

**The Instructional Technology Assistant Program (ITAP):
Program History and an Analysis of Effectiveness**

Prepared by Dede Nelson and Leigh Jay Hicks
Reviewed by Donna Petherbridge
Faculty Development Services,
Learning Technology Service/DELTA
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The Instructional Technology Assistant Program (ITAP): Program History and an Analysis of Effectiveness

Executive Summary

This report describes the historical underpinnings and participation within the ITAP program since its inception in 1999, with a focus on the fall 2000 – fall 2002 non-pilot cohorts. Extant data was reviewed that indicated this program has had 73 graduates and a 72.3% graduation rate since fall 2000, and that the program has enjoyed largely positive feedback from both faculty sponsors and participants since its inception. Data from a qualitative study involving three former participants was also considered in the analysis (see Appendix C, p. 32). Additionally, new data was obtained for this report in order to provide further analysis of the effectiveness of this program through surveys that were created and distributed to former participants (33% response rate) and their faculty sponsors (25.8% response rate), with respondents very representative demographically of the overall ITAP participants. An analysis of this data indicated the following evidence of program effectiveness:

- (1) Both faculty and participants respondents increased their knowledge and skills required for good web design and in their understanding of the issues involved in online course delivery.
- (2) The majority of ITAP projects identified by respondents are still being used to support both web-supplemented and distance education courses at NC State University.
- (3) Almost all faculty sponsors and participants responding to the survey indicate the program has positive benefits for them, including understanding web design and gaining recognition and respect at work.
- (4) Over half of the faculty respondents and more than ninety percent of the participant respondents indicated they are seeking more training as a result of this program.
- (5) Over 86% of participants surveyed are still creating web pages at NCSU, and 63% reporting that they are still in the same position as when they created the project.
- (6) There is a clear perception held by both participants and faculty sponsors that ITAP offers a valuable opportunity for participants to gain new skills related to web design and online course development.

Additionally, the following program recommendations were made based on reviews of extant data and survey responses:

- (1) Improve communication with faculty
- (2) Improve participant satisfaction and graduation rates, and
- (3) Improve staffing and administrative policies.

Furthermore, the program is of such interest to faculty that the LTS should consider a similar program for faculty, following lessons learned from the ITAP program.

The Instructional Technology Assistant Program (ITAP): Program History and an Analysis of Effectiveness

The purpose of this research project is to review the overall effectiveness of the Instructional Technology Assistant Program (ITAP), a semester-long training program for staff and students supporting faculty at NC State University. ITAP is offered by Learning Technology Service (LTS), a division of Distance Education and Learning Technology Applications (DELTA) at North Carolina State University. The LTS helps faculty to integrate technology in the teaching/learning process by promoting good practice in instructional design, and aiding faculty in the development of web-supplemented and distance learning courses and programs.

Description of the program

Since its inception in the fall of 1999, ITAP has served as a means for training faculty technology assistants to create high quality online course materials. Through a competitive application process each semester, a maximum of 20 motivated, computer literate students or staff members who are helping faculty with online endeavors are selected to participate in the program. Participants must attend a minimum of 12 prescribed workshops (totaling approximately 30 hours), and create an online instructional project in conjunction with a faculty member in order to complete the program. There is no charge to participants, the faculty sponsors or their departments, and there are no stipends in conjunction with the program. Upon successful completion of the program, participants can create and modify web pages that adhere to the basic elements of good web design; create and modify graphics for web pages; publish web pages in the NC State University computing environment; incorporate audio, video, or other emerging technologies into web pages; and communicate effectively with faculty and/or staff during the process of creating online materials.

A total of 150 participants have been accepted into the program from the first pilot session in the fall of 1999 through the fall of 2002, with 49 in the ITAP pilot programs, and 101 participants in the subsequent ITAP sessions. Because the fall 1999 and spring 2000 sessions were viewed as pilot programs, this study will focus on the seven sessions from fall 2000 to fall 2002. Of the 101 participants accepted during the fall 2000 through the fall 2002 time-period, 73 graduated for a combined graduation rate of 72.28%. Graduation rates for individual sessions have ranged from 57.14% to 82.61%. Factors that may have influenced these rates will be discussed in the **History** section that follows. Information about the breakdown of rates among staff, graduate students, and undergraduate students is shown in **Table 1**.

Table 1**Program Graduation Rates**

	Accepted	Percent of total accepted	Graduates	Graduation rate
staff	35	34.65%	26	74.29%
graduate students	56	55.45%	39	69.64%
undergraduate students	10	9.90%	8	80.00%
total	101		73	

History

Pilot sessions (fall 1999 and spring 2000)

The fall 1999 and spring 2000 pilot sessions provided many insights about program orchestration and management. Of the 49 participants in the first two sessions, 33 were staff, 14 were graduate students, and 2 were undergraduate students. Because both academic and non-academic departments were represented, largely because LTS was still administratively a part of the Information Technologies Division (ITD) at that time, not all of the program projects were instructional. Additionally, projects were defined after participants completed all of their workshop requirements.

By the end of the fall 1999 and spring 2000 sessions, 19 participants had completed all of the requirements for completion of the program. This low graduation rate combined with informal participant feedback prompted two important changes for future ITAP cohorts. First, projects would need to be defined early in the program. Second, only applicants working with faculty members on clearly articulated instructional projects would be admitted into ITAP.

Program cohorts (fall 2000, spring 2001, summer 2001, fall 2001)

The fall 2000 and spring 2001 cohorts marked the beginning of instructional-centered projects. The 20 participants in the first two cohorts represented 14 different departments. In the fall of 2000, 9 graduate students and 1 staff member had two semesters to complete a series of workshops and complete an instructional web based project. Of those 10 participants, 8 successfully completed the program. The spring 2001 cohort, comprised of 4 graduate students, one undergraduate student, and 5 staff members, operated under the same list of requirements as the fall 2000 cohort. Of the 10 spring 2001 participants, 6 successfully completed the program.

The 70% graduation rate between the fall 2000 and spring 2001 cohorts was a dramatic increase over the 39% graduation rate from the pilot sessions. However, reasons for the 30% incompleteness rate needed to be addressed. Informal inquiries with the participants who did not complete the program in the first two cohorts indicated that the two-semester time period allowed for completion of the program requirements was a factor in their dropping out of the program. The two-semester timetable allowed *too much* time to procrastinate on their ITAP work, and over a long period of time they tended to have additional responsibilities given to them at their workplaces, decreasing the amount of time they had to devote to ITAP. Additionally, program dropouts indicated that lack of support from their faculty sponsors contributed to their decision to drop out of the program.

In order to address the reasons for a 30 percent drop out rate in the fall 2000 and spring 2001 cohorts, and to allow more faculty assistants to participate in the program each year, two key changes were made to ITAP. First, starting with the summer 2001 session, participants were given an 18-week timetable for completing the program requirements. Second, the number of participants in the fall 2001 cohort went from a maximum of 10 to a maximum of 20.

Participants from 22 departments made up the summer and fall 2001 cohorts. Of the 5 graduate students and 3 staff members participating in the summer 2001 cohort, 6 successfully completed all program requirements in the 18-week time period. The fall 2001 cohort, comprised of 14 graduate students and 5 staff members, had 13 graduates. A combined graduation rate of 71.7% over the summer and fall 2001 cohorts indicated that the shortened timetable did not negatively affect the number of participants completing the program.

Program cohorts (spring 2002, summer 2002, and fall 2002)

The Spring 2002 cohort was made up of 8 staff members, 11 graduate students and 4 undergraduates from 17 departments. An unusually large application pool of exemplary proposed projects led to the large cohort size and the 82.61% graduation rate.

The Summer 2002 cohort was made up of 7 staff members, 6 graduate students and 1 undergraduate from 12 departments. There were several significant factors that affected this session, including the fact that ITAP staff relocated from their highly accessible on-campus library location to the more distant Centennial Campus while extensive renovations were taking place at the on-campus D.H. Hill location. In addition, an interim program manager was training to run the program while the director was to be on leave in fall 2002. Of the 14 participants, 8 graduated for a 57% graduation rate.

