Agile Project Management for Instructional Designers, October 2014. Certificate earned
- Quality Matter: Applying the QM Rubric, certificate earned June, 2015
- Attended Distance Teaching and Learning conference, August 2015

Instructional Trainer/Designer

Education

- BA: Adams State University: Creative Writing & Liberal Arts

Professional Development

- Applying the QM Rubric, Certificate earned May 26, 2015
- TEED 589: From the Classroom to the Web, certificate earned, November 1, 2015
- Teaching Online - An Introduction to Online Delivery Certificate earned, February 23, 2016
- Undios Equity Institute completed July 28, 2017

Tech Specialist**Education**

- BS: Adams State University: Business Administration

Professional Development

- Introduction to Copyright & Fair Use, Part 1 completed September 12, 2017
- Undios Equity Institute completed July 28, 2017

Instructional Designer .50 FTE**Education**

- Ph.D., Capella University: Education: Instructional Design
- CPA - Retired
- MBA: Colorado State University: Master of Business Administration
- BS: Adams State University: Business Administration: Accounting

Professional Development

- Microsoft Office Specialist Master Instructor (2004)
- Quality Matters: Applying the QM Rubric, certificate earned October, 2012
- Quality Matters: QM Rubric Update 2014, certificate earned August, 2014
- Google Apps Educator, 2014
- Quality Matters: Peer Reviewer Course, certificate earned February, 2015
- WebAim Conference: Accessibility Training: Logan, UT, March 2017
- Quality Matters: Gauging Your Technology Skills, certificate earned April, 2017
- Quality Matters: Evaluating Your Course Design, certificate earned May, 2017
- Quality Matters: Assessing Your Learners, certificate earned June, 2017
- Quality Matters: Creating Presence in Your Online Course, certificate earned September, 2017
- Quality Matters: Exploring Your Institution's Policies, certificate earned December, 2017
- Google applications training
- Various webinars

Title V has contributed many funds to professional development for AITC staff. Professional development listed above that is post-2013 was made possible because of Title V contributions.

Quality of the curriculum

While a majority of the work AITC does with curriculum is in partnership with other academic departments and helping them to reach objectives, quality curriculum is important in AITC's TEED-589 course. The student learning objectives below measure student success in TEED-589;

- SLO1 – Analyze personal beliefs, attitudes, teaching and learning styles, and how they apply to online learning
- SLO2 – Explain how instructional design affects the delivery of online courses.
- SLO3 – Apply established quality assurance standards to create content components for an online course.
- SLO4 – Integrate established quality assurance standards to create learning content in Blackboard

All four SLO's are covered in TEED-589 in a variety of content. The SLO's are covered a total of 16 times in the course.

- Graded activities cover the SLO's 13 times
- Non graded activities cover the SLO's 2 times
- The final exam covers SLO1, 1 time, in the form of an essay question.

AITC has also assisted multiple departments including, Counselor Education, Business + MBA, HAPPS and Teacher Education incorporate their departments measurable SLO's into their Blackboard courses. This has produced useful data for departments to use in Annual Assessment Reports. In the case of Counselor Education the use of Blackboard Outcomes helped to provide data and student artifacts during their reaccreditation with CACREP.

Quality of physical, online, or other resources

Physical Resources

Space

The physical resources of AITC includes, office space, equipment and personnel. McDaniel Hall, (previously the ES Building) where AITC is housed, was renovated five years ago. The new office space was a refreshing upgrade for AITC and includes three offices and a finished storage area that now works as an office as well as a storage area and recording studio. Before the ES Building was remodeled, AITC had a storage room that provided plenty of space for checkout equipment, technology cables and other items. Upon remodel of the ES Building AITC lost about 3/4 of its storage space. As such, AITC has had to dispose of or give away many items to ensure all essential items would fit in the smaller storage area.

Equipment

The success of AITC relies heavily on physical equipment, including but not limited to, desks, computers, associated software and standalone equipment to support faculty such as the document scanner. AITC has not had a problem refreshing staff workstations as needed. Unfortunately, AITC has not had the funding to refresh equipment for checkout including, laptops, projectors and projector screens. In summer 2016 Title V funds were utilized to replace much of AITC's aging equipment for faculty checkout including, four laptops, two projector screens and a laser projector. Keeping this equipment up-to-date in the future will be important to maintain this service to campus.

