DELTA Instructional Support Services Unit Report, FY 2008

FY 2008: Summer 2007, Fall 2007, Spring 2008 Workshop Schedule
July 1, 2007 – June 30, 2008 Production, Consulting and Service Schedule

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Executive Summary

DELTA Instructional Support Services (DELTA ISS) provides a wide range of training, consulting, production support and creative services for faculty, staff, and graduate students engaged in teaching and learning with technology (TLT) activities at North Carolina State University (NC State). Services include training and support services (e.g. instructional house calls, regularly scheduled workshops, seminars, custom training), production services (instructional design, development and production, project management, and instructional resources), and instructional development (via a course redesign pilot program). DELTA ISS offers programs (ITAP and Summer Institute) and production support (both grant-related, through IDEA grants, pilot redesign grants, and general production support) for faculty, staff and graduate students engaged in TLT efforts. The DELTA ISS group is a unit within Distance Education and Learning Technology Applications (DELTA), with an Associate Vice Provost (AVP) reporting directly to the Vice Provost for DELTA. In FY 2008, DELTA ISS was comprised of twenty-one permanent staff positions (fourteen staff members in these positions were here during the entire fiscal year, while other positions experienced turnover and there were new positions also filled) and a number of students supporting a variety of activities.

During FY 2008, DELTA ISS offered 161 regularly scheduled workshop offerings consisting of 50 unique workshops, including the introduction of 16 newly created workshops. We utilized 22 trainers, including our partners in the Library and guest speakers. We had 1575 regular workshop enrollments (up from 835 in FY 2007, an 87% overall increase) (see Figure 1.1). We trained 500 unique participants via regularly scheduled workshops (up from 305 in FY 2007, a 63.9% overall increase), including 194 faculty, 211 staff, 86 graduate students, seven undergraduates, and two others (see Figure 1.4). When considering the number of workshops offered and the proportion of attendees, there were some overall participation decreases in certain groups compared to the whole (for example, proportionately, faculty participation decreased and staff and graduate student participation increased, see the workshop section for details). Around 94% of participants responding to workshop evaluation questions agreed or strongly agreed that our workshops and training sessions met their expectations, a statistic consistent over the past seven years. Custom training sessions continue to be utilized as a way to deliver tailored training and support to various departments, with 126 enrollments, a decrease from FY 2007 (see Figure 1.10), which may be in part explained by our increased, more targeted regular workshop offerings.

In FY 2008, 4430 e-mails, phone, and in-person help calls and consultations were documented, an overall increase of 36% (from an overall total of 3248 documented calls in FY 2007). A total of 4118 Remedy calls and 312 Instructional House Calls were reported during FY 2008 (see Figure 1.13). The marked increase in Remedy calls, after a targeted decrease between FY 2006 & 2007 as more solutions were put online, can be partially explained by Vista problems in fall 2007 that resulted in very high call volumes. Noticeable spikes for service requests continue to occur primarily in August/September, and January/February, with a smaller spike occurring in May/June for the support of the summer school classes (see Figure 1.16). The implementation of a customer service survey this year resulted in 454 surveys returned that were very positive toward our Help Desk service, with 92% of respondents indicating that their problem was resolved satisfactorily.

The Summer Institute (SI) had 39 regular participants (compared to 43 in SI 2007, a slight decrease in participation caused by four last-minute withdrawals) (see Figure 1.19). This year's Summer Institute included an open enrollment elective day where faculty and staff not enrolled in the institute could attend, with 69 additional unique participants enrolled in these electives, a 6.15% participation increase from FY 2007. The program was again highly rated by participants, with 100% of program survey respondents indicating they would recommend the program to a colleague.

In FY 2007, the Instructional Technology Assistant Program (ITAP) underwent a program assessment with the goal of improving the program to better meet constituent needs, and with this evaluation process, only nine participants completed the program in 2007. In FY 2008, 20 participants completed the program, out of the 27 accepted to the program (a 74% completion rate). Additional ITAP information can be found at http://delta.ncsu.edu/itap.

In a production capacity during FY 2008, the DELTA ISS staff, with the support of others within DELTA, provided services and support to faculty involved in 26 course production projects and two major non-course projects, consistent with the level of course involvement in FY 2007. These projects were generated by the IDEA Grants program, the LITRE Grants program, DE programs that requested production support, other academic course production requests, and internal production requests. Figure 1.24 provides an overview of all DELTA ISS production hours, both course and non-course during FY 2008, compared to production hours during the three previous years (2005 – 2007). Including internal production and marketing projects, there was a 27.8% increase in documented production hours between FY 2007 & FY 2008. Looking only at course production numbers, DELTA ISS staff spent over 6100 hours working on course production projects, an increase of 13.5% from FY 2007. There was a 57.8% increase in the number of non-course production hours (which includes marketing materials for individual DE courses (splash pages), general DE course marketing, other projects as assigned, and research into new technologies).

LITRE grants were supported by approximately 85 hours of DELTA ISS staff time during FY 2008 (about half of what they were in FY 2007). IDEA grants work involved major work in completing continued grants from FY 2007, and initial work on grants awarded in FY 2008. During FY 2008, 11 projects from three different colleges (CALS, CHASS, Education, and PAMS) were still active from earlier grant cycles. DELTA ISS staff spent about 3921 hours during FY 2008 on these continuing projects. Additionally, 13 new IDEA grants were awarded during the FY 2008 IDEA grant cycle, four of which have not required production hours at this time. Around 1245 DELTA ISS staff hours were spent in support of these new grants. Of the 26 production projects that were active during the FY 2008 (to include all production work), 17 are completed. In the course of all production projects, DELTA ISS staff members have worked with faculty to create online materials for 15 new distance education courses, ten existing distance education courses, and one face-to-face course. Additionally, DELTA ISS staff provided over 4050 hours to non-course production projects, including Virtual Worlds research and development, and to marketing production. Figure 1.24 and Table 1.7 provide a summary of all course production projects hours for FY 2008.

Multimedia initiatives continued to move forward during FY 2008. DELTA ISS worked toward better defining processes and systems to accommodate the growing demand for creative and multimedia content across the organization. Creating reusable tools, Serious Games design and high-impact marketing efforts to promote Distance Education were a focus. Accomplishments include the DELTA branding initiative, Plant Pathology Disease Diagnostics game (vLabs), NCTEACH campaign, and 3D-Online Learning Environments research.

Large Course Redesign, which is the re-conceiving and rebuilding the delivery of a large-enrollment course to increase student learning outcomes and contain or reduce instructional costs, primarily by incorporating instructional technology, began as a DELTA supported project this year. In addition to monetary resources, DELTA ISS staff provided 161 hours of support toward redesign projects

in Chemistry, Biology, Physics and Engineering (see Figure 1.25). Additionally, DELTA ISS staff were involved in researching LCR principals, program planning for LCR implementation at NC State, and providing seminars on LCR topics.

Our Synchronous Learning Management System (LMS), Elluminate, is available to all NC State faculty and staff for professional purposes, including non-credit activities. By the end of FY 2008, there were 448 Moderator accounts in Elluminate, compared to 27 Moderator accounts in FY 2007 (+1600% increase). The total number of online sessions for FY 2008 was 3455, with an average of 10.6 sessions per day. This compares to 1189 sessions in FY 2007 (+191% increase). Out of pilot and into production last year, this appears to be a widely used technology for supporting teaching and learning.

During FY 2008, Blackboard Vista, continued in full production, integrated as a regular part of our LMS support structure. DELTA ISS Staff continued to support the use of Vista through the regularly scheduled workshops, some custom training sessions, the LearnTech Help Desk, the Summer Institute and ITAP programs, and through instructional house calls. WolfWare, NC State's home grown LMS, was also supported. Blackboard Vista usage continues to increase each year, while WolfWare usage has declined over time. Overall usage information for all LMS activity can be viewed at: http://raleigh.delta.ncsu.edu/lms_reports/index.php.

During Spring, 2008, in collaboration with CALS, a small pilot of the open source LMS, Moodle, began. Six course sections were delivered in Moodle during Spring 2008, and 13 sections were delivered in Summer 1, 2008. Assessment of these courses is ongoing. Additional information documenting the Moodle investigation and can be found at: http://wikis.lib.ncsu.edu/index.php/LMS_Strategy.

Major accomplishments this fiscal year include:
- Continued excellence in faculty support services as evidenced by satisfaction measures, including post-Help Desk support customer satisfaction surveys and post-workshop satisfaction measures, both measures indicating at 92%+ satisfaction rate.
- A substantial increase in overall workshop enrollments (87%), unique participants (63.9%), and an increase in the number of attendees in a given workshop (Overall average from 6.33 to 9.78).
- Managing an increasing number of individualized help calls (36% increase), after a decrease in the previous year. We will need to continue to coordinate, though, with OIT to reduce this number, and continue to create job aids and online resources, as 25%+ growth per year in help calls is not sustainable with current staffing.
- Served our clients in a timely and professional manner during fairly significant start of semester challenges (August 2007) experienced with Blackboard Vista (class rolls issue).
- Continued close working ties, and new management models, with the Marketing & Partnership Development offers in order to create efficiencies in the production of marketing materials, and move forward a holistic creative direction for DELTA, including a successful collaboration on the DELTA branding initiative.
- Continued excellence in multimedia research and implementation, including the completion of a Plant Pathology Disease Diagnostics game (vLabs), NCTEACH campaign, and continued 3D-Online Learning Environments research.
- Completed 17 production projects that were active during the FY 2008 (to include all production work).
- Worked with faculty to create online materials for 15 new distance education courses, ten existing distance education courses, and one face-to-face course, providing 6145 staff hours toward course production projects.
- Researched, planned and implemented a pilot grants and support program for Large Course Redesign (LCR) initiatives. Awarded resources in support of early redesign planning for Chemistry 101, MAE 206/208 and Physics 205.

- Successfully supported a Synchronous Learning Management System (SLMS), Elluminate Live, service as part of our regularly support technology toolkit, as the usage grew exponentially during the year.
- Successfully collaborated with CALS to establish the Moodle Pilot server in Fall 2007 in support of a limited Moodle Pilot in Spring & Summer 2008 (19 courses), creating workshops and training in support of these courses.
- Continued professional involvement in a number of committees, workgroups and professional organizations by ISS staff members both within and external to NC State University.

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Instructional Support Services provides a wide range of training, consulting, production support and creative services for faculty, staff, and graduate students engaged in teaching and learning with technology (TLT) activities. Services include instructional house calls, regular workshops, seminars, custom training, instructional design and development, project management services, course redesign support, and access to a variety of resources (such as TLT materials and information for development of online courses and programs, campus subscription to Educause materials, etc.). DELTA ISS offers programs (ITAP and Summer Institute) and production support (IDEA grants, general course production services, and limited course redesign pilot grants) for faculty, staff and graduate students engaged in TLT efforts.

Normal operational hours are 8 a.m. to 5 p.m. throughout the year, with some evening workshops and occasional consultations scheduled between 5-9 p.m. During busy start of semester times, staff members are also often scheduled to monitor the help desk on evenings and weekends. DELTA ISS offices are located in the Learning and Research Center for the Digital Age (LRCDA) on the second floor of the East Wing in D.H. Hill Library on main campus in room 2113, and in the Venture III building in suite 267 on Centennial Campus.

Key programs offered and initiatives supported by the Instructional Service group during FY 2008 included:

a. **Workshops and Seminars (regularly scheduled).** Every semester (spring, summer & fall), DELTA ISS offered a series of regularly scheduled workshops on the tools and methodologies to support distributed and distance learning efforts. A selection of our offerings are taped and then broadcast on the Cooperating Raleigh Colleges Network (Channel 18), as part of a broader Faculty Development Outreach Initiative effort. Regular, ongoing assessments of all workshops and seminars are completed, recording participant responses in a database at the end of each workshop or seminar (both regularly scheduled and custom training). These assessments provide feedback on instructors and content, give opportunities for participants to suggest other workshops and programs that they would be interested in attending, and are used to evaluate instructors and plan future workshops and seminars.

b. **Custom Training.** In addition to our regularly scheduled workshops, we provide customized training within the DELTA supported toolset for faculty, staff, and graduate students engaged in TLT activities at no charge to the NC State community. Customized training includes hands-on workshop sessions and seminars for faculty and informational seminars for departments. We will provide a single workshop or a series of workshops customized to meet the needs of a particular group. We can schedule time in the ITTC labs in the library, or our staff will go to other locations on campus. All customized training includes a needs assessment, the training itself, and follow-up with all participants.

c. **Instructional House Calls & Help Desk Support**. Our consultants can assist faculty in a face-to-face setting in the faculty member's office or in our offices, providing support for the faculty member's instructional technology needs. Additionally, our consultants maintain and monitor a Remedy (Help Desk) queue, in coordination with the Office of Information Technology (OIT) who offer front line support. In assessing these efforts, both volume of calls and quality of response is monitored, and the professionalism and timeliness in which these are handled is reflected in performance reviews of staff members. Customer surveys are used to evaluate our help service.

d. **The Summer Institute**. The Teaching with Technology Summer Institute for faculty is a way for faculty to learn about instructional technology tools and techniques that can be used to support teaching and learning at NC State, and can accommodate up to 45 participants. Faculty members learn about supported technologies and resources available to them on campus as well as specific technical skills that will facilitate the creation and publication of Web-enhanced materials.

Faculty members have the opportunity in the Summer Institute to discern what tools and techniques work best in their individual context. To assess this program, participants complete both a pre-assessment and a post-assessment form. This data is used to measure changes in knowledge, skills and attitudes as a result of the Summer Institute. Additionally, formative evaluation measures are built into the Summer Institute so that participants can provide feedback during the course of the Summer Institute. Program reports are available on the DELTA Web site. As with assessment data gathered from workshops and seminars, program assessment data is used to better plan and improve future programs.

e. **The Instructional Technology Assistant Program (ITAP).** ITAP is offered for NC State University students and staff members who wish to gain expertise in the technology used to create Web-supplemented or Web-based classroom environments. The program, which can enroll up to 20 participants per academic year, is designed to help address the need for local, college, and departmental technical support in instructional technology. For the purposes of assessment, the Instructional Technology Assistant Program (ITAP) has both participants and their faculty sponsors complete an evaluation of the program once participants have completed their projects.

f. **IDEA Grants Program.** DELTA Innovation in Distributed Education Applications (IDEA) Grants (http://delta.ncsu.edu/ideagrants/) are provided to promote innovation in the use of instructional technology in online distance teaching and learning, build expertise in this area, and enhance the technology-rich learning environment at North Carolina State University. The DELTA ISS staff is charged with administering and supporting the IDEA grants program, including the online submission and review system, the processes and procedures associated with delivering grant-related services to faculty, consultations with potential applicants, and internal project management.

g. **Course Production.** DELTA provides assistance to NCSU faculty and staff in the form of funds and personnel to support planning, design and development of online and distance education courses, programs and materials. DELTA ISS staff work on course production projects as part of IDEA Grants, in strategic and directed support of DE Programs and other DELTA initiatives, and as a result of ad hoc Online Course Production requests.

h. **General Production Services**. The DELTA ISS staff can provide small scale (less than 10 hours) production support (for example, creating a website, multimedia resource, etc.) outside of IDEA Grants and Course Production services upon request for NC State University credit courses, via our Instructional House call service, depending on the scope of the project. Email learntech@ncsu.edu with your request.

i. **DE Production Services**. The DELTA ISS staff provides production support for DE courses per requests from DELTA's Distance Education group.

j. **Large Course Redesign.** Large Course Redesign (LCR) is the re-conceiving and rebuilding of the delivery of a large-enrollment course to increase student learning outcomes and contain or reduce instructional costs, primarily by incorporating instructional technology. DELTA has initiated a pilot grants program to provide LCR support to targeted high needs courses.

k. **Learning Management System Training & Support.** DELTA ISS staff members provided a substantial amount of support for Elluminate, DELTA's synchronous learning management system (SLMS) in FY 2008. DELTA ISS provided training, staff support and program management for this project, which is now part of DELTA's Learning Management System (LMS) infrastructure. DELTA ISS staff members also continued to provide a substantial amount of support for Blackboard Vista, a Learning Management System (LMS) that was released to the general campus fall 2005. DELTA ISS staff members provided continued support and training efforts as part of the LMS infrastructure support of this product during FY 2008. In addition, DELTA ISS staff members were actively involved in the spring 2008 NC State Moodle Pilot.

I. **Marketing Support**. The Multimedia production team works closely with Marketing & Partnership Development office in the design and creation of marketing materials.

The Instructional Support Services group, (renamed this year – was formally the Instructional Services group), is one of the five units within DELTA, including Distance Education, Educational Technology Services, Marketing & Partnership Development, and the Business Office. In FY 2008, the DELTA ISS staff was comprised of 21full-time permanent staff positions (with a number of those positions vacant for part of the year due to resignations and searches for new positions – 14 of these full-time, permanent staff were actually in DELTA the entire fiscal year), four temporary professional staff members, and 26 part-time students (graduate, undergraduate) supporting a variety of activities. The three additional students who work in the Digital Media Lab are paid for with DELTA funds, but work directly for the Library.

FY 2008
Director/AVP: Donna Petherbridge
Administrative Support Specialist: Jennifer Warren
Asst. Director, Instructional Development: Traci Temple***
Senior Instructional Designer and Associate Manager for Instructional Support Services/Assoc Director: Stacy Smith
Program Assistant (Administrative Support Specialist): Kim McAllister
Instructional Technologist: Scott Watkins** (Beth Shepherd*) & Greg Kraus & (Yiling Chappelow*)
Technology Support Specialist: Lisa Fiedor
Technology Support Technician: Charlie Morris** (Andy Click*)
Web Applications Developer: Thomas Wilson
Senior Instructional Designer/Assoc Director: David Howard
Information Specialist: Alyson Tuck*
Instructional Designers: Rob Hambrick** (Lee Ann Gillen*), Cathi Phillips*, Kim Rothwell
Senior Multimedia Specialist/Assoc Director: Mike Cuales
Multimedia Specialists: Amanda Robertson & Ben Huckaby
Media Specialist: Patrick (PJ) Odom
Web Content Developer: Timothy Wright**

Temporary Professional Staff: Lee Ann Gillen (Instructional Production), David Tredwell (Multimedia Support), Vishaal Khandoobhai * (Faculty Support Services), Amanda Baines* (Production)
Part-time Student Employees, Faculty Support Services:
Marc Gracieux, Derek Leek, Scott Miller, Manisha Devasthali *
Part-time Student Employees, Production Support: Alan Youngblood, Brian Lee, Chris Owens, Matt Hisamoto, Alison Citron, Hilary Schmidt, Leah Lawrence *, Shaade Oliveros-Tavares *, David Drews *, Ilana Marks, Nicholas Messick *, Spencer Strombotne *, Phillip Allen *, Erin Koehler *, Henry Lancaster *, Laura Sellers *, AJ Klingenmaier *, Steven Valenziano, Wilfred Itte *, David Mitchell *, Saba Kawas *, Sari Nasir *
Digital Media Lab Student Employees: Christopher Hill, Ryan Rodgers, William Blackton
* = new hire during FY 2008; for student workers, many of these students only worked for a part of the year or for the duration of a project
** = left during FY 2008
*** = transfer from another unit

During FY 2008, Traci Temple, Beth Shepherd, Yiling Chappelow, Andy Click, Lee Ann Gillen, Cathi Phillips and Alyson Tuck joined our team. Traci was transferred to DELTA from the Faculty Center for Teaching and Learning (FCTL), Beth, Andy and Lee Ann were hired fill an open position left by the departure of other staff during the fiscal year (Scott Watkins, Charlie Morris and Rob Hambrick), Yiling filled a new Instructional Technologist position, Alyson filled a new Information Specialist position, and Cathi filled a new Instructional Designer position. In addition, we had a number of new students join our team as former students graduated. Recruiting for, filling, and then training the personnel in these positions while maintaining an excellent service level contributed again to a very challenging year.

In addition to the name change of our group this year from Instructional Services to Instructional Support Services, the following title/job responsibility changes occurred this year within our group:

    (a) Donna Petherbridge, from Director of Instructional Services to Associate Vice-Provost for Instructional Support Services

    (b) Stacy Smith, from Senior Instructional Designer and Associate Manager for Instructional Support Services to Associate Director for Faculty Development & Support Services

    (c) David Howard, from Senior Instructional Designer to Associate Director for Instructional Design & Course Production Services

    (d) Mike Cuales, from Senior Multimedia Specialist to Associate Director for Creative & Multimedia Production Services

    (e) Amanda Robertson, from Multimedia Specialist to Senior Multimedia Specialist

In addition, Tim Wright's position (Web Content Developer) was moved to the Tech area of DELTA within the Educational Technology Services Team.

Record Keeping

The Faculty Development Management System keeps track of regularly scheduled workshops, custom training sessions, and Instructional House Calls. We keep track of our other programs (e.g., ITAP, IDEA grants, general production requests, course design and development) and processes via individual program tracking, utilizing spreadsheets, and an internal wiki, and Basecamp, and we account for help desk calls through the campus Remedy system. We keep regular monthly updates in the DELTA Monthly Reporting Tool, including reports of all of our workshops, Remedy calls, Instructional House Calls, production hours, major projects, and key meetings. Associate Directors are also responsible for meta-level reporting for their areas.

