

# **DELTA Instructional Services Unit Activity Report, FY 2007**

## **FY 2006: Summer 2006, Fall 2006, Spring 2007 Workshop Schedule July 1, 2006 – June 30, 2007 Production and Consulting Schedule**

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### **Executive Summary**

Instructional Services (IS) 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 instructional house calls, regular workshops, seminars, custom training, instructional design, development and production, project management, and resources (such as TLT materials and information for development of online courses and programs). IS offers programs (ITAP and Summer Institute) and production support (both grant-related, through IDEA grants, and general production support) for faculty, staff and graduate students engaged in TLT efforts. The IS group is a unit within Distance Education and Learning Technology Applications (DELTA), with a director reporting directly to the Vice-Provost for DELTA. In FY 2007, IS was comprised of seventeen permanent staff members and a number of students supporting a variety of activities.

During FY 2007, IS offered 132 regularly scheduled workshop offerings consisting of fifty-three unique workshops, including the introduction of thirty newly created workshops. We had 835 regular workshop enrollments, including a 4% increase in the number of faculty enrollments (see Figure 1.5). We trained 305 unique participants via regularly scheduled workshops, including 135 faculty, 112 staff, fifty-three graduate students, one undergraduate, and four others, with 1161 overall enrollments, when including regular workshops, custom training, and overview sessions (see Figure 1.4). The percentage of unique participants, in proportion to the number of available workshops, increased around 6% (see Figure 1.6). Around 95% 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 six years.

Custom training sessions continue to be an important way to deliver tailored training and support to various departments, with 312 unique participants involved in custom training events during FY 2007 (see Table 1.3, and Figure 1.10). This represents a 31% increase in the number of overall custom training participants (+31%) compared to FY 2006.

Individual requests for assistance continue to remain high. Between FY 2002 – 2006, we experienced over 25% per year increases in requests for individualized services, a growth curve that is not sustainable with current staffing and resources. A goal for this year was to partner with others and create resources to help handle routine requests for help, still serving our constituents, but utilizing our time and resources more efficiently. In FY 2007, 3248 e-mails, phone, and in-person help calls and consultations were documented, an overall decrease of 14% (from an overall total of 3798 documented calls in FY 2006). A total of 2995 Remedy calls and 253 Instructional House Calls were reported during FY 2007 (see Figure 1.13). Noticeable spikes for service requests 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 overall decrease in individualized help calls can be attributed to both better coordination and support with the ITD Help Desk, who provide frontline support using the solutions we have created, an increased focus in the creation of job aids and online support resources, and noting

that the Learning Management System (LMS) is not “new” anymore and call volume has slightly decreased. However, in anticipation of continued changes in the LMS, we believe the calls will again increase when we initially move from Blackboard to another solution.

The Summer Institute (SI) had forty-three regular participants (compared to thirty-two in SI 2006, a 34% increase) (see Figure 1.17). This year’s Summer Institute included an open enrollment elective day where faculty and staff not enrolled in the institute could attend, with forty-three additional participants enrolled in these electives. The program was again highly rated by participants, with 100% of those responding to a survey about the program indicating they would recommend the program to a colleague.

The Instructional Technology Assistant Program (ITAP) underwent a program assessment during FY 2007 with the goal of improving the program to better meet constituent needs. The feedback from these focus groups resulted in program changes, including a reduction in the number of required workshops and an increase in the emphasis on instructional design in the program. As a result of the program assessment, ITAP was only offered during one semester of 2007, with nine participants. Additional ITAP information can be found at <http://delta.ncsu.edu/itap>.

In a production capacity during FY 2007, the IS staff, with the support of others within DELTA, provided services and support to faculty involved in twenty-five course production projects and three 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 1.19 provides an overview of all IS production hours, both course and non-course during FY 2007, compared to production hours during FY 2005 and FY 2006. Including internal production projects, there was a 69% increase in documented production hours between FY 2006 & FY 2007. Looking only at course production numbers, IS staff spent over 5400 hours working on course production projects, an increase of 48% from FY 2006 to FY 2007. The increased number of production hours is reflective of (a) the expansion of internal production, (b) the expansion of the production mission beyond IDEA grants, and (c) increased reliance on student workers (as the permanent staff did not expand during FY 2007).

LITRE grants were supported by approximately 181 hours of IS staff time during FY 2006. IDEA grants work involved completing continued grants from FY 2006, and working on grants awarded for FY 2007. During FY 2007, seven projects from three different colleges (CALs, CHASS, Education, and Vet Med) were still active from earlier grant cycles. IS staff spent about 2664 hours during FY 2006 on these continuing projects. Additionally, thirteen new IDEA grants were awarded during the FY 2007 IDEA grant cycle. Around 1931 IS staff hours were spent in support of these new grants. Of the twenty-eight production projects that were active during the FY 2007 (to include all production work), ten are completed. In the course of all production projects, IS staff members have worked with faculty to create online materials for ten new distance education courses, twelve existing distance education courses, and two distance education programs. Additionally, IS staff provided over 2575 hours to non-course production projects, including the DELTA website redesign, Virtual Worlds research and development, and to marketing production. Table 1.5 provides a summary of all course production projects hours for FY 2007.

Multimedia initiatives moved forward during FY 2007. The IS team began an investigation of 3D Online Environments (ActiveWorlds, Second Life, Torque and Google SketchUp) for teaching and learning. The IS production team, in a closer partnership with the DELTA Marketing & Partnership Development unit, now supports the design and production of creative materials (e.g. print materials, magazine advertising, DELTA re-branding, etc.). Additionally, production internships have been established for the large number of student workers employed within IS. Our students have provided multimedia design and production support as well as led major initiatives such as the Google SketchUp contest. A large percentage of our production capabilities are sustained by our part-time staff. We have found that students emerge from this professional experience with a refined skill set and with an opportunity to explore subjects outside their course of study. For this reason, we have taken steps to

formalize the effort into a DELTA internship program.

The Synchronous Learning Management System (SLMS) workgroup continued to collaboratively develop various elements of the Synchronous Learning beta service, including systems operations, training, pilot program administration, and user support. Over 475 staff hours were spent by IS staff in support of SLMS workgroup activities during FY 2007. Elluminate Live!, the SLMS in use during FY 2007, was used to support twenty-seven faculty in thirty-eight courses. The courses represented instruction in six colleges, including Education (18), CALS (12), CHASS (3), CNR (3), Engineering (1), and PAMS (1). Over 1000 Elluminate sessions were held over the course of FY 2007. See Figure 1.29 for additional information.

During FY 2007, Blackboard Vista was in full production, integrated as a regular part of our LMS support structure. IS 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. Blackboard Vista usage information can be viewed at: [http://raleigh.delta.ncsu.edu/lms\\_reports/index.php](http://raleigh.delta.ncsu.edu/lms_reports/index.php).

Major accomplishments this fiscal year include:

- Continued excellence in faculty support services as evidenced by satisfaction measures, including post-Help Desk support customer surveys and post-workshop satisfaction measures.
- Increased participation in TLT activities by new faculty, including a 31% increase in custom training participation, 34% increase in Summer Institute participation, a 4% increase in unique faculty enrollments per regular workshops offered.
- Used focus groups/research to redesign of the ITAP program to better meet participant needs.
- Decreased the number of individualized help calls by 14% through better coordination efforts with the ITD Help Desk and a focus on creating job aids, and online resources. Individualized requests for help had been increasing around 25% per year over the past four years – a path that is not sustainable with current staffing.
- Implemented customer service satisfaction surveys to accompany resolved Help Desk calls (Remedy Cue).
- Served our clients in a timely and professional manner during the significant end of semester challenges (May, 2007) experienced with Blackboard Vista.
- Developed close working ties, including 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.
- Researched 3D-OLE technologies for teaching and learning.
- Continued expansion of production capacity to provide services beyond work for IDEA grants by increasing the utilization of more student employees. Viewing only course production numbers, the IS staff spent over 5400 hours working on course production projects, an increase of 48% from FY 2006 to FY 2007. The increased number of production hours is reflective of (a) the expansion of internal production, (b) the expansion of the production mission beyond serving only IDEA grants, and (c) increased reliance on student workers (as the permanent staff did not expand during FY 2007).
- Planned, developed, and implemented a Synchronous Learning Management System (SLMS), Elluminate Live, service as part of our regularly support technology toolkit.
- Participated in various professional development communities.

**Table of Contents**

Description of Current Programs and Services..... 5  
Training & Support ..... 8  
    Workshops and Seminars (Regularly Scheduled) ..... 8  
    Custom Training..... 16  
    Instructional House Calls and Help Desk Support..... 19  
    The Summer Institute 2006..... 22  
    The Instructional Technology Assistant Program (ITAP)..... 24  
Course Production ..... 25  
    IDEA Grants (Continuing) ..... 27  
    IDEA Grants (New Cycle) ..... 31  
    IDEA Grants Program Planning ..... 34  
    LITRE Grants ..... 35  
    Other Course Development Projects ..... 36  
    New Multimedia Initiatives..... 37  
LMS/SLMS Support ..... 38  
    SLMS (Centra) ..... 38  
    Blackboard Vista ..... 40  
IS Professional Involvement  
    IS Presentations, Publications & Research ..... 41  
    Selected Professional Accomplishments ..... 42  
    IS Outreach & Service..... 42  
    IS Selected Conference Participation ..... 44  
    IS Professional Memberships ..... 45  
Appendix A: Selected DELTA Website Activities..... 46

## **Description of Current Programs and Services**

Instructional 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, and resources (such as TLT materials and information for development of online courses and programs). IS offers programs (ITAP and Summer Institute) and production support (IDEA grants and general course production services) 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. IS 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 2007 included:

- a. **Workshops and Seminars (regularly scheduled)**. Every semester (spring, summer & fall), IS offered a series of regularly scheduled workshops on the tools and methodologies to support distributed and distance learning efforts. Part of our efforts 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 ITD, 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.
- 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. 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 his or her 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 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. **Course Production**. DELTA provides assistance to NC State's 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. IS 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.
- g. **General production services**. The IS staff can provide 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, depending on the scope of the project. Email [learntech@ncsu.edu](mailto:learntech@ncsu.edu) with your request.
- h. **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 IS 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.
- i. **General production services**. The IS staff can provide production support (for example, creating a website, multimedia resource, etc.) outside of IDEA grants and LITRE grants upon request for NC State University credit courses, depending on the scope of the project and the ability to place the project into the production cycle (grants have priority). Email [learntech@ncsu.edu](mailto:learntech@ncsu.edu) with your request.
- j. **Synchronous Learning Management System support**. IS staff members provided a substantial amount of support for Centra Symposium, DELTA's synchronous learning management system (SLMS) in FY 2007. IS provided training, staff support and program management for this project, a beta offering of a SLMS service at NC State. As a result of these efforts, the SLMS service will become part of the overall LMS infrastructure in FY 2007-08.
- k. **WebCT Vista Implementation**. IS staff members continued to provide a substantial amount of support for WebCT Vista, a learning management system that was released to the general campus fall 2005. IS staff members provided continued support and training efforts as part of the LMS infrastructure support of this product during FY 2007.
- l. **Marketing Support**. The Multimedia production team works closely with Marketing & Partnership Development office in the design and creation of marketing materials.

The Instructional Services group is one of the five units within DELTA, including Distance Education, Information Technology, Marketing & Partnership Development, and the Business Office. In FY 2007, the IS staff was comprised of seventeen full-time permanent staff, two temporary professional staff members, and twenty-four part-time students (graduate, undergraduate) supporting a variety of

activities. The four additional students listed who work in the Digital Media Lab are paid for with DELTA funds, but work directly for the Library.

Director of Instructional Services: Donna Petherbridge

Administrative Support Specialist: Jennifer Warren\*

Senior Instructional Designer and Associate Manager for Instructional Services: Stacy Smith

Program Assistant (Administrative Support Specialist): Kim McAllister\*

Instructional Technologist: Scott Watkins & Greg Kraus\*

Technology Support Specialist: Lisa Fiedor

Technology Support Technician: Charlie Morris

Web Applications Developer: Thomas Wilson

Senior Instructional Designer: David Howard

Instructional Designers: Rob Hambrick & Kim Rothwell\*

Senior Multimedia Specialist: 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), Ann Shahan (Program Assistant)

Part-time Student Employees, Faculty Support Services:

Marc Gracieux\*, Derek Leek, Scott Miller,\* Brent Solomon, Matt Foley, Daniel Underwood, Eric McEachern, Bridgette Holley, Frank Lewis, Clare McGrath

Part-time Student Employees, Production Support: John Martin, Alan Youngblood, Brian Lee, Lauren Deans, Ben Huckaby, Chris Owens, Pooneh Lari\*, Courtney Evans\*, Kim Rothwell, Matt Hisamoto\*, Alison Citron\*, Hilarie Schmidt\*, Jeff Shrover\*, David Treadwell\*

Digital Media Lab Student Employees: Christopher Hill, Tony Bilzi, Ryan Rodgers\*, William Blackton\*

\* = new hire during FY 2007; in addition, many of these students only worked for a part of the year

During FY 2007, Ben Huckaby, PJ Odom, Kim Rothwell, Kim McAllister, Jennifer Warren, and Greg Kraus joined our team. Each of these persons was hired to fill an open position left by the departure of other staff during the fiscal year (Ray Brown, Ryan Stevens/Marketing, Huaiying Gao, Ann Shahan, Jenny McCall and Elliott Fisher). 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 to a very challenging year.

## **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) and processes via individual program tracking, utilizing spreadsheets and other methods, 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. Managers are also responsible for meta-level reporting for their areas.

## **Training and Support**

Instructional Services 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 2007 (which we count as June 1, 2006 – May 2007, based on Summer 2006, and spring 2007 workshop schedule cycles), we had 835 enrollments in our regular workshops (384 faculty enrollments, 307 staff enrollments, 139 graduate student enrollments, one undergraduate student enrollment, and four other enrollments, see Figure 1.1). 305 unique faculty, students and staff engaged in instructional activities were supported in FY 2007 via the IS regularly scheduled workshops and seminars (135 faculty, 112 staff, fifty-three graduate students, one undergraduate, and four others, see Figure 1.14).

We offered 132 regularly scheduled workshops in FY 2007, compared with the 247 regularly scheduled workshops offered in FY 2006. Overall average enrollment participation per workshop experienced a slight gain this year. For the first time in four years, the average number of people enrolled in regularly scheduled workshops increased (6.33% increase from FY 2006) thus reversing a declining trend from the previous four years (see Figure 1.3). Having more people enrolled, per workshop, increased the efficiency and effectiveness of our resources, allowing us to train more individuals during regularly scheduled workshops. Strategically targeted communication, workshop schedule adjustments, and updated brochure designs are likely contributors to the larger class averages.

The workshop offerings of FY 2006 had been increased by sixty-five (from FY 2005), in part to help with the introduction of a LMS platform (Blackboard Vista). Past this point of introduction, we were able to reduce the number of offerings related to Vista. Additionally, renovations to the D.H. Hill Library, including those to our office space and to the ITTC Labs where we teach (which were closed for more than three months), impacted our operating abilities. A reduction in staff also affected our ability to offer a higher number of workshops; therefore, we offered a lower than usual number of regularly scheduled workshops in FY 2007 (see Table 1.1).

In analyzing workshop enrollments, enrollments are compared to the number of workshop offerings, which allows us to encompass more raw data. Thus, an increase in the percentage of faculty enrollments (per workshop) can be seen in several areas. Faculty enrollments in regularly scheduled workshops increased by 13.53% of all enrollments in FY 2007 to 45.99% (up from 32.46% in FY 2006, see Figure 1.2). This increase has continued for the last two years and is, for the second year in a row, the highest percentage of faculty enrollments per workshop we have experienced since we began record keeping. This is indicative that our efforts to reach more faculty through our workshops and programs is successful.