The Fall 2002 cohort was made up of 4 staff members, 9 graduate students, and 4 undergraduates from 14 different departments. A significant change during this session was the fact that ITAP received the funding to provide free Macromedia Dreamweaver and Fireworks software, along with Adobe Acrobat software to all participants. Participants were allowed to keep the software pending successful completion of the

program. The software incentive was probably one factor that contributed to the relatively high graduation rate of 82.49%.

Goals of this Analysis

Continually striving to improve the effectiveness of ITAP, the LTS values feedback from both participants and faculty sponsors. Both groups are routinely surveyed at the completion of each semester's program. The successful participant completion rates have averaged 72.28% over the seven sessions from fall 2000 through fall 2002, and extant data from routine surveys conducted at the end of each session provide favorable feedback from both faculty and participants regarding the program's effectiveness overall. The goal of this report, as ITAP begins its tenth session in spring 2003, is to assess what continuing effects the program may be producing. To make this analysis, existing ITAP data was analyzed and new surveys for more closely examining the program were created for past faculty sponsors and participants to complete. The six main topics on which the study focused are shown below:

1. Did ITAP increase knowledge, skills, and attitudes about instructional technology/web based instruction?
2. How are the ITAP projects that were created being used? How many students did the resources created by ITAP impact, and were any of these Distance Education enrollments?
3. How is ITAP benefiting participants, both faculty sponsors and students?
4. Are ITAP participants, both faculty sponsors and students, seeking more training?
5. Are previous ITAP participants still assisting faculty creating instructional resources?
6. What are overall impressions about the program and its usefulness? What changes are recommended for the future?

Study Design

For the current study, email requests were sent to all previous participants and faculty sponsors asking them to complete an online survey. Versions of the faculty and participant surveys are in Appendices A and B. As noted in the History section, the fall 1999 session and the spring 2000 sessions were seen as pilot studies, and for that reason, analysis for this report deals only with the seven subsequent sessions.

Prior to the online survey, researchers first looked at a compilation of existing data that was routinely collected during the program application process, and from faculty sponsors and program graduates at the completion of each session. This data provided valuable feedback about the reasons for applying to the program and the perceived value

of the program at the culmination of each session. Comments and suggestions from that data frequently led to program modifications such as expanded workshop offerings, more hands-on teaching methods, addition of an online project gallery for previous successful projects, and the addition of an ITAP participant website with pertinent program information and documents.

In addition to data from the surveys, more detailed feedback was gathered through interviews with three program graduates, who reflected on their experiences in the program. A summary of those interviews is included in Appendix C.

Survey responses

The initial email request for completing the survey was sent in early December 2002, and a follow-up request was sent in late February 2003. Responses were received from 33 ITAP participants of whom 30 had successfully completed the program. Responses represented all seven sessions, 24 different departments, and a mix of 17 staff members, 15 graduate students, and 1 undergraduate. With a response rate of 33%, all seven sessions represented, and a mix of responses from staff, graduate students and undergraduates, researchers feel that the data presents a good snapshot of the program's effects.

Twenty-three faculty responses were received, and of those, 21 were from faculty sponsors who had collaborated with successful program graduates. Responses represent six of the seven sessions and 20 different departments. Even with a response rate of 25.84%, several trends began to emerge immediately, and program changes have already been implemented as a result of some of the feedback. Two trends were the expressed need for more clarification of the faculty sponsor's role and more faculty involvement throughout the program. In response to this feedback, ITAP staff distributed a "Faculty FAQ" via email to all faculty sponsors at the beginning of the spring 2003 session to help clarify responsibilities of both participants and faculty, and to provide pertinent program information. Additionally, faculty members are now included on the distribution list for a weekly email newsletter that includes information on program deadlines, changes in contact information, and weekly web design tips and resources.

Unless specifically noted, the data from the online surveys applies to participants who graduated or faculty sponsors of graduating participants.

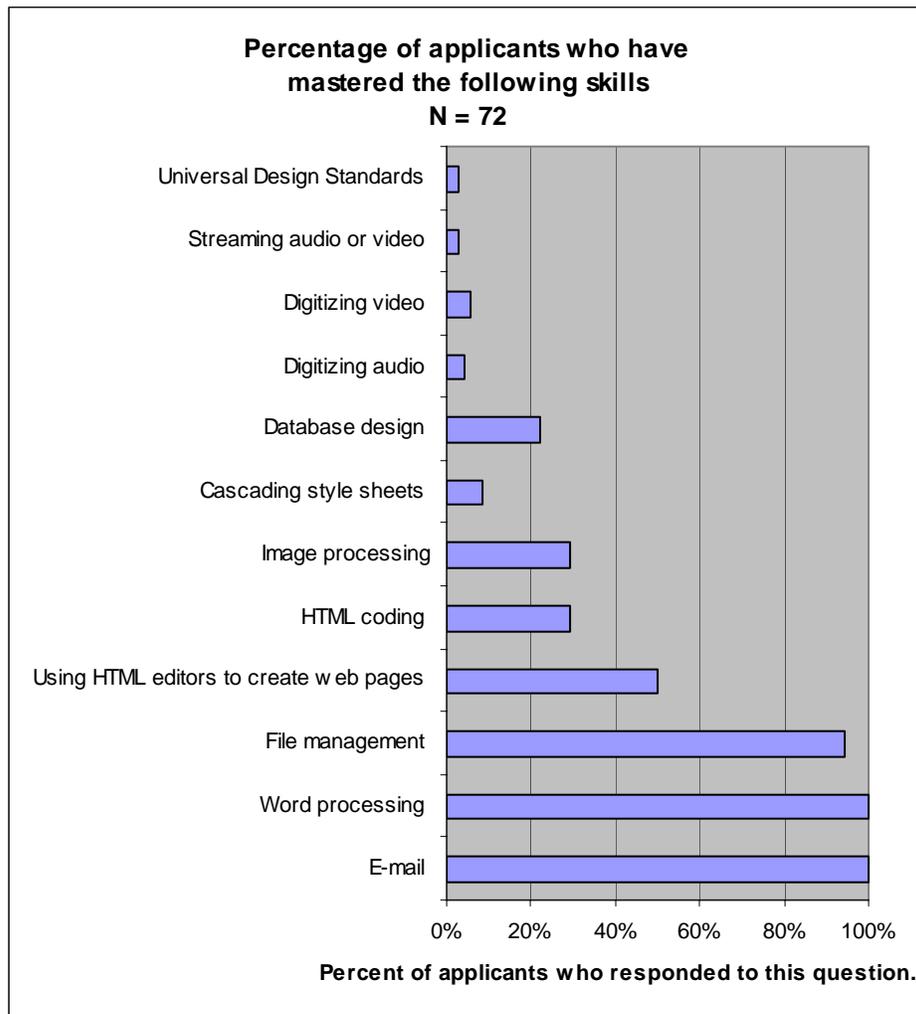
Extant data

The LTS values feedback from both participants and faculty sponsors, and has collected data since the program began. As noted earlier, the program is continually evolving, partially as a result of participant and faculty feedback. Researchers examined 3 main sources of extant program data- the application database, faculty evaluations of participant projects, and graduating participant surveys.

Application database.

An online database with application information from all 101 previous participants provides significant demographic information. In addition, there are detailed questions (in Appendix D) about the applicant's primary reasons for interest in the program. When asked how they intended to use the skills acquired through ITAP, fifty-eight percent of applicants responded that they intended to develop instructional web pages routinely and another 22% said they would develop instructional web pages often. Table 2 shows various skills related to web design, and percentages of participants whose self-ratings indicate mastery **prior** to entering the program.

Table 2



This data indicate that upon entering ITAP, almost all participants have mastered basic computer tasks such as email, word processing and file management, and almost half are experienced with using HTML editors to create web pages, but less than 10% have mastered multi-media or universal design related skills.

Faculty evaluations of participant projects.

ITAP staff members complete a detailed evaluation of the final project that each participant completes, rating the projects on technical merit in web design, compliance with accessibility standards, and the effective use of graphics, multimedia and/or emerging technologies. Pending a satisfactory score (80%) on this evaluation, faculty sponsors are then asked to provide feedback, using a rating scale of 0-3. Specific questions are shown in Appendix E.