Personnel

The current staff of AITC includes

- Director
- Instructional Designer
- Instructional Trainer/Designer
- Tech Specialist
- .50 FTE Instructional Designer
- Campus Employment position – 10 hr/wk

Even though not all of these position are full time, all are essential to the success of AITC and ultimately the University. The Instructional Trainer/Designer position is currently funded by the Unidos grant. It is essential that this position is institutionalized so AITC can continue to provide timely and current trainings based on instructional technology updates in the University as well as nationwide trends. The campus employment position is also important to AITC and functions as a tech specialist as well as an

assistant to the instructional designers, especially as the semester's transition and workload increases. Every position in AITC plays an important role in the success of online courses and programs now and moving forward at the University.

Online Resources

AITC's role with online resources will differ from other academic departments as AITC maintains and supports may online resources that are necessary for online instruction. These resources are;

- Blackboard
- Blackboard Collaborate
- Kaltura Streaming Media Server
- Echo360 Lecture Capture and Personal Capture
- Softchalk Course Authoring Software
- Turnitin Plagiarism Detection Software

Tier 3 support is also provided for technologies that are primarily used and funded within a particular department. Those technologies that AITC provides, best effort support for, are;

- Respondus Lockdown Browser & Monitor
- iClickers

Each of these technologies are essential to the success of online courses and programs at the University. Echo360 is currently grand funded and the outlook for the sustainability of the technology is not hopeful as the current annual license is \$18,000. Lecture capture is a foundation technology of online learning and online course delivery. AITC intends to search for a more sustainable lecture capture solution.

Criterion 7: Future potential of the program

It is important that as academic programs grow, AITC grows with them. The capacity of AITC in faculty/student support, instructional design and instructional training, must grow and evolve with the academic environment of ASU. Keys to AITC's success and ability to evolve with campus and online programs include scalability and professional development to provide students with the best experience possible.

Listed below are the needs of AITC to continue supporting academic departments as well as growing with academic departments.

- Institutionalize the grant-funded Trainer/Designer position
- Sustained budget to enable growth to support students and faculty as academic departments grow. Budget will be used for updating equipment and professional development
- Sustained professional development budget for Instructional Designers and Instructional Trainer/Designer
- Sustained budget for increases in server storage
- Sustained budget to replace and update equipment as needed
- According to the Disabilities, Opportunities, Internetworking, and Technology Web site (<http://www.washington.edu/doi/academic-accommodations-students-learning-disabilities>), the number of students diagnosed with disabilities who are attending postsecondary institutions has increased dramatically. These disabilities may include both functional limitations as well as

learning disabilities. It is important that AITC work with the Office of Disability Services to create online materials that are accessible for students with disabilities

- third party captioning services for instructor-made videos (currently on Kaltura server and Echo 360)
- additional resources to work with faculty to identify accessibility failures in online materials (color contrast, alt text, etc.) and correct the failures
- additional resources to provide training to staff and faculty on how to incorporate universal design strategies into online courses to make course materials accessible to all students, including those with learning disabilities, which are not as visible as functional limitations

Enrollments in online education continue to rise. In a report titled, Digital Learning Compass: Distance Education Enrollment Report 2017, published in May 2017 resulted in the following key findings;

*Distance Education is defined as Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

- A year-to-year increase of 226,375 distance education students, a 3.9% increase
- More than one in four students (29.7 percent) now take at least one distance education course (a total of 6,022,105 students)
- The total of 6 million for fall 2015 distance education students is composed of 2.9 million taking all of their courses at a distance and 3.1 million taking some but not all, distance courses.
- The number of students studying on a campus has dropped by almost one million (193,317) between 2012 and 2015.

Adams State has a strong foundation with AITC to support online courses and programs. Increased online course and program offerings would benefit the institution as the data above shows an upward trend in distance education enrollments. Online education is also flexible enough to fit into the non-traditional learner's schedule. Dr. Jill Buban, senior director of research and innovation for the Online Learning Consortium said in part;

“At the same time, the demographics are shifting to a student community primarily comprised of adult and other contemporary learners, for whom distance learning often provides the best path to a post-secondary education. As schools compete for students in this environment, distance learning programs become essential to their ability to succeed.”

https://onlinelearningconsortium.org/news_item/new-study-six-million-students-now-enrolled-distance-education/

Continued support of AITC and ensuring the department grows with academic programs transform is essential to the success of the University moving forward.