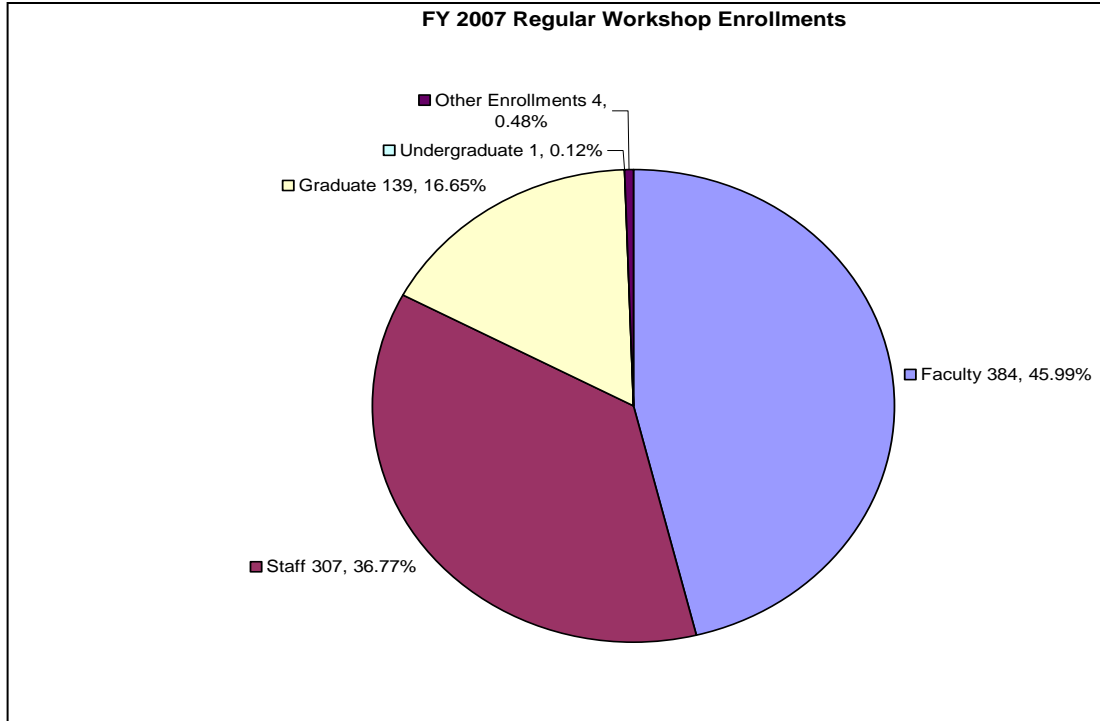


Figure 1.1 FY 2007 Regular Workshop Enrollments

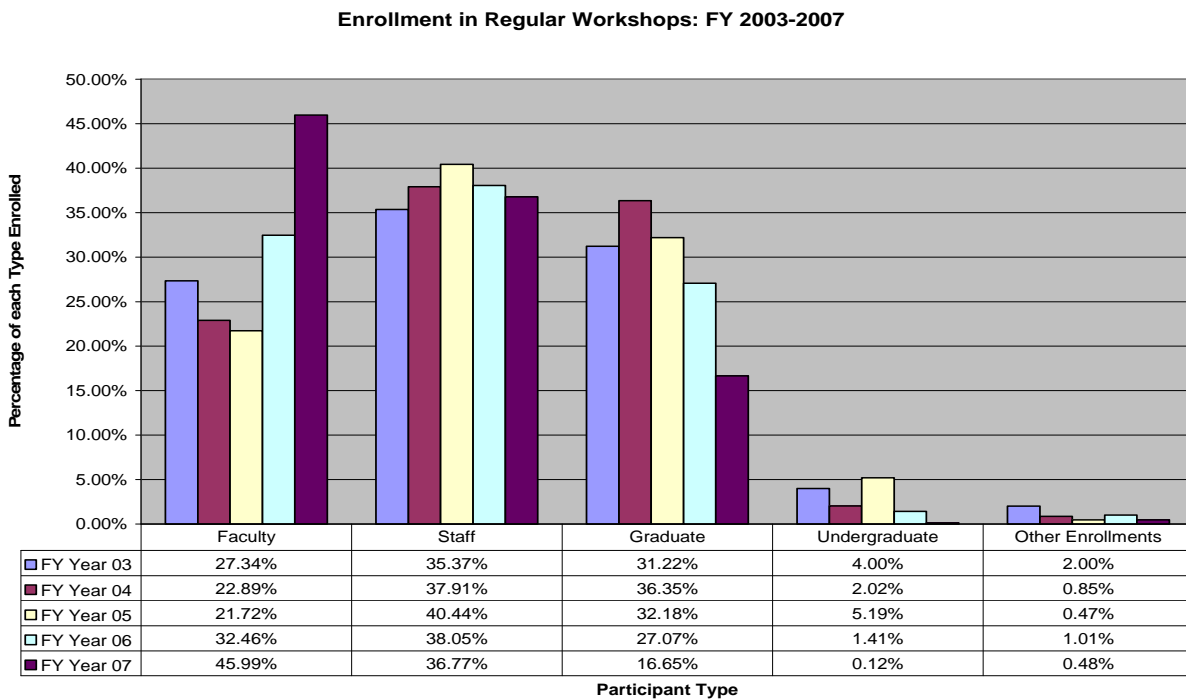
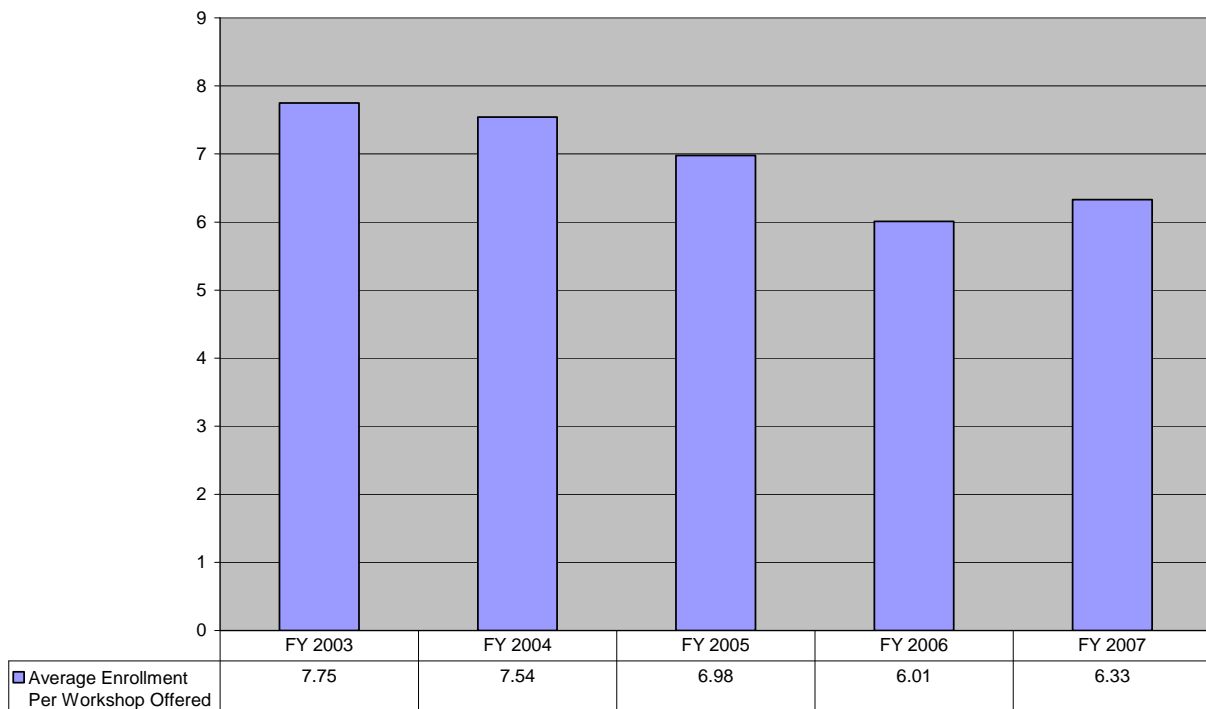


Figure 1.2 FY 2003-2007 Enrollments in Regular Workshops by Type with percentage comparisons based on the number of workshops offered each year.

**Average Enrollment  
Per Workshop Offered: FY 2003 - 2007**



**Figure 1.3 FY 2003- 2007 Average Enrollment per Workshop Offered**

**Table 1.1 FY 2003 – 2007 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 2003	236	1829	7.75
FY 2004	204	1538	7.54
FY 2005	182	1271	6.98
FY 2006	247	1485	6.01
FY 2007	132	835	6.33

Unique faculty enrollments per regular workshops offered also increased by 3.95% during FY 2007 to 44.26% (up from 40.31% in FY 2006, see Figure 1.5). In addition, unique staff enrollments per regular workshops offered increased by 4.43% to 36.72% in FY 2007 (up from 32.29% in FY 2006, see Figure 1.5).

Overall unique enrollment was at its highest percentage level since we began tracking in FY 2002, with 36.53% of total regularly scheduled workshop enrollments comprised of unique participants (see Figure 1.6). The unique enrollment increases illustrate that we continue to reach new participants each year.

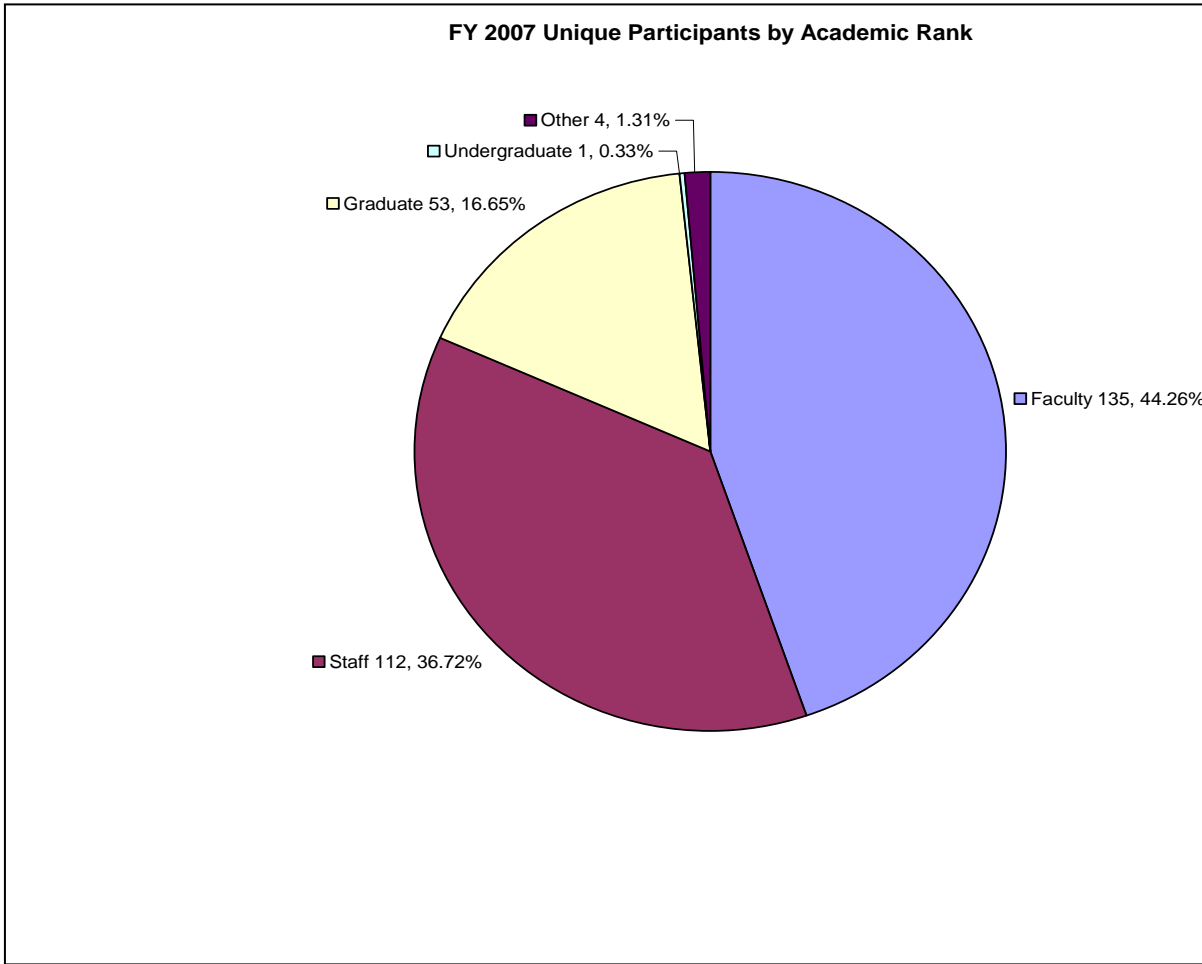


Figure 1.4 FY 2007 Unique Participants in Regular Workshops by Academic Rank

Unique Enrollments in Regular Workshops: FY 2003-2007

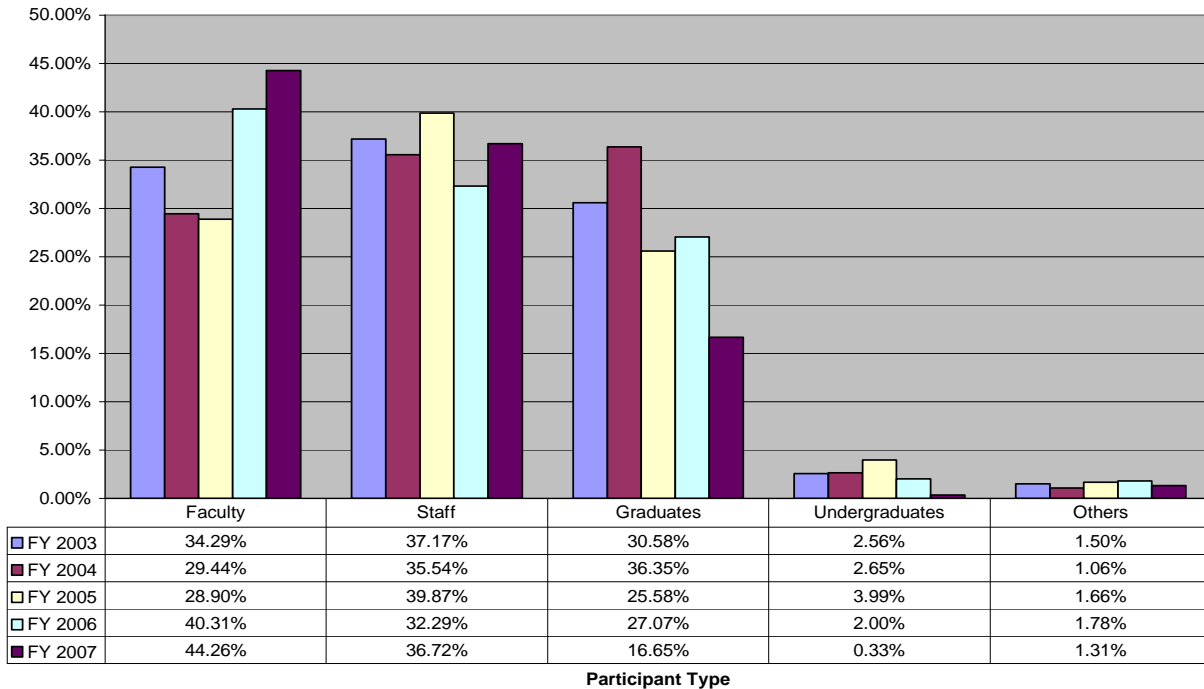


Figure 1.5 Unique Enrollments in Regular Workshops by Academic Rank with percentage comparisons based on the number of workshops offered each year.