Faculty members have the option of choosing whether or not to share their evaluation results with participants. The available results (N = 56) of these surveys are generally favorable with 96.43% of faculty members stating that the completed projects met or exceeded expectations, and that 98.21% said that they were definitely satisfied with the final project. When asked about their willingness to recommend the participant to colleagues or others for creating web pages, 89.29% said *definitely*.

Graduating participant surveys.

Upon successful completion of all required workshops and a satisfactory rating on the final project evaluation, participants are requested to complete an online survey (Appendix F). Available surveys representing graduates from four different sessions provide additional detailed program feedback. Just over 44% of graduates indicated that creating instructional web pages was the major reason for their interest in ITAP, while another 29% indicated that they would use this skill frequently. Details are seen in Table 3.

Table 3**REASONS FOR PARTICIPATION N=27**

	5-major reason for participating	4-will use frequently	3-use somewhat frequently	2-use somewhat infrequently	1- infrequent / not all
instructional web pages	12 44.44%	8 29.63%	4 14.81%	3 11.11%	0 0.00%
non-instructional web pages	1 3.70%	12 44.44%	3 11.11%	7 25.93%	4 14.81%
animation	1 3.70%	2 7.41%	16 59.26%	4 14.81%	4 14.81%
non-web applications	0 0.00%	3 11.11%	10 37.04%	8 29.63%	5 18.52%

Students were asked to self-rate mastery levels at the completion of the program. As the data in Table 4 shows, they had high rates of confidence in their ability to create web pages, create graphics for the web, and publish pages to a server, but they had much lower confidence in their abilities to incorporate audio and video into their sites.

Table 4

SELF-RATED MASTERY LEVELS

N=27

	confident this goal met		met this goal		need more work		did not master	
can create web pages	20	74.07%	6	22.22%	1	3.70%	0	0.00%
can create graphics	15	55.56%	6	22.22%	6	22.22%	0	0.00%
can publish web pages	18	66.67%	8	29.63%	1	3.70%	0	0.00%
can incorporate audio/video	6	22.22%	10	37.04%	9	33.33%	2	7.41%
can communicate with faculty	14	51.85%	11	40.74%	2	7.41%	0	0.00%

Analysis of ITAP Participant and Faculty Research Surveys

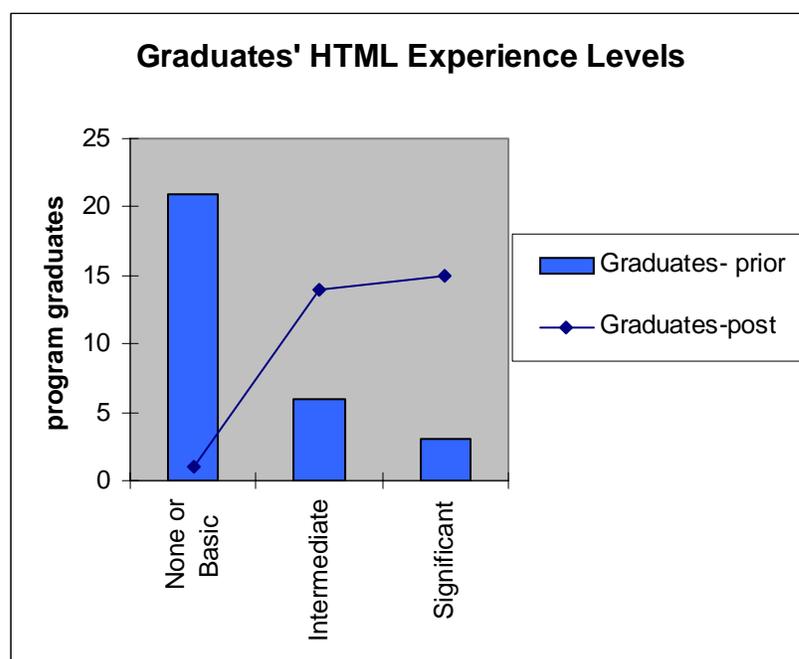
Did ITAP increase knowledge, skills, and change attitudes about instructional technology/web based instruction?

The dual focus for ITAP is knowledge of good web design and an understanding of basic issues involved in online course delivery.

Participants

Of the 30 online survey (Appendix B) responses in the study from program participants who completed the program, 70% rated their experience levels with HTML as *none* or *very basic* prior to participation in ITAP, while 20% rated their experience as *intermediate*, and only 10% reported *significant* experience. A total of 96.7% of participants indicated some level of increase in their experience with HTML/web design as a result of involvement in ITAP. Over half, 53.3%, rated their experience as *significant* after ITAP participation.

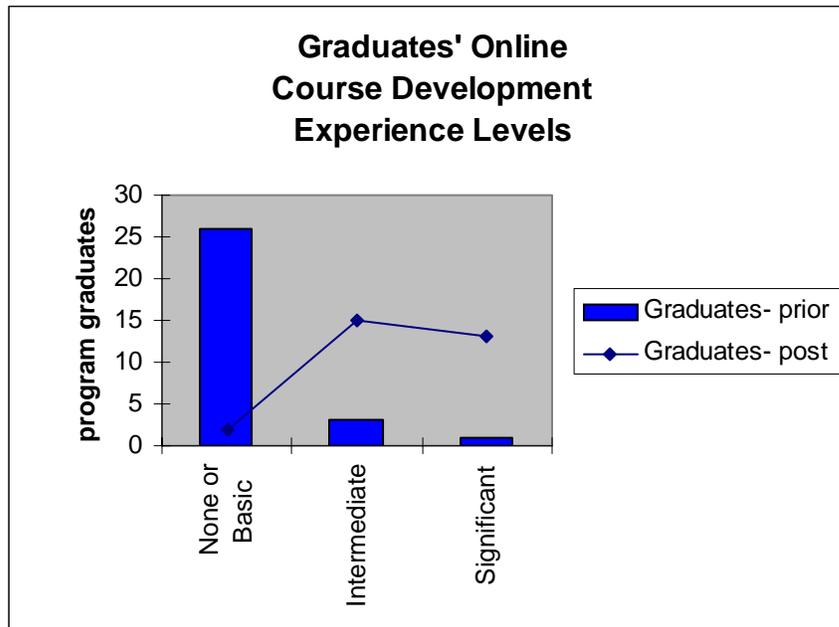
Table 5 N = 30



Regarding experience with online course delivery, 86.7% of participants rated their experience as *none* or *very basic* prior to their ITAP participation, while 10% rated their experience as *intermediate*, and only 3.3% as *significant*. A total of 93.3% of participants indicated an increase in their experience with online course delivery as a result of involvement in ITAP. After participation, 43.3% rated their online course delivery experience as *significant*, 50% *intermediate*, and only 3.3% rated their experience as *basic*.

Table 6

N = 30

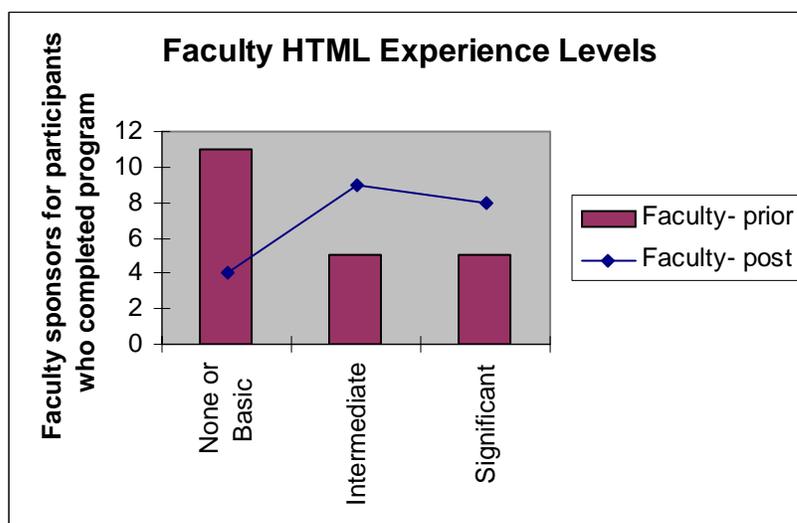


Faculty Sponsors

Of the survey (Appendix A) responses from faculty sponsors for program graduates, 52.38% rated their experience levels with HTML as *none* or *very basic* prior to participation in ITAP, while 23.81% rated their experience as *intermediate*, and 23.81% reported *significant* experience. A total of 52.38% of faculty sponsors indicated an increase in their experience with HTML/web design as a result of involvement in ITAP. Excluding those who indicated that they already had significant HTML experience, the percentage of those who improved increases to 68.75%.