Training and Support

DELTA ISS provides a wide range of training, consulting and support services for faculty, staff and graduate students engaged in teaching and learning with technology (TLT) activities. Training and support activities include workshops and seminars, custom training sessions, faculty help desk and special programs (Summer Institute and ITAP).

Workshops and Seminars (regularly scheduled)

In FY 2008 (which we count as June 1, 2007 – May 31, 2008, based on our workshop schedule cycles), we had 1575 enrollments in our regular workshops (573 faculty enrollments, 679 staff enrollments, 302 graduate student enrollments, 14 undergraduate student enrollment, and 7 other enrollments, see Figure 1.1). 500 unique faculty, students and staff were supported in FY 2008 via our regularly scheduled workshops and seminars (194 faculty, 211 staff, 86 graduate students, 7 undergraduate, and 2 other, see Figure 1.4).

Overall average enrollments per workshop increased considerably from 6.33 to 9.78. For the second time in five years, the average number of people enrolled in regularly scheduled workshops rose (6.01 in FY 2006, 6.33 in FY 2007 and 9.78 in FY 2008), reversing a trend from previous years, when enrollment had been experiencing a yearly decline (see Figure 1.3). Strategically targeted communication, workshop schedule adjustments, and updated brochure designs are likely contributors to the larger class averages. The addition of Elluminate and Moodle workshops as well as the addition of more Dreamweaver workshops, as OIT (formerly ITD) removed Dreamweaver from its teaching schedule, were also contributing factors.

We offered 161 regularly scheduled workshops in FY 2008, compared with 132 regularly scheduled workshops offered in FY 2007. The yield of enrollments per workshops offered was impressive. Our enrollment numbers (1575) were the highest they have been for the past five years (see Table 1.1) as we focused our energies on determining the best offerings formula that would offer the best yields on time and other resource investments. We have worked hard to generate higher enrollments by researching (through feedback on surveys and data mining) the most highly desired workshop offerings, times and frequencies. In addition, we advertise our trainings in attractive, clear and well dispersed manners (brochures, banner ups, DELTA web site, etc.)

When analyzing workshop enrollment numbers, an increase in the percentage of enrollments (per workshop) can be seen in several areas. Viewing raw enrollment numbers, we had 1575 regular workshop enrollments (up from 835 in FY 2007, an 87% overall increase). Considering the proportion of enrollees and the number of workshops offered, graduate enrollments in regularly scheduled workshops increased 15.14% (to 19.17% FY 2008 from 16.65% FY 2007) and staff enrollments in regularly scheduled workshops increased 17.24% (to 43.11% in FY 2008 from 36.77% in 2007). While faculty enrollments in regularly scheduled workshops decreased by 20.90% as a proportion of all enrollments in FY 2007 to 36.38% (see Figure 1.2); it can be noted that, with the exception of FY 2007, faculty percentage participation numbers are the highest this year than they have been in the last five years. The shift in unique faculty participation versus staff participation from last year to this is likely due to high staff attendance of Dreamweaver workshops. Staff members, especially those who assist faculty, seek our Dreamweaver workshops in higher numbers now that OIT (formerly ITD) is no longer offering Dreamweaver workshops.

**FY 2008
Regular Workshop Enrollments**
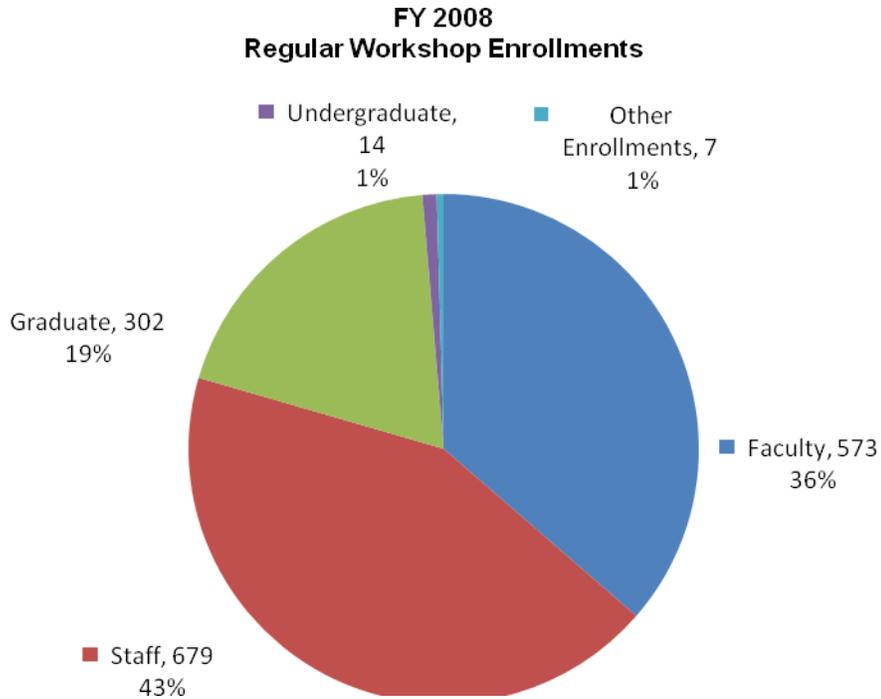
Figure 1.1 FY 2008 Regular Workshop Enrollments

**Enrollment in Regular Workshops:
FY 2004- 2008**

	Faculty	Staff	Graduate	Undergraduate	Other Enrollments
FY 2004	22.89%	37.91%	36.35%	2.02%	0.85%
FY 2005	21.72%	40.44%	32.18%	5.19%	0.47%
FY 2006	32.46%	38.05%	27.07%	1.41%	1.01%
FY 2007	45.99%	36.77%	16.65%	0.12%	0.48%
FY 2008	36.38%	43.11%	19.17%	0.89%	0.44%
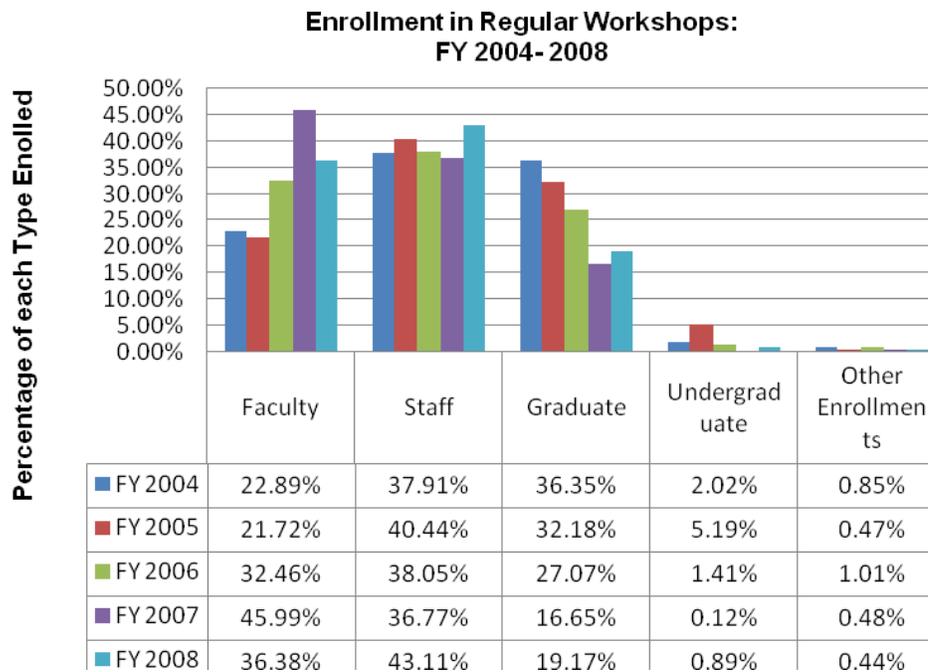
Figure 1.2 FY 2004-2008 Enrollments in Regular Workshops by Type with percentage comparisons based on the number of workshops offered each year.

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**Average Enrollment
Per Workshop: FY 2004 - 2008**

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Average Enrollment Per Workshop	7.54	6.98	6.01	6.33	9.78
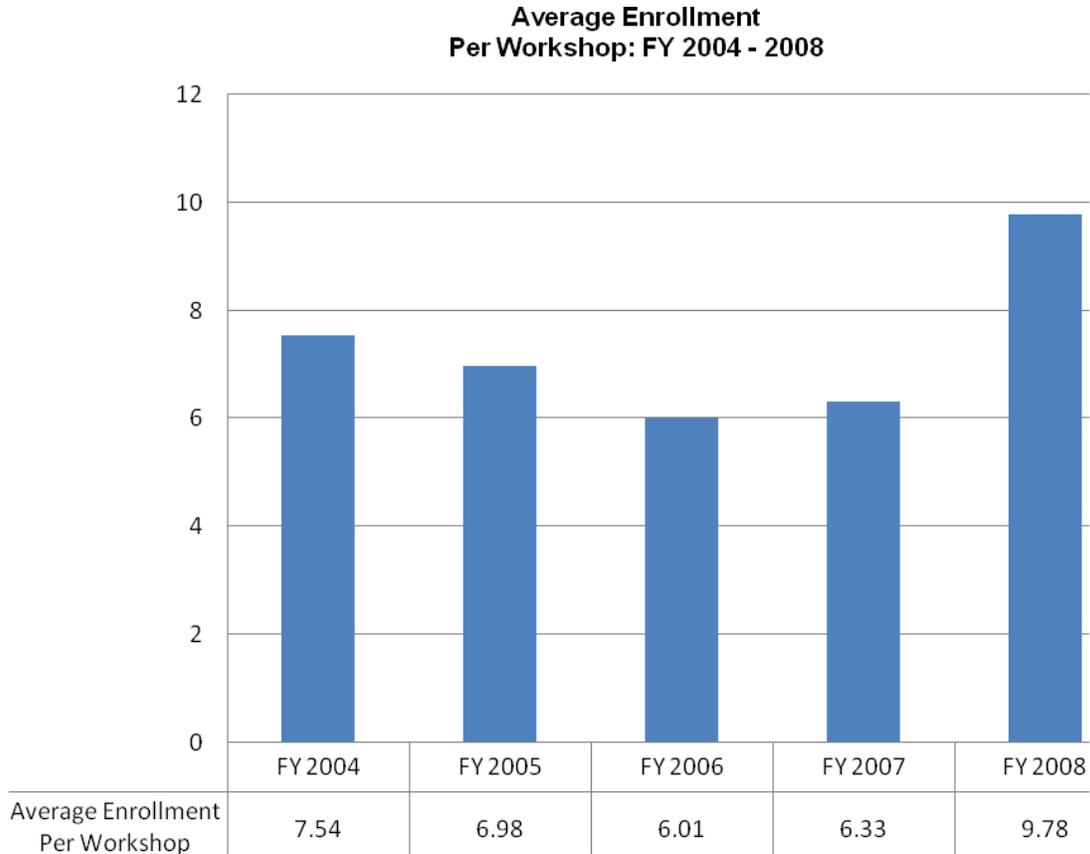
Figure 1.3 FY 2004 - 2008 Average Enrollment Per Workshop

Table 1.1 FY 2004 – 2008 Average Enrollment Per Workshop Offered in Regularly Scheduled Workshops.

Fiscal Year	Number of Workshops Offered	Number of Enrollments	Average Number of Enrollments Per Workshop
FY 2004	204	1538	7.54
FY 2005	182	1271	6.98
FY 2006	247	1485	6.01
FY 2007	132	835	6.33
FY 2008	161	1575	9.78

Unique graduate and staff enrollments per regular workshops offered also increased (see Figure 1.5). Unique graduate enrollments per regular workshops offered increased by 15.14% to 19.17% in FY 2008 (up from 16.65% in FY 2007, see Figure 1.5) and unique staff enrollments increased by 14.92% to 42.20% in FY 2008 (up from 36.72% in FY 2007, see Figure 1.5).

We trained 500 unique participants via regularly scheduled workshops in FY 2008 (up from 305 in FY 2007, a 63.9% overall increase), including 194 faculty, 211 staff, 86 graduate students, seven undergraduates, and two others (see Figure 1.4). Although the proportion of overall unique enrollments decreased based on percentage in FY 2008 by 13.09% at 31.75% (from 36.53% in FY 2007), it rose

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higher than FY 2006 by 4.78% (see Figure 1.6). With the exception of FY 2007, it is the highest of the last five years. One reason our percentages for overall unique numbers may be lower this year is that this year we have encouraged and promoted the attendance of related (also known as "series") workshops. Although they are not defined as a "series", one course is generally a pre-requisite for another or builds upon the knowledge acquired in a previous workshop. Thus, the same participants frequently attend the entire set of the series. Therefore, we gain "repeat customer," which lowers our overall unique participation numbers. Some of our workshops offerings that fell into this category in FY 2008 included Dreamweaver I, II and III, with HTML as a precursor and Section 508 Accessibility as a recommended follow up. Others included Blackboard Vista Beginners and Advanced, and Putting Your Course Online Part I, II and III. The Dreamweaver and Vista series are requested and offered frequently. Overall unique numbers may have decreased this year by percentages in relation to our number of offerings because of this. However, the strong unique enrollment numbers over the years - and the high total number of unique enrollments - illustrate that we are reaching more new participants with our programs.

Unique Enrollments for Regular Workshops by Academic Rank FY 2008
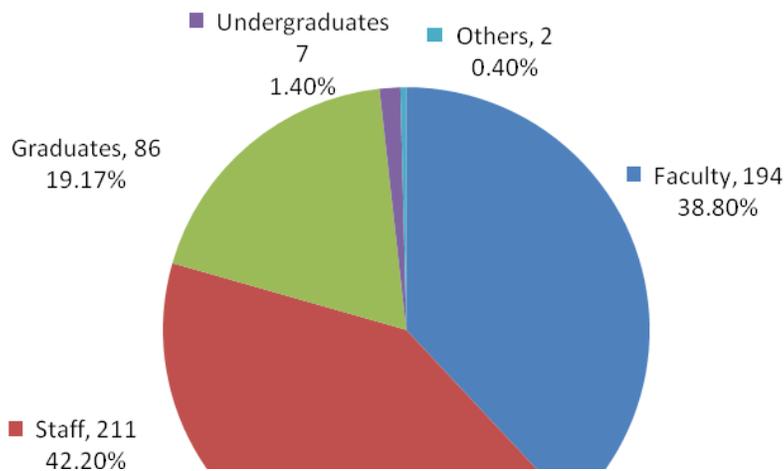
Figure 1.4 FY 2008 Unique Participants in Regular Workshops

Unique Enrollments in Regular Workshops: FY 2004 - 2008

	Faculty	Staff	Graduates	Undergraduates	Others
FY 2004	29.44%	35.54%	36.35%	2.65%	1.06%
FY 2005	28.90%	39.87%	25.58%	3.99%	1.66%
FY 2006	40.31%	32.29%	27.07%	2.00%	1.78%
FY 2007	44.26%	36.72%	16.65%	0.33%	1.31%
FY 2008	38.80%	42.20%	19.17%	1.40%	0.40%
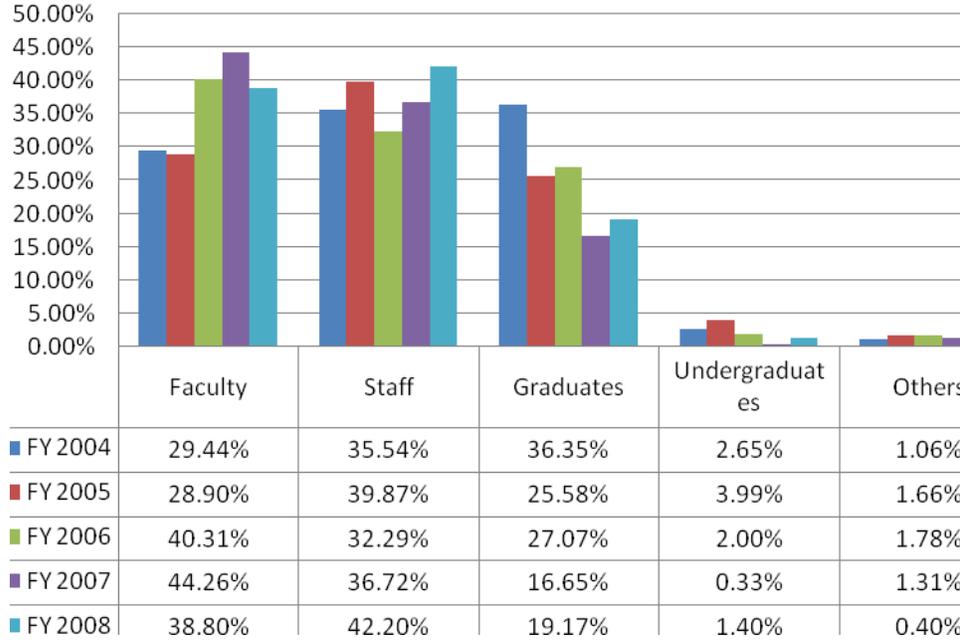
Figure 1.5 Unique Enrollments in Regular Workshops by Academic Rank with percentage comparisons based on the number of workshops offered each year.

Overall Unique Enrollments per Fiscal Year

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Percentage of Unique Enrollments	24.58%	23.68%	30.24%	36.53%	31.75%
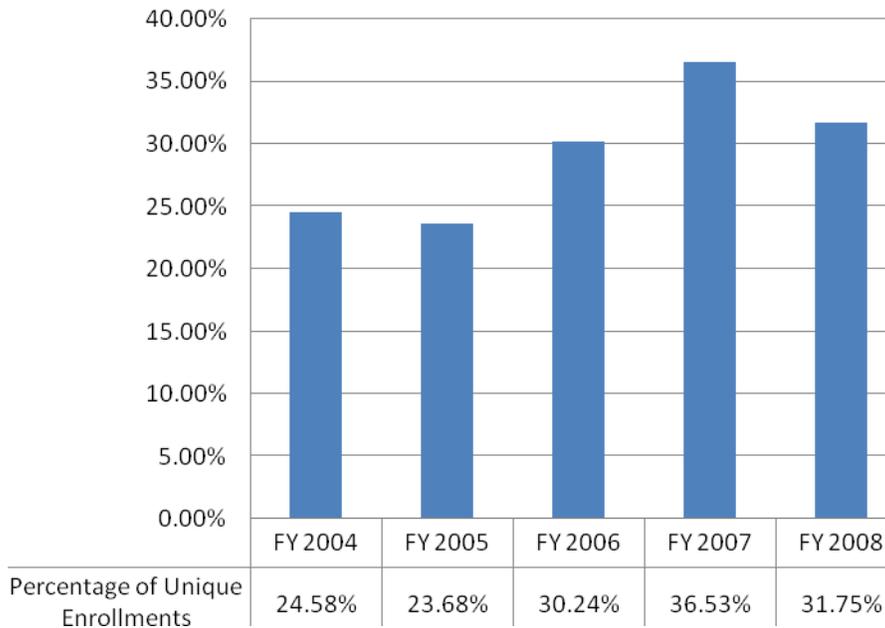
Figure 1.6 FY 2004-2008 Overall Unique Enrollment Percentages per Fiscal Year with percentage comparisons based on the number of workshops offered each year.

In FY 2008, we had 161 scheduled workshop offerings consisting of 50 unique workshops, including the introduction of 16 new workshops and seminars. Workshops were offered in the following key areas: **Accessibility**; **Web Design and Development**; **Graphics and Multimedia** (including collaborative workshops/seminars/tours with the NCSU Libraries / Herman Berkhoff, Rob Rucker); **Vista**; **Additional Resources and Technologies** (including collaborative workshops with the NCSU Libraries / Eleanor Smith, Kim Duckett, Katherine Willis; CALS – IT / Leigh Jay Hicks; Brown-Bag Seminars. In addition, we opened our Summer Institute Electives to open enrollment on a space available basis including collaborative workshops with the NCSU Libraries / Herman Berkhoff, Kim Duckett, Tripp Reade; WebAssign / Anne Squire; and guest speakers / General Chemistry Redesign at Iowa: From "Weed Out" to Exemplar", Norbert Pienta, University of Iowa; Model-Based Problem Solving in the Large Science Classroom, Steve Brewer, University of Massachusetts.

We utilized 22 trainers during this time frame and provided a total of 311.50 training hours, which is an increase of almost 108 training hours from FY 2007 (see Figure 1.7). Our participant "no show" rate dropped to 15.05% in FY 2008 from 17.84% in 2007. This was due in part to the restoration of automated workshop reminders in FDMS as well as adding a new notification message about DELTA workshops. We decreased our class "cancellation" rate to 2.48% in FY 2008 from 6.8% in FY 2007. We cancelled four workshops over the academic year for reasons including adverse weather, instructor illness and a power outage effecting D.H. Hill Library, which shut down the training labs. Instructors of canceled workshops sent digital copies of the handouts to registered participants, and registered participants were encouraged to sign up for another workshop offering or to contact the instructor directly for one-to-one assistance.