Overall Unique Enrollments per Fiscal Year

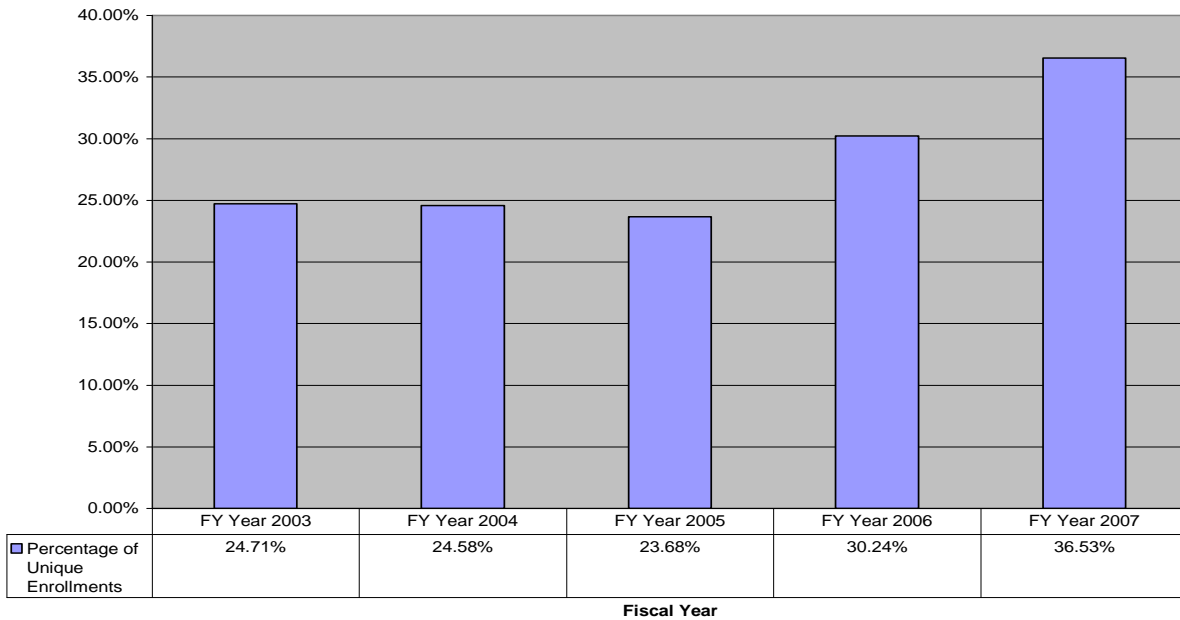


Figure 1.6 FY 2003-2007 Overall Unique Enrollment Percentages per Fiscal Year with percentage comparisons based on the number of workshops offered each year.

In FY 2007, we had 835 scheduled workshop offerings consisting of fifty-three unique workshops, including the introduction of thirty newly created workshops and seminars. Workshops were offered in the following key areas: **Accessibility Series** (including collaborative workshops with ITD-Computing Services / Saroj Primlani, Adult and Higher Education / Dede Nelson) **Web Design and Development; Graphics and Multimedia** (including collaborative workshops/seminars/tours with the NC State Libraries / Herman Berkhoff); **Vista; Additional Resources and Technologies** (including collaborative workshops with the NC State Libraries / Katherine Willis, Kim Duckett; Faculty Center for Teaching and Learning / Traci Temple; CALS – IT / Leigh Jay Hicks; Brown-Bag Seminars (including collaborative workshops with Adult and Higher Education / Julia Storberg-Walker, Diane Chapman; Education / Brad Mehlenbacher; English / Daun Daemon, Jamie Larsen; and Zoology / Betty Black, Marianne Niedzlek-Feaver, Brenda Judge Grubb). In addition, we opened our Summer Institute Electives to open enrollment on a space available basis including collaborative workshops with the NC State Libraries / Herman Berkhoff, Kim Duckett, Tripp Reade, Peggy Hoon, Carolyn Argentati; Information Technology Division / Saroj Primlani; WebAssign / Peg Gjertsen; and Mechanical and Aerospace Engineering / Anna Howard.

We utilized twenty-eight trainers during this time frame and provided a total of 203.92 workshop hours. We had a participant “No Show” rate of 17.84% and a class “Cancellation” rate of 6.8%. We cancelled nine workshops for reasons including seven for low enrollment, one for instructor illness and one when the host (Blackboard) of a webinar cancelled. 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

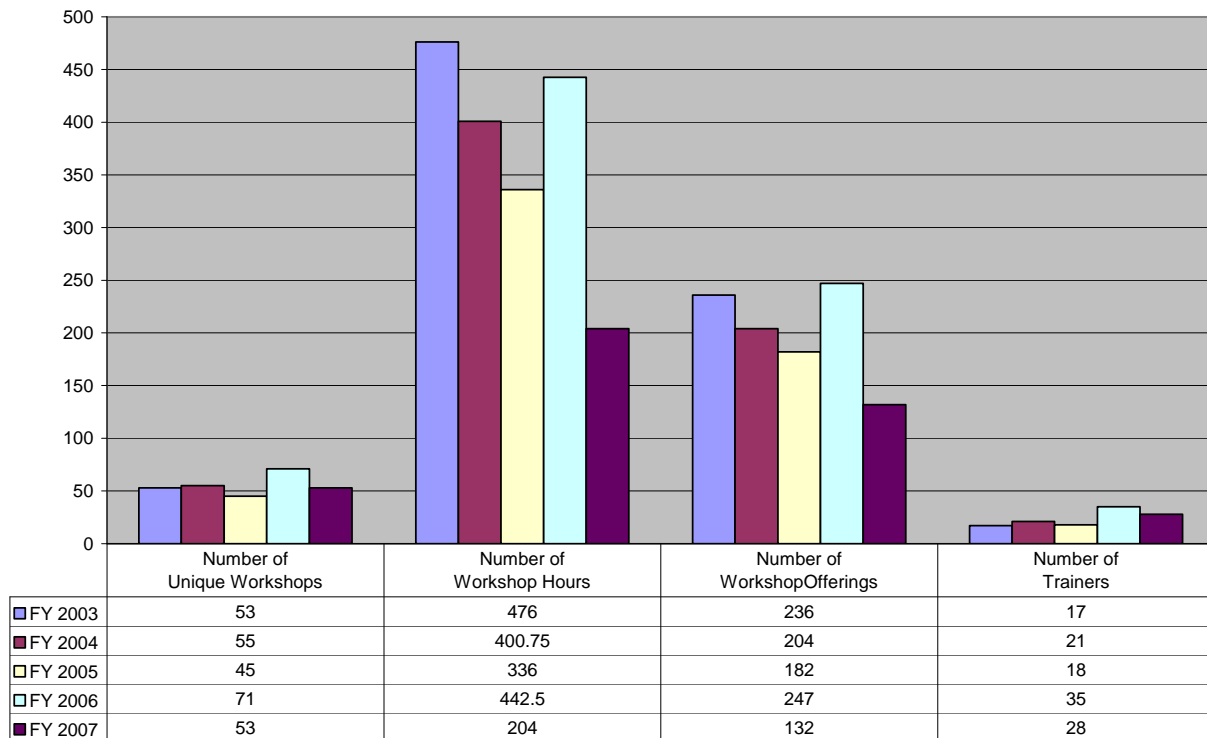
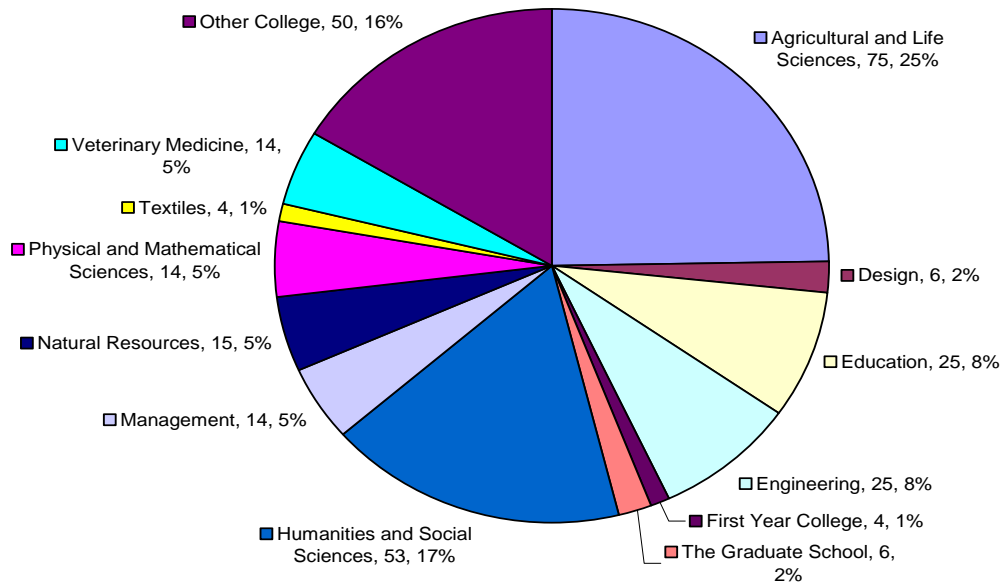


Figure 1.7 FY 2003 – 2007 Unique Workshops, Workshop Hours, Offerings and Trainers

**College Participation**

Unique college participation in our regularly scheduled workshops for FY 2007 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 with what we have experienced in past years. Slight increases (between 1% and 4%) were seen in five colleges, two colleges stayed the same, and five slightly decreased (between 1% and 4%), as compared with percentage participation in FY 2006 (see Figures 1.8 and 1.9).

**FY 2007 Unique Participant Demographics by College**



**Figure 1.8 FY 2007 Unique Participation in Regular Workshops by College**

Unique Percent Participation in Regular Workshops by College: FY 2006 & FY 2007

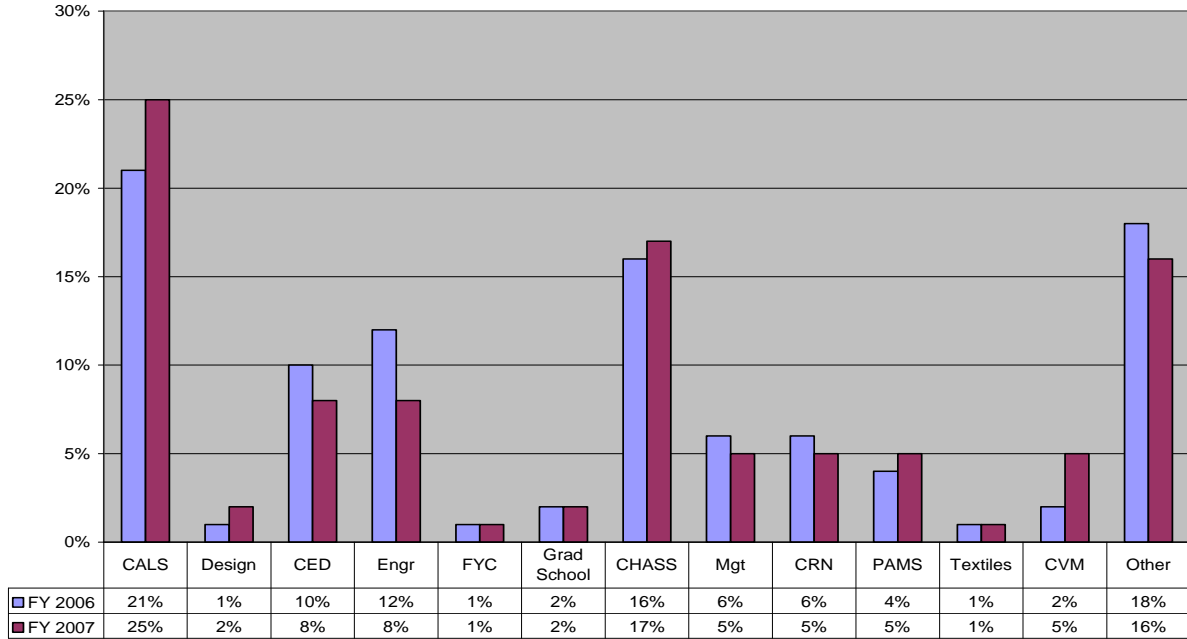


Figure 1.9 FY 2006 – FY 2007 Unique Percent Participation in Regular Workshops by College

**Participant Reaction to Workshops**

The IS 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 2006 – spring 2007 workshops (56% response rate for workshop enrollments, 386 evaluations received).

Table 1.2 Survey Responses to Workshop Evaluations

	Strongly Agree or Agree
Made goals and objectives clear at the beginning of the workshop.	94.80%
Was able to communicate the subject matter effectively.	95.85%
Was clear and easy to follow.	94.82%
Provided individual help when needed.	95.86%
Taught at an appropriate pace.	95.60%
Provided time for questions.	96.37%
Was according to what was advertised.	97.15%
Was appropriate and relevant to your needs and expectations.	94.04%
Workshop handouts were useful and of good quality.	93.01%
Started in a timely manner.	97.15%
Proceeded in an orderly fashion.	97.15%
Did not run over the advertised time	96.37%
This workshop met my expectations.	95.07%

These numbers 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 four years, indicating that we continue to remain successful in delivering high quality workshops that meet the expectations of our constituents.

**Custom Training**

Recognizing the need for custom support for small groups of faculty members within departments, IS continues to offer specialized classes for faculty, staff and graduate students engaged in teaching and learning with technology. Custom training offerings are provided upon request and participation is also solicited through our campus partnerships (i.e., Vista Reps in each college).

We record two types of custom trainings: Custom Workshops (defined as a hands-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 their classes).

Approximately 215 unique participants were supported in our Custom Workshop sessions (compared to 169 in FY 2006, a 27% increase). This is also the highest number of unique participants we have had in Custom Workshops since we began recording in 2003 (see Table 1.3). In our Custom Overviews, ninety-one students (one graduate and ninety undergraduate), four staff and two faculty members were supported. This year we provided four custom overviews. All four were conducted for the College of Education and all were for ELP courses. Three of the four were taught by our student consultants, who also provide services on our DELTA LearnTech Help Desk.

An overall total of approximately 312 unique participants were involved in custom training events, including custom workshops, overviews, and seminars (compared to 239 in FY 2006, a 31% increase). Our total number of requested custom trainings was thirty-two, down slightly from the thirty-six in FY 2006 (see Table 1.4). One change that has begun to occur is that larger groups of people within departments are taking advantage of the same custom training at the same time.

Despite the slight decrease in custom trainings held, the number of people participating increased to 326 in FY 2007, as compared with 276 in FY 2006 for an overall 18% increase in enrollments (see Figure 1.10). College participation is illustrated in Figures 1.11 and 1.12. The average class enrollment per custom workshop has increased from an average enrollment of six people per workshop (FY 2006) to eight (FY 2007). This average is higher than that of our regularly scheduled workshops, which demonstrates the popularity of our tailored workshops.