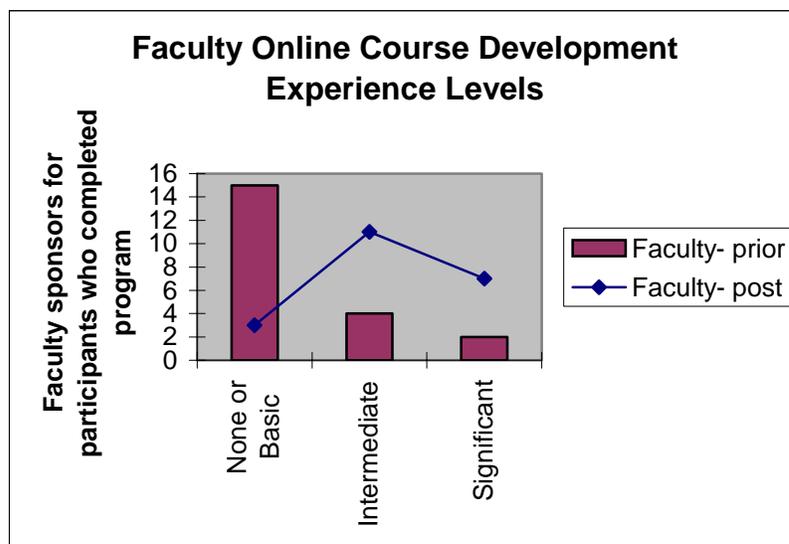
Table 7

N=21



Regarding experience with online course delivery 71.43% of faculty whose participants completed the program rated their experience as *none* or *very basic* prior to ITAP participation, while 19.05% rated their experience as *intermediate*, and only 9.52% as *significant*. A total of 76.19% of participants indicated an increase in their experience with online course delivery as a result of involvement in ITAP. Excluding those who indicated that they already had significant online course development experience, the percentage of those who improved increases to 85.71%.

Table 8 N = 21



How are the ITAP projects that were created being used?

ITAP project sites were used “as is” for at least one semester by 76.19% of the faculty sponsors whose participants completed the program. Two-thirds of those were later expanded or modified. These courses have been offered for an estimated 15 sessions on campus, with an estimated total of 390 on-campus students. The faculty respondents reported that the project sites had previously been used for a total of 2 distance education sessions, with plans to use 2 of the sites for distance education in an upcoming semester. An estimated 29 distance education students had participated in these courses and another 34 were anticipated for an upcoming session.

How is the ITAP program benefiting participants, both faculty sponsors and students?

Participants

Among participants who graduated, 76.6% reported one or more benefits with the most common response being *more recognition/respect at work*, as reported by 53.3%. One participant reported that the skills she gained have enabled her to present at national conferences, while another says that she has become a project coordinator of a highly technical project, and is now capable of relating to what can be done.

Faculty

One hundred percent of faculty sponsors whose participants completed the program reported at least one way in which their involvement in the program had impacted them, with 66.67% stating that the program had impacted their *understanding of web-supported (online) instruction*, and 57.14% stating that participation had impacted their *interest in instructional technology*.

In a similar question, faculty sponsors were asked to explain whether their participation in ITAP had contributed to any recognition they had received within the department, university, or other area. Of faculty sponsors who partnered with participants who graduated, 23.81% responded *yes*, while another 23.81% responded *not yet, but* felt it was still too early to tell or that they expected some recognition in the future. An additional 19.05% answered “*no but...*” with varying reasons why they would not expect participation in this type of program to be recognized by their department or that the lack of recognition was through no fault of ITAP. Only 28.57% answered *no* to this question.

Are ITAP participants, both faculty sponsors and students, gaining additional experience or seeking more training?

Participants

Ninety percent of the graduating participants reported that they had acquired additional distance learning or web design training or experience since their participation in ITAP, with 63.3% saying that they continue in their same position and are providing web design services. Citing examples of additional training, 30% reported participation in additional LTS workshops or web-design training offered through an employer, and 26.7% reported participating in self-study or online courses.

Faculty

Regarding additional distance learning or web design training or experience since their participation in ITAP, 56.52% of all faculty respondents reported at least one example. The two most common responses were *participation in self-study or online courses*, 39.13% and *additional LTS workshops*, 26.09%.

Are previous ITAP participants still assisting faculty and creating online instructional resources?

Participants

Of graduating participants responding to the survey, 86.7% continue to provide web design support at NCSU, with 63.3% indicating that they are still in the same position as when they were involved with ITAP and that they continue to do course related web design. Additionally, 3.3% indicated they were doing course-related web design for another academic institution, and another 3.3% reported that they were doing web-design in industry. Some 40% indicated that they had made changes to the site since the project had originally been completed. One participant reported that she had produced a multi-

media CD for a textbook that has recently been released, and another stated that she had significantly expanded the original project site, and has incorporated more graphics and interactive elements.

Faculty

When faculty sponsors were asked if the participants who completed the program were still creating online resources for them or others in their department, 52.38% of faculty sponsors replied *yes*, with another 23.81% saying they were *not sure*, and 23.81% saying *no*.

What are overall impressions about the program and its usefulness?

The relatively high graduation rates and the generally positive feedback from both participants and faculty throughout the almost five years of its existence are an indication that those who have been involved with ITAP hold it in high regard. Results from the follow-up survey supported the belief that participants and faculty sponsors value the program.

Participants

Graduating participants praise both the instructors and the program director, and are very appreciative of the level of readily available support they receive. Participant survey results from those who completed the program indicate that (on a scale of 1-5) 76.6% percent gave the program a rating of 5, which was described as, *“The ITAP experience was very rewarding and provided me with a good foundation in the elements of web design for course related web sites. I would recommend the program to other staff/students.”* Ten percent gave the program an overall rating of 4, which was described as, *“The program provided me with valuable experience, and gave me some of the skills that I will need to be able to design course related web sites.”* The remaining 13.3% rated the program a 3 meaning, *“The program provided me with some helpful skills, even though I still need additional training support in order to feel comfortable working in an online environment.”* There were no ratings of 2, which would indicate *“The program was helpful overall, but had some serious deficiencies,”* nor ratings of 1, which would indicate that the program is, *“not very helpful.”*

Of the three respondents who participated, but did not complete the program, one rated the program a 5, and another rated it a 3. The third did not provide an overall program rating. All three who did not graduate cited family or personal illness as the reason that they were unable to complete the program. They also mentioned the lack of time or difficulty fitting in the classes or simply not having enough time to work on their projects.

Faculty

Faculty sponsors were asked to rate overall impressions of their experience with ITAP, on a score of 1-5. A combined 80.95% of faculty sponsors of participants, who completed the program, rated ITAP as 5- an *excellent program!* or as 4- a *very good*

program. Of that group 33% gave the program a rating of 5. Another 13.04% gave the program a rating of 3- good program. Of those responding, almost half provided additional favorable comments, such as, "The students who have participated have been superior and have completed the tasks beyond expectations. Another faculty sponsor said, "I think the program offers a well rounded training for the participants, with some flexibility in customizing for individual needs."

As might be expected, those faculty sponsors who partnered with participants who failed to complete the program were not as favorable in their ratings of the program's value. Only two faculty responses were from faculty sponsors whose participants did not graduate. Both rated the program 1- *not very helpful*, one saying that he felt ITAP should hold the students more accountable, and another saying that he was not sure what had gone wrong, because the participant was interested in ITAP until the instruction started, but did not complete the program. Even among those who worked with participants who completed the program there were occasional comments that indicated a level of confusion over program goals and frustration with unmet expectations. One wrote, "I'm pretty hazy on exactly what the student had to do for the ITAP program."