Unique Workshops, Workshop Hours, Offerings and Trainers

	Number of Unique Workshops	Number of Workshop Hours	Number of WorkshopOfferings	Number of Trainers
FY 2004	55	400.75	204	21
FY 2005	45	336	182	18
FY 2006	71	442.5	247	35
FY 2007	53	204	132	28
FY 2008	50	311.5	161	22
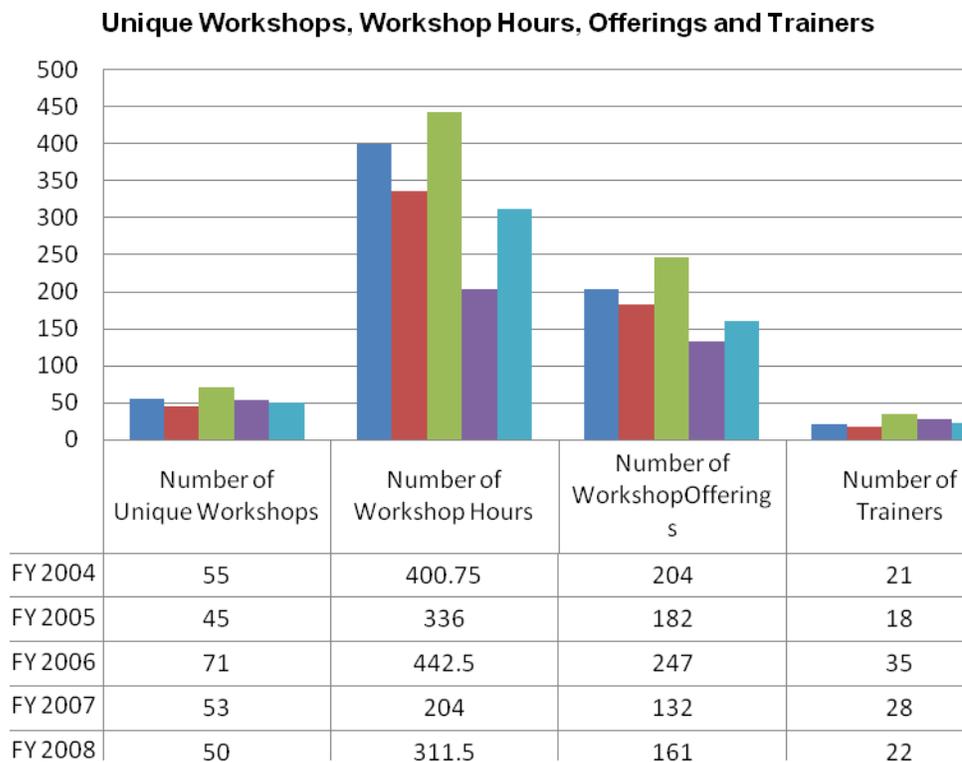
Figure 1.7 FY 2004 – 2008 Unique Workshops, Workshop Hours, Offerings and Trainers

College Participation

      Unique college participation in our regularly scheduled workshops for FY 2008 is indicated on the chart below. Unique college participation, as related to the number of workshops offered (and seen in percentages) in our regularly scheduled workshops remained consistent. Slight increases (between 1% and 2%) were seen in four colleges, six colleges stayed the same, and three slightly decreased (between 1% and 3%), as compared with percentage participation in FY 2007, see Figures 1.8 and 1.9.
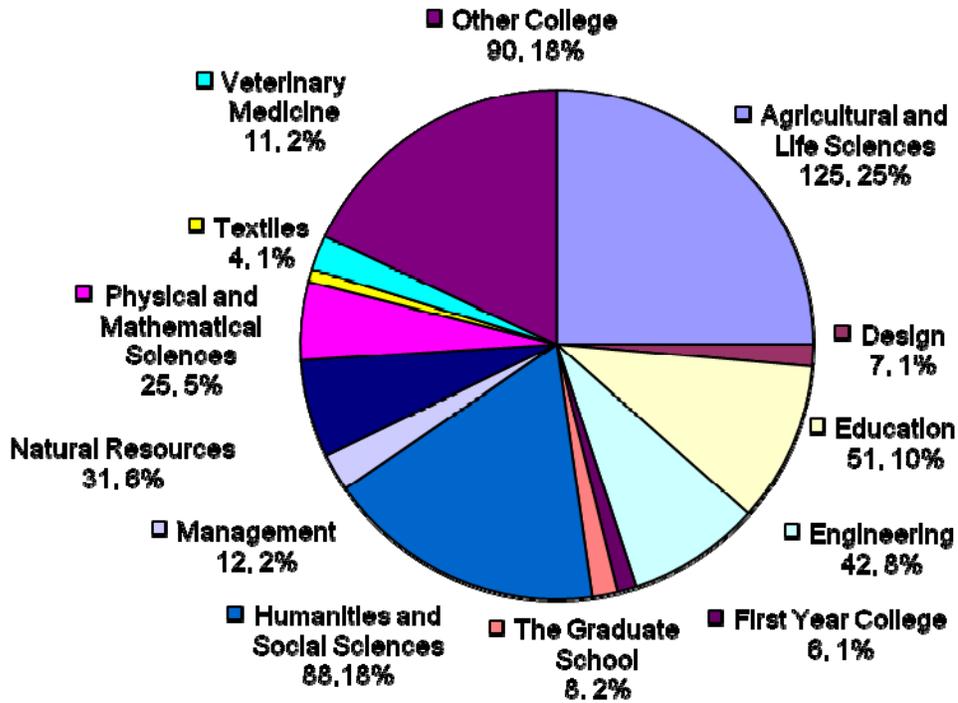
Figure 1.8 FY 2008 Unique Participation in Regular Workshops by College

	CALS	Design	CED	Engr	FYC	Grad School	CHASS	Mgt	CRN	PAMS	Textiles	CVM	Other
FY 2006	21%	1%	10%	12%	1%	2%	16%	6%	6%	4%	1%	2%	18%
FY 2007	25%	2%	8%	8%	1%	2%	17%	5%	5%	5%	1%	5%	16%
FY 2008	25%	1%	10%	8%	1%	2%	18%	2%	6%	5%	1%	2%	18%
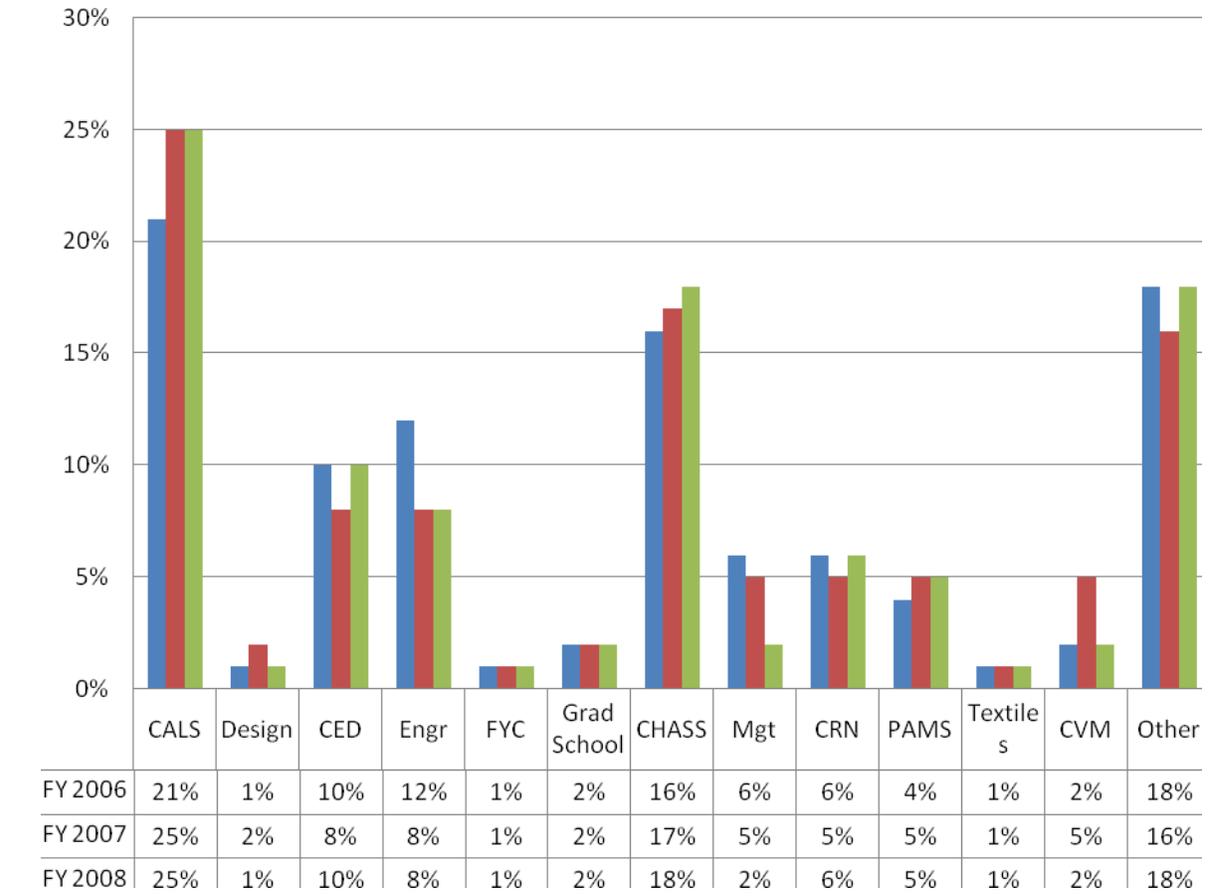
Figure 1.9 FY 2006 – FY 2008 Unique Percent Participation in Regular Workshops by College

Participant Reaction to Workshops

DELTA instructors solicit participant feedback on each workshop using an online evaluation form (http://delta.ncsu.edu/workshops/evaluation). The following survey responses to our workshops are summarized below, from Summer 2007 – Spring 2008 workshops (77% response rate for workshop enrollments, 1032 evaluations received).

Survey responses indicated that participants strongly agree or agree that: goals and objectives were made clear at the beginning of the workshop (96%); the instructor was able to communicate the subject matter effectively (95%) and was clear and easy to follow (93%); individual help was provided when needed (94%); the workshop was taught at an appropriate pace (92%); time was provided for questions (94%) and that the workshop met their expectations (94%). Other questions focusing on if the workshop presented was advertised and if class began and ended on time, received responses of 95% to 98%.

Selected Survey Comments:

- *Good workshop. Made confusing subject matter understandable. Thanks!*
- *Great workshop to get started with Vista. I was able to learn all the basics and more! Loved it!*
- *The workshop was very well presented and provided a lot of information on how to organize course material in an efficient way.*
- *The instructor was wonderful. I'm excited to learn and incorporate more of these technologies into my teaching.*

- *Great workshop! It moved at a good pace and the instructor was highly knowledgeable.*
- *I'm so glad this workshop is offered! This takes the mystery out of a lot of projects I had pending.*
- *Great workshop. Very effective teaching methods. I learned everything I came to learn about. Nicely done.*
- *This was really great, far exceeded my expectations. Thank you.*

These numbers and quotes reflect that our participants are consistently highly satisfied with the quality and nature of the workshops they are attending. These responses are not significantly different from the feedback over the past five years, indicating that we are successful in delivering high quality workshops which serve our campus community well.

Custom Training

Recognizing the need for custom support for instructors and teaching assistants within departments, we continue to offer specialized classes for faculty, staff and graduate students engaged in teaching and learning with technology. Custom training sessions are provided upon request and participation is also solicited through our campus partnerships (e.g., Vista Reps in each college).

We record two types of custom trainings sessions: Custom Workshops (defined as a hand-on session requested by a department or group comprised mostly of faculty with some attendance by staff and graduate students) and Custom Overviews (defined as overview sessions on a topic of interest requested by faculty for their students to support teaching and learning in their classes).

Approximately 110 unique participants were supported by custom training sessions (compared to 215 in FY 2007, a 48.84% decrease [see Figure 1.12]). This year we provided only one Custom Overview for the Department of Sociology in CHASS, supporting four staff, one faculty member and one graduate student.

Overall, this constitutes approximately 116 unique participants served by our custom training service (compared to 312 in FY 2006, a 62.82 % decrease). Over the course of the academic year, we had a total of 20 requests for custom trainings, down from 32 in FY 2006. We hypothesize that clients in FY 2008 took greater advantage of our regularly scheduled workshops, which partly explains the decrease in these requests (as well as the increase in regular workshop participation numbers). Even so, there continues to be a demand for just-in-time custom training. Custom training also fill in the gaps between when trainings are offered (semester finish and start times) and meets the needs of those clients who are unable to attend regularly scheduled workshops for various reasons (see Figures 1.10 and 1.11 and Table 1.3).

Table 1.2 FY 2004 – FY 2008 Custom Training Unique Trainees by Participant Type Excluding Overview Participants

Fiscal Year	Total	Faculty	Staff	Graduate Students	Undergrad Students	Other
FY 2004	189	97	49	31	12	0
FY 2005	180	49	49	81	1	0
FY 2006	169	84	35	45	5	0
FY 2007	215	83	51	76	3	2
FY 2008	110	39	32	39	0	0

Custom Training Enrollments Including Overviews 2004 - 2008

	Total	Faculty	Staff	Graduate Students	Undergraduate Students	Other
FY 2004	584	121	54	77	332	0
FY 2005	419	95	64	98	162	0
FY 2006	276	106	52	73	45	0
FY 2007	326	90	64	77	93	2
FY 2008	126	46	38	42	0	0
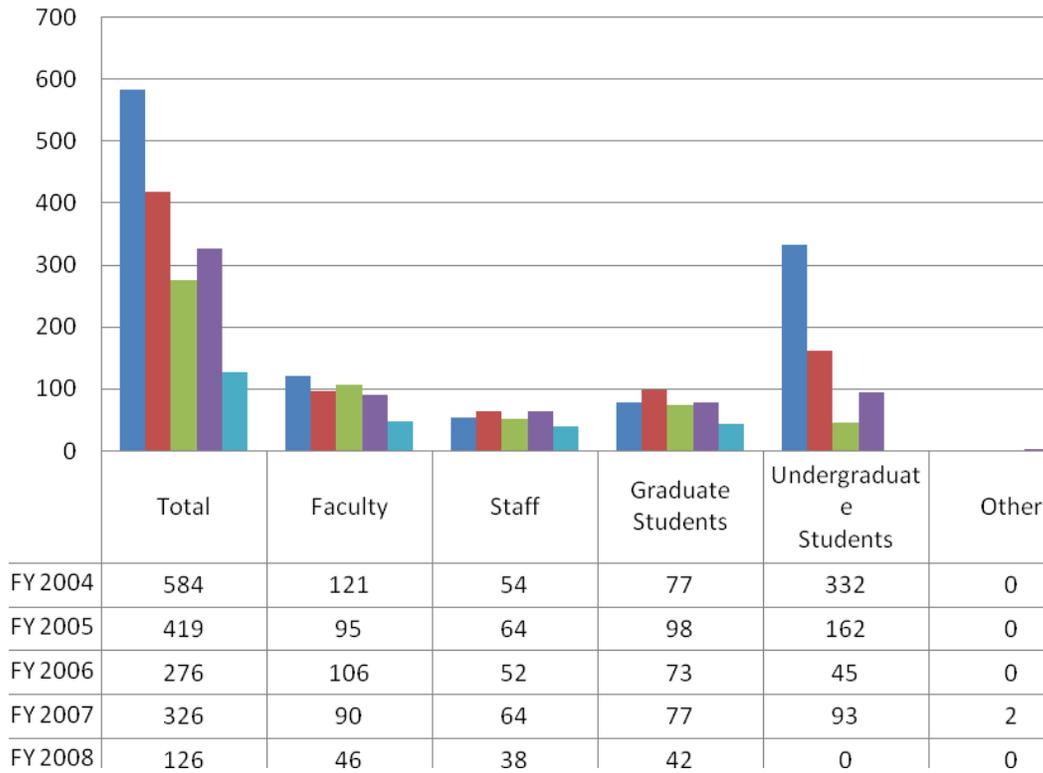
Figure 1.10 FY 2004-2008 Custom Training Enrollments by Participant Type Including Overviews

Table 1.3 FY 2004 – FY 2008 Requests for Custom Trainings By Type of Custom Training

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Custom Workshops	16	27	33	28	19
Overviews	14	8	3	4	1

College Participation in Custom Training:
Unique Participants FY 04 - 08

	CALS	Design	CED	Engr	FYC	Grad Sch	CHASS	Mgt	CRN	PAMS	COT	CVM	Other
FY 2004	57	0	28	16	0	1	36	2	2	7	4	2	34
FY 2005	13	1	48	9	0	3	20	4	5	35	2	1	39
FY 2006	15	1	48	3	9	0	23	31	17	1	1	3	17
FY 2007	15	0	25	14	7	0	42	35	8	32	7	0	30
FY 2008	11	1	4	1	9	2	1	10	17	33	0	13	8
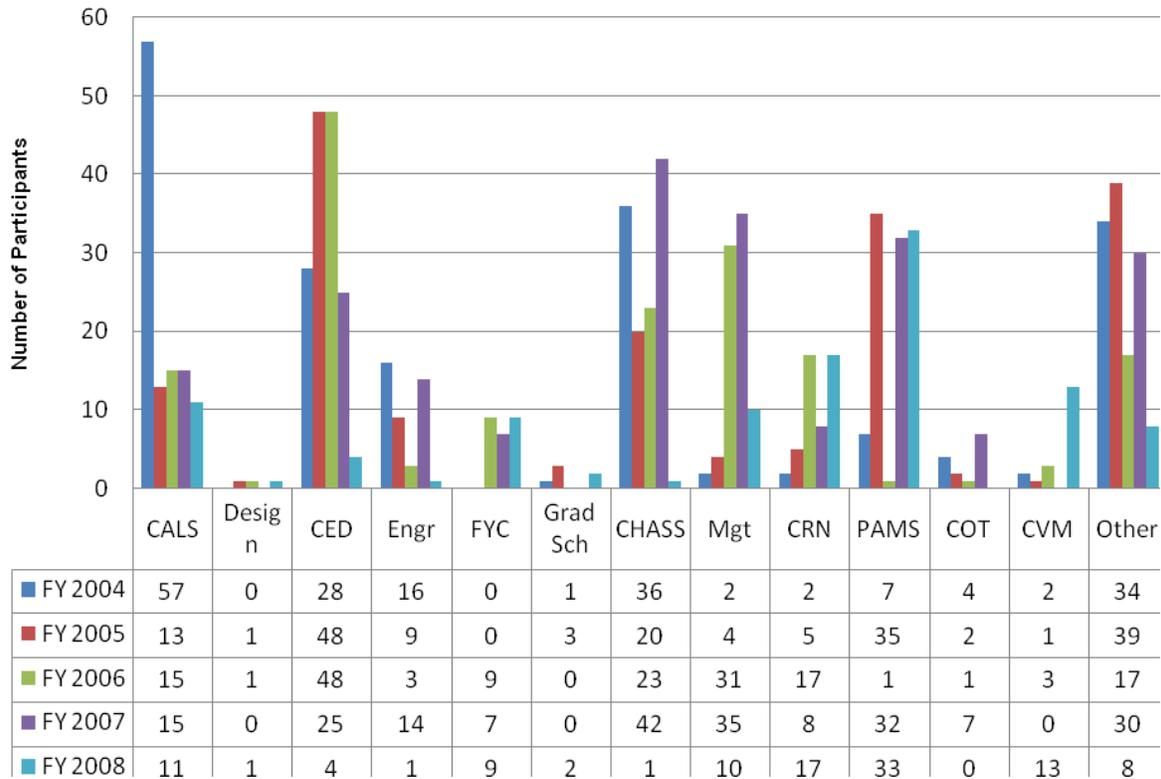
Figure 1.11 FY 2004-2008 College Participation in Custom Training: Number of Unique Trainees Excluding Overview Participants

22

College Participation in Custom Trainings: Unique Trainees FY 08
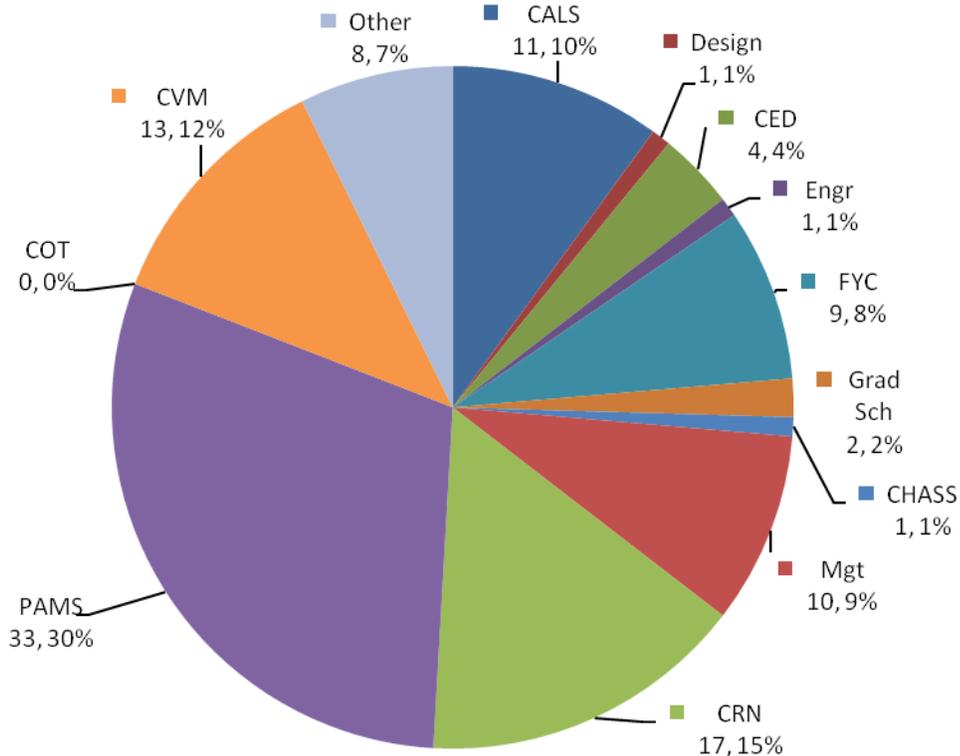
Figure 1.12 FY 2008 College Participation in Custom Training: Number of Unique Trainees Excluding Overview Participants (*Other includes departments across campus that are not related to one specific college, e.g. DELTA, Human Resources, NCSU Libraries, etc.)

