Five Year Review

Educational Technology Services

Name and Signature of Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

John McGee

Date of Report:

## Introduction—Significant Changes in ETS

Since the previous five year review, the role and staffing of Educational Technology Services has changed significantly. At the time of the last review Educational Technology Services (ETS) was a free-standing department responsible for faculty and student user support of the university’s Learning Management System; faculty and staff training for online classes and use of technology; academic video support for faculty (such as recording course lectures); creation, maintenance, and user support of “Smart” multimedia classrooms; administrative support of online classes; online class outreach; and operation of the Learning Resources Center.

At the end of the 2013-14 academic year, ETS joined with Collier Library’s organizational structure.

Five years ago, the faculty and staff of ETS and the then Office of Distance Learning was composed of nine positions including two tenured faculty members: the director, a professor and librarian, the coordinator of academic technology, an instructor. Full-time staff members included the coordinator of distance learning, the coordinator of distance learning outreach, the coordinator of media services, the digital media specialist, and a library technical assistant. Two part-time employees, both library assistants, that worked evening and weekend hours. One Graduate assistant and ten to 15 student workers employed during fall and spring semesters (with two student workers covering the summer hours). In 2012, Educational Technology Services added a faculty position for an instructional designer bringing the total of full-time employees to ten.

As of the Special Voluntary Retirement Incentive (SVRI) in 2014, Educational Technology Services lost the director, coordinator of distance learning, coordinator of distance learning outreach, and the library technical assistant.

At the end of the 2014-15 academic year, Information Technology Services assumed the responsibility for smart classrooms. To this end, the coordinator of media services position also moved to ITS.

There are currently three full-time ETS personnel. Two are faculty faculty: the interim coordinator of educational technology services, a tenured instructor, and the instructional designer, a non-tenured assistant professor. Staff members include the digital media specialist, who is full-time, and two part-time staff positions. There are also six-eight student workers employed during fall and spring semesters (with two-three student workers covering the summer hours).

The loss or transfer of personnel has resulted in adjustment of services offered by ETS. As previously mentioned, ITS now supports smart classrooms. Other services lost, moved, or modified include:

* Proctored Testing for online courses—*currently support with Software Secure’s Remote Procotor Now software at significant cost to UNA/ETS*
* State Authorization Agreements for online presence—*moved to Dean of Library and Educational Technology Services*
* Online Course Evaluations—*moved to Office of Institutional Research, Planning and Assessment*
* Operation of LRC in current capacity—*hours reduced during week and now closed weekends*
* Auditorium, conference room, and lab scheduling—*moved to University Events*

Now ETS focuses on supporting faculty and student users of Canvas (the university’s Learning Management System); training faculty and staff in the creation of online classes or course components and use of technology; supporting faculty academic video needs such as recording course lectures; improving quality of online and hybrid course development through the Quality Matters Program, and operation of the Learning Resources Center.

## Program, Mission

In 2010, the mission of Educational Technology Services was “to provide materials and services in support of the teaching, research, and public service commitments” of UNA. ETS seeks to fulfill this mission through the activities of its four areas: the Learning Resources Center, Media Services, Academic Technology, and Distance Learning. The overarching goal of ETS is to keep abreast of the latest trends in technology; to make recommendations based on both those trends and the needs of students, faculty, and staff; and to use funds and personnel in the wisest way possible.

After joining the library, the ETS Mission Statement was changed to better reflect the direction of ETS: Library and Educational Technology Services enhances and supports excellence in scholarship, life-long learning, and discovery by providing high-quality resources, innovative services, and responsive staff in a collaborative environment.

## Current Activities

### Learning Management System

During the Summer of 2014, UNA, excepting the College of Nursing and Allied Health, migrated from the ANGEL LMS to Canvas by Instructure. ETS provided workshops, work sessions, and individual consultations to 180+ faculty during the summer and into Fall. traditional, hybrid, and online courses.

In summer 2015, the CONAH migrated from their Learning Management System, Pearson Learning Studio, to Canvas. ETS provided numerous workshops and individual consultations in order to help the CONAH to move to the same LMS used by the other colleges at UNA.

Also during summer 2015 ETS assisted the President’s Office with the creation of a Canvas course for use as an interactive meeting place and agenda management tool for the Board of Trustees.

#### Faculty and Student Support

ETS continues to support Faculty and Student use of the LMS through self-paced online training; Frequently Asked Question guides (FAQs); and direct support via the Canvas Help system, email, and phone.

### Quality Matters and Instructional Design

In 2012, UNA/ETS adopted the Quality Matters (QM) program, <https://www.qualitymatters.org/>, for continuous improvement in online courses. Expanding from a single professional development offering to six UNA faculty and Staff in 2014-2015, in 2015-16 ETS was able to offer multiple Quality Matters training sessions to approximately 110 UNA faculty. Thus far, five UNA faculty have attained QM certification as QM Peer Reviewers. ETS has supported QM reviews of online courses resulting in QM course certification for two UNA College of Business courses and has submitted an additional course from the College of Nursing and Allied Health for official review. ETS is also internally reviewing two additional courses, one CONAH, the other Arts and Sciences, before submitting for official QM review. The CONAH has notified ETS of its intent to have core courses in its online program certified by Quality Matters.

In addition to formal, QM, Inc. training sessions, ETS personnel are also available for individual consultations and support for faculty wishing to incorporate QM and instructional design principles.

### Video/Media support

#### edTPA

After two successful pilots with the College of Education and Human Sciences during the 2015-16 academic year, ETS will serve as technical support for edTPA, a student teacher performance assessment developed jointly by the Stanford Center for Assessment, Learning and Equity (SCALE) and the American Association of Colleges for Teacher Education (AACTE). ETS will also create a Canvas Module with training materials to support approximately 72 students that will be participating in edTPA in the Fall 2016 semester.