Several policies have already been implemented to improve communication between ITAP staff and faculty sponsors, and to more clearly identify situations where participants are not on track to successfully complete the program. As mentioned in an earlier section, faculty sponsors now receive an ITAP FAQ prior to the beginning of each session; they are now included in the initial ITAP overview session along with participants; and they receive weekly ITAP email newsletters that also go out to participants. Additionally, there are now formal withdrawal procedures that a participant must complete in order to be eligible to reapply at a future date.

Summary

ITAP is clearly valued by both participants and faculty sponsors. Participants consistently praise the program staff and rate the quality of instruction as superior. Data from multiple sources seem to indicate that the program is meeting its goal, which is to increase knowledge of good web design and an understanding of the issues involved in online course delivery for faculty and participants who collaborate with them. In addition to the historical data available, we can look at the six areas that we studied via the faculty and participant surveys created for this report.

We were first interested in whether or not ITAP increases knowledge and skills, and changes attitudes about instructional technology/web based instruction for both participants and their faculty sponsors. Data from the LTS evaluations of final projects, faculty project evaluations, the graduates' follow-up surveys, and the ITAP research survey for both faculty and participants clearly demonstrate that both participants and faculty increased their knowledge and skills required for good web design. The ITAP research survey shows evidence of an increase on the part of both faculty and participants in their understanding of the issues involved in online course delivery.

Secondly, we were interested in how ITAP projects are being used. Our research indicates that once ITAP projects are completed, 76% of the projects are being used "as is" by the faculty members to support courses they are teaching, and over time, about two-thirds of the projects are modified or updated to support these classes. In addition, ITAP projects are being used for both on campus and Distance Education classes.

Third, we were interested in finding out what benefits faculty and participants have experienced as a result of ITAP. One hundred percent of faculty respondents cited specific benefits, with the most common response being an increased understanding of web-supported (online) instruction. Seventy-six percent of participants listed specific benefits with the most common being increased recognition/respect at work.

Our fourth question area was to discover if participants and faculty are pursuing additional training. Ninety percent of participants are gaining additional experience or training after ITAP, many through LTS workshops or self-study. Many participants are in the same positions they held during ITAP participation and are continuing to develop websites. Over 50% of faculty sponsors are pursuing additional training, with the most common method being online self-study.

Fifth, we were interested in finding out if the participants are still helping instructors create instructional resources at NCSU. Over 86% of participants surveyed are still creating web pages at NCSU, and 63% reporting that they are still in the same position as when they created the project.

Finally, we wanted some overall impressions of the ITAP program and suggestions for the future direction of the program. The overall program ratings are consistently high and many respondents provided comments about the value of the program. Respondents

frequently comment on the high quality of the workshops and the availability of instructors to answer questions or offer technical assistance related to their projects. There is a clear perception held by both participants and faculty sponsors that ITAP offers a valuable opportunity for participants to gain new skills related to web design and online course development.

While some faculty members feel that they benefit greatly from participation in the program, others see the program as a “perk” primarily for staff or teaching assistants. Improved communication between ITAP staff and faculty should be able to improve the perception that the program only benefits staff members. In addition, faculty members who sponsored participants who did not complete the program have not been positive about the program, thus the program needs to focus on getting more participants to graduate and opening the channels of communication with faculty so that even if their participant does not graduate, they will understand why and still perceive the program as a positive opportunity for participants who are able to complete it.

Changes and Future Recommendations

Based on what we learned from this study, we have made the following recommendations, grouped into three general areas:

1. Improve communication with faculty
2. Improve participant satisfaction and graduation rates, and
3. Improve staffing and administrative policies.

Improve communication with faculty

- Faculty members should receive updates on participant progress, such as reports on results of rough draft evaluations.
- ITAP program staff should formally solicit faculty sponsors' feedback on the progress of the project prior to the time participants submit the rough draft versions of their project (approximately one month prior to final project due dates. This will allow ITAP staff to have a better idea of the faculty expectations for the project and will also allow them to be aware of any communication difficulties between the participant and sponsor.
- ITAP program staff should modify the faculty portion of the final project evaluation to enable more complete feedback.
- ITAP program staff should expand communications that inform faculty of university provided technical resources available to faculty who are involved in developing web-based instructional elements.

Improve participant graduation rates and satisfaction

- ITAP program staff can create a more structured process for rough draft feedback to participants. Plans are underway to automate the evaluation for rough drafts and to track the areas that seem to be causing participants the most difficulties.
- ITAP program staff should add an instructional design component to the ITAP curriculum. This could possibly be roughly based on the content of the faculty seminar series and developed as an online workshop.
- The LTS Faculty Development staff can offer more training and assistance with integrating emerging technologies into participant projects.
- ITAP program staff should pursue funding options that will allow for more program participants, additional program support staff, expanded training opportunities, and guaranteed software.
- LTS should continue distributing free software, as the budget allows. Participants receive the software and are allowed to keep it contingent on successful completion of ITAP. The arrangement is a motivating factor for sticking with the program and fulfilling all requirements.
- ITAP program staff must enforce formal withdrawal procedures. This would prevent participants who just “fade away” and are never heard from again. It will enable ITAP to collect more feedback as to the challenges that lead to program dropouts. Students are required to complete a formal withdrawal in order to reapply at a future date, and must return any software that they may have received while in the program.
- ITAP program staff should deny future admission to participants who do not officially withdraw.

Improved administrative procedures

- The LTS should create a database application that will enhance and automate some data collection procedures.

Other

- A similar program be designed and implemented for faculty, on a pilot basis, based on the successful use of this flexible training model with staff and graduate students. Faculty have indicated a high interest in such a program.

Appendix A***ITAP Research – Faculty Survey***

	Questions	Response choices
1	First Name Last Name Department	Fill-in box Fill-in box Fill-in box
	Did the participant with whom you collaborated for the ITAP program successfully complete all the ITAP requirements?	Yes/No If yes, skip to question 2

	<p>If the participant with whom you collaborated did not successfully complete all the ITAP requirements, please indicate the reason(s) to the best of your knowledge. Check all that apply.</p>	<p>He/she could not fit all the classes into his/her schedule.</p> <p>He/she was not able to coordinate with me to get the information that was needed for the project.</p> <p>He/she did not have time to work on the project.</p> <p>He/she felt that he/she could not grasp the skills needed to</p> <p>He/she decided that this was not something he/she was really interested in pursuing. complete the program.</p> <p>I did not want to continue with the project.</p> <p>Other, please explain fill-in box for explanation</p>
<p>2</p>	<p>On a scale of 0-6, how would you rate your experience in the following areas PRIOR to your student or staff member's ITAP participation?</p> <p>HTML/Web design</p> <p>Online Course delivery</p>	<p>0 – None 1-2 – Very basic 3-4 – Intermediate 5-6 – Significant</p> <p>0 – None 1-2 – Very basic 3-4 – Intermediate 5-6 – Significant</p>

3	<p>On a scale of 0-6, how would you rate your experience in the following areas AFTER to your student or staff member's ITAP participation?</p> <p>HTML/Web design</p> <p>Online Course delivery</p>	<p>0 – None 1-2 – Very basic 3-4 – Intermediate 5-6 – Significant</p> <p>0 – None 1-2 – Very basic 3-4 – Intermediate 5-6 – Significant</p>
4	<p>How was the final project created during the ITAP program by your student/staff member utilized by you?</p>	<p>I used it as it was at the completion of the ITAP program, and am still using it this way.</p> <p>I used it as it was at the completion of the ITAP program, but later expanded or modified the resource.</p> <p>I used it as it was at the completion of the ITAP program, after significant enhancements and/or major revisions.</p> <p>I'm not using the resource created at all.</p>
5	<p>If your ITAP created site/resource was used to support an on-campus course, how many times has the course been offered since the creation of the site?</p>	<p>Fill-in box</p>
6	<p>If your ITAP created site/project was used to support an on-campus course, what is the approximate total number of students enrolled in the affected course since the ITAP site/resource was created?</p>	<p>Fill-in box</p>