Instructional House Calls and Help Desk Support

      We continue to offer personalized support to faculty and support staff on the effective use of instructional technologies. Our help desk services are provided via phone, e-mail and in-person meetings. These help calls are typically short, easy to resolve problems (and are tracked using Remedy). We also provide one-on-one assistance (Instructional House Calls) for longer, more in-depth issues (which we track with internal reports). For consulting services, our FY 2007 count is based on data from July 1, 2007 – June 30, 2008.

      In FY 2008, DELTA ISS resolved/participated in 4430 documented e-mails, phone, and in-person consultations. This is an overall increase of 36.39% (from the 3248 documented support calls and consultations in FY 2007). A total of 4118 Remedy calls and 312 Instructional House Calls were reported in our tracking systems during FY 2008 (see Figure 1.13). The marked increase in Remedy calls can be partly explained by a system-wide problem in which class roll data failed to propagate into Vista courses in Fall 2007, leading to a need for manual roll adjustments for a large number of courses.

Help Call Totals: FY 2004 - 2008

	2004	2005	2006	2007	2008
◆ Remedy Calls	1542	2349	3409	2995	4118
■ House Calls	608	487	389	253	312
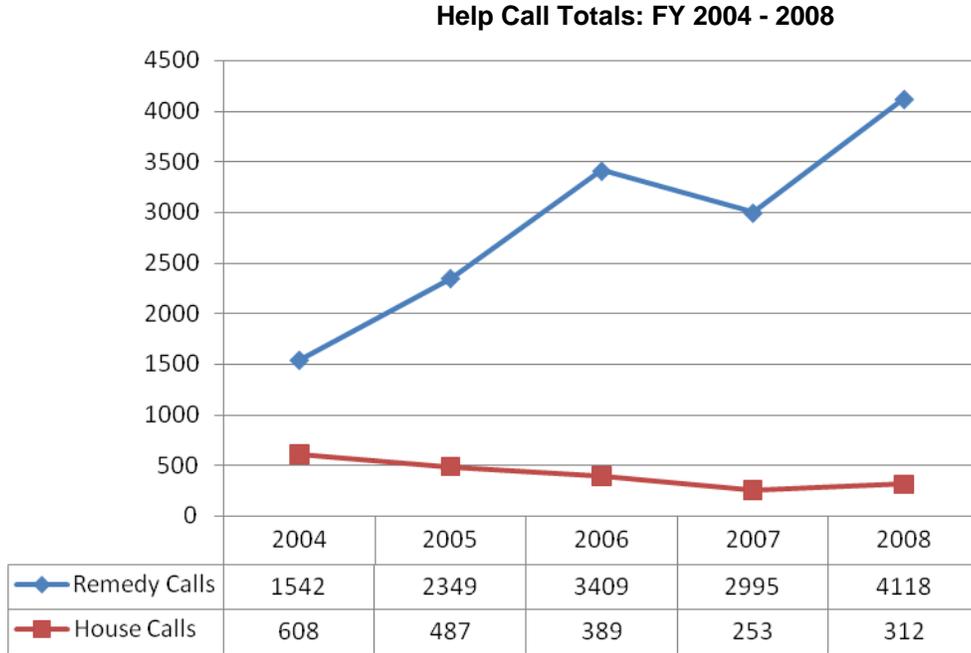
Figure 1.13 FY 2004-2008 Instructional House Calls and Help Desk Support
Instructional House Call system (n=304), a graph provides the breakdown of support given by college
(see also Figures 1.14 and 1.15)

House Calls by College: FY 2004 - 2008

	CALS	Design	CED	Engr	FYC	Grad Sch	CHASS	Mgt	CNR	PAMS	COT	CVM	Other
2004	127	10	58	27	1	7	196	3	37	35	2	12	48
2005	118	1	48	35	0	9	138	14	25	17	1	2	50
2006	79	3	47	14	1	5	132	21	27	15	2	3	40
2007	66	4	21	7	1	1	67	18	11	16	0	1	40
2008	66	1	30	11	9	1	107	8	9	10	1	2	56
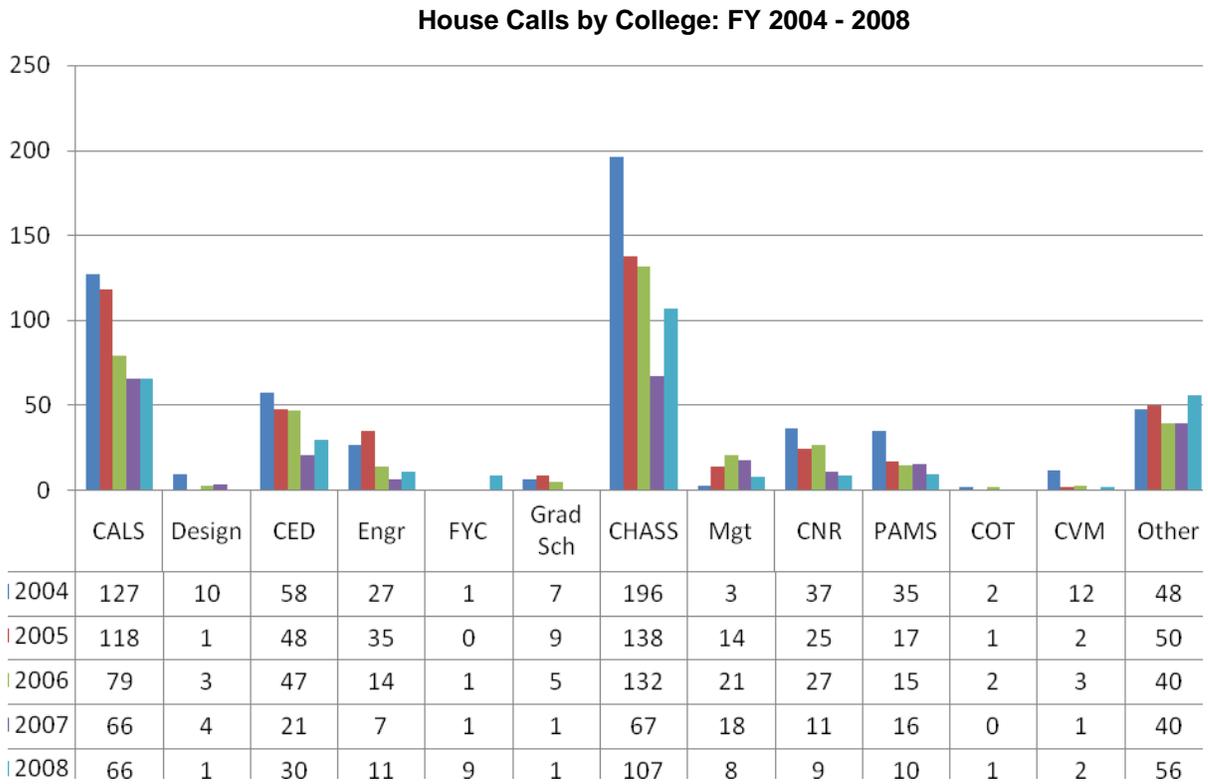
Figure 1.14 FY 2004-2008 Instructional House Calls by College

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House Calls by College: 2008

Other, 56 (18%)
CALS, 66 (21%)
COT, 1 (1%)
CVM, 2 (1%)
PAMS,10 (3%)
CNR, 9 (3%)
Design, 1 (1%)
CED, 30 (10%)
Mgt, 8 (3%)
Engr, 11 (4%)
FYC, 9 (3%)
CHASS, 107 (34%)
Grad Sch, 1 (1%)
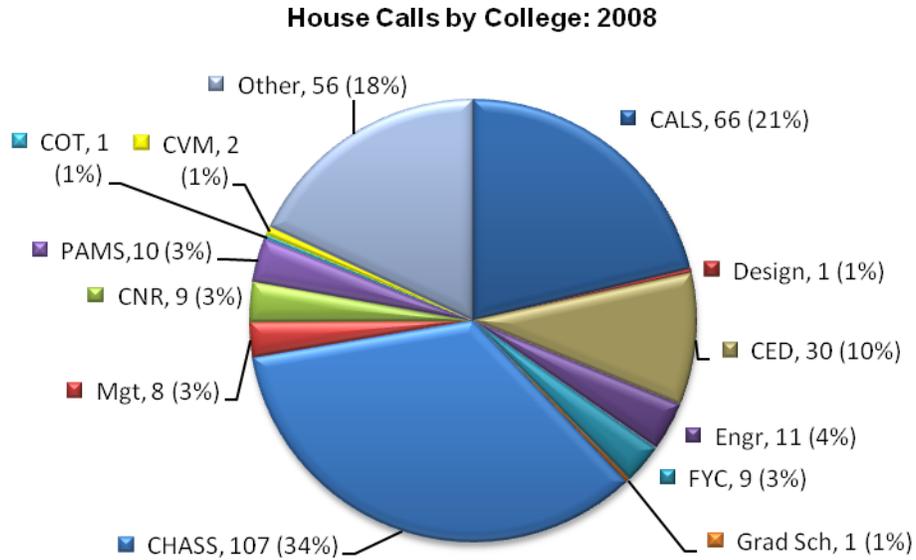
Figure 1.15 FY 2008 Percentages of Instructional House Calls by College

In addition to tracking Instructional House Call support provided to the colleges, we continue to track the number of Instructional House Calls and Remedy calls resolved each month to better capture activity patterns. By tracking volume, we can better prepare staffing levels and plan programs around historically busy consulting times. As expected, the largest volume of calls occurred at the beginning of fall and spring semesters, with the bulk occurring in August (see Figure 1.16). We also experienced a smaller rise in call volume in May, due to faculty support needs for summer school classes.

Help Call Totals: FY 2008

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
House Calls	25	74	34	22	17	13	41	10	17	24	17	18
Remedy Calls	213	903	544	275	216	215	691	247	171	176	269	198
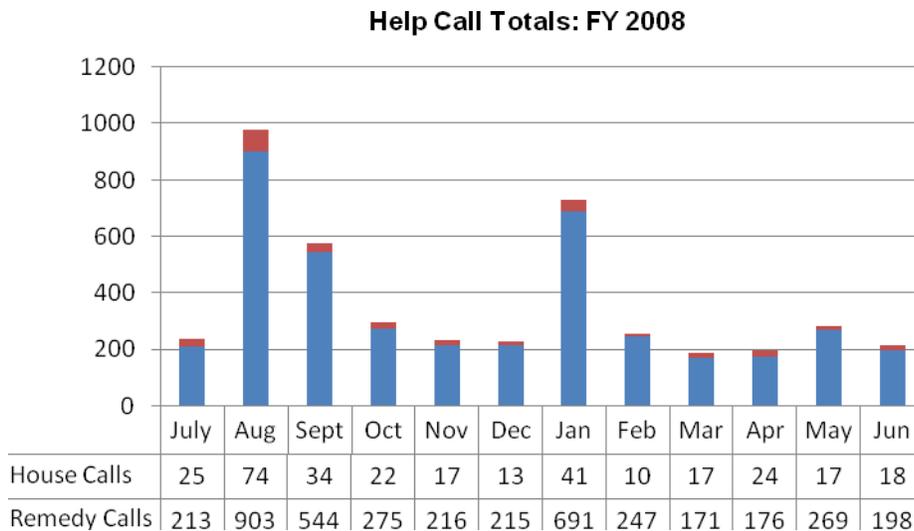
Figure 1.16 FY 2008 Instructional House Calls and Support Calls by Month

This year, our team began to label calls to our help desk with a primary "product". This new practice allows us to better track issues by the system or application they deal with, giving us more insight into which services are support-intensive. As expected, most help calls are related to the LMS tools - Vista and Elluminate (see Figure 1.17). The large "Other" category is made up of products used no more than 10 times in 2008, suggesting that we may need to re-evaluate the need for some of the products used, and whether or not they can be absorbed into larger categories.
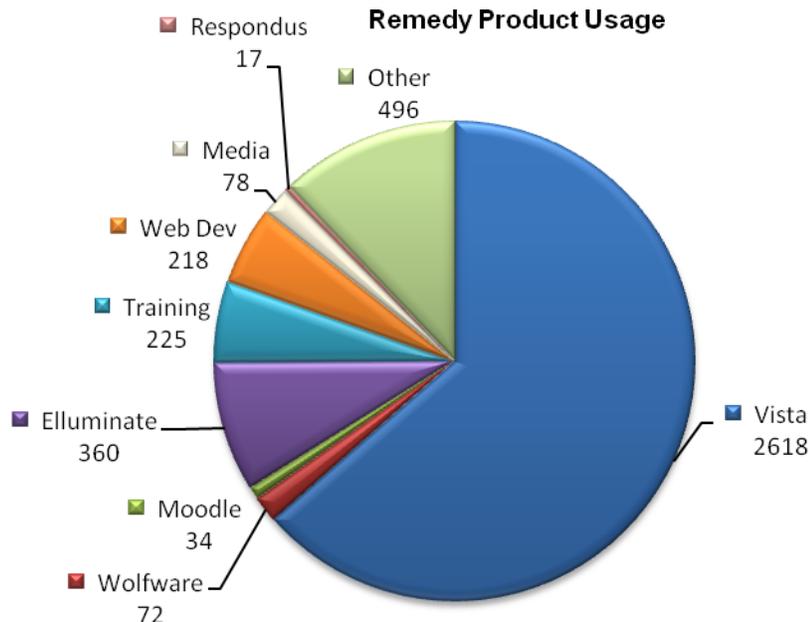
Figure 1.17 FY 2008 Remedy Product Usage Totals

In addition to tracking products, our team began to implement customer surveys in 2007 for all our help calls. The use of Remedy surveys helps us keep a pulse on how our support staff is doing in responding to customer needs. Six questions are asked in the customer satisfaction survey, and respondents answer on a scale of "Strongly Agree" to "Strongly Disagree." Customers can choose to abstain from any question in the list.

Out of 4118 Remedy calls resolved, a total of 454 surveys were submitted in FY 2008 (a response rate of approximately 11%). Positive response was overwhelming, and our customers reported that our staff is highly courteous, respectful, knowledgeable and quick to solve their problem (see Figure 1.18). Nearly 92% of respondents said that their problem or issue was resolved to their satisfaction. Only 4% of surveys were submitted by clients who had an unsatisfactory experience. Our third question had the highest "Neither agree nor disagree" value (Q3: You were kept informed of the progress towards resolving this issue), as well as the highest number of unanswered submissions, which suggests the question may be confusing or may not apply to many of the calls. We will continue to work with the Remedy Advisory Committee to evaluate these surveys and improve question clarity where necessary.

Remedy Survey Responses FY 2008

	Q1	Q2	Q3	Q4	Q5	Q6
Strongly Agree	360	356	303	338	355	356
Agree	54	61	66	67	62	65
Neither	7	10	36	12	9	7
Disagree	0	5	3	1	4	2
Strongly Disagree	18	18	16	18	18	16
No Answer	15	4	30	18	6	8
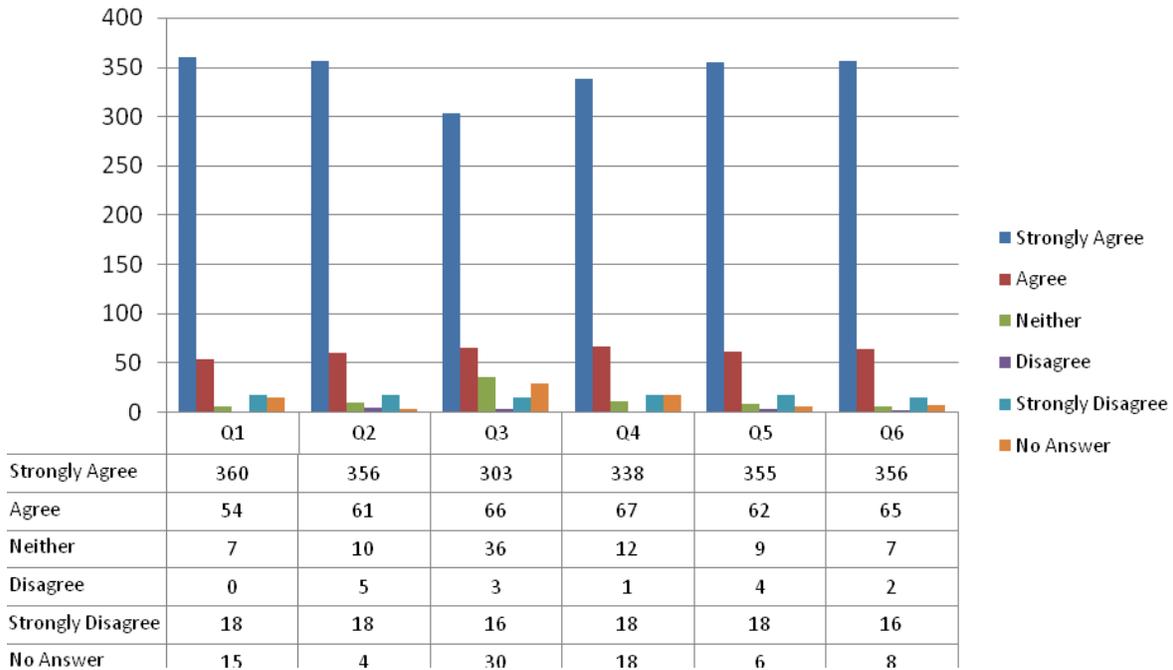
Figure 1.18 Remedy Survey Responses FY 2008

Q1: The person assisting you was courteous and respectful.
Q2: The response to your request was timely.
Q3: You were kept informed of the progress towards resolving this issue.
Q4: The person assisting you was knowledgeable about the subject area of your request or able to refer you to someone knowledgeable.
Q5: The problem or request represented by this issue was resolved to your satisfaction.
Q6: You believe that you contacted the correct support agency when you sought assistance with this issue.

Selected Survey Comments:

- "Knowledgeable and friendly, and very willing to assist in helping me with my IT needs for my courses!"
- "Everyone involved in helping me was courteous and professional, and I was impressed with their diligence and patience."
- "The technician was very patient and thorough. I did not feel rushed nor did I feel it moved too slowly. Great experience."
- "Tech support has consistently been efficient and helpful. I especially appreciate the demeanor and attitude of the staff. I have found that they are as professional as they are patient."
- "I wish that everyone I deal with would be as competent as these people. Could not be more satisfied."

     The DELTA Instructional Support Services continues to provide a valuable service to faculty and staff seeking help with instructional technologies. The LMS tools remain our most support-intensive services, due largely to the sheer volume of faculty, staff and students making use of those services. Judging from previous years, little has changed in regard to our busy times. We continue to see a rise in

support calls near the start of each semester as new courses are set up and content put online. Customer satisfaction is high, though we may need to revisit the phrasing of our survey questions to ensure accurate interpretation of our customer feedback in the future.

The Summer Institute 2008

Based on final participation numbers, participant demand for the Summer Institute on Teaching and Learning with Technology remained high in 2008. Current program capacity, which is based on our experience with optimal training numbers as well as available resources, is 40 total participants.

A total of 39 participants attended the Summer Institute in 2008, 29 NCSU faculty members and two staff accepted invitations, along with seven support staff; one DELTA staff also attended as a guest. The original participant acceptance number for 2008 was 46. In the days just prior to and at the beginning of SI, the program had four withdrawals and three no shows. So, although the final 39 participants represent a 9.30% decrease from the 43 who attended in FY 2006, expected attendance levels were to be higher as interest and demand remains high.