**Table 1.3 FY 2003 – FY 2007 Custom Training Unique Trainees by Participant Type Excluding Overview Participants**

Fiscal Year	Total	Faculty	Staff	Graduate Students	Undergrad Students	Other
FY 2003	102	41	12	49	0	0
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

**Table 1.4 FY 2003 – FY 2007 Requests for Custom Trainings By Type of Custom Training**

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Custom Workshops	8	16	27	33	28
Overviews	3	14	8	3	4



Custom Training Enrollments Including Overviews

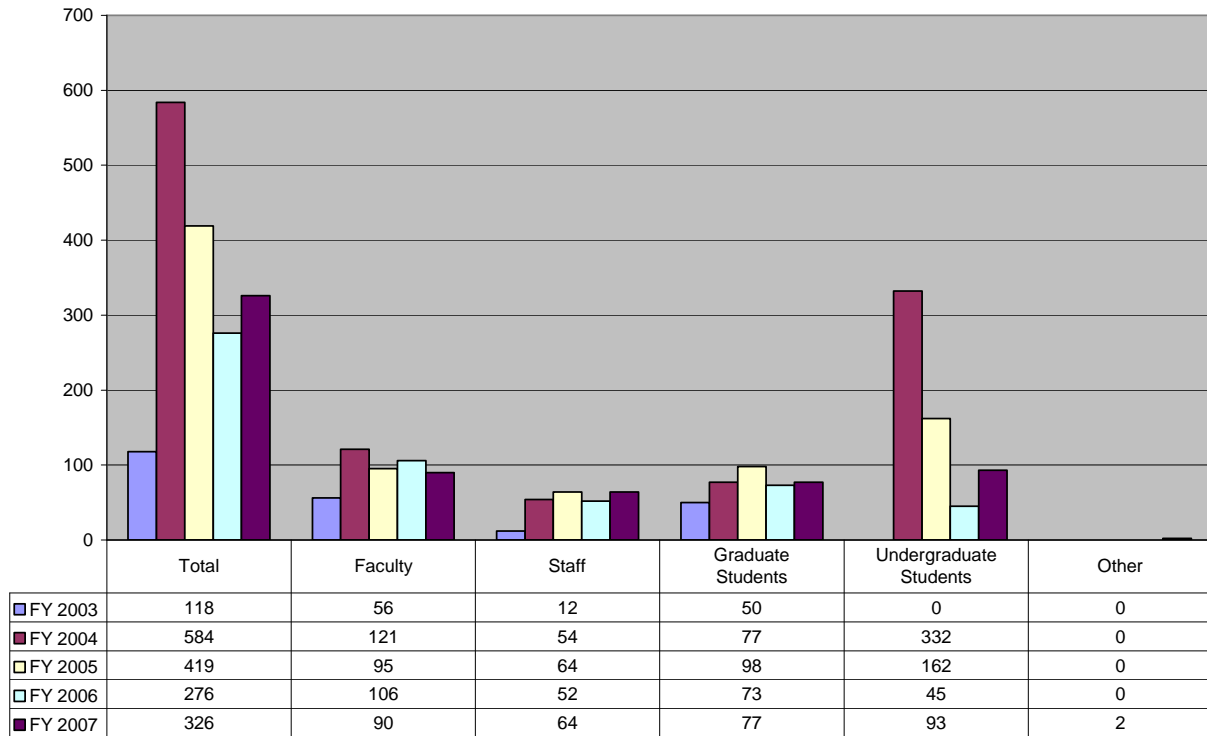
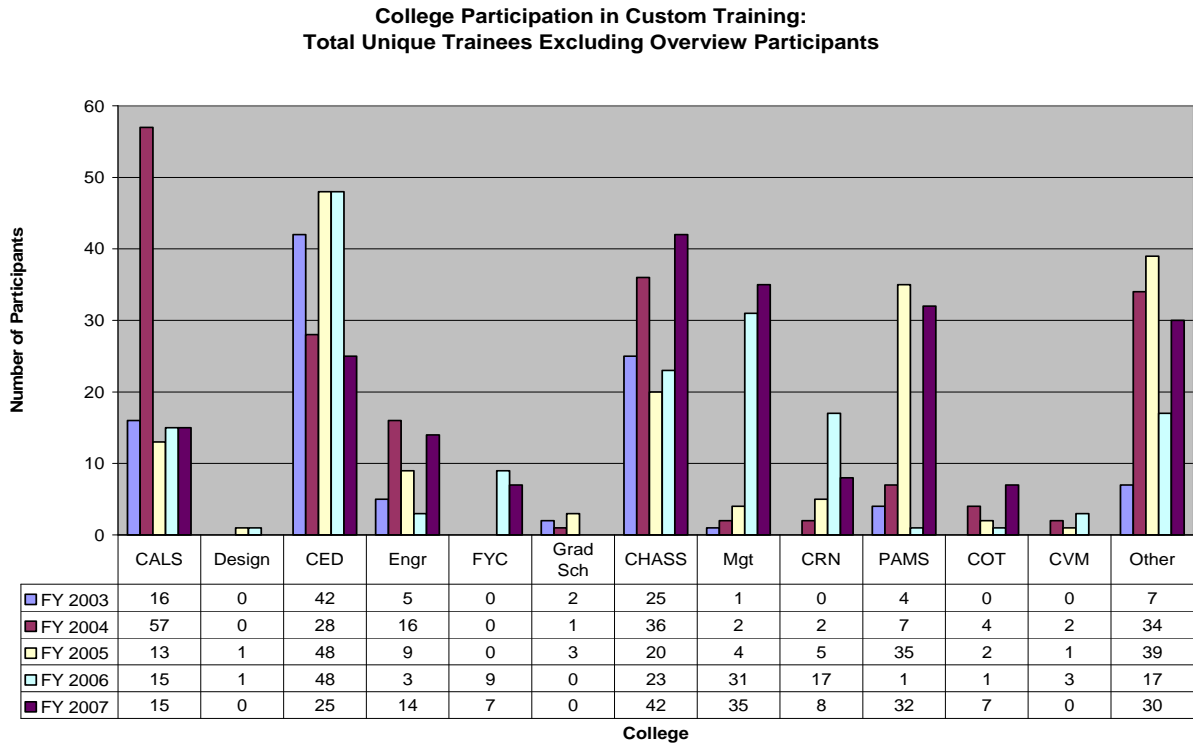
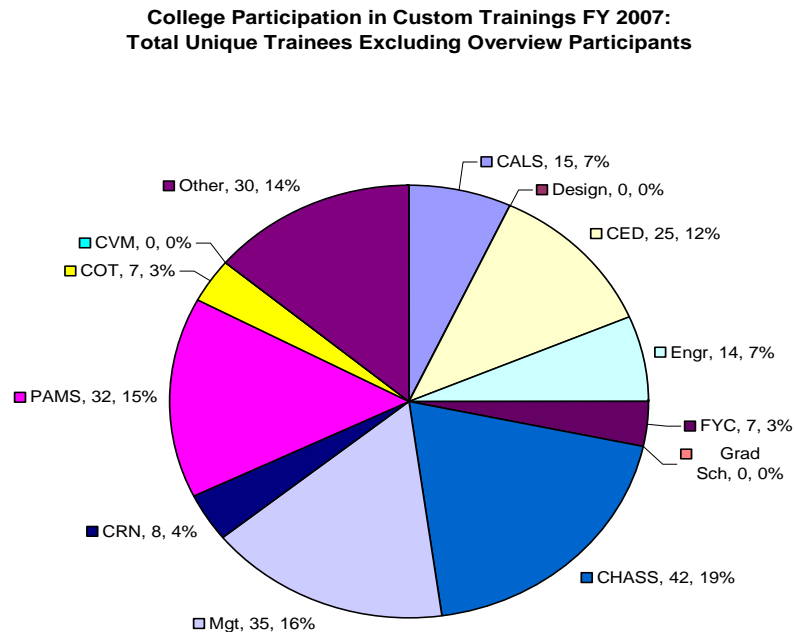


Figure 1.10 FY 2003-2007 Custom Training Enrollments by Participant Type Including Overviews



**Figure 1.11 FY 2003-2007 College Participation in Custom Training: Number of Unique Trainees Excluding Overview Participants**



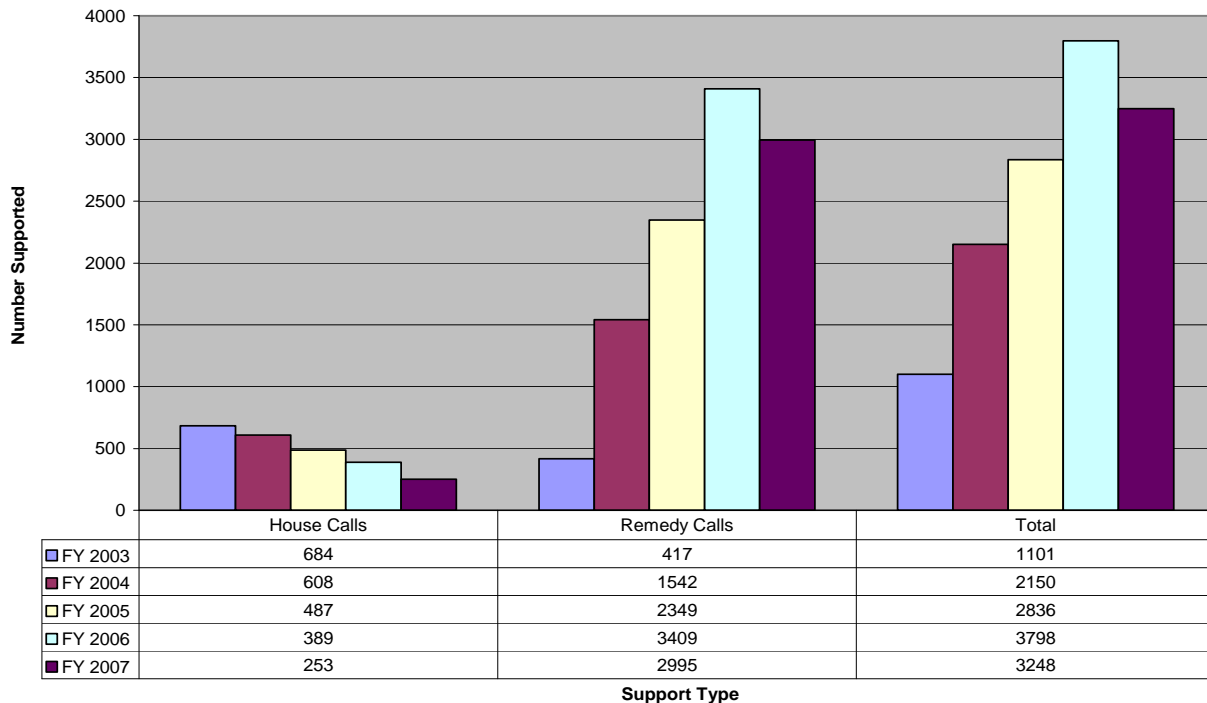
**Figure 1.12 FY 2007 College Participation in Custom Training: Number of Unique Trainees Excluding Overview Participants (\*Other includes departments across campus that are not related to one specific college, e.g. DELTA, Human Resources, NC State Libraries, etc.)**

**Instructional House Calls and Help Desk Support**

We continue to offer individual consulting services to faculty and support staff on the effective use of instructional technologies. Our consulting services include faculty help desk support calls and e-mails. These are short, easy to solve 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, 2006 – June 30, 2007.

In FY 2007, the IS group, including our part-time student employees, resolved/participated in 3248 documented e-mails, phone, and in-person consultations. This is an overall decrease of 14.48% (from the 3798 documented support calls and consultations in FY 2006). A total of 2995 Remedy calls and 253 Instructional House Calls were reported in our tracking systems during FY 2007. The spike in Remedy calls in FY 2006 may be attributed to the introduction of a new LMS (Blackboard Vista) in the fall of 2005. At that time, we were supporting two versions of this LMS, which included migrating faculty off the old version and introducing faculty to the new system. In addition, In FY 2007, we focused on developing a number of online learning resources, including FAQs, Remedy solutions, and job aids, which have allowed faculty to resolve many common LMS issues independently. In addition, we have worked closely with the ITD Help Desk for them to handle most of our tier one calls. The availability of the online resources and our partnership with the ITD Help Desk likely has helped decrease the number of support calls in FY 2007(see Figure 1.13). We anticipate, however, any move to another LMS system will increase the volume of help calls and instructional house calls until we are able to create the resources for independent resolution of issues.

**Instructional House Calls and Help Desk Support**



**Figure 1.13 FY 2003-2007 Instructional House Calls and Help Desk Support**  
Instructional House Call system (n=253), a graph provides the breakdown of support given by college (see Figure 1.14).