7	If your ITAP created site/project was used to support a distance education/online course , how many times has the course been offered since the creation of the site?	Fill-in box
8	If your ITAP created site/project was used to support a distance education/online course, what is the approximate total number of students enrolled in the affected course since the ITAP site/resource was created?	Fill-in box
9	Do you think your ITAP participation (through the partnering with a student or staff member to create a resource) has contributed to any recognition that you've received in your department, at the university, or in some other manner? Explain.	Fill-in box
10	<p>Do you feel your ITAP participation (through the partnering with a student or staff member to create a resource) had an impact on any of the following? Check all that apply.</p> <p>Please feel free to comment on any item you checked above, or comment on any impact you feel the program is making.</p>	<p>Your understanding of web-supplemented (or online) instruction</p> <p>Your teaching method/style</p> <p>Your own interest in using instructional technology</p> <p>Your colleagues' interest in using instructional technology</p> <p>Your department's interest in using instructional technology</p> <p>Fill-in box</p>
11	<p>Is the ITAP participant who completed the resource for you still creating these types of resources for you or others in your department?</p> <p>Comments</p>	<p>Yes</p> <p>No</p> <p>Not sure</p> <p>Fill-in box</p>

12	Have you acquired additional distance learning or web design training or experience since your participation in ITAP? Check all that apply.	<p>Taken additional courses from LTS</p> <p>Participated in the LTS Summer Institute</p> <p>Worked one-on-one with LTS support staff</p> <p>Taken technology-related courses for credit</p> <p>Participated in self-study or online training experiences</p> <p>Other, specify fill-in box for explanation</p>
13	How would you rate the overall impression of your experience with the ITAP program?	<p>5 - It's an excellent program!</p> <p>4 - A very good program.</p> <p>3 - Good program.</p> <p>2 - Average program. Could use some work.</p> <p>1 - Not very helpful</p>
14	Please provide any final comments about your experience with the program or your thoughts about the program.	Fill-in box
15	Please provide any suggestions for future directions for this program.	Fill-in box

Appendix B

ITAP Research-Participant Survey

	<u>Questions</u>	<u>Response Choices</u>
1	First Name Last Name Department	Fill-in box Fill-in box Fill-in box
	Status at time of participation in ITAP	Staff Graduate Student Undergraduate Student
	In which ITAP Session did you participate?	Fall 2000 Spring 2001 Summer 2001 Fall 2001 Spring 2002 Summer 2002 Fall 2002
	Did you successfully complete all the ITAP requirements?	Yes, (please skip the question below and begin with question 2). No
	If you did not successfully complete all the ITAP requirements, please complete the following question. Check all that apply.	I could not fit all the classes into my schedule. I was not able to coordinate with my faculty sponsor to get the information that I needed for the project. I did not have time to work on the project. I felt that I could not grasp the skills needed to complete the program. I decided that this was not something I was really interested in pursuing. My faculty sponsor did not want to continue with the project. Other - please explain (Fill-in box)
2	On a scale of 0-6, how would you rate your experience in the following areas PRIOR to your ITAP participation?	

	HTML/web design	0 – None 1-2 – Very Basic 3-4 – Intermediate 5-6 – Significant
	Online course delivery	0 – None 1-2 – Very Basic 3-4 – Intermediate 5-6 – Significant
3	On a scale of 0-6, how would you rate your experience in the following areas AFTER your ITAP participation?	
	HTML/web design	0 – None 1-2 – Very Basic 3-4 – Intermediate 5-6 – Significant
	Online course delivery	0 – None 1-2 – Very Basic 3-4 – Intermediate 5-6 – Significant
4	Which is the best characterization of the scope of your original ITAP project?	<p>Creation of a basic homepage for a traditional classroom course with information such as syllabus, class schedule, assignments</p> <p>Creation of a site for a web enhanced course that contained some instructional material used as a supplement to a traditional classroom course</p> <p>Development of framework for an entire online course with learning modules, assignments, lectures</p> <p>Creation of a single module for an existing classroom course</p> <p>Creation of a single module for a distance learning course</p> <p>Major enhancement of an existing site for a web enhanced course</p> <p>Major enhancement for an existing distance learning course</p>

5	Have you been asked to make changes to your project since it's official completion?	<p>Yes No</p> <p>If yes, please describe/explain (Fill-in box).</p>
6	Check all that apply regarding your current involvement with web design	<p>I am an NCSU staff member or graduate student who is providing course related web design/support</p> <p>I am an NCSU staff member or graduate student providing non-course related web design/support</p> <p>I am now an employee for another academic institution or organization providing course related web design/support</p> <p>I am now an employee for another academic institution or organization providing non-course related web design/support</p> <p>I am no longer providing web design/support.</p> <p>Other: Please describe any other involvement you have in web design/instructional technology support at this time (Fill-in box)</p>
7	Have you acquired additional web design training or experience since your participation in ITAP? Check all that apply.	<p>Continued to work in same position as when I participated in ITAP and have continued to do web design</p> <p>Taken additional courses from LTS</p> <p>Taken technology-related courses for credit</p> <p>Received web design training through my employer</p> <p>Participated in self-study or online training experiences</p>
8	Do you think your participation in ITAP	Admission to graduate school

	has contributed to any of the following? Check all that apply.	<p>Post-graduate job opportunities</p> <p>A promotion</p> <p>A pay increase</p> <p>More recognition/respect at work</p> <p>Career change into technology related field.</p> <p>Other opportunities (specify), Fill-in box</p>
9	How would you rate the selection of the courses that were offered during your participation?	<p>An adequate number and variety of offerings</p> <p>Too limited in the number of topics offered</p> <p>Too limited in the difficulty levels offered</p> <p>More extensive than necessary</p>
10	How would you rate the overall quality of instruction for the classes that you took while participating in ITAP? Check all that apply	<p>The instructors communicated the subject matter effectively</p> <p>The quality of instruction was good overall.</p> <p>The quality of instruction was inconsistent.</p> <p>The instructors were able to make difficult material understandable to me.</p> <p>The instructors generally allowed time for questions</p> <p>The classes were as advertised</p> <p>Instructors clearly stated objectives</p> <p>The variety of dates and times for course offerings was adequate</p>
11	The number of classes required for	Sufficient to provide the skills needed to

	ITAP was:	<p>complete my project</p> <p>Too many</p> <p>Not Enough</p>
12	How would you rate your overall impression of your experience with ITAP (on a scale of 1-5)?	<p>5 - The ITAP experience was very rewarding and provided me with a good foundation in the elements of web design for course related web sites. I would recommend the program to other staff/students.</p> <p>4 - The program provided me with valuable experience, and gave me some of the skills that I will need to be able to design course related web sites.</p> <p>3 - The program provided me with some helpful skills, even though I still need additional training/support in order to feel comfortable working in an online environment.</p> <p>2 - The program was helpful overall but had some serious deficiencies</p> <p>1 - Not very helpful</p>

Appendix C

Abstract

Researchers interviewed three ITAP graduates to find out about their motivations for participation, and to learn more about the challenges they faced as they progressed through the program. The author views their experiences from an adult learning perspective, looking for specific factors that contributed to the successful program completion for these three participants. As a result of the discussions with these three learners, a pattern in their learning emerges that closely parallels what a Fordham University professor, Kathleen King, calls the Journey of Transformation (2000, 2001).

Journey to Success: Gaining Instructional Technology Skills

Researchers interviewed three former Instructional Technology Assistant Program participants in order to examine their experiences during participation in the NC State technology training program. Additionally, the progress of these three participants, who all successfully completed the program, is compared to an adult learning model called Journey of Transformation (King, 2000, 2001).

Although the three interviewees are alike in that they are all NCSU staff members who chose to, become involved in this program, they do represent a cross section in terms of race, age, education levels, previous experience, departments in which they work, and semesters during which they participated in the program.

Marian

The first interview is with Marian, a 56 year-old Caucasian female who has been with the University for 12 years and now serves as the Student Services Assistant in the Department of Animal Science.