The largest group participating in the Summer Institute this year was from CHASS, followed by CALS (see Figure 1.19). Both of these colleges have historically had the highest participation in the Summer Institute. In final program 2008 participation counts, five colleges had increased participation, six decreased and two stayed the same as the previous year (see Figure 1.20).
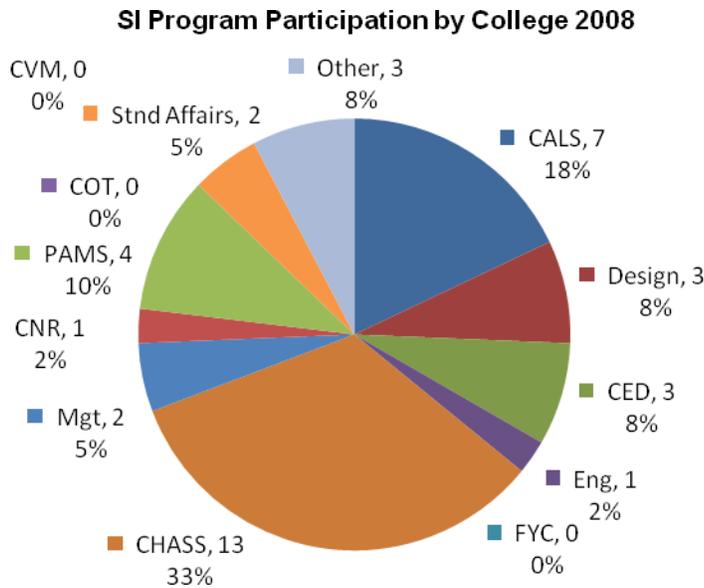
Figure 1.19 FY 2008 Summer Institute Program Participation by College

SI Program Participation by College: FY 2004 - 2008

	CAL S	Desi gn	CED	Eng	FYC	CHA SS	Mgt	CNR	PA MS	COT	CV M	Stn d Affa irs	Oth er	Tot al
FY 2004	10	0	7	2	1	23	2	3	2	1	3	1	0	55
FY 2005	12	0	2	0	0	14	3	0	2	2	3	1	2	41
FY 2006	6	0	2	1	0	10	5	5	1	0	1	0	1	32
FY 2007	15	1	4	2	0	10	1	4	3	0	3	0	4	47
FY 2008	7	3	3	1	0	13	2	1	4	0	0	2	3	39
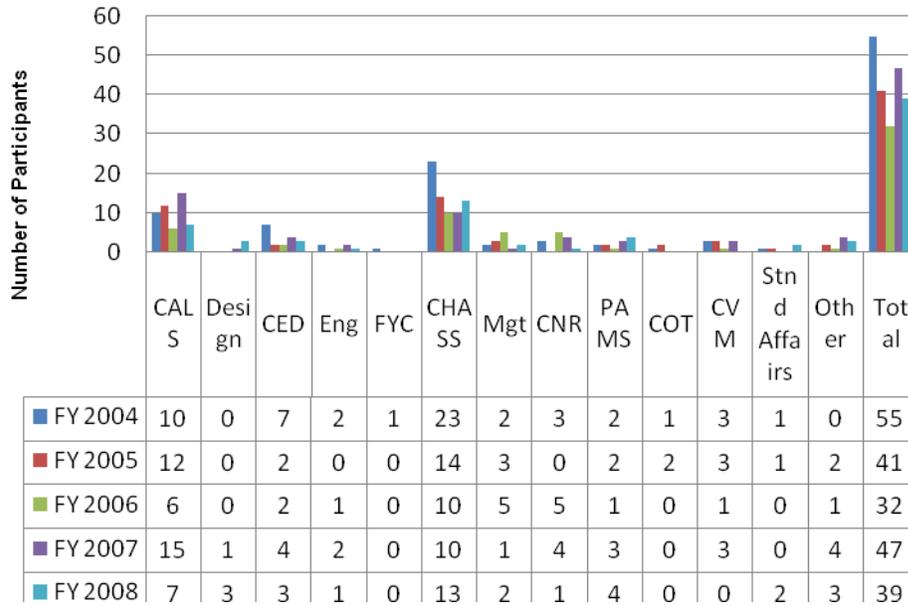
Figure 1.20 FY 2004 – 2008 SI Program Participation by College

During the final day of 2008 Summer Institute, we opened enrollment to faculty, staff and graduate students outside of the Institute and encouraged them to attend the elective sessions. As a result, we saw a total of 171 enrollments on the Friday of Summer Institute (see Figure 1.21). This is a 5.55% increase in attendance from FY 2007. Of that overall enrollment number, 69 were "unique participants" which is an increase of 6.15% from the previous year.

SI Open Enrollment Elective Day Attendance: FY 2006-2008

	Total	Faculty	Staff	Graduate	Under-graduate	Other
FY 2006	164	92	63	9	0	0
FY 2007	162	128	31	1	0	2
FY 2008	171	112	36	17	0	6

Figure 1.21 Summer Institute Open Enrollment Elective Day Attendance FY 2006-2008

Of those 69 unique attendees, 35 were faculty not enrolled in Summer Institute, and they attended a total of 13 workshops. This is an increase of 105.88% from SI 2007 when 17 unique faculty participants (not in the SI program for that year) attended workshops (see Figure 1.22).

Non-Summer Institute Program Open Enrollment Day Unique Faculty Attendance 2007 and 2008
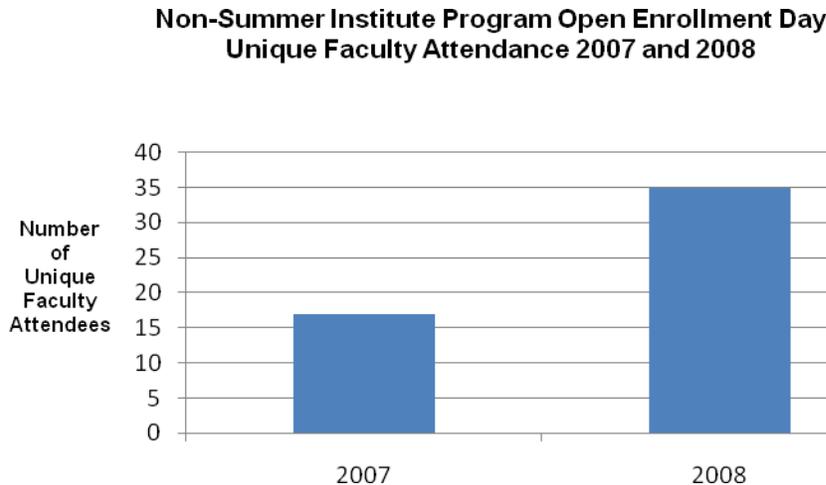
Figure 1.22 Non-Summer Institute Program Unique Faculty Participants who attended workshops during open enrollment day for Summer Institute 2007 and 2008.

The topics for these open sessions included classes related to content development (e.g. Large Course Redesign Principles and Techniques,), Tech Tools (e.g. WebAssign and Elluminate) Theory and Practice (e.g. Model-Based Problem Solving in the Large Science Classroom), Institutional Policies and Resources (e.g. Five Steps To Analyzing Any Copyright Question), and Hot Topics (e.g. Web 2.0, Wikis: Instructional Uses, 3D Online Learning Environments).

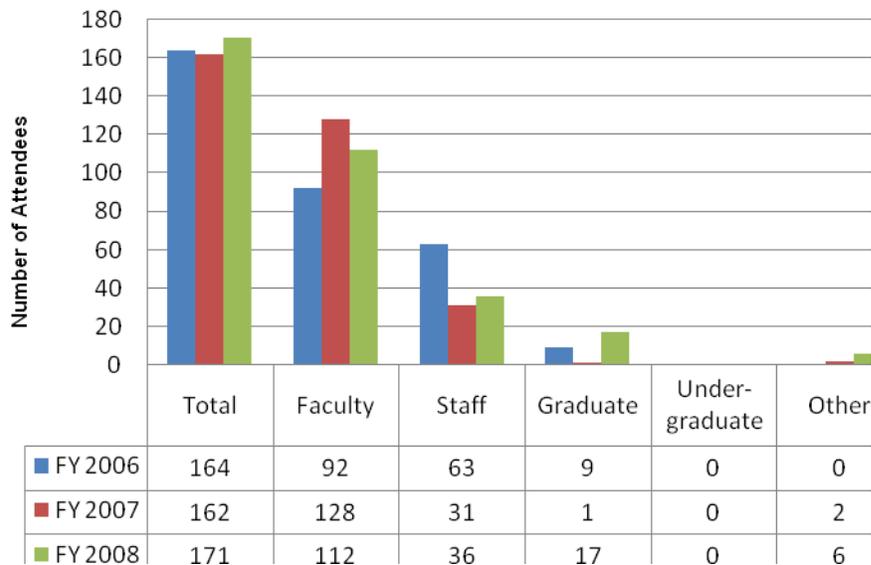A survey was sent to Summer Institute participants within a week of the end of the program. Based on a response rate of 69% (27 responses received), all respondents were highly satisfied in the overall quality of the 2008 Summer Institute [Excellent (81%), Very Good (11%), or Good (8%)]. Additionally, all respondents (100%) indicated they would recommend the Summer Institute to a colleague (another finding consistent with previous year's survey data).

More detailed information based on the 2008 Summer Institute is available on the DELTA web site (at http://delta.ncsu.edu/docs/about/reports/si2008_report.pdf).

The Instructional Technology Assistant Program (ITAP) 2008

DELTA ISS continued to oversee the Instructional Technology Assistant Program (ITAP) in FY 2008. ITAP participants are NC State graduate students or staff members who are engaged in supporting faculty with instructional technology. ITAP participants attend approximately eight workshops throughout the semester and also work on an online project related to their faculty sponsor's class. Throughout the program participants are taught the effective use of instructional technology in education.

We continued to implement the recommended changes of FY 2007 which included (1) a reduction in the number of required workshops, (2) an increase in content related to instructional design and online pedagogy, and (3) the addition of an LMS component to the ITAP experience.

ITAP was offered during Fall 2007 and Spring 2008 this fiscal year. Table 1.4 summarizes ITAP participation levels for FY 2008.

Table 1.4 ITAP Participation levels Fall 2007 and Spring 2008

	Applied	Accepted	Completed
Fall 2007	21	12	10
Spring 2008	17	15	10*

* Expected number of completions; project evaluations are still under way for Spring 2008

The highest ITAP participation in FY 2008 was seen in both the College of Natural Resources and the College of Education (three participants each) in the Fall of 2007 and from CHASS in the Spring of 2008 (five participants). In total, the Fall of 2007 had participation from seven colleges. The spring of 2008 had participation from eight colleges. ITAP participation by college for FY 2008 can be seen in Table 1.5 and in Figure 1.23.

Table 1.5 Participation by College in ITAP Fall 2007 and Spring 2008

	Fall 2007	Spring 2008	Total
CHASS	2	5	7
Natural Resources	3	2	5
Education	3	1	4
Management	1	2	3
CALS	1	2	3
Engineering	1	1	2
Design	1	0	1
PAMS	0	1	1
Other	0	1	1
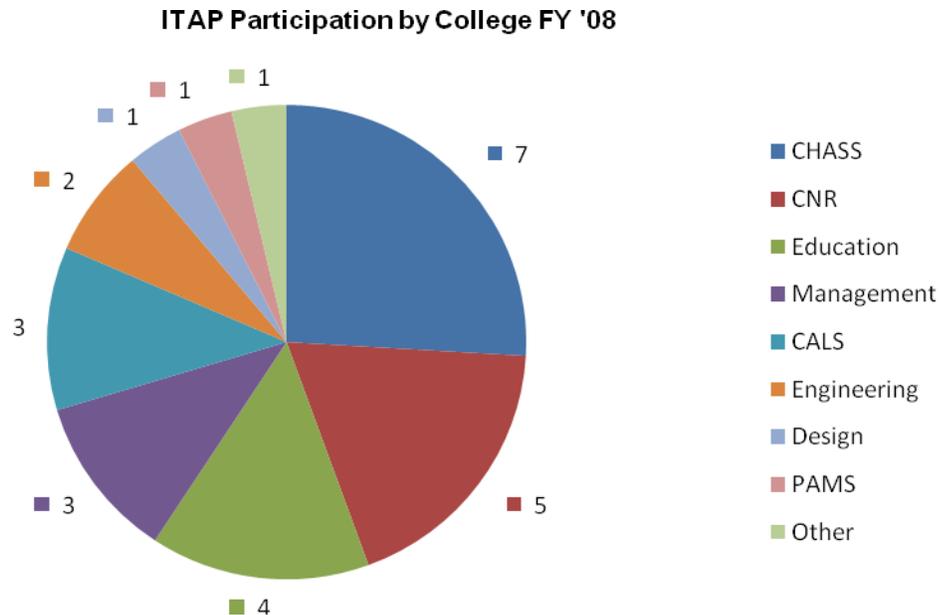
Figure 1.23 ITAP Participation by College FY 2008

In fiscal year 2007 ITAP was reworked during the Fall semester to better meet the needs of the participants and was only held during the Spring 2007 semester. The Spring 2007 data shows that participation in FY 2008 is on par with FY 2007's participation (see Table 1.1).

Table 1.6 FY 2007 and FY 2008 ITAP Participation

	Applied	Accepted	Completed
Spring 2007	16	14	9
Fall 2007	21	12	10
Spring 2008	17	15	10*

As part of our ongoing evaluation of ITAP, we are making some changes to the FY 2009 program.

- Most of the DELTA ISS staff will be more involved with mentoring ITAP participants through the program either through
    - Conducting project evaluations
    - Helping answer individual participant questions
    - Giving direction to the participants' projects
- The project evaluation rubric will be updated to better assess the quality of the projects
- The ITAP program web site will be delivered on the Moodle pilot server
- The requirement to use an "emerging technology" will be dropped in favor of incorporating an "engaging technology" into the course

More ITAP information can be found at: http://delta.ncsu.edu/itap. Our goal for FY 2009 is to have approximately 20 people complete the program. ITAP is marketed through online announcements and is consistently able to attract enough applicants to meet our goals. Feedback from both participants and faculty sponsors continues to indicate that this program is making an impact in increasing instructional technology resources for various distributed education environments.

Course Production

During FY 2008, the DELTA ISS staff, with the support of others within DELTA, provided services and support to faculty involved in 26 major course production projects and two major non-course projects. These projects were generated by the IDEA Grants program, the LITRE Grants program, DE programs that requested production support, other academic course production requests, and internal production requests. Figure 1.24 provides an overview of all FY 2008 DELTA ISS production hours, both course and non-course, compared to production hours during the three previous years. The increased number of production hours is reflective of the increasing demand for our production services and the resulting growth of our unit in both full-time and part-time staff. The trend should continue into the next fiscal year.

	IDEA Grants (continued)	IDEA Grants (new)	Distance Ed Programs	Online Courses	LITRE Grants	All Course Production	Non-Course Production	Total
2005 Hours	669	2219	0	0	150	3038	88	3126
2006 Hours	1300	2088	48	133	82	3651	1071	4722
2007 Hours	2664	1931	161	475	181	5412	2578	7990
2008 Hours	3927	1244	584	305	85	6145	4070	10215
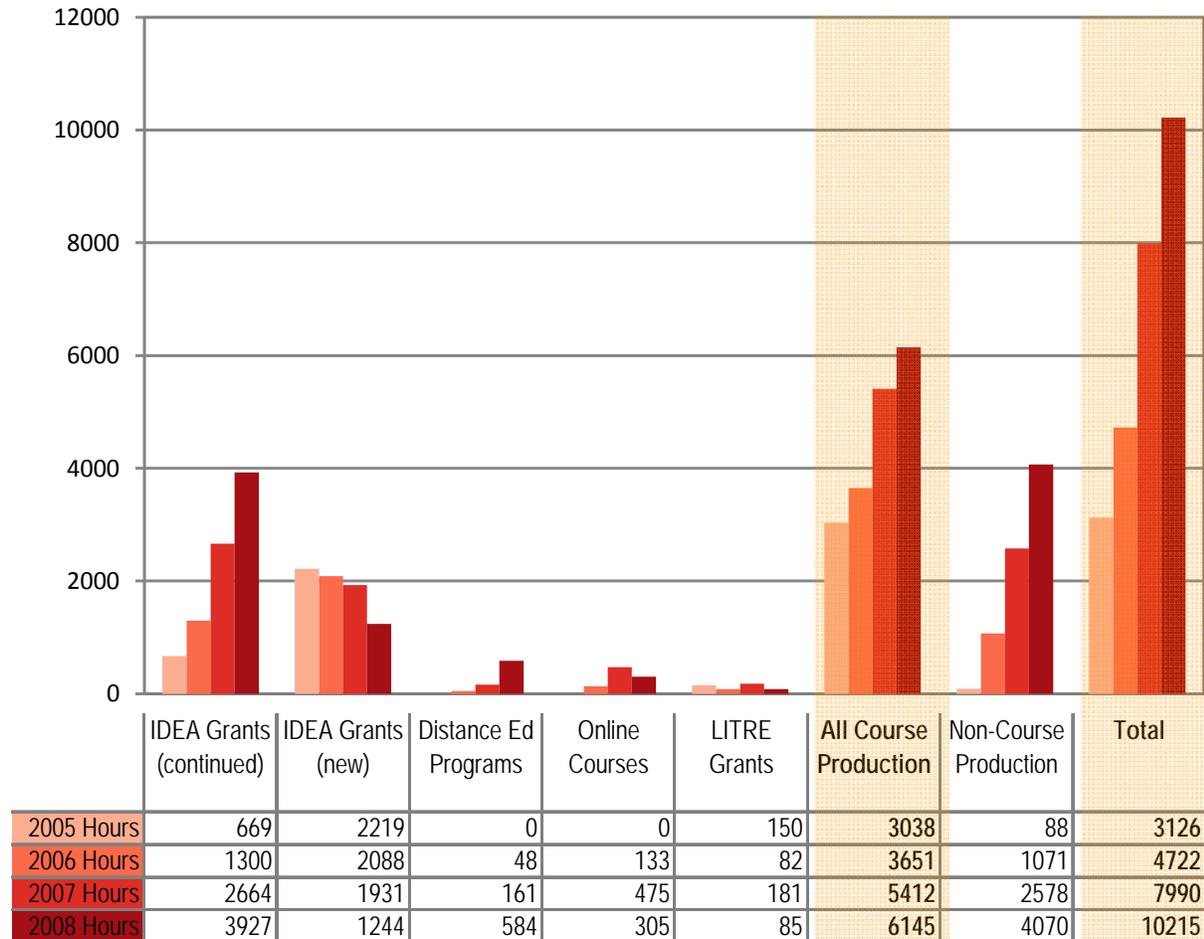
Figure 1.24 DELTA ISS Production Hours FY2005, FY2006, FY2007, FY2008

Major Accomplishments

DELTA ISS staff and other DELTA personnel spent over **6100** hours working on course production projects in FY 2008. Of the 26 major course production projects (listed individually in Table 1.7) that were active during the year, 17 are completed. In the course of these projects, DELTA ISS staff members have worked with faculty to create online materials for 15 new distance education courses, ten existing distance education courses, and one face-to-face course. Additionally, DELTA ISS staff provided over **4050** hours to non-course production projects, including Virtual Worlds research and development and Marketing production.

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Table 1.7 Production Hours, FY 2008

Major Course Production Projects

IDEA Grants (continued)		Hrs
ARE 303	Guido Van Der Hoeven	195
CH 221	Kay Sandberg	765
CS 524	Jan Spears	176
CS 714	Randy Wells	242
CSC 506	Ed Gehringer	314
ECI 517	Kevin Oliver	302
ECD 530	Raymond Ting	159
ENG 331	Stephanie Trunzo	225
ENT 425	John Meyer	356
PP 315	David Shew	995
SSC 532	Alexandria Graves	192
11 projects		**3921**

IDEA Grants (new)		Hrs
ADN 219	Pat Fitzgerald	153
ANS 205	Shannon Pratt	8
D 492	Sean Vance	7
ECD 524	Raymond Ting	176
ECI 579	Ed Sabornie	375
FLS 201	Louise Dolan	45
FS 201	Keith Harris	125
PS 498	Joe Simons-Rudolph	245
ST 311	Roger Woodard	110
9 projects		**1245**

LITRE Grants		Hrs
ArchaeInteractive	Scott Fitzpatrick	24
Virtual Microscopy	Jennifer Neel	61
2 projects		**85**

DE Program Support (including Learn and Earn Online)		Hrs
FLS 102	Karen Tharrington	255
MA 105 (Learn & Earn)	Marilyn McCollum	186
ST 101 (Learn & Earn)	Roger Woodard	143
3 projects		**584**

Online Course Production		Hrs
FS 785	Chris Daubert	222
Other Course Production	Various	89
2 projects		**310**

Total Course Production Hours		**6144**

Non-Course Production Projects

Non-Course Production Projects	Hrs
Marketing Production	2138
Virtual Worlds Project	1470
Other Non-Course Production	462
Total Non-Course Production Hours	**4070**

Future Plans

In the next year the course production team will be working on continuing IDEA Grant projects from the 2006-07 and 2007-08 cycles, new IDEA Grant projects from the 2008-09 cycle, projects to support key Distance Education initiatives like Learn and Earn Online and projects to support the DELTA Large Course Redesign program. We will continue to conduct research into virtual worlds and support the NCSU Wolflands presence in Second Life and learn more about serious games for education. In addition to course development and research projects, there are two major initiatives for the course production team this year.

1. The production program needs to start leveraging the work we do on projects into resources for the wider NCSU community. This will result in two long-term projects starting in FY 2009: the creation of an online course development resource and the submission of many project reports to the DELTA Gallery. The course development resource will have reusable templates, documentation about creating effective course materials, advice about how to meet certain learning objectives in an online environment and examples of innovative and instructionally-sound learning materials. The DELTA Gallery is intended to showcase work done across DELTA. The production team will actively participate in the design and development of the Gallery and then contribute to it. Hopefully these two efforts will have significant overlap.
2. The production team must begin to evaluate the effectiveness of our projects both in terms of how well we serve the faculty we work with and how effective the course materials we create are in helping students meet identified learning objectives. In the past few months we have created and started to pilot-test a survey for faculty who have participated in one of the course production programs. In the coming year we will finalize the survey and then start to make it a regular part of our project wrap-up process. The results will help us to evaluate and improve our course development process. We will also need to work on small research projects in collaboration with faculty to evaluate the effectiveness of instructional innovations.

In the past year, due to uneven staffing in the Instructional Design team, we staggered project start dates by necessity. Although this has caused some stress, in general it has been very effective at keeping production team efforts more focused. We will endeavor to continue staggering start dates and prioritizing team efforts with the goal of having a relatively small number of projects active at once while still starting projects in time to meet course delivery deadlines.