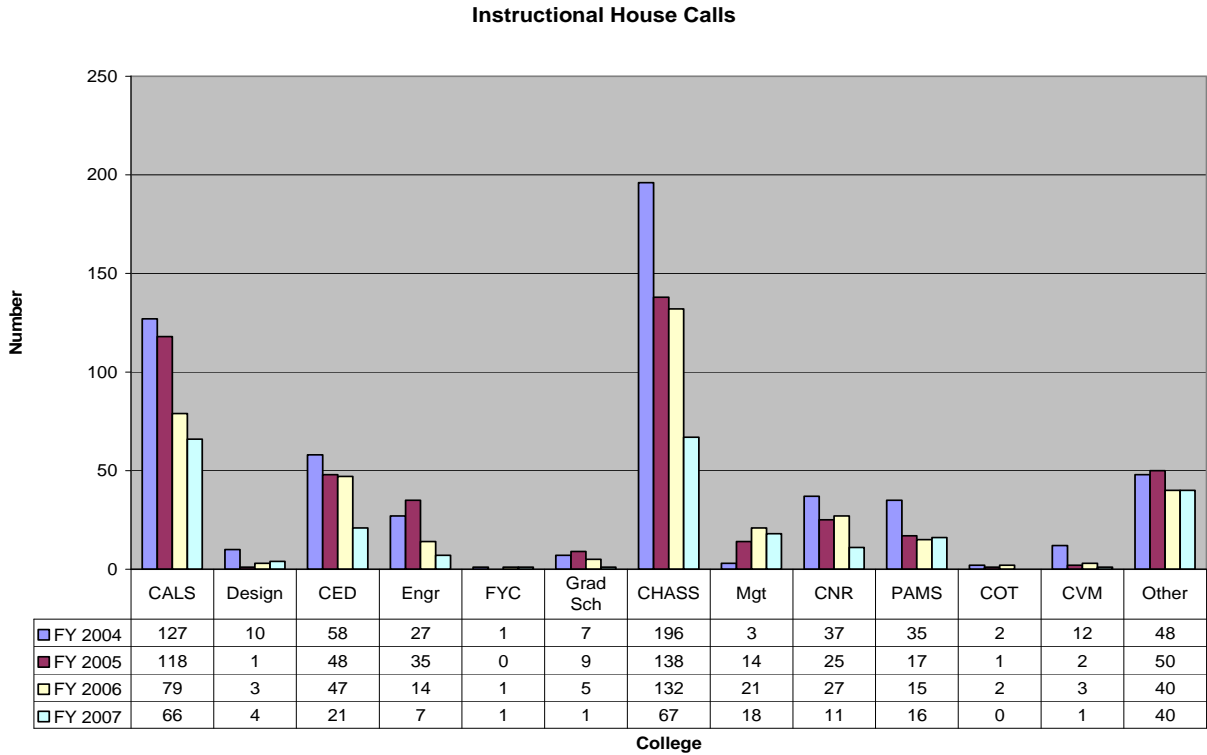


Figure 1.14 FY 2004 – 2007 Instructional House Calls by College

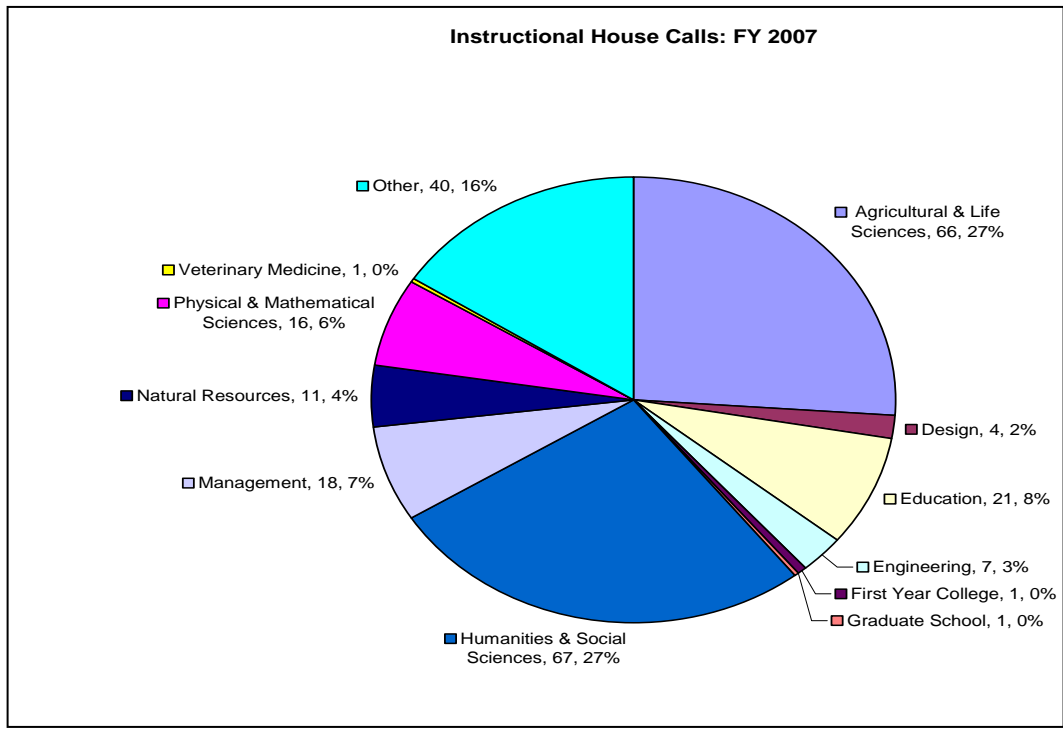
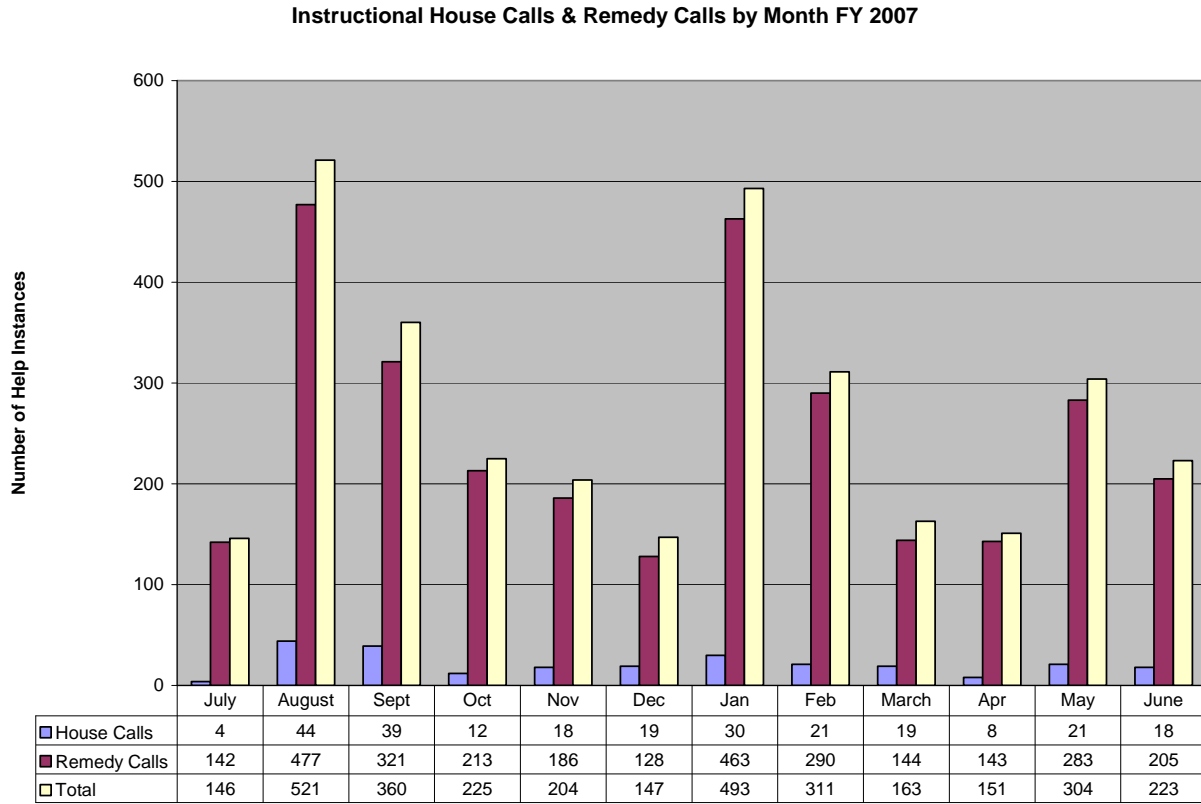


Figure 1.15 FY 2007 Percentages of Instructional House Calls by College

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 support times. By tracking volume, we can better prepare staffing levels and plan programs around times that are notably busy consulting times. As expected, the largest volume of calls occurred at the beginning of fall and spring semesters. We also experienced a rise in the number of calls in May and June, due to faculty support needs for summer school classes.



**Figure 1.16 FY 2007 Instructional House Calls and Support Calls by Month**

### **The Summer Institute 2007**

Based on final participation numbers, demand for the Summer Institute on Teaching and Learning with Technology increased in 2007. Current program capacity, which is based on our experience with optimal training numbers as well as available resources, is around forty total participants.

A total of forty-three participants attended the Summer Institute in 2007; thirty-seven NC State faculty members and one staff accepted invitations, along with five support staff. Four DELTA staff also attended as guests. The forty-three (non-DELTA) participants represents a 34% increase from the thirty-two participants who attended in FY 2006. The largest group participating in the Summer Institute this year was from CALS, followed by CHASS. Both of these colleges have historically been the largest participants of the Summer Institute. In addition, seven colleges saw increased participation during SI 2007 from previous years (see Figure 1.17).

During the final day of Summer Institute 2007, elective day, the sessions were opened to NC State faculty and staff outside of the institute to participate in the sessions. As a result, forty-three additional enrollments in workshops were made on that day, consisting of faculty, graduate students and staff participants. Of those enrollments, seventeen unique faculty participated in the thirty-four elective workshops.

The topics for these open sessions included classes related to content development (e.g. Dreamweaver, Fireworks), Tech Tools (e.g. WebAssign, narrated PowerPoint, Elluminate, Web Video Basics) Theory and Practice (e.g. Designing and Developing Dynamic Materials for Online Courses), Institutional Policies and Resources (e.g. Copyright, Accessibility), and Hot Topics (e.g. Web 2.0, 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 58% (twenty-five responses received), all respondents were highly satisfied in the overall quality of the 2007 Summer Institute [Excellent (80%) or Very Good (20%)]. Additionally, all respondents (100%) indicated they would recommend the Summer Institute to a colleague (another statistic consistent with previous years).

More detailed information based on this year's Summer Institute is available on the DELTA website (at [http://delta.ncsu.edu/docs/about/reports/si2007\\_report.pdf](http://delta.ncsu.edu/docs/about/reports/si2007_report.pdf)).

SI Participation by College: FY 2002 - 2007

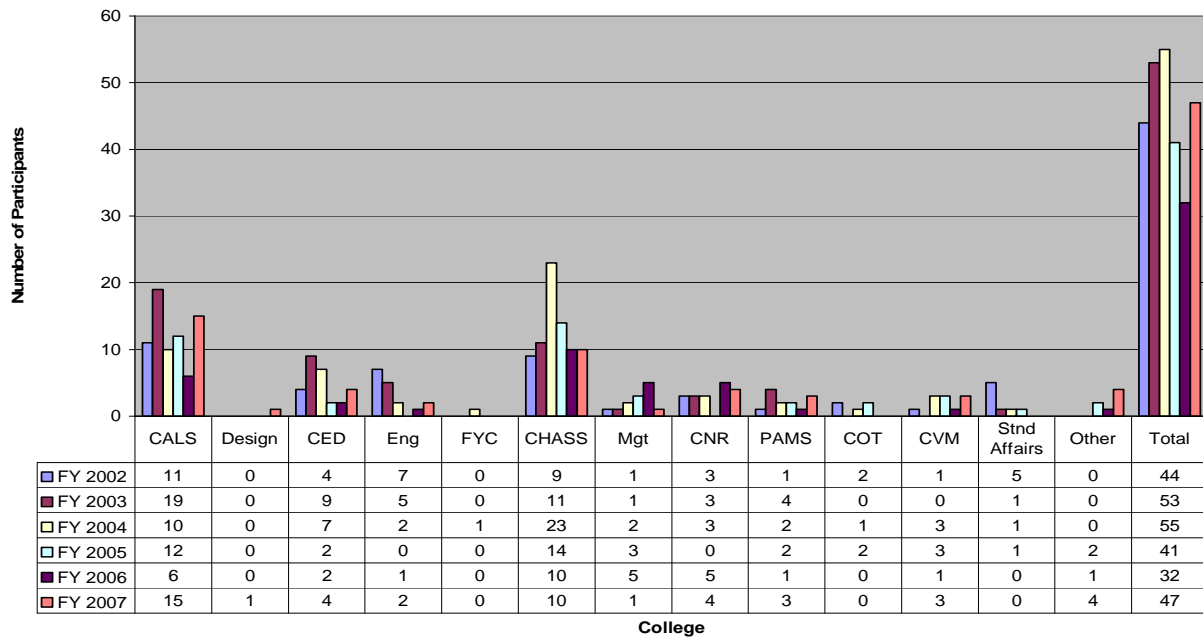


Figure 1.17 FY 2002 – 2007 SI Participation by College

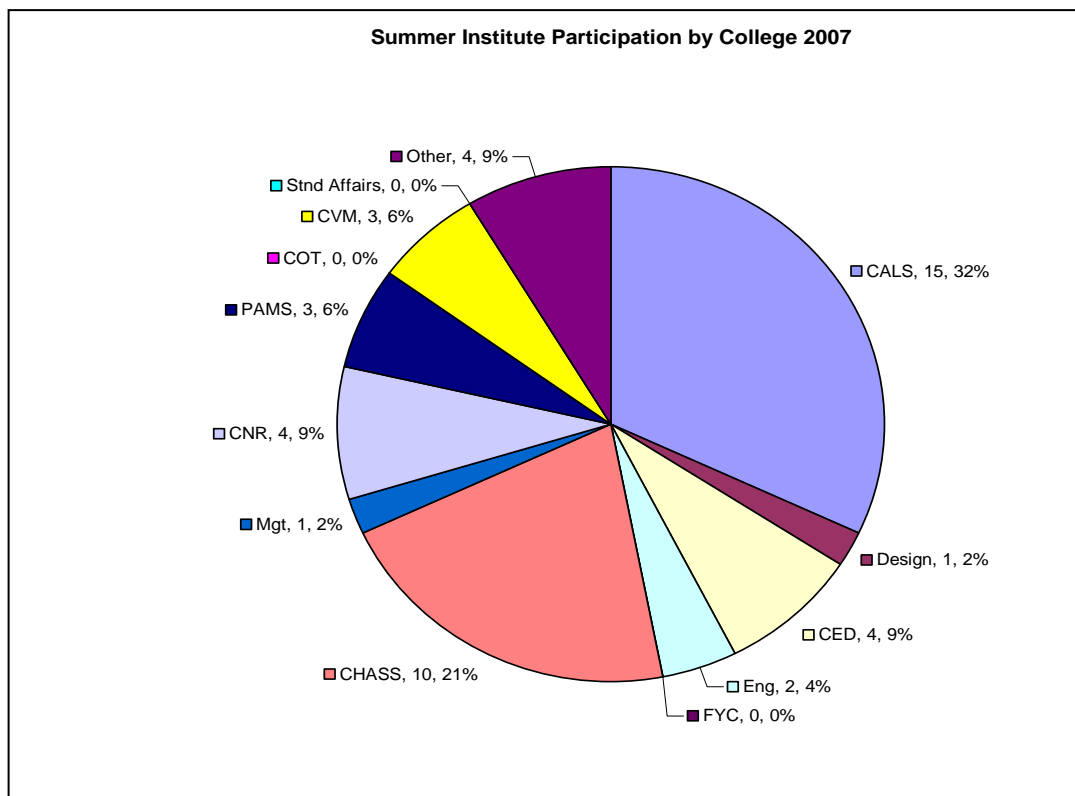


Figure 1.18 FY 2007 Summer Institute Participation by College

### **The Instructional Technology Assistant Program (ITAP) 2007**

The IS group continued to implement the Instructional Technology Assistant Program (ITAP) in FY 2007. ITAP participants are NC State graduate students or staff members who are engaged in supporting faculty with instructional technology. During the previous fiscal year (FY 2006), the decision was made to assess ITAP and possibly revamp the program. This year, ITAP was put on hiatus during the Summer 2006 and fall 2006 semesters for several reasons, (1) to facilitate the planning and conducting of this assessment and retooling of the program, (2) our training labs were closed for three months during Library renovations and thus could not support the program, and (3) the faculty support team was short-staffed for a time. ITAP was re-launched in spring 2007 with several revisions related to the program's duration, instructional content, and delivery mechanisms.

In fall semester 2006, assessment of the program took the form of two focus groups and an online survey, in which various campus constituents offered their perspectives on how ITAP might be improved. Participants in the focus groups included faculty, instructional technology support staff, past ITAP participants, and "Vista reps" representing several colleges and departments. The online survey generated eleven responses.

In both the focus groups and the online survey, participants were asked to comment on three basic issues: (1) the skills that are most important for ITAP participants to learn; (2) appropriate incentives for ITAP participants to receive; and (3) the proposed changing of ITAP to remove the project requirement and instead emphasize the training/instruction aspect of the program.

Due to the feedback from the focus groups and survey, the project component of ITAP was not dropped from the program, but several other changes were made. These changes include a reduction in the number of required workshops, an increase in content related to instructional design and online pedagogy, and the addition of an LMS component to the ITAP experience.

As ITAP was only offered one semester in FY 2007, rather than multiple semesters, the relative number of participants decreased. Out of sixteen applications, fourteen were accepted into the program, but five of these withdrew, citing scheduling or personal reasons. Of the nine remaining participants, seven successfully completed all program requirements, creating Web-based resources for five colleges (one each in the College of Education, the College of Natural Resources, and the College of Engineering, and two each in CHASS and CALS).

ITAP information, including a showcase of completed projects, can be found at: <http://delta.ncsu.edu/itap>. Overall, our budgeting resources allow us to provide this service to around forty to sixty participants in a Fiscal Year, and this program is marketed, but not aggressively so. 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 2007, the IS staff, with the support of others within DELTA, provided services and support to faculty involved in twenty-five course production projects and three 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 1.19 provides an overview of all IS production hours, both course and non-course during FY 2007, compared to production hours during FY 2006 and FY 2005. There was a 51% increase in documented production hours between FY 2005 and FY 2006, and a 69% increase in documented production hours between FY 2006 and FY 2007. The increased number of production hours is reflective of (a) the expansion of internal production, (b) the expansion of the production mission beyond IDEA grants, and (c) increased reliance on student workers (as the permanent staff did not expand during FY 2007).