Marian enrolled at East Carolina University, with plans to enroll in business, but left after two and a half years to get married. Looking back, she sometimes thinks she did not take advantage of educational opportunities as she should have and she now stresses the importance of a four-year degree with her own children. She is proud that they are both on track to complete four-year degrees.

Marian is an excellent example of a life-long learner and has always been quick to sign up for additional training when it has been offered. She has taken a University offered course in Microsoft Access, and she even recalls that back in the early days of word processing, she paid the \$50 fee, herself, in order to take a WordPerfect course at Wake Tech.

Marian had seen emails advertising ITAP and knew of one or two other staff members who had previously participated in the program. Always looking for ways to learn new things, she decided to apply for the program in the spring of 2002. She approached one of the faculty members for whom she works and asked if she could work with him. He had been considering developing a class that would eventually be offered as

a distance-learning course, so he was excited to have her work with him. She had the support of her supervisor and was fortunate to be able to arrange her work schedule so that she would have enough time for her courses and for work on her project. Marian's husband, on the other hand, was skeptical of her ability to successfully complete the course and even questioned why she'd "gotten herself into this". For Marian, his skepticism served as a challenge to make sure she succeeded.

Marian rates the quality of the instruction in the ITAP courses as excellent, and praises the willingness of the instructors to do whatever it takes to make sure that participants grasp key concepts. At first she found it intimidating that some of the other participants had more experience than she did and were obviously more knowledgeable. She was able to become comfortable with that, however, and viewed this situation as an opportunity to learn something from other participants, occasionally asking them questions. She showed the interviewer her notebook with all the course handouts that were provided at each class, and she tells of referring back to this information many times.

Marian enthusiastically describes the ITAP experience as the most beneficial thing that she has done in her 12 years at NCSU. She values the fact that at the end of the training, participants end up with a usable product. Because of her enthusiasm, she has been invited to speak at the orientation meeting for subsequent sessions of the program.

Eddie

The second interviewee is Eddie, a 31-year-old African American male who has been a Residence Hall Supervisor for an undergraduate dormitory of over 700 students at NCSU for the past four years. He attended Florida State University where he received a degree in Elementary Education and Physical Education, and also a master's degree in Student Affairs. Upon graduation he accepted a job in housing at UNC-Wilmington, where he worked for three years before accepting his present position.

At NCSU Eddie was asked to help teach a two-credit course required for student residence hall assistants. Eddie wanted to make some changes in the course and knew that if these changes were to be made, he would have to be the one to do that. ITAP offered him the opportunity to gain the skills needed to create an effective website for the course. He had previously had a little exposure to HTML, but had never used the skills for any web design or course development and had no training in any graphics development.

After being accepted into the program in the fall of 2001, Eddie learned that there was a fair amount of competition for acceptance into ITAP, and knowing this made him proud to be in the program. Eddie was confident of his ability to complete the program and he was a diligent participant, sometimes redoing the exercises done in his classes, going online to repeat a lesson done in the classroom, and reviewing the printed handouts from class. He even took some of the courses more than once, and his wife teased him about his tendency to revise and rework different portions of his project that he felt he could improve upon.

Eddie praised the quality of the courses he took, and particularly liked the interactivity of the classroom instruction. He saw the classroom exercises as a relevant part of the learning process and felt that the handouts were well designed. He pointed to

the notebook with the handouts neatly filed away, saying that they serve as a useful reference that he continues to use.

Joanna

Joanna, a 50 year-old Caucasian female, is a research analyst for the Department of Food Science and is the third interviewee. She has worked full time in this position for 21 years. Her five older brothers were competitive and often stressed the importance of doing well and making good grades. Growing up in the mountains of North Carolina, Joanna says that she placed more emphasis on the social aspects of school than on academic matters, and found that when she entered NCSU as a 16-year-old, she was poorly prepared academically. Joanna feels that once she was involved in her major, the smaller class sizes and the increased demands for accountability motivated her to become a more serious student. After graduation from NCSU, she attended graduate school at the University of Virginia, where she received an R.D. in Nutrition.

Joanna's approach to new technology is a practical one, in that she is willing to try something new if she is convinced that it will save her time or enable her to work more effectively. Her decision to participate in ITAP during the summer of 2001 was made when a faculty member, who is a big proponent of distance learning, asked that she develop a site for his course. She viewed her participation in the program merely as "something that needed to be done" for her job.

Joanna rated the quality of the courses and the instructors as good. At first, she had a problem being able to "put all the pieces together" in order to apply the skills from the individual classes. She praised the support offered by the instructors and even had one come to her office to work with her one-on-one.

Joanna says finding the time to spend on web development is a challenge, because she views herself first as a research analyst and not primarily as a web designer. There is a strong desire on the part of the faculty member with whom she works, for her to concentrate more time on course development, but Joanna does not want to give up the research and student contact parts of her job. Joanna states that she is used to long days and manages to fit everything in by prioritizing. Her supervisors have been willing to allow her to split her time among all these responsibilities. She says she works best under a deadline.

Although all three adult learners interviewed here had different motivations for choosing to participate, their persistence, even in the face of challenge, carried each of them through to a successful completion of the program.

Interviewees experience compared to Adult Learning Principles

Lawler and King (2000) have developed the Adult Learning Model of Faculty Development, which emphasizes the application of adult learning principles in professional development. The model specifically points out the desirability of

- a) developing a climate of respect
- b) utilizing collaborative modes of inquiry
- c) building on participant experience
- d) learning for action

e) cultivating a participative environment

The author proposed that this model works well for use with the technical training of those who are collaborating with faculty, also. The experience of these three adult learners is evidence that recognition of these learning needs is consistent with the planning and training for ITAP.

Developing a climate of respect- All three learners spoke highly of the willingness of instructors to explain material and to offer additional support, if necessary. Instructors even were willing to travel to participants' offices to work with them in a one-on-one setting. The participants were recognized as the content experts for their projects, with the instructors there to add technical support.

Utilizing collaborative modes of inquiry- A collaborative environment is apparent in that instructors have been willing to incorporate participant suggestions into the program. Eddie spoke of discussing the need for an HTML course in addition to the required Dreamweaver courses that were offered. Such an HTML course is now offered and is, in fact, one of the required core courses. Joanna mentioned the need to learn how to work with the University's course management system to add extension students to online course rosters. The instructors worked with her and found the correct technical people to solve the problem.

Building on participant experience- In the case of these three learners, each had different education experiences and varying degrees of knowledge regarding web design and course development. The ITAP staff was able to build on the strengths that each learner had and provide the additional skills needed to allow them to successfully complete projects specific to the needs of the particular course they were designing for.

Learning for action- At the conclusion of the program, there were very specific actions that would be required of each participant- that of managing the development of an instructional website. The individual ITAP classes each had specific goals and taught particular skills, but at the end it was up to the learner to be able to assimilate all the knowledge he had gained and to apply that knowledge to new projects. Marian repeated several times how rewarding it was to be working on a "real" project, and commented on the feeling of success she had when she ended up with an actual product that was used by her faculty member.

Cultivating participative environments- All three learners favorably commented on the effectiveness of the hands-on techniques used in almost every class. Each learner had to take the initiative to participate up to the level necessary to acquire the needed skills. In some cases that meant retaking classes as Marian reported, or redoing exercises as Eddie stated. Participants had to collaborate with their faculty partners, as well, in order to know what features needed to be incorporated into the sites they were designing.

The progress of these three learners as they proceeded through this program is very similar to what Kathleen King (2000) calls the Journey of Transformation. She conducted a study of over 200 educators taking part in a 30-hour educational technology course. The format of this 15-week course emphasized learner needs, multiple learning activities, and active learner participation. These conditions closely mirror the conditions of ITAP. Her model identifies four basic stages throughout the course of the training. She compares her four stages to the ten steps of Mezirow's Perspective Transformation (King, 2001).

King's (2001) first stage called *Fear and Uncertainty*, is a period in which learners are undergoing a self-examination and trying to pinpoint what it is they need to know. In the case of these three adult learners, Joanna's experience was typical. She reported uncertainty over which course management software option to focus on. Marian's husband even doubted her ability to successfully participate in a program such as ITAP.