IDEA Grants

2007-08 Overview

In November 2007, 13 grants were awarded out of the 18 submitted for the 2007-08 IDEA Grant cycle. Details of these grants can be found in the following sections of this report. The total awarded for the 2007-08 cycle was $115,000.

Table 1.8 IDEA Grants Historical Award Summary

Year	# accepted	% accepted	Funds awarded[1]	Staff time awarded / spent
00–01	32 of 68	47%	$492,161	0 hrs / 0 hrs [2]
01–02	39 of 49	80%	$1,012,085	0 hrs / 1,210 hrs [2]
02–03	31 of 77	40%	$220,790	1,183 hrs / 852 hrs
03–04	16 of 55	29%	$118,753	1,820 hrs / 2,178 hrs
04–05	23 of 36	64%	$191,569	1,851 hrs / 2,850 hrs
05–06	11 of 18	61%	$104,955	2,535 hrs / 5,734 hrs
06–07	13 of 33	39%	$104,955	0 hrs / 5,424 hrs [3, 4]
07–08	13 of 22	59%	$115,141	0 hrs / 1,245 hrs [3, 5]
Totals	**178 of 358**	**50%**	**$2,359,865**	**7,389** hrs / **19,493** hrs

[1] The figures in this table do not include the 2nd and 3rd year of funding for multi-year grants. Multi-year grants were awarded in the first two cycles of the IDEA Grants program.

[2] In the first year of the IDEA Grant program, only funds were awarded. In the second year, DELTA staff started working on certain projects and after talking with recipients and hearing the need for skilled assistance, staff time was made a component of the grant program starting in the FY 2002-03 cycle. Some assistance was then rendered to recipients of FY 2001-02 grants.

[3] In order to increase the flexibility of DELTA staff and to better respond to the needs of the projects, DELTA ceased granting a specific number of hours for each grant beginning with the FY 2006-07 cycle. Instead, DELTA staff work with faculty to determine the needs for the project and then staff time is used as needed to meet those needs. Staff time is still in addition to funds granted and does not need to be paid for out of the monetary award.

[4] One of the 13 grant projects in the FY 2006 cycle are still in progress.

[5] Seven of the 13 grant projects in the FY 2007 cycle are still in progress.

2008-09 Planning

In the Request for Proposals for the 2008-09 cycle, a few changes to the IDEA Grants program were instituted. The Course Grant category was not modified as it has been very successful since being altered for the 2006-07 cycle. 20 Course Grants were submitted by the June 19th deadline. The Exploratory Grants were altered this year so that they target technologies that have been identified by DELTA as areas that seem ripe for innovation. For the 2008-09 cycle, mobile technologies and Web 2.0 applications were targeted and four Exploratory grants were submitted. In addition Exploratory Grants were changed so that they have a predetermined $8,000 award, like the Course Grants. A new category of grants was created to spur research on the effectiveness of Distance Education instructional innovations. The Research Grants are not meant to support the creation of significant new materials but sponsor collaborative research between faculty and DELTA staff. There was one Research Grant submitted this year.

IDEA Grant Project Work: Projects from Previous Cycles

During FY 2008, 11 projects from five different colleges (CALS, PAMS, Engineering, Education and CHASS) were still active from previous grant cycles. DELTA ISS staff spent 3,921 hours during FY 2007 on these projects. Ten of the projects are now complete.

ARE 303: Farm Business Management

DELTA ISS staff worked with Dr. van der Hoeven to create a new Distance Education course, ARE 303. The project began with a series of meetings to plan the course, review existing materials, and suggest activities and assessments that would help achieve the instructional objectives. DELTA ISS staff provided templates and training for the creation of a series of narrated presentations and assisted with the creation of course materials including content, assignments and quizzes.

Table 1.9 ARE 303 Project Summary

Faculty:	Guido van der Hoeven	DELTA ISS Staff: Rob Hambrick, AJ Klingenmeier, David Howard, Amanda Robertson
Course:	ARE 303 New DE Course Type III Undergraduate	Resources: 195 hours spent (FY 2008) 237 hours spent (Total)
College:	CALS	Status: Complete

CH 221: Organic Chemistry I

DELTA ISS staff are working with Dr. Sandberg to create online instructional materials to improve CH 221, which was already being taught as a DE course. Specifically, we are working on a flashcard system that will allow Dr. Sandberg to easily add more cards, to order cards in a certain way as well as allowing random access and to link to additional materials from a card. We are also working with Dr. Sandberg to produce some three-dimensional animations of common and important chemical reactions.

Table 1.10 CH 221 Project Summary

Faculty:	Kay Sandberg	DELTA ISS Staff: Amanda Robertson, Ben Huckaby, David Treadwell, AJ Klingenmeier, Matt Hisamoto, Philip Allen
Course:	CH 221 Existing DE Course Type III Undergraduate	Resources: 765 hours spent (FY 2008) 803 hours spent (Total)
College:	PAMS	Status: In Progress

CS 424: Seed Biology / Ecology

DELTA ISS staff supported Dr. Spears in the creation of a new Distance Education course, CS 424/524, for upper level undergraduates (CS 424) and graduate (CS 524) students. The course features a series of narrated presentations, video demonstrations of root development, germination, & seed formation, and a series of videos that introduce each of the eight main modules.

Table 1.11 Course Number Project Summary

Faculty:	Jan Spears	DELTA ISS Staff: Lee Ann Gillen, Alison Citron
Course:	CS 424 (524) New DE Course Type III Undergraduate	Resources: 176 hours spent (FY 2008) 227 hours spent (Total)
College:	CALS	Status: Complete

CS 714:
Dr. Wells collaborated with DELTA ISS staff to create a new Distance Education course, CS 714, for agricultural professionals. Together, we created an introductory video along with a public page and a set of marketing materials, a set of narrated presentations, assessments and assignments delivered through Vista learning modules and an image library which will be featured in several learning activities.

Table 1.12 CS 714 Project Summary

Faculty:	Randy Wells	DELTA ISS Staff: Rob Hambrick, Alison Citron, Brian Lee, Amanda Robertson, David Howard
Course:	CS 714 New DE Course Type III Doctoral	Resources: 242 hours spent (FY 2008) 296 hours spent (Total)
College:	CALS	Status: Complete

CSC 506: Parallel Computing
DELTA ISS staff worked with Dr. Gehringer to improve his existing and successful Distance Education offering of CSC 506. We worked with him to redesign his website to match the redesign of CSC 379 that was done last year in a different IDEA Grant. We also created a set of simulations of parallel computing processes that Dr. Gehringer can build off of as he continues to improve the course.

Table 1.13 CSC 506 Project Summary

Faculty:	Ed Gehringer	DELTA ISS Staff: Thomas Wilson, Tim Wright
Course:	CSC 506 Existing DE Course Type IV Masters	Resources: 314 hours spent (FY 2008) 591 hours spent (Total)
College:	Engineering	Status: Complete

ECD 530: Theories and Techniques of Counseling
Dr. Ting collaborated with DELTA ISS staff to create a Distance Education version of his existing counseling course, ECD 530. The course features ways for students to practice counseling skills both alone and with each other, a set of learning modules that cover both theoretical and practical knowledge about counseling techniques, and numerous video samples of counseling interactions.

Table 1.14 ECD 530 Project Summary

Faculty:	Raymond Ting	DELTA ISS Staff: Kim Rothwell, Rob Hambrick, Matt Hisamoto, Hilary Schmidt, Alison Citron, Mike Cuales
Course:	ECD 530 New DE Course Type II Masters	Resources: 159 hours spent (FY 2008) 265 hours spent (Total)
College:	Education	Status: Complete

ECI 517: Advanced Multimedia Design & Applications

DELTA ISS staff consulted with Dr. Oliver to help him improve his class. These consultations centered around facilitating discussions in his Distance Education section, incorporating collaborative exercises for Distance Education students and finding good examples of various multimedia learning models. We worked with Dr. Oliver to create a web application that allows students to search for and compare two documents from a set of letters from plantation owners. This application serves as one of the examples of designing for a particular learning style and will also be available to students who are interested in exploring the collection of plantation letters.

Table 1.15 ECI 517 Project Summary

Faculty:	Kevin Oliver	DELTA ISS Staff: Lisa Fiedor, David Tredwell
Course:	ECI 517 Existing DE Course Type II Masters	Resources: 302 hours spent (FY 2008) 330 hours spent (Total)
College:	Education	Status: Complete

ENG 331: Communication for Engineering and Technology

DELTA ISS staff worked with Ms. Trunzo to improve her existing Distance Education offering of ENG331. She wanted to explore methods for facilitating group writing when the group is not in one physical location. This evolved into the creation of a course website that emphasizes community for the class members and offers many options for collaboration tools. Ms. Trunzo now maintains a Twitter feed and a Facebook page and both are incorporated into her course although students are not required to use either tool. Similarly, options for collaboration include Google Docs, Elluminate, Second Life and Skype depending on student group preferences.

Table 1.16 ENG 331 Project Summary

Faculty:	Stephanie Trunzo	DELTA ISS Staff: Kim Rothwell, Scott Watkins, David Howard
Course:	ENG 331 Existing DE Course Type I Undergraduate	Resources: 225 hours spent (FY 2008) 250 hours spent (Total)
College:	CHASS	Status: Complete

ENT 425: General Entomology

Dr. Meyer and DELTA ISS staff worked together to create a Distance Education version of his ENT425 course. The course features a series of labs that lead the students through the process of building an insect collection. This includes instructions about insect collection and mounting, insect identification, understanding the ecological roles of insects, knowing about internal and external anatomy of insects and knowing the differences between immature and mature specimens. The website for the course was redesigned and learning modules were created that lead the Distance Education students through the vast amount of material in a structured way.

Table 1.17 ENT 425 Project Summary

Faculty:	John Meyer	DELTA ISS Staff: Kim Rothwell, Courtney Evans, Matt Hisamoto, Alison Citron, Tim Wright, Mike Cuales, David Howard, Amanda Robertson, Huaiying Gao, Wilfred Itte
Course:	ENT 425 New DE Course Type III Undergraduate	Resources: 356 hours spent (FY 2008) 1910 hours spent (Total)
College:	CALS	Status: Complete

PP 315: Introductory Plant Pathology

DELTA ISS staff worked with Dr. Shew to add innovative learning materials to his existing Distance Education course. One of the main objectives of PP 315 is to teach students about the process for diagnosing a plant disease. DELTA ISS staff produced a video tour of the on-campus plant diagnostic clinic and created an interactive plant diagnostics learning game. The learning game gives students an opportunity to go through the diagnosis process independently and get feedback about their decisions and about the process they used to arrive at their diagnoses. DELTA ISS staff also redesigned the PP 315 course website, which had grown organically over time into an extensive set of learning resources, and migrated those learning materials from his old site to the new one.

Table 1.18 PP 315 Project Summary

Faculty:	David Shew	DELTA ISS Staff: Amanda Robertson, Huaiying Gao, Thomas Wilson, Tim Wright, Ben Huckaby, Brian Lee, Hilary Schmidt, Courtney Evans, Matt Hisamoto, Lee Ann Gillen, Alison Citron, Mike Cuales
Course:	PP 315 Existing DE Course Type II Undergraduate	Resources: 996 hours spent (FY 2008) 3415 hours spent (Total)
College:	CALS	Status: Complete

SSC 532: Soil Microbiology

Dr. Graves and DELTA ISS staff collaborated to update DE materials that were developed about six years ago and used to teach a DE course on Soil Microbiology. The original designer of the course, Dr. Wollum, is now retired. The update of materials included migrating the course delivery into Vista and redesigning or creating chapter web pages, assignments, discussion boards, quizzes and tests, Study Mate modules, problem sets, and possibly labs. As part of the update, many animations created by Dr. Wollum were captured to use in a new format.

Table 1.19 SSC 532 Project Summary

Faculty:	Alexandria Graves	DELTA ISS Staff: Lee Ann Gillen
Course:	SSC 532 New DE Course Type III Masters	Resources: 192 hours spent (FY 2008) 308 hours spent (Total)
College:	CALS	Status: Complete

IDEA Grant Project Work: Projects from the New Cycle

13 IDEA grants across six colleges were awarded during the 2007-2008 IDEA grant cycle, four of which required no significant production work from DELTA ISS staff. 1,245 DELTA ISS staff hours have been spent in support of the remaining nine grants. Two of the projects are complete, four will be complete before the next IDEA Grant cycle begins and three are planned for delivery in Spring 2009 or later.

ADN 219: Digital Imaging

DELTA ISS Staff are working with Dr. Fitzgerald and other instructors of ADN 219 to develop a Distance Education version of the course. The course satisfied both skill-building and design theory learning objectives and is project-driven. We are collaborating to compile a comprehensive set of projects that can be combined in different ways by different instructors to cover the course learning objectives. The course will feature demonstrations of design software and tutorials about their use. One feature of design courses is the use of critique sessions to enable students to get feedback about their work. In this course, different methods of doing critique will be identified and tried to determine which are effective.

Table 1.20 ADN 219 Project Summary

Faculty:	Pat Fitzgerald	DELTA ISS Staff:	Cathi Phillips, Ben Huckaby, Mike Cuales, Leah Lawrence
Course:	ADN 219 New DE Course Type III Undergraduate	Resources: 154 hours spent (FY 2008)	
College:	Design	Status: In Progress	

ANS 205: Physiology of Domestic Animals

Dr. Pratt and DELTA ISS staff are collaborating to create lab materials to accompany an existing Distance Education version of ANS 205 that does not include the lab portion. The labs will feature video demonstrations of lab exercises, lab practicals, 3-D models of animal skeletons, muscles and organs, and interactive exercises to reinforce good dDELTA ISSection practices.

Table 1.21 ANS 205 Project Summary

Faculty:	Shannon Pratt	DELTA ISS Staff:	Lee Ann Gillen
Course:	ANS 205 New DE Course Type III Undergraduate	Resources: 8 hours spent (FY 2008)	
College:	CALS	Status: In Progress	

D 492: Universal by Design

DELTA ISS staff are assisting the Center for Universal Design to create a Distance Education version of D 492. The course is heavily focused on readings and discussions but will require some work to replicate field trips and create online examples of universally designed spaces.

Table 1.22 D 492 Project Summary

Faculty:	Sean Vance	DELTA ISS Staff:	David Howard
Course:	D 492 New DE Course Type III Undergraduate	Resources: 7 hours spent (FY 2008)	
College:	Design	Status: In Progress	

ECD 524: Career Counseling and Development

Dr. Ting collaborated with DELTA ISS staff to create a Distance Education version of his existing counseling course, ECD 524 following the successful model of ECD 530. The course features a set of learning modules that cover both theoretical and practical knowledge about career counseling techniques and assignments to reinforce the lecture materials.

Table 1.23 ECD 524 Project Summary

Faculty:	Raymond Ting	DELTA ISS Staff:	Kim Rothwell, Alison Citron, Brian Lee
Course:	ECD 524 New DE Course Type II Masters	Resources: 176 hours spent (FY 2008)	
College:	Education	Status:	Complete

ECI 579: Organization and Behavioral Management of Inclusive Classrooms
Dr. Sabornie worked with DELTA ISS staff to develop a Distance Education version of ECI 579. This course will be a required course in the new Masters of Art in Teaching degree program. One of the key learning objectives for ECI 579 is helping students recognize situations in the classroom and identify the appropriate response to reinforce desired behaviors. We created one animatic of instructor-student interactions to demonstrate both good and bad behaviors and assisted with developing scripts for several others. We also worked with a local high school drama club to create a video of common classroom behaviors to be used as part of a pre-test / post-test exercise that has students identify examples of good and bad behaviors.

Table 1.24 ECI 579 Project Summary

Faculty:	Ed Sabornie	DELTA ISS Staff:	Lee Ann Gillen, Ben Huckaby, Leah Lawrence, Mike Cuales, Brian Lee, David Tredwell
Course:	ECI 579 New DE Course Type II Masters	Resources: 375 hours spent (FY 2008)	
College:	Education	Status:	Complete

FLS 201: Intermediate Spanish I (Business Spanish)
DELTA ISS staff supported Ms. Dolan in the creation of a Distance Education version of Business Spanish. This course uses text materials written by Ms. Dolan as well as a set of interactive exercises that reinforce material learned that session. The course also features a five-part recording by a native speaker that gives the students a context for the course.

Table 1.25 FLS 201 Project Summary

Faculty:	Louise Dolan	DELTA ISS Staff:	David Howard, Charlie Morris, Lisa Fiedor
Course:	FLS 201 New DE Course Type II Undergraduate	Resources: 45 hours spent (FY 2008)	
College:	CHASS	Status:	In Progress

FS 201: Food Science and the Consumer
DELTA ISS staff are working with Dr. Harris to develop a Distance Education section of Food Science and the Consumer. Dr Harris is an engaging classroom instructor and we have worked out several ways to have his personality integrated into the online materials. We developed a set of caricatures that go with characters that he uses to introduce his lectures. We have also videotaped a variety of demonstrations that he does in class. We are working with him to integrate these pieces into a set of learning modules that will feature narrated presentations, written content, exercises, readings and quizzes.

Table 1.26 FS 201 Project Summary

Faculty: Keith Harris	DELTA ISS Staff: Lee Ann Gillen, AJ Klingenmeier
Course: FS 201 New DE Course Type III Undergraduate	Resources: 125 hours spent (FY 2008)
College: CALS	Status: In Progress

PS 498: Vulnerable Populations and Public Policy

Dr. Simons-Rudolph is working with DELTA ISS staff to create a two-course sequence on vulnerable populations and the public policies that affect them. The first course will be based on readings and discussions and will also have the students using a game to better understand policies and researching organizations that affect public policy for vulnerable populations. The second course will be an internship in one of these organizations and students will contribute their experiences to a database of organizations and internships that will help inform later students.

Table 1.27 PS 498 Project Summary

Faculty: Joe Simons-Rudolph	DELTA ISS Staff: Alyson Tuck, Leah Lawrence
Course: PS 498 New DE Course Type I Undergraduate	Resources: 245 hours spent (FY 2008)
College: CHASS	Status: In Progress

ST 311: Introduction to Statistics

Dr. Woodard needed a set of web-based applications to demonstrate key concepts in ST 311, an existing Distance Education course. DELTA ISS staff worked with him to identify the specific set of requirements for the applications, prioritize those requirements and find a contractor to create the applications. DELTA ISS staff also oversaw the contractor and will provide assistance with integrating the applications into the rest of the learning materials for ST 311.

Table 1.28 ST 311 Project Summary

Faculty: Roger Woodard	DELTA ISS Staff: Kim Rothwell, Ben Huckaby
Course: ST 311 Existing DE Course Type I Undergraduate	Resources: 110 hours spent (FY 2008)
College: PAMS	Status: In Progress

LITRE Grant Project Work

DELTA ISS are still supporting two projects that originated in the LITRE Grant program. Around 85 DELTA ISS staff hours have been spent in support of these two projects. One of these projects has been completed and the other, while still in progress, will be moved to DELTA Educational Technology Services.

ArchaeInteractive

The ArchaeInteractive project had two distinct elements. One element was the creation of online teaching modules and an ArchaeInteractive website. This first element was completed in 2005-06. The second element is the design and development of an archaeological data selection and visualization application. The application will facilitate the search and visualization of Dr. Fitzpatrick's radio carbon database of Caribbean archaeological finds. The application interface will allow researchers to search the database creating data sets which can then be represented visually or as text data. The tool will also be used as an instructional tool in Archaeology classes.

Table 1.29 Archaeinteractive LITRE Grant Project Summary

Faculty:	Scott Fitzpatrick	DELTA ISS Staff:	Thomas Wilson
Course:	ANT 385 / 495	Resources:	24 hours spent (FY 2008) 166 hours spent (Total)
College:	CHASS	Status:	In Progress

Virtual Microscopy

With her LITRE Grant award, Dr. Neel purchased a WebSlide® Server from Bacus Labs that allows dynamic interaction with microscopy images. DELTA ISS staff worked with Dr. Neel to develop a website that gives students and faculty in Veterinary Medicine access to the slides in a variety of ways.

Table 1.30 Virtual Microscopy LITRE Grant Project Summary

Faculty:	Jennifer Neel	DELTA ISS Staff:	Tim Wright, David Howard
Course:	VMP 964	Resources:	61 hours spent (FY 2008) 181 hours spent (Total)
College:	Veterinary Medicine	Status:	Complete

Other Course Development Projects

Instructional Services has also supported several other course development projects. These are mainly started by requests from the Distance Education Planning and Development unit and this year include two courses, MA 105 and ST 101, which will be part of the NC State University offerings for Learn and Earn Online.

FLS 102: Elementary Spanish II

Ms. Tharrington worked with DELTA ISS staff to develop FLS 102 Elementary Spanish II as an online course offered through Distance Education particularly for the new CHASS Leadership in the Public Sector undergraduate degree completion program. Specifically, the new course is delivered through Vista and has chapter web pages, assignments, discussion boards, quizzes and tests, and other learning materials. There are vocabulary / grammar exercises for terms covered in Chapters 5 - 9 of the textbook. The students are required to meet in a virtual classroom and record conversations that can be reviewed later by the instructor.