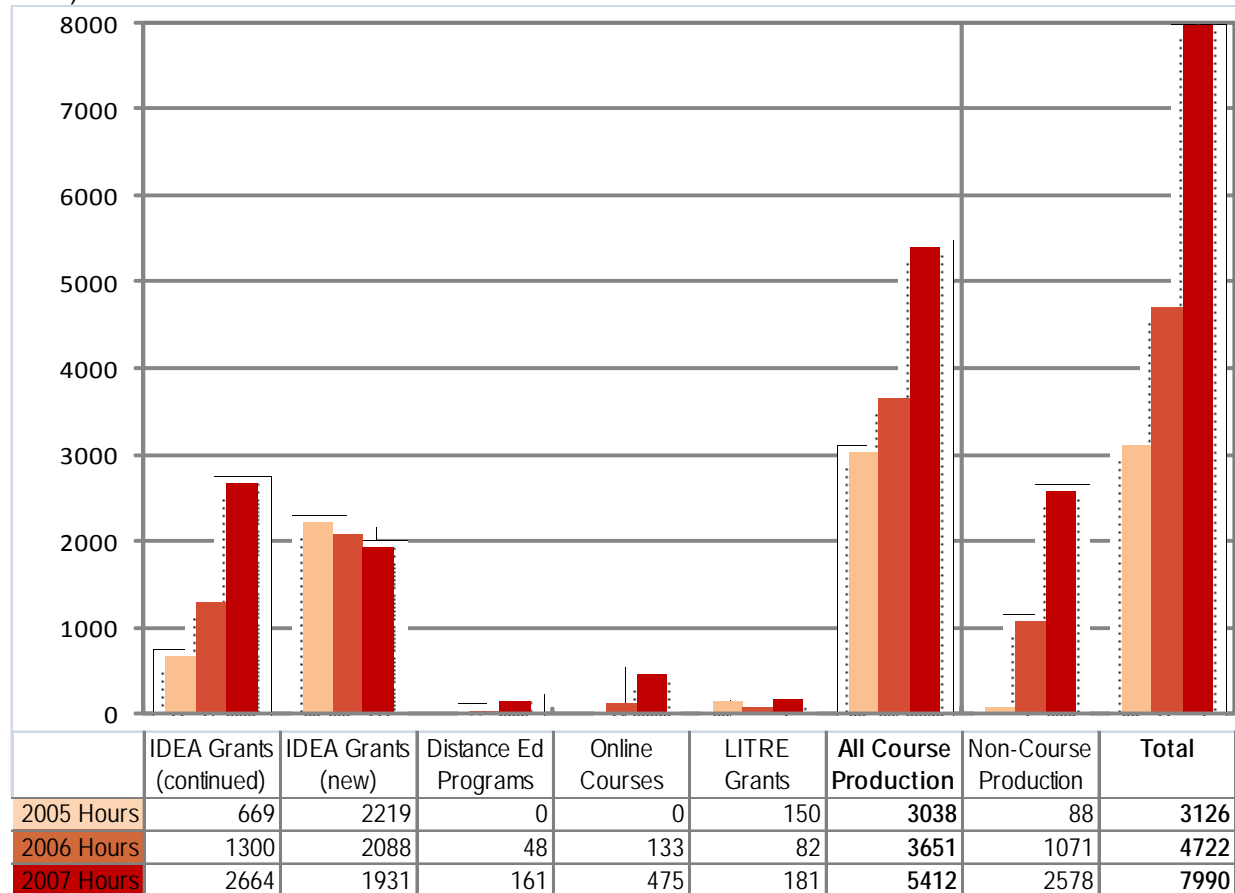


Figure 1.19 IS Production Hours FY 2005, FY 2006, FY 2007

## Major Accomplishments

IS staff and other DELTA personnel spent over **5400** hours working on course production projects in FY 2007. Of the twenty-eight projects that were active during the year, ten are completed. In the course of these projects, IS staff members have worked with faculty to create online materials for ten new distance education courses, twelve existing distance education courses, and two distance education programs. Additionally, IS staff provided over **2575** hours to non-course production projects, including the DELTA website redesign (see Appendix A for some key activities in this area), Virtual Worlds research and development and Marketing production. Table 1.5. provides a summary of all course production projects hours for FY 2007.

Table 1.5 Production Hours FY 2006

<b>Course Production Projects</b>		<b>Hrs</b>
<b>IDEA Grants (continued)</b>		
ANS 225	Kimberly Ange	137
EDP 304	Connie Bossert	42
EMS 594	Len Annetta	66
FLE 400	Carolyn Quarterman	450
PP 315	David Shew	1872
VPH 554	Maria Correa	84
T&D Program	Diane Chapman	13
<b>7 projects</b>		<b>2664</b>
<b>IDEA Grants (new)</b>		
ARE 303	Guido van der Hoeven	42
CH 221	Kay Sandberg	38
CS 424	Jan Spears	50
CS 714	Randy Wells	54
CSC 506	Ed Gehringer	277
ECI 517	Kevin Oliver	29
ECD 530	Raymond Ting	106
ENG 331	Stephanie Trunzo	25
ENT 425	John Meyer	992
HS 201	Helen Kraus	133
NR 500	Bob Abt	16
NR 595C	George Hess	53
SSC 532	Alexandria Graves	116
<b>13 projects</b>		<b>1931</b>
<b>LITRE Grants</b>		
ArchaeInteractive	Scott Fitzpatrick	90
Virtual Microscopy	Jennifer Neel	91
<b>2 projects</b>		<b>181</b>
<b>DE Program Support</b>		
FLS 102	Karen Tharrington	18
HA 202	Stephanie Spencer	118
BAE Program	Dan Willits	25
<b>3 projects</b>		<b>161</b>
<b>Online Course Production</b>		
ENT 425*	John Meyer	475
<b>1 project</b>		<b>475</b>
<b>Total Course Production Hours</b>		<b>5412</b>

\*ENT 425 was not an IDEA Grant until November 2006. These hours were spent during July through October 2006.

**Non-Course Production Projects**

<b>Non-Course Production Projects</b>	<b>Hrs</b>
DELTA Website Redesign	665
Marketing Production	868
Virtual Worlds Project	665
Other Non-Course Production	380
<b>Total Non-Course Production Hours</b>	<b>2578</b>

**Future Plans**

The production program needs to better document the various advancements that result from building on the innovations that are generated by working intensively with faculty, thereby creating materials that benefit a larger audience. One goal is that in the next production cycle, every project will result in at least one reusable object (template, learning module, etc.) or one experiential review (of a piece of software, a teaching method, etc.) that is published on the DELTA website for all faculty to use or learn from.

IS staff members have already started to look at alternative models for production timelines for individual projects. Over the next year, the production process for IS production projects will be modified with the goals of a) having fewer projects active at any one time, b) creating project timelines that are attainable, and c) allowing for more collaboration on active projects across IS, with faculty, and with other DELTA staff. Also, IS staff are working on ways to manage the multiple projects that come from multiple programs so that projects are appropriately prioritized, resourced and scheduled.

## **IDEA Grants**

### **IDEA Grant Project Work: Projects from Previous Cycles**

During FY 2007, seven projects from four different colleges (CALs, CHASS, Education and Veterinary Medicine) were still active from previous grant cycles. IS staff spent 2,664 hours during FY 2007 on these projects. Six of the projects are now complete.

#### *ANS 225: Animal Science Nutrition*

IS staff worked with Ms. Ange to create additional instructional materials for her course and to refine materials created in a previous project. The materials created included a series of videos about nutrition and feeding procedures at the North Carolina Zoo, a webquest activity, templates for narrated presentations and additional web pages for her learning modules. Also, previous course materials were migrated from Vista 3 to Vista 4, quizzes and activities were rewritten to take better advantage of the Vista gradebook, all materials were re-branded to reflect the permanent course number for Animal Science Nutrition (ANS 225), and all videos were re-rendered so that they are in the same format. IS Staff reviewed and edited the previously-created learning modules for consistency of voice and instructional objectives.

**Table 1.6 ANS 225 Project Summary**

Faculty: Kimberly Ange	IS Staff: Rob Hambrick, Amanda Robertson, David Howard, Brian Lee, Lee Ann Gillen, Alan Youngblood, Mike Cuales, Tim Wright
Course: ANS 225 Existing DE Course Type III Undergraduate	Resources: 225 hours allocated 137 hours spent (FY 2007) 598 hours spent (Total)
College: CALS	Status: Complete

#### *EDP 304: Educational Psychology*

EDP 304 was an existing course that was taught by different faculty in different semesters. Dr. Bossert worked with IS staff to create online materials that could be used by different faculty as they taught Distance Education sections of this course. Four animated demonstrations of concepts were designed, developed and then revised based on feedback from the summer 2006 offering of EDP 304. A public course information webpage was created and complementary course banners were designed. A course welcome video and two guest lecture videos were scripted and shot. Also, IS staff reviewed all course materials and provided feedback to Dr. Bossert on content, organization and presentation.

**Table 1.7 EDP 304 Project Summary**

Faculty: Connie Bossert	IS Staff: Huaiying Gao, Amanda Robertson, Tim Wright, Mike Cuales, Lauren Deans
Course: EDP 304 New DE Course Type II Undergraduate	Resources: 200 hours allocated 42 hours spent (FY 2007) 373 hours spent (Total)
College: Education	Status: Complete

#### *EMS 594: Introduction to 3D Multi-user Online Role-Playing Games*

Following the successful development of ActiveWorlds resources for EMS 594 in a previous grant cycle, Dr. Annetta wanted to expand his capabilities to teach using the virtual worlds. IS staff worked with Dr. Annetta to purchase ActiveWorlds server software, to customize the server software with NC State branding, and to have the server installed and maintained at the Friday Institute. IS Staff produced a course welcome video and consulted with Dr. Annetta on course design and how to integrate assessment of course objectives into the virtual environment. Also, tutorials introducing students to the ActiveWorlds environment, new resources within the environment, and an online gallery of objects that can be placed in the world were developed.

**Table 1.8 EMS 594 Project Summary**

Faculty: Len Annetta	IS Staff: Rob Hambrick, Thomas Wilson, Ben Huckaby, Mike Cuales, Alan Youngblood
Course: EMS 594 Existing DE Course Type II Undergraduate	Resources: 305 hours allocated 66 hours spent (FY 2007) 305 hours spent (Total)
College: Education	Status: Complete

*FLE 400: American English Pronunciation*

IS staff worked with Dr. Quarterman to create a variety of online instructional materials to improve FLE 400, which was already being taught as a DE course. Associated deliverables included web-based interactive activities, video clips, and a Vista course site. IS staff also provided consultations for instructional design, including good practices in both synchronous and asynchronous delivery of learning, accessibility, marketing, and visual design.

**Table 1.9 FLE 400 Project Summary**

Faculty: Carolyn Quarterman	IS Staff: Rob Hambrick, Lauren Deans, Courtney Evans, Mike Cuales, Ray Brown
Course: FLE 400 Existing DE Course Type II Undergraduate	Resources: 270 hours allocated 450 hours spent (FY 2007) 575 hours spent (Total)
College: CHASS	Status: Complete

*PP 315: Introductory Plant Pathology*

IS staff are working with Dr. Shew to continue adding innovative learning materials to his course. IS staff redesigned his course website, which had grown organically over time into an extensive set of learning resources, and are migrating those learning materials from his old site to the new one. The redesign of the website had the goal of reorganizing the materials so that students can easily find the materials they need at the time when they need them. IS staff have also produced a video tour of the on-campus plant diagnostic clinic and are creating an interactive plant diagnostics learning game. One of the main objectives of PP 315 is to teach students about the process for diagnosing a plant disease. The learning game will give 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.

**Table 1.10 PP 315 Project Summary**

Faculty: David Shew	IS 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: 525 hours allocated 1872 hours spent (FY 2007) 2419 hours spent (Total)
College: CALS	Status: In Progress

*VPH 554: Trade and Agricultural Health*

IS staff supported Dr. Correa in the creation of a new Distance Education course, VPH 554. IS Staff met with Dr. Correa regularly to plan her course, review her materials, and suggest activities and assessments that would help her achieve her instructional objectives. IS Staff designed and developed a public course webpage with a welcome video that both helps Dr. Correa market her course and serves as a starting point for students who have enrolled. A set of interviews with local farmers on the subjects of international trade were filmed to give students insight into what farmers understand about international agricultural trade issues. Dr. Correa received training on video editing so that she can integrate pieces of the interviews throughout her course.

**Table 1.11 VPH 554 Project Summary**

Faculty: Maria Correa	IS Staff: Huaiying Gao, Mike Cuales, Ray Brown
Course: VPH 554 New DE Course Off Formula	Resources: 250 hours allocated 84 hours spent (FY 2007) 347 hours spent (Total)
College: Veterinary Medicine	Status: Complete

*Online Orientation Module for Training and Development Online*

IS staff worked with Dr. Chapman and other members of the Training and Development Online faculty to define the needs for an online orientation module for new students. The materials developed complement the distance education student orientation materials that were created by DELTA for all DE students. The materials created for the T&D orientation include introductory videos of all faculty members, forms that are necessary for students entering the program, and an introduction to learning tools that are valuable for students. IS staff designed and developed a website that is branded with the Training and Development Online look and feel and created a structure that will accommodate future materials as they are developed.

**Table 1.12 T&D Online Project Summary**

Faculty: Diane Chapman	IS Staff: Rob Hambrick, Amanda Robertson
Course: T&D Online Program Existing DE Program Type II Masters	Resources: 90 hours allocated 13 hours spent (FY 2007) 90 hours spent (Total)
College: Education	Status: Complete

**IDEA Grant Project Work: Projects from the New Cycle**

Thirteen IDEA grants across six colleges were awarded during the 2006-2007 IDEA grant cycle. **1,931** IS staff hours have been spent in support of these grants. Three of these grants are complete, four will be complete before the next IDEA Grant cycle begins and six are planned for delivery in spring 2008.

***ARE 303: Farm Business Management***

IS staff are working 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. IS staff are providing templates and training for the creation of a series of narrated presentations and will be helping to create interviews with owners of different types of farm businesses in different parts of the state. The interviews will cover the role of a farm manager, the scope of NC agriculture, and some insight into the business life of agribusiness owners. The interviews will be done in several formats, including video, narrated presentations, audio-only, text descriptions, etc.

**Table 1.13 ARE 303 Project Summary**

Faculty: Guido van der Hoeven	IS Staff: Rob Hambrick, Mike Cuales
Course: ARE 303 New DE Course Type III Undergraduate	Resources: 42 hours spent (FY 2007)
College: CALS	Status: In Progress

***CH 221: Organic Chemistry I***

IS 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 1.14 CH 221 Project Summary**

Faculty: Kay Sandberg	IS Staff: Amanda Robertson, Ben Huckaby, Matt Hisamoto, David Howard
Course: CH 221 Existing DE Course Type III Undergraduate	Resources: 38 hours spent (FY 2007)
College: PAMS	Status: In Progress

***CS 424: Seed Biology / Ecology***

IS 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 will feature a series of narrated presentations, a time-lapse presentation of root development, germination, & seed formation, and a series of videos that introduce each of the eight main modules.

**Table 1.15 Course Number Project Summary**

Faculty: Jan Spears	IS Staff: Lee Ann Gillen
Course: CS 424 (524) New DE Course Type III Undergraduate	Resources: 51 hours spent (FY 2007)
College: CALS	Status: In Progress

**CS 714:**

Dr. Wells is collaborating with IS staff to create a new Distance Education course, CS 714, for agricultural professionals. He is planning on 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 1.16 CS 714 Project Summary**

Faculty: Randy Wells	IS Staff: Rob Hambrick
Course: CS 714 New DE Course Type III Doctoral	Resources: 54 hours spent (FY 2007)
College: CALS	Status: In Progress

**CSC 506: Parallel Computing**

IS staff are working 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 are also creating a set of simulations of parallel computing processes that Dr. Gehringer can build off of as he continues to improve the course.

**Table 1.17 CSC 506 Project Summary**

Faculty: Ed Gehringer	IS Staff: Thomas Wilson, Tim Wright
Course: CSC 506 Existing DE Course Type IV Masters	Resources: 278 hours spent (FY 2007)
College: Engineering	Status: In Progress

**ECD 530: Theories and Techniques of Counseling**

Dr. Ting is collaborating with IS staff to create a Distance Education version of his existing counseling course, ECD 530. The course will feature 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 1.18 ECD 530 Project Summary**

Faculty: Raymond Ting	IS Staff: Kim Rothwell, Rob Hambrick
Course: ECD 530 New DE Course Type II Masters	Resources: 106 hours spent (FY 2007)
College: Education	Status: In Progress

**ECI 517: Advanced Multimedia Design & Applications**

IS staff are consulting with Dr. Oliver to help him improve his class. These consultations have 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 may produce a learning module creating using a specific multimedia design model if there are no good examples of that model available.