The next two stages, which King (2001) names *Testing and Exploring* and *Affirming and Connecting*, are levels through which the learner cycles in an iterative process. All three learners reported going back and reviewing handouts, repeating class exercises, and even retaking courses until they were confident that they understood the concepts. Each of them requested one-on-one sessions with one of the instructors to help clarify ideas that were unclear. Bit by bit the content of the required courses began to fit together.

Eventually, all three learners reached the stage King (2001) calls *New Perspectives*, a point at which they were able to take their newly acquired skills and apply them in new situations outside of the program. All have successfully continued to use their web development skills. Details of what these adult learners are now doing with their new skills follow.

Where they are today

Today Marian continues to add content to the course site she developed in the Spring 2002, and she has taught the professor with whom she collaborated how to upload his own PowerPoint presentations. She also maintains a website for the graduate program in Animal Science and proudly reports that it has had over 4500 hits this year. She hopes to take additional courses and is open to transferring to another job within the University for a position that focuses on the web development skills that she has gained.

Eddie initially used the site he developed with one section of the course that he teaches. He has now expanded the use of that site to four more sections, with over 130 students having taken the course since the completion of his project in Fall 2001. He has applied his new skills in several situations outside of the university, as well. He has created and now maintains a website for a non-university related government agency. In addition he will be presenting a workshop for web design pointers at the elementary school where his wife teaches.

After completing ITAP, Joanna was still unsure of her abilities to design course related websites. She had relied heavily on the instructors' support to help her complete her project. However, with about six months of continued practice, everything began to fit together and she became more confident. Since the Summer 2001, when Joanna participated in ITAP, she has completed the development of four other courses for her department, and is now working on one more for Spring 2003. Joanna says there are seven or eight more courses that will become completely distance learning courses and will need web sites developed for them as well.

In an interview at NCSU in April 2002, King explained that the timeline for this "journey" as she calls it is different for every individual. It can be days, months or years. The one semester experience of these three learners provides an example of a learning

situation that has brought about a perspective transformation in each of their professional lives.

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Appendix D

Partial Information from ITAP Online Application

Questions	Possible Responses
How do you expect to use skills acquired through ITAP?	
Develop/modify instructional web pages.	Routinely Often Sometimes Rarely Never
Develop/modify web pages for courses listed in Registration and Records.	Routinely Often Sometimes Rarely Never
Develop/modify web pages that will be used in a distance education course .	Routinely Often Sometimes Rarely Never
Develop/modify web pages that will be used to supplement a course that meets on campus.	Routinely Often Sometimes Rarely Never
Develop/modify informational web sites. (Ex., departmental web pages)	Routinely Often Sometimes Rarely Never
Develop/modify personal web sites.	Routinely Often Sometimes Rarely Never
Act as a resource for faculty members in department or college	Routinely Often Sometimes Rarely

	Never
Other, explain	
Which of the following skills, tools and activities have you already mastered (select all that apply)?	E-mail Word processing File management (copying, deleting, moving files, creating directories) Using HTML editors to create web pages HTML coding Image processing Cascading style sheets Database design Digitizing audio Digitizing video Streaming audio or video Universal Design Standards

Appendix E

Faculty Sponsor Final Project Evaluation

	Questions	Response Choices
1	ITAP Participant's Name:	Fill-in box
2	Faculty Sponsor Information	
	Name:	Fill-in box
	Department:	Fill-in box
	Phone Number:	Fill-in box
	E-mail:	Fill-in box
	Expectations for this project:	Fill-in box
3	The participant communicated effectively with me during the completion of the project.	Always Most of the Time Sometimes Not at All
4	The final project met or exceeded the terms of the Project Definition Document.	Definitely Somewhat Not at All
5	I would recommend this person to create web pages for my colleagues or others.	Definitely Probably Maybe Not at All
6	I am satisfied with the outcome of this project.	Definitely Somewhat Not at All
7	I am confident that this participant could help another faculty member become aware of resources and assist with the creation of online course materials.	Definitely Somewhat Not at All
8	If you were unsatisfied in any way by the process or outcome of the project, please describe below:	Fill-in box
9	Comments of questions?	Fill-in box
10	May we share your evaluation with the	Yes

	ITAP participant?	No
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Appendix F

Follow-up Graduate Survey

	Questions	Response Choices
1	Name Email Address Daytime Phone Number ITAP Session	Fill-in box Fill-in box Fill-in box Drop-down menu
	If any of your personal information has changed, please indicate that information below (changes in address, phone number, etc.):	Fill-in box
2	Now that you have completed the ITAP program, how do you expect to use the skills you have acquired through ITAP? Please rate the relative importance of each skill from 1-5, with 1 being the least important and 5 being the most important. Developing instructional web pages:	1 – Will use infrequently or not at all 2 – Will use somewhat infrequently 3 – Will use somewhat frequently 4 – Will use frequently 5 – Major reason for taking course
	Developing non-instructional web pages:	1 – Will use infrequently or not at all 2 – Will use somewhat infrequently 3 – Will use somewhat frequently 4 – Will use frequently 5 – Major reason for taking course
	Developing animations, simulations, or digital audio/video:	1 – Will use infrequently or not at all 2 – Will use somewhat infrequently 3 – Will use somewhat frequently 4 – Will use frequently 5 – Major reason for taking course
	Developing non-web-based materials:	1 – Will use infrequently or not at all 2 – Will use somewhat infrequently 3 – Will use somewhat frequently 4 – Will use frequently 5 – Major reason for taking course
	Other:	Fill-in box
	3	Describe the project that you completed for ITAP, and how (or if) the project helped you tie together what you learned

	in the program.	
4	Which of the following skills, tools and activities do you feel you have mastered as a result of completing the ITAP program?	<p>Check Boxes:</p> <ul style="list-style-type: none"> - E-mail - Word processing - HTML coding - Image processing - Authoring tools - Database design - File management (copying, deleting, files, creating directories) - Using HTML editors to create webpages - Digitizing audio - Digitizing video - Streaming audio or video - Cascading style sheets - IMS Standards - Universal Design Standards
5	Which of the following skills, tools and activities do you feel you have gained competencies in (though not necessarily mastered), as a result of the ITAP program?	<p>Check Boxes:</p> <ul style="list-style-type: none"> - E-mail - Word processing - HTML coding - Image processing - Authoring tools - Database design - File management (copying, deleting, files, creating directories) - Using HTML editors to create webpages - Digitizing audio - Digitizing video - Streaming audio or video - Cascading style sheets - IMS Standards - Universal Design Standards
6	Which of the following skills, tools and activities do you feel you gained an awareness of (though not necessarily a competency or a mastery), as a result of the ITAP program?	<p>Check Boxes:</p> <ul style="list-style-type: none"> - E-mail - Word processing - HTML coding - Image processing - Authoring tools - Database design

		<p>File management (copying, deleting, files, creating directories)</p> <ul style="list-style-type: none"> - Using HTML editors to create webpages - Digitizing audio - Digitizing video - Streaming audio or video - Cascading style sheets - IMS Standards - Universal Design Standards
7	To what extent do you feel you have met the goals of the ITAP program?	
	Create and modify web pages:	<p>Feel confident I met this goal</p> <p>Met this goal</p> <p>Need more work on this goal</p> <p>Did not meet this goal</p>
	Create and modify graphics:	<p>Feel confident I met this goal</p> <p>Met this goal</p> <p>Need more work on this goal</p> <p>Did not meet this goal</p>
	Publish web pages at NCSU:	<p>Feel confident I met this goal</p> <p>Met this goal</p> <p>Need more work on this goal</p> <p>Did not meet this goal</p>
	Use audio and/or other emerging technology:	<p>Feel confident I met this goal</p> <p>Met this goal</p> <p>Need more work on this goal</p> <p>Did not meet this goal</p>
	Communicate with others about creating online learning environments at NCSU:	<p>Feel confident I met this goal</p> <p>Met this goal</p> <p>Need more work on this goal</p> <p>Did not meet this goal</p>
8	What was the most valuable component of the ITAP program for you?	Fill-in box
9	What was the least valuable component of the ITAP program?	Fill-in box
10	Suggest improvements for the program, and feel free to make any comments below:	Fill-in box