Table 1.31 FLS 102 Project Summary

Faculty:	Karen Tharrington	DELTA ISS Staff:	Lee Ann Gillen, David Howard, Wilfred Itte, Hilary Schmidt
Course:	FLS 102 New DE Course Type I Undergraduate	Resources:	255 hours spent (FY 2008) 273 hours spent (Total)
College:	CHASS	Status:	Complete

MA 105: Mathematics of Finance

DELTA ISS staff are working with Ms. McCollum to improve her Distance Education course. Specifically, the project entailed reviewing all of the lecture videos that existed and then extracting the pieces that are most useful. These shorter videos are then situated in course learning modules along with assignments and readings from text materials. DELTA ISS staff also worked with Ms. McCollum to recreate the MA 105 Manual which is a compilation of notes that highlight important topics from the lectures, sample problems with solutions worked out and sets of problems for students to work on their own. There are also extensive WebAssign resources for the course.

Table 1.32 MA 105 Project Summary

Faculty:	Marilyn McCollum	DELTA ISS Staff:	Cathi Phillips, Lee Ann Gillen, Kim Rothwell, David Howard, Leah Lawrence
Course:	MA 105 Existing DE Course Type I Undergraduate	Resources:	186 hours spent (FY 2008)
College:	PAMS	Status:	In Progress

ST 101: Statistics by Example

Dr. Woodard is collaborating with DELTA ISS staff to create a Distance Education version of ST 101. This project focuses on creating learning modules that will take approximately 30 minutes for students to complete in order to provide maximum flexibility. These modules feature individual activities, group activities, reading assignments, quizzes and problem sets.

Table 1.33 ST 101 Project Summary

Faculty:	Roger Woodard	DELTA ISS Staff:	Kim Rothwell, Cathi Phillips, AJ Klingenmeier, Laura Sellars
Course:	ST 101 New DE Course Type I Undergraduate	Resources:	143 hours spent (FY 2008)
College:	PAMS	Status:	In Progress

FS 785: Food Rheology
        Dr. Daubert is working with DELTA ISS staff to improve his Distance Education version of Food Rheology. Course materials are being moved into Vista and Dr. Daubert is recording a series of narrated presentations. DELTA ISS staff and Dr. Daubert are also collaborating with Dr. Jim Steffe from Michigan State University to create some materials for the course, including a welcome video featuring both instructors. Course materials developed for FS 785 will also be used in a MSU version of the course.

Table 1.34 FS 785 Project Summary

Faculty: Chris Daubert	DELTA ISS Staff: Lee Ann Gillen, Leah Lawrence, Brian Lee

Course: FS 785
           New DE Course
           Type Doctorate
	Resources: 223 hours spent (FY 2008)

College: CALS	Status: In Progress

Multimedia Initiatives

Multimedia initiatives involved continued support for course production, increased efforts in multimedia application development and further collaboration with Marketing and Partnership Development and other DELTA units. The in-house team continues to work towards defining processes and systems to accommodate the growing demand for creative and multimedia content across the organization. During FY 2008, the team focused on developing reusable tools, Serious Games design for education and high-impact marketing and advertising campaigns to promote Distance Education. Major accomplishments included the DELTA branding initiative, Plant Pathology Disease Diagnostics game (vLabs), NCTEACH campaign, 3D-Online Learning Environments and further improve in project management. Internships and professional temporary staff continued to be an invaluable resource for multimedia production. DELTA has worked closely with the College of Design to recruit and retain skilled part-time staff responsible for assisting with a variety of design and production projects. The DELTA ISS team has also employed students from Engineering, Computer Science, Communications and CHASS.

New MM Initiatives:

3D Online Learning Environments – Research

The DELTA ISS team continued its investigation of 3D Online Environments for teaching and learning. Efforts have focused on developing solutions for virtual laboratories (vLabs), which resulted in an immersive Flash game for Plant Pathology disease diagnostics. Other explorations include Torque Game Engine, Unity3D, Open Croquet and Second Life.

Marketing Communications – Creative

During FY 2008, the DELTA ISS production team developed the creative materials for the DELTA branding initiative, various interactive and print advertising campaigns for Distance Education, marketing for individual courses and design and marketing support for DELTA initiatives such as Summer Institute and Workshops.

Large Course Redesign

Large Course Redesign (LCR) is the re-conceiving and rebuilding of the delivery of a large-enrollment course to increase student learning outcomes and contain or reduce instructional costs, primarily by incorporating instructional technology. The National Center for Academic Transformation's Pew Program in Course Redesign (http://www.thencat.org/index.html) advocates an approach that seeks to increase student learning outcomes and contain costs by focusing on the redesign of large introductory university courses. The Program defines large courses as those that are among the top 25 in enrollment, and/or the top five percent in enrollment in a college. By redesigning these large introductory courses, virtually every student who attends the university can be positively affected.

Major Accomplishments:
DELTA ISS staff spent over 700 hours dedicated to the LCR program, including the needed program planning, administrative and research activities to get this program started this year, as well as in working with the individual projects. The staff focused on better understanding LCR concepts this year, via professional development (conference attendance and presentations), research, project planning, and faculty and staff training (workshops and seminars) in the FY 2008. This also included establishing the DELTA Large Course Redesign (LCR) Pilot Grant Program—a criteria-based proposal process to support the redesign of large enrollment and critical path courses at the university (see "LCR Future Plans" below).

LCR Seed Grant Project Work:
DELTA has been working with faculty and staff on initial redesign planning and implementation for several "high needs" courses at NCSU. We developed a process for proactively targeting courses for redesign using existing data from the Registrar's Office (course enrollment, course grade distribution, average D and F rates, percentage of course repeats and average course GPA) to identify courses for potential redesign and to begin establishing assessment criteria to measure future outcomes of LCR.
During the FY 2007, DELTA (in conjunction with the Registrar's office) identified four courses to receive DELTA LCR seed grant funding in support of course redesign planning: Chemistry 101, Mechanical and Aerospace Engineering 206 and 208, and Physics 205. DELTA ISS staff have worked with the faculty teaching these courses to apply large course redesign methodology to address whole-course issues rather than focusing on one section of a course. These projects have included the commitment of multiple faculty, staff and the long-term support of departmental/college administration, as project outcomes will need a long term focus.

CH 101: Chemistry—A Molecular Science
CH 101 is a course that served over 3200 students during the FY 2008. The D/F rate for this course is historically high, ranging from 24% - 30% depending on the semester. A main objective for redesigning this project is to reduce the percentage of students who receive a D-grade or lower and to reduce the number of students repeating the course. A new pedagogical approach blending traditional classroom time with instructional technology will deepen students' understanding of basic concepts through the availability of content suited to different learning styles, through links to applications in other fields, and through the enhanced visualization of nanoscopic processes.

DELTA ISS staff met with Greg Neyhart to discuss funding a pilot redesign for CH 101. LCR methodology, principles and strategies were reviewed. Questions for how to assess learning after redesign were also addressed in anticipation of comparing students' grades in traditional lecture courses with grades after redesign. Several meetings amongst the CH 101 redesign team revealed that an initial step is a need to revisit the course objectives to provide a stronger foundation for LCR. The team is establishing a plan for how to transfer course material to the Web. Strategies and goals for the redesign include the following: provide additional drill on basic material; develop remedial tutorials for students who enter with deficiencies in problem solving ability; and show students the connectivity of topics within the course, whether through interactive concept maps or other means. This work with continue in FY 2009.

Table 1.35 CH 101 Project Summary

Faculty:	DELTA ISS Staff:
• Greg Neyhart, Teaching Assistant Professor • Alton Banks, Professor	• Traci Temple • Lisa Fiedor • David Howard • Donna Petherbridge
Course: • CH 101: Chemistry—A Molecular Science	Resources: • 38 hours
College: • The College of Physical and Mathematical Sciences	Status: • In progress

MAE 206& MAE 208: Engineering Statics & Engineering Dynamics

MAE 206 and 208 are critical-path courses laying the foundation for the future of the students' study in engineering; they are the first engineering courses for many students and a high level of understanding is required. These courses served over 1000 students during the FY 2007. Students' mathematical preparation (Trigonometry and Linear Algebra) for Statics and Dynamics is highly variable. As a result, many students do not have the math skills necessary for successfully completing these lower-level engineering courses. DELTA ISS staff worked with Anna Howard to plan the redesign of MAE 206 and 208. The redesign of these courses calls for significant in and out of class group work for the students to engage with the material. Face-to-face class time will be reduced. Material covered in class will focus on motivation and context followed by in-class, instructor-led individual and group work. Online modules will include 19 lessons, each with a Web-based description of the skill, a video example of how the skill or concept is applied in the discipline, and a practice quiz for students to complete.

Table 1.36 MAE 206 & MAE 208 Project Summary

Faculty:	DELTA ISS Staff:
• Anna Howard, Teaching Assistant Professor, MAE 206 Course Coordinator • Larry Silverberg, Professor, Associate Department Head, MAE 208 course coordinator	• Traci Temple • Lisa Fiedor • Kim Rothwell • Donna Petherbridge
Course: • MAE 206: Engineering Statics Undergraduate	Resources: • 48 hours
College: • Engineering	Status: • In progress

PY 205: Physics for Engineers and Scientists I

PY 205M is the first course in a two-semester sequence in introductory physics. It is a calculus-based study of matter and interactions (mechanics, sound and heat). This course served over 1100 students during the FY 2007. Funding was given for faculty release time to observe the SCALE-UP classroom (Student-Centered Activities for Large Enrollment Undergraduate Programs): a collaborative, hands-on, computer-rich, interactive learning environment for large-enrollment courses. The assistant professor observing the PY 205M had previously taught the curriculum several times, thus both the student population and the course content were very familiar to her. Through observation and interaction with the students she was able to gain an understanding how to redesign a large lecture classes using the SCALE-UP model. The following insights were reported: 1) The layout of the room allowed for one-to-one interaction with the students during small-group activities, which gave her a much clearer understanding of students' misconceptions of the course content. 2) Some Scale-Up type activities could certainly be done within the context of large lectures and she has plans to implement activity-based learning into her course. 3) Preparing class activities for Scale-Up is more time-consuming than preparing traditional

lectures; it would require significant modification of existing course material.

Table 1.37 PY 205 Project Summary

Faculty: Karen Daniels, Teaching Assistant Professor	ISS Staff: Traci Temple Lisa Fiedor Donna Petherbridge
Course: PY 205M Physics for Engineers and Scientists	Resources: 9 hours
College: The College of Physical and Mathematical Sciences	Status: Course Observation Completed, Assessment/Outcomes to be documented in conjunction with Dr. Daniels after she has an opportunity to apply to her own classroom

Other LCR Projects:
Instructional Support Services has also assisted with other large course redesign projects. These projects included DELTA ISS research and consultation specific to the project needs, as asked for by those involved in the project (i.e., digital repositories, assessment, and conference attendance).

BIO 181& BIO 183: Introductory Biology I & II
BIO 181 and 183 are courses that served over 1700 students during the FY 2007. DELTA ISS staff have consulted with Alan Schueler and other College of Agriculture and Life Sciences (CALS) Information Technology Staff about the BIO 181 and 183 large course redesign project. The biology LCR team and DELTA met on several occasions to discuss planning and open source learning management software resources available for offering a hybrid course (MOODLE). DELTA ISS staff have also investigated the use of the Equella Digital Repository and researched biology redesign projects at peer institutions. The goal was to gather information that will help in the development an offering of BIO 181 and 183, which will address the anticipated increase in student enrollments in biology and majors requiring biology for future study. Opening the course to more students will allow the CALS to increase the capacity of BIO 181 and 183, and set a foundation for further development of hybrid and DE versions of biology courses and biology academic programs.

Table 1.38 BIO 181/183 Project Summary

Faculty & Staff: • Alan Schueler, Director, Academic and Administrative Technology • Miriam Ferzli, Teaching Assistant Professor • Lisa Parks, Teaching Assistant Professor	DELTA ISS Staff: • Traci Temple • Lisa Fiedor • Donna Petherbridge
Course: • BIO 181/183 Introductory to Biology I & II	Resources: • 66 hours
College: • The College of Agriculture and Life Sciences	Status: • In progress

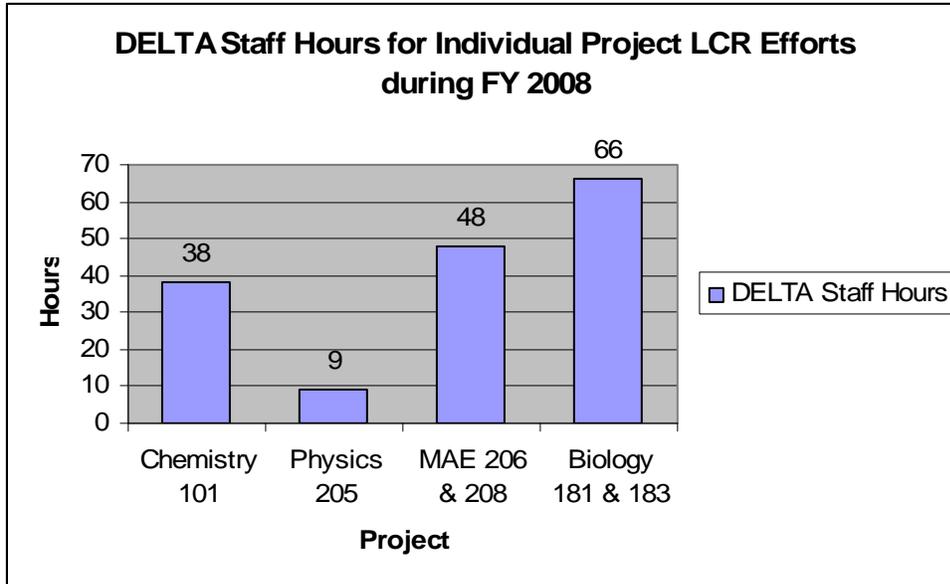**DELTA Staff Hours for Individual Project LCR Efforts during FY 2008**

Figure 1.25 Summary of Hours Spent on Program Specific LCR Projects

LCR Future Plans:
The DELTA Large Course Redesign (LCR) Pilot Grants program
(http://delta.ncsu.edu/teach/funding/lcrgrants/) provides financial and staff resources for faculty involved in redesigning large courses. Established in the FY 2008 and using the process for targeting courses for redesign using data from the Registrar's Office, this program will fund two - four large course redesign projects during the FY 2009.

LCR at NCSU is anticipated to grow from these initial four projects to approximately seven projects during FY 2009. In additional to monetary support, DELTA ISS will provide instructional design, instructional technology and instructional development support to the existing and future LCR projects. It will be important to determine if redesigning large lecture courses improves student learning, reduces the DWF rates and opens enrollments for "bottleneck" courses. DELTA ISS staff will collaborate with faculty to achieve one or more of the following: 1) develop an LCR project plan; 2) provide LCR principles and methods instruction; 3) create time-lines for project completion; and 4) establish a plan and methods for assessing the success of LCR.

SLMS/LMS Support

Synchronous Learning Management System (Elluminate)*
During FY 2008, Elluminate moved from a pilot service to full scale production, becoming fully integrated into our LMS support structure. Increased usage, new training programs, more thorough end-user support, and hardware improvements accompanied this changed.

As opposed to NC State's other LMS offerings (Vista, WolfWare) which are tied primarily to for-credit courses, Elluminate is available to all NCSU faculty and staff for professional purposes. This has caused an even larger increase in usage since faculty and staff who do not teach for-credit courses, such as Extension, have found many uses for Elluminate. By the end of FY 2008, there were 448 Moderator accounts in Elluminate, compared to 27 Moderator accounts in FY 2007 (+1600% increase). The total number of online sessions for FY 2008 were 3455, with an average of 10.6 sessions per day. This compares to 1189 sessions in FY 2007 (+191% increase). Figure 1.26 summarizes Elluminate usage and illustrates an increase in the Spring of 2008 as more people became aware of Elluminate and started utilizing it more.
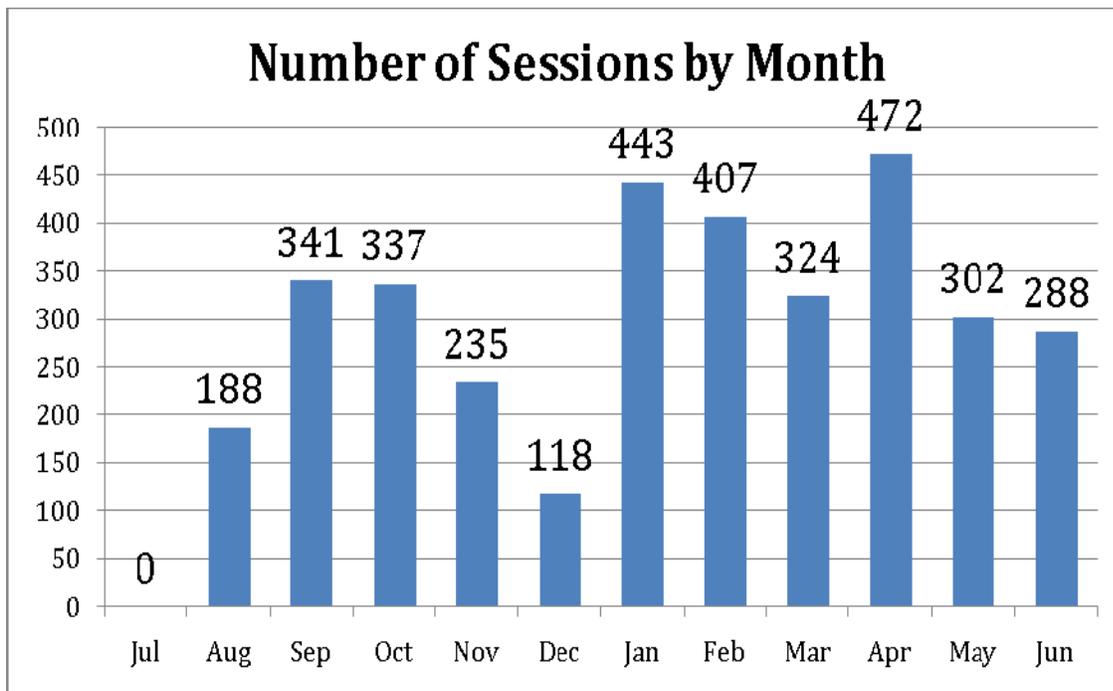

Figure 2.26: Number of Sessions by Month, Elluminate

Elluminate usage tends vary depending on the days of the week (see Figure 1.27), and it tends to spike in the evening hours between 6:00PM and 9:00PM (see Figure 1.28). The number of sessions per week throughout the day stays fairly constant at about five meetings per hour, but the number of participants per week jumps from 16 per hour during the work day to 40 per hour during the evening hours. This is most likely due to DE classes being offered in the evening. The average session time for Elluminate sessions was 1 hour, 3 minutes.