**Table 1.19 ECI 517 Project Summary**

Faculty: Kevin Oliver	IS Staff: Lisa Fiedor
Course: ECI 517 Existing DE Course Type II Masters	Resources: 29 hours spent (FY 2007)
College: Education	Status: In Progress



*ENG 331: Professional Writing*

IS staff are working with Ms. Trunzo to improve her offering of ENG331. She wants to explore methods for facilitating group writing when the group is not in one physical location. Specifically, the project will explore the use of Elluminate for collaborative assignments, Second Life for social networking, text messaging for easy communication between students, and a dashboard-like approach, to make the various technologies seem more integrated to the students.

**Table 1.20 ENG 331 Project Summary**

Faculty: Stephanie Trunzo	IS Staff: Scott Watkins
Course: ENG 331 Existing DE Course Type I Undergraduate	Resources: 25 hours spent (FY 2007)
College: Education	Status: In Progress

*ENT 425: General Entomology*

Dr. Meyer and IS staff are working together to create a Distance Education version of his ENT425 course. The course will feature a series of labs that lead the students through the process of building an insect collection. This includes instruction 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 will be redesigned and learning modules will be created that will lead the Distance Education students through the vast amount of material in a structured way.

**Table 1.21 ENT 425 Project Summary**

Faculty: John Meyer	IS Staff: Kim Rothwell, Courtney Evans, Matt Hisamoto, Alison Citron, Tim Wright, Mike Cuales, David Howard, Amanda Robertson
Course: ENT 425 New DE Course Type III Undergraduate	Resources: 1422 hours spent (FY 2007) 430 before IDEA Grant, 992 as IDEA Grant
College: CALS	Status: In Progress

*HS 201: Principles of Horticulture*

IS staff supported Dr. Kraus in the creation of a Distance Education version of HS201. The course featured a set of learning exercises that students use when mastering the vocabulary of the course, narrated presentations of the lecture content, video demonstrations of various concepts and online assignments and exams.

**Table 1.22 HS 201 Project Summary**

Faculty: Helen Kraus	IS Staff: Lee Ann Gillen
Course: HS 201 New DE Course Type III Undergraduate	Resources: 133 hours spent (FY 2007)
College: CALS	Status: Completed

*NR 400: Natural Resource Management*

IS staff are collaborating with Dr. Abt to create a Distance Education offering of NR400. The online course will feature online learning materials, a set of screen recordings that demonstrate how to do certain calculations and simulations in Excel, and the use of Elluminate to facilitate student to student and student to instructor communication.

**Table 1.23 NR 400 Project Summary**

Faculty: Bob Abt	IS Staff: Lisa Fiedor
Course: NR 400 New DE Course Type II Undergraduate	Resources: 16 hours spent (FY 2007)
College: Natural Resources	Status: In Progress

*NR 595C: Conservation Science in Local Planning*

IS staff worked closely with CNR staff to support Dr. Hess in a multi-campus offering of NR595C. The course was offered on other campuses (Iowa State University and University of Washington) for local credit at those institutions. The cross-campus group of students and faculty needed ways to work collaboratively despite their different locations. The course featured the use of Elluminate, video-conferencing and a wiki to support these needs.

**Table 1.24 NR 595C Project Summary**

Faculty: George Hess	IS Staff: Rob Hambrick
Course: NR 595C New non-DE Course Type II Masters	Resources: 53 hours spent (FY 2007)
College: Natural Resources	Status: Completed

*SSC 532: Soil Microbiology*

Dr. Graves and IS staff are collaborating 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 will include 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 are being captured to use in a new format.

**Table 1.25 SSC 532 Project Summary**

Faculty: Alexandria Graves	IS Staff: Lee Ann Gillen
Course: SSC 532 New DE Course Type III Masters	Resources: 116 hours spent (FY 2007)
College: CALS	Status: In Progress

**IDEA Grants Program Planning**

In October 2006, thirteen grants were awarded out of the thirty-three submitted for the 2006-07 IDEA Grant cycle. Details of these grants can be found in the Course Production section of this report. The total awarded for the 2006-07 cycle was \$105,000.

No major changes were made to the IDEA Grants program for the 2006-07 cycle. Faculty are encouraged in their IDEA Grants to talk about their instructional challenges rather than solutions. In this way, DELTA staff will be able to collaborate with faculty in finding appropriate solutions to these challenges.

**LITRE Grant Project Work**

IS are still supporting two projects that originated in the LITRE Grant program. Around 180 IS staff hours have been spent in support of these two projects. Both of these projects are still in progress.

*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 1.26 Archaeinteractive LITRE Grant Project Summary**

Faculty: Scott Fitzpatrick	IS Staff: Thomas Wilson
Course: ANT 385 / 495	Resources: 90 hours spent (FY 2007) 142 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. IS staff are working with Dr. Neel to develop a website that will give students and faculty in Veterinary Medicine access to the slides in a variety of ways.

**Table 1.27 Virtual Microscopy LITRE Grant Project Summary**

Faculty: Jennifer Neel	IS Staff: Tim Wright
Course: VMP 964	Resources: 91 hours spent (FY 2007) 120 hours spent (Total)
College: Veterinary Medicine	Status: In Progress

**Other Course Development Projects**

Instructional Services has also supported several other course development projects. These projects usually begin with requests from the Distance Education Planning and Development unit.

*FLS 102: Elementary Spanish II*

Ms. Tharrington is working with IS 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 course will be delivered through Vista and will have chapter web pages, assignments, discussion boards, quizzes and tests, and other learning materials. There will be vocabulary / grammar exercises for terms covered in Chapters 5 - 9 of the textbook. The students will be required to meet in a virtual classroom and record conversations that can be reviewed later by the instructor.

Table 1.28 FLS 102 Project Summary

Faculty: Karen Tharrington	IS Staff: Lee Ann Gillen, David Howard
Course: FLS 102 New DE Course Type I Undergraduate	Resources: 18 hours spent (FY 2007)
College: CHASS	Status: In Progress

*HA 202: Art History*

IS worked with Dr. Spencer to improve her Distance Education course. Specifically, the project entailed recreating her slide-based lectures as electronic presentations to facilitate the creation of higher-quality videos of her class presentations, and the creation of online exams in Vista so that DE students could take the exams in a more flexible fashion.

Table 1.29 HA 202 Project Summary

Faculty: Stephanie Spencer	IS Staff: David Howard
Course: HA 202 Existing DE Course Type I Undergraduate	Resources: 118 hours spent (FY 2007)
College: CHASS	Status: Complete

*BAE Program*

IS staff met with Dr. Willits and Dr. Classen to help them identify a company that would redesign the Distance Education portion of their department website.

Table 1.30 BAE Program Support Project Summary

Faculty: Dan Willits, John Classen	IS Staff: David Howard, Mike Cuales
Program: BAE Masters Existing DE Program Type III Undergraduate	Resources: 25 hours spent (FY 2007)
College: CALS	Status: Complete

## **New Multimedia Initiatives**

### **3D Online Learning Environments – Research**

The IS team began an investigation of 3D Online Environments for teaching and learning. The objective of this initiative is to research and develop DELTA's capabilities to deploy online 3D virtual environments for NC State faculty, staff and students. This project explores various technologies that can support the creation and deployment of 3D multi-user online environments for distance education courses, demonstrations, collaboration or interaction. We are currently investigating ActiveWorlds, Second Life, Torque and Google SketchUp.

### **Marketing Communications – Creative**

During FY 2007, the IS production team took on the responsibilities for design and production of creative for Marketing & Partnership Development. This was accompanied by the addition of the Media Specialist to the IS staff. During this time, the production team has produced magazine advertising and various print materials, managed the DELTA re-branding initiative, assisted in the production of interactive advertising and promoted several DELTA programs and events.

### **DELTA MM Production Internship**

Over the past year, we have recruited, managed, and directed between six and nineteen part-time student designers at any given time. Our full-time staff provides guidance, expertise, and training, and maintains quality assurance and help with communication. Our students have provided multimedia design and production support as well as led major initiatives such as the Google SketchUp contest. A large percentage of our production capabilities are sustained by our part-time staff. We have found that students emerge from this professional experience with a refined skill set and with an opportunity to explore subjects outside their course of study. For this reason, we have taken steps to formalize the effort into a DELTA internship program.

## SLMS/LMS Support

### Synchronous Learning Management Systems (Elluminate)

The purpose of the Synchronous Learning Management System (SLMS) workgroup was to design and develop an instructionally effective synchronous learning service for NC State faculty, staff, and students. The workgroup collaboratively developed various elements of the Synchronous Learning beta service, including systems operations, training, pilot program administration, and user support. Over **475** staff hours were spent by IS staff in support of SLMS workgroup activities during FY 2007.

Over the past year, we got Elluminate up and running and offered it to faculty as a beta program. This meant that they were informed that we were still learning the product and trying to integrate it into our campus infrastructure. No faculty were turned away from using the product, but we did not actively advertise it, nor did we integrate it into our learning technology workshop series. Our efforts over the past year included:

- Working with Elluminate representatives to schedule a one and a half-day on-campus training covering use of the Elluminate virtual classroom and also administrative functions
- Training and supporting faculty, including manually enrolling faculty as moderators
- Creating a website with information about the product, training and support information, limitations of the beta program, and frequent questions and answers
- Setting policies and talking with various campus groups to demonstrate the possibilities of synchronous learning with Elluminate
- Managing the migration of the Elluminate server to MCNC and communicating with faculty users about the status of the service during the move

### Usage

Elluminate Live!, the SLMS in use during FY 2007, was used to support twenty-seven faculty in thirty-eight courses. The courses represented instruction in six colleges, including Education (18), CALS (12), CHASS (3), CNR (3), Engineering (1), and PAMS (1).

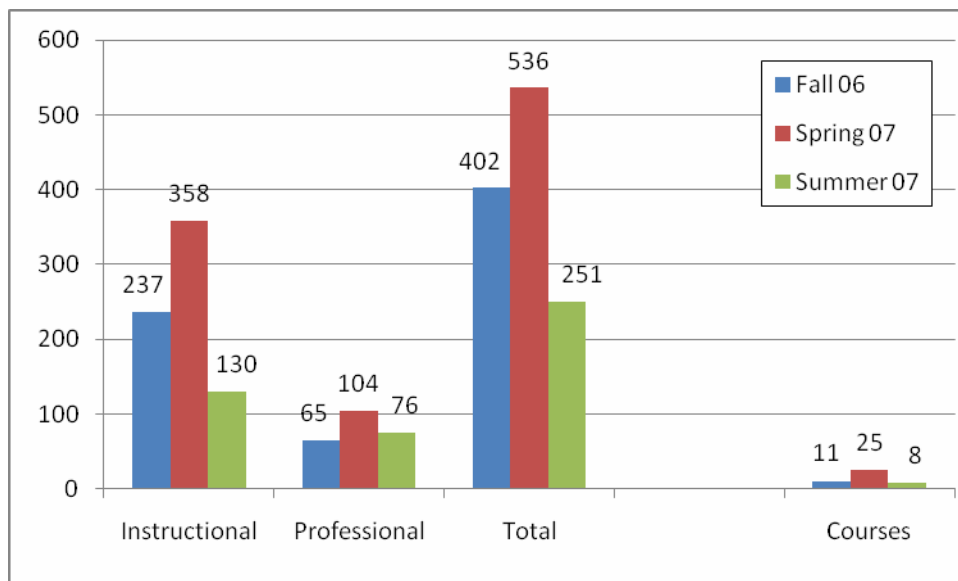


Figure 1.29 Semester Use of Elluminate, by Type

In fall 2006, 402 Elluminate sessions were held, of which 100 were test or practice sessions. 237 of the non-practice sessions were instructional (including formal instruction sessions, student workgroup times, office hours, exam sessions or workshops), including sessions for eleven credit courses taught by ten faculty and several professional education sessions and workshops. The remaining sixty-five of the non-practice sessions were non-instructional, including demonstrations of the technology, meetings between DELTA staff and faculty, conference presentations and other professional uses.

The classes that used Elluminate in fall 2006 were EAC 759 (Imel), EAC 582 (Storberg-Walker), EAC 583 (Mehlenbacher), EAC 585 (Mehlenbacher), EAC 759 (Fleming), ECG 507 (Newmark), EMS 495 (Annetta), FCS 512 (Behnke), PY 610B (Sherwood), TOX 415 (Hofelt), ZO 726 (Hightower). There were also sessions for a BAE Professional Exam Preparation series (Huffman), Library Training events (Duckett), DELTA training events, etc.

In spring 2007, 536 Elluminate sessions were held, of which seventy-four were test or practice sessions. 358 of the non-practice sessions were instructional (including formal instruction sessions, student workgroup times, office hours, exam sessions or workshops), including sessions for twenty-five credit courses taught by twenty-one faculty and several workshops. The remaining 104 of the non-practice sessions were non-instructional, including demonstrations of the technology, meetings between DELTA staff and faculty, faculty meetings, conference presentations and other professional uses.

The classes that used Elluminate in spring 2007 were AEE 530 (B. Croom), AEE 735 (B. Croom), ALS 398H (B. Croom), EAC 551 (Storberg-Walker), ANS 415 (J. Croom), ARE 306 (Feitshans), ARE 309 (Feitshans), EAC 595G (Imel), EAC 581 (Mehlenbacher), EAC 538 (Fleming), EAC 584 (Chapman), EAC 595D (Hatcher), EAC 759 (Bowles), ECI 509 (Holcomb), ECI 511 (Oliver), ECI 716 (Oliver), ECI 454 (Brocius), FCS 510 (Behnke), FLE 400 (Quarterman), GC 498 (Branoff), MAE 206 (Howard), NR 595C (Hess & Steelman), NR 595G (Colson), PY 610B (Sherwood) and TOX 401/501 (Hofelt). There were also sessions for Library Training events (Duckett), DELTA training events, demonstrations, faculty meetings etc.

In summer 2007, 251 Elluminate sessions were held, of which forty-five were test or practice sessions. 130 of the non-practice sessions were instructional (including formal instruction sessions, student workgroup times, office hours, exam sessions or workshops), including sessions for eight credit courses taught by seven faculty. The remaining seventy-six of the non-practice sessions were non-instructional, including demonstrations of the technology, meetings between DELTA staff and faculty, faculty meetings, conference presentations and other professional uses.

The classes that used Elluminate in summer 2007 were ANS 225 (Ange), ANS 415 (J. Croom), EAC 559 (Fleming), ECI 511 (Oliver), NR 595C (Hess & Steelman), NR 610 (Devine), SW 502 (Taliaferro), SW 630 (Taliaferro). There were also sessions for an Equine Science Forum, demonstrations, faculty and staff meetings, research sessions, etc.