#### Recording and Conferencing Equipment and Facilities

Room 104 is used by faculty wishing to record video for presentations or for inclusion in courses. A redesign of ETS facilities in 2014 created a small conference room in 103d. This room has been used by the campus community to conduct in-person, web (Skype), or phone meetings such as interviews for open positions on campus.

### Learning Resource Center

As a result of the SVRI, there is no longer a librarian responsible for the Learning Resource Center (LRC) Collection. During the summer of 2016, at the request of the Dean of Library and Educational Technology Services, a committee was formed to evaluate the usage and collection of the Learning Resources Center. Collier Library personnel are currently conducting an inventory of the LRC collection.

## Evaluation

ETS has day-to-day contact with faculty, staff, and students by way of its primary areas of operation. ETS depends on this daily contact as means of feedback and as a method to assess its role at the university and the needs of the university community. In addition to input from face-to-face communication, the department periodically solicits information from colleges or groups through meeting with deans, academic departments, and committees such as the Online Learning Advisory Committee and Technology Committee.

ETS also benefits from the results of the Faculty Senate’s annual Faculty Attitude Survey. In the past year’s ETS has had a considerably high approval and/or satisfaction rate. With regard to ETS, faculty were asked for the first time in 2015 to indicate their level of satisfaction with having access to sufficient resources that facilitate communication with online students--73% of faculty respondents are either in agreement or strong agreement with this statement, while only 7.2% either disagree or strongly disagree. Among adjuncts, 26.3%% indicate having no basis for judgment, 63.2% agree or strongly agree, and 10.5% are neutral.

## Vision

Online courses at UNA have a high level of uptake from faculty and students. Relative to traditional programs, UNA’s online programs comprise an increasing share of teaching activity—a greater share of course sections and a disproportionally greater share of enrollments and credit hours. The following table is compiled from Banner data collected from the Office of Institutional Research, Planning and Assessment :

### Number of online courses

(Quality Report 2013 excerpt with updated numbers for 2014 & 2015)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Online as Percentage of Total | | | | | | | |
|  | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Online Courses | 10.1% | 14.8% | 13.7% | 14.2% | 11.3% | 12.6% | 13.8% |
| Students taking at least one course Online | 13.9% | 17.8% | 18.2% | 19.7% | 27.2% | 25.3% | 28.9% |
| Students Online Only |  |  |  | 11.5% | 12.8% | 13.5% | 14.6% |
| Online Credit Hours | 14.7% | 18.4% | 18.6% | 20.3% | 17.4% | 18.3% | 17.9% |

UNA’s online enrollments match national trends. A 2015 survey published by the Babson Survey Research Group shows online enrollment at 29% of total higher education enrollment in 2014 (compared to 28.9% at UNA). Additionally, in 2014, the U.S. Department of Education’s Institute of Education Sciences indicated that 13% of higher education students are online only (compared to 14.6% at UNA).

Given the large percentage of enrollment housed in online and hybrid environments, ETS’s primary roles of LMS support, instructional design/Quality Matters, and video support have a direct impact on faculty and student experiences in those environments.

However, educational technology is not solely for online education—most faculty who are not teaching in the online environment still derive benefit from the various technologies currently available. In general, educational technology has the potential to fundamentally change the educational experience and offer significant improvements in both quality and productivity.

## Current and Future Needs

### Online Course and Course Component Support

In support of online, hybrid, and traditional courses, UNA will need to continue to budget for existing tools: Canvas LMS, Turnitin Plagiarism detection, Respondus (test creation software), Respondus Lockdown Browser (secure testing environment), Respondus Monitor (remote proctoring), Screencast.com video hosting as well as additional tools such as a media server (Kaltura, Camtasia Relay, Panopto, etc.) to allow faculty and student video recording and upload from fixed and mobile devices, conferencing tools, and reporting tools.

### Quality Improvement and Quality Matters Budget

In order to support Quality Matters training and course reviews, ETS has made a budget request for an on-going QM budget to begin in the 2016-17 academic. This would be centralized QM budget that would fund training ($25-$300/person/session) and reviews ($1,000/review) for all campus constituents. As the number of courses to be reviewed grows, this budget may need to increase accordingly. ETS will also need to allow for UNA membership in the Online Learning Consortium (formerly Sloan Consortium) and/or additional professional organizations.

### SARA

Although responsibility for SARA documentation has moved to the Dean of Library and Educational Technology Services, annual costs for SARA membership ($8000) will be funded from the ETS budget.

### Media Center and Facilities Improvement

ETS has recently proposed the creation of a Media Center to support faculty and student creation of video and audio materials. This Media Center would be housed on the first floor of Stevens, but exact location will be dependent on decisions made regarding the space currently housing the LRC. This Media Center will necessitate purchase of equipment and materials for recording with an approximate budget of $30,0000. Improvements (sound proofing, furniture, and equipment updates) also need to be made to the existing web and phone conference rooms with an anticipated budget of $30,000.

### Additional Budgetary Needs

In order to remain current, ETS personnel will need to attend appropriate professional development events and conferences such as those offered by Quality Matters, OLC, and Educause.

## Further Recommendations

Overall UNA has done a good job implementing and supporting technologies for teaching and learning. The high number of online courses demonstrate a commitment by faculty and administration to online education. Moving forward the focus should be on quality, monitoring trends, and strategic budgeting to ensure sustainability and success given the competitive nature of higher education and the growing demands from students.