Figure 1.27 shows the average weekly usage by day of the week, and Figure 1.28 shows the average number of sessions per week that were started at a given time versus the number of participants who joined meetings during the same time frame.
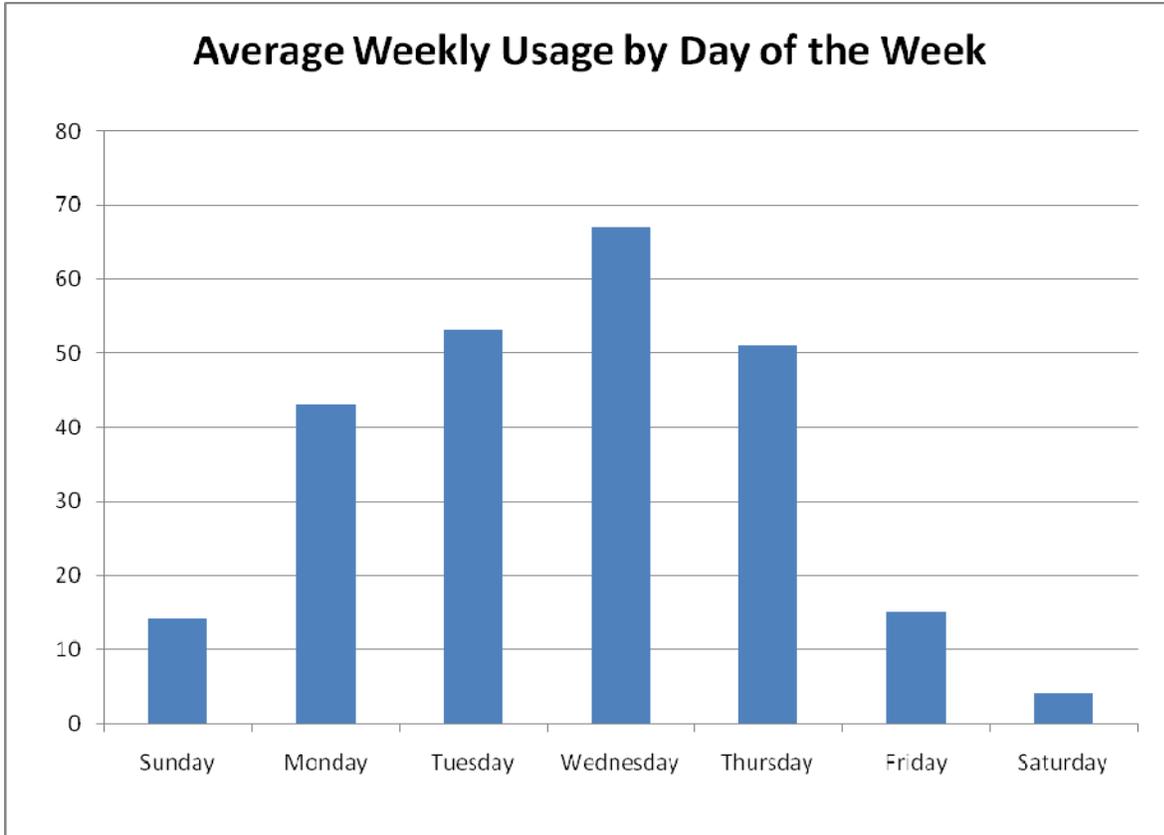
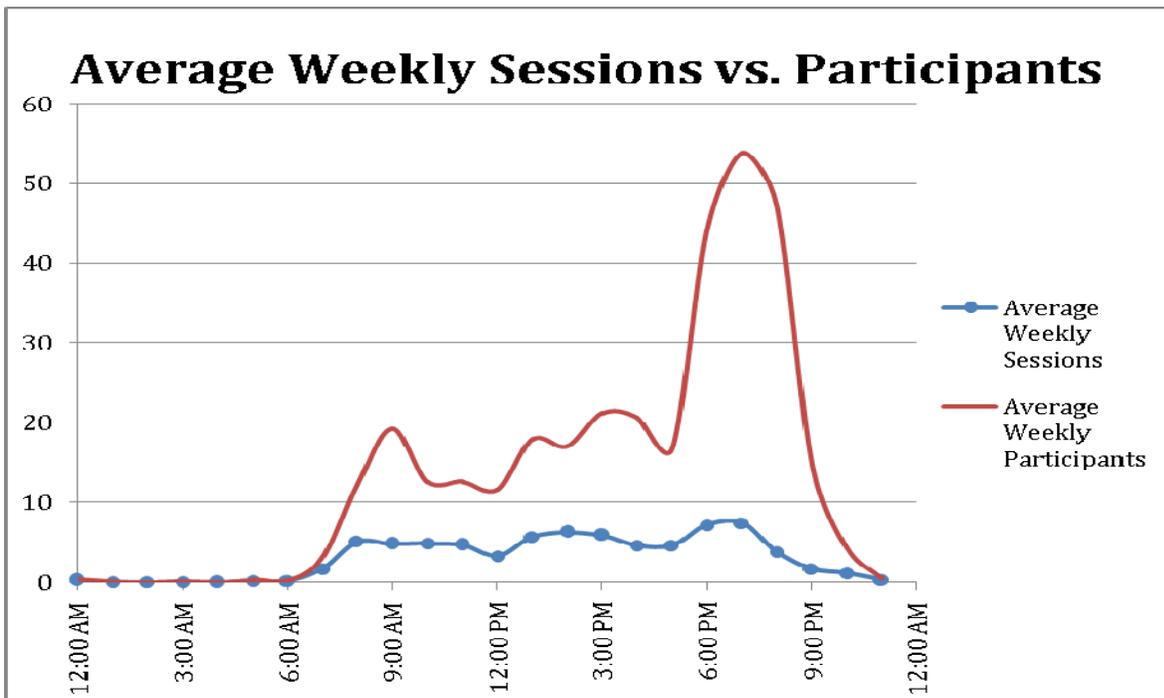Figure 3.27: Average Weekly Usage by day of the week, Elluminate

Figure 1.28: Average Weekly Sessions vs. Participants

In FY 2008, DELTA created a new and expanded Elluminate Moderator Training workshop which was taught seven times to a total of 105 participants . There were also four custom Elluminate trainings taught to a total of 24 participants. The workshop was also expanded from a 60 to a 90, and then to a 120 minute workshop during FY 2008.

In addition to becoming part of our regular training schedule, Elluminate support became part of our standard help desk support. We answered 368 Elluminate Remedy calls and increased the number of Remedy solutions to 20.

Moving Elluminate to full scale production involved transferring the servers to MCSN for hosting. We currently have two servers, one for production and one for testing.

In addition, Greg Kraus, David Howard, and Lou Harrison attended the Elluminati conference in October 2007, and Greg Kraus and David Howard presented at the Elluminate User Group Meeting at Duke in December 2007 about NCSU's use of Elluminate.

Note: The data for FY 2008 is limited to 8/24/2007-6/30/2008 because when the server was moved from pilot to production we lost the first two months of data for FY 2008.

Learning Management Systems (Blackboard Vista and WolfWare)

During FY 2008, both Blackboard Vista and WolfWare were in full production, integrated as a regular part of our LMS support structure. DELTA ISS Staff continued to support the use of these LMSs through the regularly scheduled workshops, some custom training sessions, the LearnTech Help Desk, the Summer Institute and ITAP programs, and through instructional house calls.

During FY 2008 (summer 2007, fall 2007 and spring 2008) a steady usage of both Vista and WolfWare are apparent, underlying the importance of LMSs as part of the campus infrastructure.
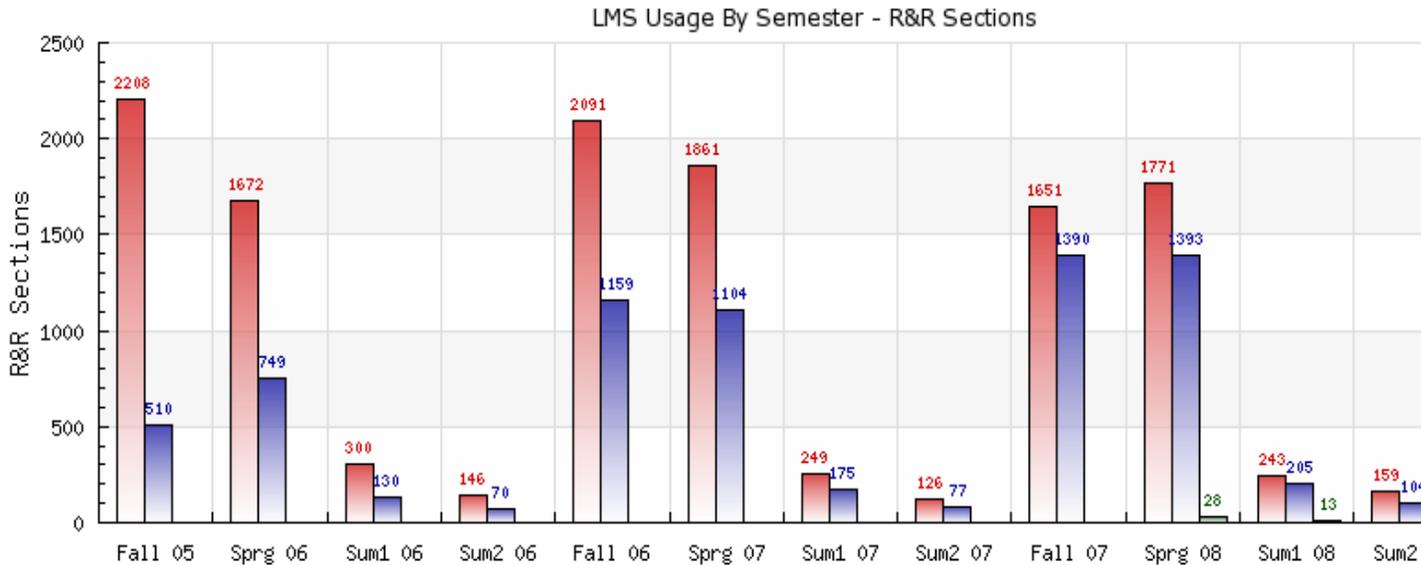

Figure 1.29 LMS Usage by Semester – Registration and Records sections, current as of Sept 5, 2008*
Note: While there were 28 Moodle sections created for spring 2008, only 6 were actively used by students.

See http://raleigh.delta.ncsu.edu/lms_reports/index.php for reporting information on LMS usage at NC State, including usage by college.

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Learning Management Systems Pilot (Moodle)
In FY 2008, DELTA and CALS began a joint effort exploring Moodle as a possible LMS for NCSU. This impetus for this investigation arose out of:
1. Continued problems with the company Blackboard, including support and software performance issues.
2. A need to reevaluate LMS software after using Blackboard (WebCT & Vista) for a number of years.
3. An interest on the NC State Campus in looking at Open Source solutions that can tie into our existing campus architecture.
4. An interest in having more control over our own destiny.

The investigation is documented at http://wikis.lib.ncsu.edu/index.php/LMS_Strategy.

As part of this inquiry DELTA produced a Fit-Gap analysis of Moodle and Vista, available at: http://wikis.lib.ncsu.edu/images/e/e4/Vista-Moodle_fitgap_report.pdf.

DELTA and CALS established the Moodle Pilot server in Fall 2007. During Spring 2008, 28 sections were created in Moodle, though only six courses were actually used in supporting teaching (as defined by having evidence of student logins into the course). Other sections created were more investigative in nature instead of directly used. 13 sections using Moodle were taught in Summer I. Spring and summer courses involved 174 unique students in Spring 2008, and 396 students (343 unique) in Summer one.

One spring class, Dr. Hofelt's class in Toxicology, has completed an assessment of student satisfaction in using Moodle, with a sample of 23 students. The assessment indicated that approximately 96% of respondents were Generally Positive (@ 44%) or Very Positive (@ 52%) regarding the functionality of the Moodle site. No one was negative regarding the functionality of the Moodle site. Approximately 74% of respondents like indicated that Moodle is better, or much better, in their opinion, than Blackboard Vista, with 39% indicating that Moodle is better than Blackboard Vista for most things, but not for everything, and with around 35% indicating a preference for Moodle to be used in their classes. No one compared Moodle negatively to Blackboard, four students found them about the same, and two did not respond. Assessment for the other Spring & Summer courses is currently being analyzed.

In FY 2008, DELTA taught five Moodle workshops to a total of 60 participants. The workshop was expanded from 60 minutes initially to 90 minutes. Additionally, DELTA answered 35 Remedy calls regarding Moodle for FY 2008.

Selected DELTA ISS Presentations, Publications & Research

In addition to the orientations, presentations, workshops and seminars given by the DELTA Instructional Support Services staff in support of the NC State Community, a number of the DELTA ISS staff demonstrated their commitment to contributing to the TLT professional community through their involvement with presentations, publications and research <u>outside</u> the NC State Community in FY 2008.

These staff included:

- Cuales, Mike. (DELTA) Huckaby, Ben. (DELTA) Robertson, Amanda. (DELTA) Shew, David. (CALS) "3D Virtual Labs: Getting Serious about Designing Games for Online Education" UNC TLT-C Annual Conference. Raleigh, NC, March 2008.
- Fiedor, Lisa. Poster Session: "Online Assessment Tools: Do They Work for Students with Disabilities?", Educause 2007, Seattle, WA, 10/24/07
- Fiedor, Lisa. Presentation: "Strategies and Resources for Faculty Support in Creating Accessible Web-based Course Materials", Accessing Higher Ground 2007, Boulder, CO, 11/8/07
- Fiedor, Lisa. Presentation: "Online Assessment Tools: Do They Work for Students with Disabilities?", Accessing Higher Ground 2007, Boulder, CO, 11/8/07
- Fiedor, Lisa. Presentation: "Online Assessment Tools: Do They Work for Students with Disabilities?, UNC CAUSE, 12/5/07
- Fiedor, Lisa. Presentation: "A New Perspective on Course Redesign: Customizing the National Center for Academic Transformation's Approach for UNC," UNC TLT 2008 Conference, Raleigh, NC, 3/12/2008
- Fiedor, Lisa. Presentation: "Understanding the Section 508 Accessibility Guidelines" Workshop, UNC TLT 2008 Conference, Raleigh, NC, 3/13/2008
- Fiedor, Lisa. Presentation: "Online Assessment Tools - Do They Provide a Valid Assessment of Learning for Students with a Disability?," UNC TLT 2008 Conference, Raleigh, NC, 3/14/2008
- Howard, David & Kraus, Greg. "Training and Support for Elluminate at NCSU." Elluminate Users Conference at Duke University. Durham, December 2007.
- Howard, David. "Extending Your Reach Beyond the Classroom Using Technology." Preparing the Professoriate seminar series. Raleigh, NC, November 2007
- Huckaby, Ben (DELTA) Tredwell, David (Student), Valenziano, Student (Student). "NCSU Google SketchUp Project" NCSU Libraries, November 2007.
- Kraus, Greg (DELTA) & Charlie Morris (CNR). "Wake Up Your Students: Two Approaches to Classroom Response Systems." UNC TLT-C Annual Conference. Raleigh, March 2008.
- Kraus, Greg. "Modifying Open Source Software for Accessibility and Usability". UNC TLT-C Annual Conference. Raleigh, March 2008.
- Petherbridge, Donna & Mehlenbacher, Brad. (August 23, 2007). *Addressing the Concerns of Faculty Adopting LMSs.* [conference paper published on conference CD in addition to the presentation]. Society for Applied Learning Technology (SALT) conference, Arlington, Va.
- Petherbridge, Donna. (November 8, 2007). *Factors Influencing Faculty Concerns when Adopting Web-based Learning Management Systems (LMSs).* Poster session at the SLOAN-C International Conference on Asynchronous Learning Networks, Orlando, Fl., November 7 – 9, 2007.
- Petherbridge, Donna. (February 21, 2008). Panelist (along with Margaret Driscoll, IBM Global Services, and Vince Eugenio, Cardinal Healthcare) for the 2008 AHRD Town Hall Forum: *Enterprise-Wide Technology – Is HRD Harnessing the Potential?* 2008 AHRD Conference. Panama City, Florida.
- Robertson, Amanda. Presentation: "Using Digital Bridges to Promote Global Understanding" World View Symposium, Chapel Hill, NC, October 2007.
- Smith, Stacy (DELTA) & Charlie Morris (CNR). "Support by Numbers: Using LMS Data to Prioritize Help Desk Activities." Blackboard Conference. Boston, July 2007.
- Smith, Stacy (DELTA) & Charlie Morris (CNR). "Leveraging LMS Data for Strategic Campus Support.". UNC TLT-C Annual Conference. Raleigh, March 2008

- Temple, Traci. & Banks, Alton. (Fall 2007). *Technology Enabled Classroom.* Accounting Education Forum: North Carolina Associates of CPAs, Chapel Hill, NC
- Temple, Traci (et. al). *What Technologies Students Are Using At North Carolina State University: A Case Study,* an NC State publication available online (http://www4.ncsu.edu/~tltemple/ student_it_ncsu2.pdf)
- Tredwell, David (Student). "Google SketchUp: An Introduction" February, 2008.

Selected Professional Accomplishments

Instructional Support Services staff members are committed to professional growth and recognition. The following are some of the professional accomplishments and awards received by staff members during FY 2008.

- Huckaby, Ben. Completed Bachelor's of Art in Art and Design from NC State in December, 2007.
- Petherbridge. Donna. Completed the Performance Leadership Program at NC State in December, 2007.
- Smith, Stacy. Blackboard Certified Trainer, recertification, June 2008.

Outreach & Service

Instructional Support Services staff members are also involved in outreach and service activities both internal and external to the University, such as teaching courses, coordinating multi-institutional events, participating in special task forces, interest groups and campus wide committees, and serving on editorial boards.

NC State Internal Outreach & Service

- Click, Andy. Member, OIT Remedy Advisory Committee
- DELTA ISS Staff. Participation in campus TLTR meetings and forums throughout the year.
- Fiedor, Lisa. Pathways Team 4 Presentation to the NC State Staff Senate: "CSI: NCSU WolfWalks Crosswalk Safety Initiative", 9/5/07
- Fiedor, Lisa. Presentation to Council of Deans: "Increasing Student Success with Large Course Redesign Strategies: An Overview and Recommendations for NC State", 10/4/07
- Fiedor, Lisa. Moderator and Organizer, NC State TLTR Session: Project 25: Ten Years Later
- Fiedor, Lisa. Presentation: 2007-2008 Pathways Graduation motivational speech (Group 1), 5/15/2008
- Fiedor, Lisa. Presentation: 2007-2008 Pathways Graduation motivational speech (Group 2), 5/22/2008
- Howard, David. Council for Undergraduate Education
- Howard, David. Search Committee for a Web & Distance Education Coordinator for the College of Natural Resources
- Kraus, Greg. BLERN, see http://blogs.lib.ncsu.edu/page/blern.
- Kraus, Greg. Moodle Best Practices in Course Design workgroup
- Howard, David & Kraus, Greg. Moodle Technical workgroup
- Petherbridge, Donna; Smith, Stacy; Kraus, Greg. Moodle Pilot Implementation Committee (partnership with CALS, CNR, Education).
- Petherbridge, Donna. LITRE Assessment Committee.
- Petherbridge, Donna. LITRE Special Task Force on Student Learning (through August 2007)
- Petherbridge, Donna. Taught EAC 580-602, Designing Instructional Systems in Training & Development (Adult & Higher Education Department) during Summer I, 2008.
- Petherbridge, Donna. University Standing Committee on the Evaluation of Teaching (2007 – 2010)
- Robertson, Amanda. Taught AND219: Digital Imaging, NCSU College of Design.
- Smith, Stacy. Contributor, NCSU "Clickers" Evaluation Team
- Smith, Stacy. Chair-elect, Key Haven Committee

- Temple, Traci. Taught a section of DF 101—Design Fundamentals Studio I, Department of Art & Design, College of Design, Fall 2007.
- Temple, Traci. Taught the new course ADN 492—Life Drawing, Department of Art & Design, College of Design, Spring 2008.
- Temple, Traci. Presented *Integration of technology to match or complement teaching styles: A blended learning approach* for Preparing the Professoriate (PtP), North Carolina State University, Fall 2007.

External to NC State Outreach & Service
- Howard, David. Member, Learning Object Repository pilot workgroup.
- Howard, David. UNC TLT Conference Program Committee
- Howard, David. Chair, UNC TLT Conference Review Subcommittee
- Howard, David. UNC TLT Conference Proceedings Subcommittee
- Howard, David. UNC TLTC Instructional Professionals Interest Group
- Howard, David. Co-Chair, North Carolina Learning Object Repository Interface Working Group
- Fiedor, Lisa. Member, UNC TLT Conference Program Committee, Workshops Workgroup, Review Subcommittee, and Plenary Speakers Subcommittee.
- Petherbridge, Donna. UNC TLT Board Representative from NC State University & Board Secretary.
- Petherbridge, Donna. NC State ELI Member Representative.
- Petherbridge, Donna. Reviewer for Vol. 27, of *To Improve the Academy* (Professional and Organizational Development Network (POD), January 2008.
- Petherbridge, Donna. 2008 Conference Proposal reviewer for the Professional & Organizational Development (POD) Network & the National Council for Staff, Program & Organizational Development (NCSPOD) (actual conference is in October, 2008, with proposal reviews in April, 2008).
- Smith, Stacy. 2008 TLT Conference: Review Subcommittee
- Smith, Stacy. NCSU representative for the Blackboard Institutes
- Smith, Stacy. NCSU coordinator for the Blackboard Exemplary Course Program
- Temple, Traci. North Carolina State University liaison for the New Media Consortium (NMC) membership

Selected Conference Participation

To stay abreast of new and emerging technology and pedagogy, Instructional Support Services staff attend a variety of local and national conferences and training sessions. Conferences or training events (outside of NC State University) where one or more Instructional Support Services staff members attended during FY 2008 included:

- Accessing Higher Ground Conference, 2007
- BbWorld Conference. Boston, July 2007
- Duke Technology Showcase, Durham, NC, April 2008
- EDUCAUSE Annual Conference, October 2007, Seattle.
- Educause Learning Initiative (ELI) Annual meeting, January 2008, San Antonio
- Elluminate Users Group Meeting at Duke University,December 2007
- Elluminati Annual Conference, October 2007.
- Game Developer's Conference (GDC), February 2008, San Francisco, CA
- InHOWse Designers Conference, Fall 2007, Austin, TX
- Moodlerooms seminar, December 2007
- NC Advanced Learning Technologies (NC-ALTA) Conference, May 2008, Cary, NC
- SIGGRAPH, August 2007
- TLT Group Friday Live Seminars (via webcasting, throughout the year)
- UNC CAUSE, 2007
- UNC Teaching and Learning with Technology Conference, Raleigh, NC, March 2008
- UNC Teaching and Learning with Technology Moodle Training, Greensboro, NC, July 2007

Professional Memberships

Instructional Support Services staff members also have memberships in a variety of local and national organizations, and working groups/interest groups associated with these organizations. Memberships for various individuals during FY 2008 included:

- Access Technologists Higher Education Network (ATHEN)
- Access Technologists Higher Education Network (ATHEN), Accessible Technology Design Initiative Working Group and iTunesU Accessibility Working Group
- American Association of University Women
- American Institute of Graphic Artists (AIGA)
- American Society for Training & Development, Research Triangle Area Chapter, (ASTD-RTA)
- American Society for Training & Development, National Organization
- Blackboard Accessibility Interest Group, Blackboard Accessibility Documentation Sub-Group, and Blackboard Accessibility Design Sub-Group
- Blackboard Certified Trainers
- ECAR
- EDUCAUSE
- Educause Learning Initiative (ELI)
- Instructional Technology Forum (ITFORUM)
- NC State SIGGRAPH Chapter
- New Media Consortium
- Phi Kappa Phi Honor Society
- Professional and Organizational Development (POD) Network
- SIGGRAPH
- Society for Applied Learning Technology (SALT)
- TRI-IT
- UNC TLTC (Board Member, Secretary to the Board, Open Source LMS Evaluation Project)