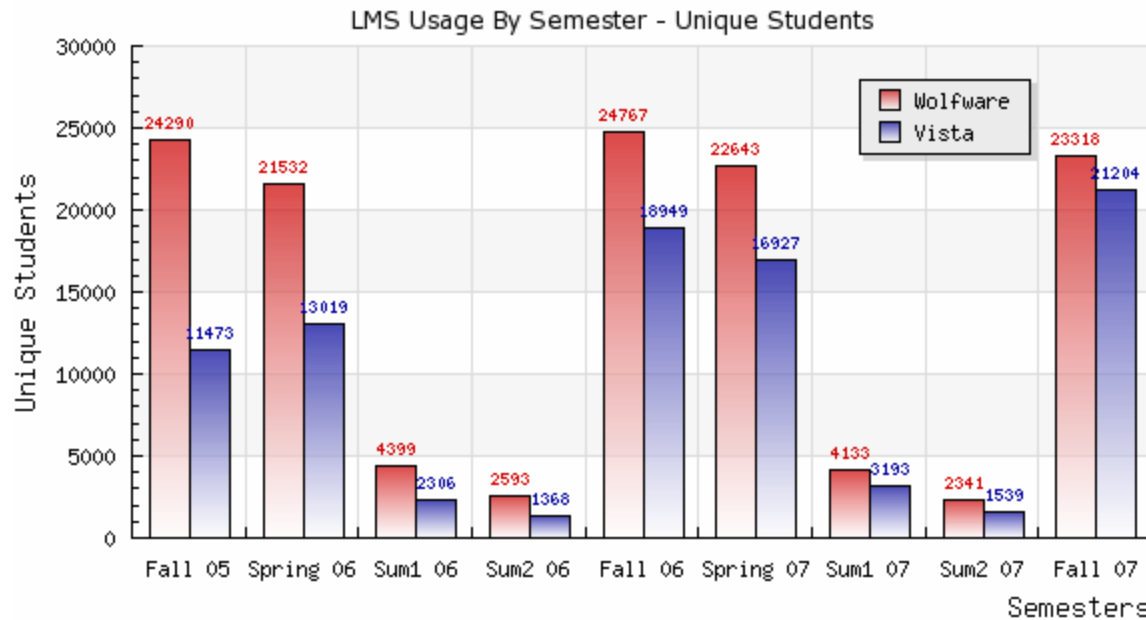
### **Future Plans**

In fall 2007, the SLMS Workgroup will be dissolved as Elluminate becomes part of the LMS infrastructure at NC State. The Instructional Services Faculty Training and Support Services unit will integrate the training and support of Elluminate into their normal practices, and strategic decisions will be made by the DELTA LMS Strategy Team.

**Learning Management Systems (Blackboard Vista)**

During FY 2007, Blackboard Vista was in full production, integrated as a regular part of our LMS support structure. IS 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.

During FY 2007 (summer 2006, fall 2006 and spring 2007) an increasing number of unique students were enrolled in both Blackboard Vista, and WolfWare.



**Figure 1.30 LMS Usage by Semester – Unique Students**

See [http://raleigh.delta.ncsu.edu/lms\\_reports/index.php](http://raleigh.delta.ncsu.edu/lms_reports/index.php) for reporting information on LMS usage at NC State.



## **Selected IS Presentations, Publications & Research**

In addition to the orientations, presentations, workshops and seminars given by the DELTA Instructional Services staff in support of the NC State Community, a number of the IS staff demonstrated their commitment to contributing to the TLT professional community through their involvement with presentations, publications and research outside the NC State Community in FY 2007. These staff included:

- Fiedor, Lisa & Saroj Primlani. *Accessibility of Electronic and Online Assessment Tools*. 2007 (March) CSUN International Technology and Persons with Disabilities Conference, Los Angeles, CA.
- Morris, Charlie & Scott Watkins. *Where's the Good Stuff? A Discussion of Useful TLT Resources*, UNC TLT Conference, March 2007, Raleigh, NC.
- Morris, Charlie & Stacy Smith. Proposal accepted: *Support by Numbers: Using LMS Data to Prioritize Help Desk Activities*. Blackboard Conference. Boston, July 2007.
- Hambrick, Rob & Dr. Marti Cleveland-Innes, Athabasca University. *Creating Social and Emotional Presence Online*. Scholarship of Teaching & Learning Conference (NC State University, Raleigh, NC; Sep. 14-15, 2006)
- Hambrick, Rob & Dr. Marti Cleveland-Innes, Athabasca University. *Creating Social and Emotional Presence Online*. Elluminate User Conference (Dallas, Texas; Oct. 12, 2006)
- Hambrick, Rob (with Marti-Cleveland Innes, Athabasca University; Ginny Sconiers, East Carolina State University). *Creating Social and Emotional Presence Online*, UNC TLT Conference, March 2007, Raleigh, NC.
- Hambrick, Rob. Poster: *UNC TLTC SLMS Evaluation of Synchronous Learning Management Systems*. Scholarship of Teaching & Learning Conference (NC State University, Raleigh, NC; Sep. 14-15, 2006)
- Hambrick, Rob & Andrea Eastman-Mullins, UNC Office of the President. *UNC TLTC SLMS Evaluation of Synchronous Learning Management Systems*. Educause (Dallas, Texas; Oct. 9-12, 2006).
- Hambrick, Rob (with Katherine Stephenson, UNC-Charlotte; Carolyn Quarterman, NCSU). *Leveraging Technology in Foreign Language Instruction*. UNC TLT Conference, March 2007, Raleigh, NC.
- Howard, David; Smith, Stacy & Donna Petherbridge. *A Holistic Model of Faculty Support: A Case Study*. UNC TLT Conference, March 21, 2007, Raleigh, NC.
- Petherbridge, Donna. *A Concerns-based Approach to the Adoption of Web-based Learning Management Systems*. Graduate Thesis, NC State University Adult & Higher Education Department, <http://www.lib.ncsu.edu/theses/available/etd-03052007-083230/>.
- Petherbridge, Donna & Chapman, Diane. *Changing your Learning Management System: Implications for Student Support*. Accepted for a poster session at the SLOAN-C International Conference on Asynchronous Learning Networks, Orlando, FL., November 7 – 9, 2006.
- Petherbridge, Donna & Diane Chapman (Spring, 2007). *Upgrading or Replacing Your Learning Management System: Implications for Student Support*. Online Journal of Distance Learning Administration, <http://www.westga.edu/%7Edistance/ojdl/spring101/petherbridge101.htm>.

- Robertson, Amanda; Cuales, Mike; Howard, David; Huckaby, Ben; Lee, Brian; & Courtney Evans. *Tapping Student Resources to Create Multimedia Learning Solutions*, UNC TLT Conference, March 2007, Raleigh, NC.
- Temple, Traci & Donna Petherbridge. *A Primer on Blended Learning*. UNC TLT Conference, March 21, 2007, Raleigh, NC.
- Watkins, Scott. *Vista Projects: Opportunities for Extension*. State Extension conference, March 2007, Raleigh, NC.

### **Selected Professional Accomplishments**

Instructional 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 2007.

- Fiedor, Lisa. Completed the Pathways Leadership Development program at NC State, winning the Pathways 2006-2007 Achievement Award.
- Howard, David. Completed the Educause Learning Technology Leadership Institute, State College, PA, July 9<sup>th</sup> – 13<sup>th</sup>
- Morris, Charlie. Blackboard Certified Training program, receiving his certification in July 2007.
- Petherbridge, Donna. Completed a doctorate in Adult & Higher Education at NC State in May 2007.
- Smith, Stacy. Blackboard Certified Trainer, recertification, June 2007.
- Smith, Stacy. NC State Performance Leadership certification, May 2007

### **Outreach & Service**

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

- Cuales, Mike. Served on a thesis committee, English Department.
- Cuales, Mike. Student SIGGRAPH meeting attendee.
- Fiedor, Lisa. Participation in the Blackboard Accessibility Interest Group.
- Fiedor, Lisa. Helped develop NC State Course Hosting Regulation and accompanying Accessibility Primer and Checklist.
- Fiedor, Lisa. UNC TLT Conference Program Committee, Review Subcommittee, Plenary Speaker Subcommittee, and Workshops Workgroup.
- Fiedor, Lisa. Blackboard Exemplary Course Program course reviewer.
- Fiedor, Lisa. Participated in Access Technologists Higher Education Network (ATHEN) Software Evaluation Protocols initiative, and in Access Technologists Higher Education Network (ATHEN) iTunesU Accessibility initiative

## DELTA Instructional Services Unit Report, FY 2007

- Hambrick, Rob. Participated in the UNC TLTC Instructional Professionals Interest Group, January, 2007.
- Hambrick, Rob. Meridian Instructional Technology Journal (Editorial Board Member).
- Hambrick, Rob. ITD Accessibility & Usability Workgroup.
- Howard, David. Member of the UNC TLT Conference Program Committee (member of Review, E-Learning, Workshops and Proceedings subcommittees).
- Howard, David. Member of the UNC TLTC Instructional Professionals Interest Group
- Howard, David. Member of the UNC TLTC UNC TLTC Quality Assurance Workgroup
- Morris, Charlie. NCSU "Clickers" Evaluation Team.
- Petherbridge, Donna. LITRE Assessment Committee.
- Petherbridge, Donna. LITRE Student Learning Task Force.
- Petherbridge, Donna. NC State Representative to the UNC Teaching & Learning with Technology Collaborative Board
- Petherbridge, Donna; Wright, Tim, & Shahan, Ann. Support for the Gertrude Cox awards event, January 2006.
- Robertson, Amanda. Taught a section of ADN 219 – Digital Imaging, at the College of Design, Fall 2006 and Spring 2007
- Robertson, Amanda. Fulbright Presenter, NCSU (Presented at the Friday Institute on several web-based projects I've developed with Dr. Candy Beal for Russian and American students) November 2006.
- Robertson, Amanda. Facilitation for Martorella session at the Friday Institute, March 2007.
- Robertson, Amanda. Design Expo Raleigh – Served as exhibition organizer, Graphic Design judge, designed exhibition catalog, and exhibiting artist. [www.dxraleigh.com](http://www.dxraleigh.com)
- Robertson, Amanda. Serves on the NC State Digital Asset Management Committee.
- Smith, Stacy. Member, CALS Academic Computing Advisory Committee.
- Smith, Stacy. (Ex Officio), Contributor, NCSU "Clickers" Evaluation Team.
- Smith, Stacy. Chair-elect, Key Haven Committee.
- Smith, Stacy. UNC Support and Training Working Group of the UNC Vista Council
- Smith, Stacy. UNC Technical Working Group of the UNC Vista Council
- Smith, Stacy, WebCT Institutes representative from NC State University
- Smith, Stacy, NCSU coordinator for the Blackboard Exemplary Course Program

- Watkins, Scott. UNC TLTC Open Source LMS Evaluation Project participant.
- Watkins, Scott. UNC TLTC Sakai pilot campus liaison.
- Watkins, Scott; Hambrick Rob, Morris, Charlie; Duckett, Kim; Fisher, Elliott; Williams, Joe; Hicks, Leigh Jay; Nelson, Dede, & Wright, Tim. Initial contributors/planners (and web designers) for BLERN, see <http://blogs.lib.ncsu.edu/page/blern> for more information.

## **Selected Conference Participation**

To stay abreast of new and emerging technology and pedagogy, Instructional Services staff attend a variety of local and national conferences. Conferences where one or more Instructional Services staff members attended during FY 2007 included:

- An Event Apart 2007, March, Boston, MA
- CSUN International Technology and Persons with Disabilities Conference, March 2007 (22<sup>nd</sup> Annual)
- Distance Learning Forum, December 5<sup>th</sup> – 6<sup>th</sup>, Chapel Hill, NC
- Distance Teaching & Learning Conference, Madison, WI, August 2006
- EDUCAUSE Annual Conference, October 9<sup>th</sup> – 13<sup>th</sup>, 2006, Dallas, TX
- Educause Learning Initiative (ELI) Annual meeting, January 2007, Atlanta, GA
- Educause Learning Initiative (ELI) Fall Focus Session, “Supporting Learning with Technology: Assessment’s Role; September 11–12, 2006, Omni Interlocken Resort, Broomfield, Colorado.
- Educause Learning Initiative (ELI) Spring Focus Session, March 2007
- Educause Learning Initiative (ELI) Web Seminars (ongoing throughout the year), online seminars
- Elluminate Live! Training sessions (ongoing throughout the year), online seminars
- Elluminate Users Conference, October 13th, 2006, Dallas, TX
- HOW Design Conference, June 2007
- Innovate-Live Webcasts (ongoing throughout the year), online seminars
- Innovation in Instruction, Elon College, NC, August 17<sup>th</sup>
- Redesign Alliance Conference, Orlando, FL, March 18<sup>th</sup> – 20<sup>th</sup>
- SIGGRAPH, Boston, MA, July 30<sup>th</sup> – August 3<sup>rd</sup>
- Serious Games Summit, October 2006, Washington, DC
- TLT Flashlight Online webinar
- UNC Teaching and Learning with Technology Conference, Raleigh, NC, March 21<sup>st</sup> – 23<sup>rd</sup>
- UNC TRI-IT meeting, Duke University, November 2006
- UNC TRI-IT meeting, UNC-Greensboro, May 2, 2007.
- WebCT Users Conference, July, 2006, Chicago, IL (8<sup>th</sup> annual) Women’s Professional Development Conference, June 2007

## **Professional Memberships**

Instructional Services staff members also have memberships in a variety of local and national organizations. Memberships for various individuals include:

- Access Technologists Higher Education Network (ATHEN)
- American Association of University Women
- American Educational Research Association (AERA)
- American Institute of Graphic Arts
- American Society for Training & Development, Research Triangle Area Chapter, (ASTD-RTA)
- American Society for Training & Development, National Organization
- Association for the Advancement of Computing in Education
- Blackboard Certified Trainers
- EDUCAUSE
- Educause Learning Initiative (ELI)
- e-Learning Guild
- International Society for Performance Improvement (IPSI)
- NC State SIGGRAPH Chapter
- Phi Kappa Phi Honor Society
- Professional and Organizational Development (POD) Network
- SIGGRAPH
- Society for Applied Learning Technology (SALT)
- TRI-IT
- Usability Professionals Association
- WebCT Accessibility Consortium
- W3C membership

## **Appendix A: Selected DELTA Website Activities**

### **DELTAweb activities for 2006-2007**

#### **July 2006**

LTS website changed to LT website

#### **August 2006**

LT website switched to DELTA website

Initial Google search integration

#### **September 2006**

Print style sheet developed

DELTA change request system developed

DELTA website launch

Weekly maintenance

#### **October 2006**

Version 1 of the change request document released

Quicklinks solidified

Website version 1 closing meeting

Planning for launch of version 1.5

Development & launch of announcement submission form

Weekly maintenance

#### **November 2006**

First exploration of possible content management systems

First conversation about 'people' section and staff profiles

Weekly maintenance

Google analytics installation

#### **December 2006**

'people' section graphic mock up

'people' section XHTML/CSS mock up

swfobject flash detection integrated into homepage

Weekly maintenance

Begin monthly content meetings

#### **January 2007**

monthly content meeting

Weekly maintenance

Form submission image verification (form spambot prevention)

FDMS code synchronization

Accessibility upgrades

Webby award submission

#### **February 2007**

monthly content meeting

Weekly maintenance

Workshop material realignment

Global form validation and style conventions

Launch of 404 error page to aid any broken legacy links

#### **March 2007**

monthly content meeting

Version 2 Google co-op internal search integration (current version)

Weekly maintenance

Website media style sheet development & launch (handheld devices)

Email validation

Overall site optimization, PHP & CSS

Dev and prod synchronization

Accessibility upgrades

CSS2.1 gradual launch

**April 2007**

Monthly content meeting

Weekly maintenance

IDEA grant website migration into current template

Redesign of workshop material file-structure

DELTAweb inline clicksearch (example: <http://delta.ncsu.edu/teach/funding/> )

**May 2007**

Monthly content meeting

Weekly maintenance

Adding FERPA information

Restructuring of the DELTA development team [proposal document available]

- **Core dev team**

- Tim Wright

- Hillisha Haygood

- Kim Rothwell

- **Extended dev team**

- Mike Cuales

- Lisa Fiedor

- Amanda Robertson

Release of official accessibility statement

Google maps interactive driving directions - version 1

**June 2007**

Weekly maintenance

Monthly content meeting

Project portfolio kick off meeting

DELTA website version 2 deadline meeting [document available]

Change request procedure document draft [proposal document available]