

OLT Report – Spring 2015

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BlackBoard and Online Courses

Enrollment

Total number of Spring 2015 sections loaded:	1391
Number of available Spring 2015 sections:	561
Number of student enrollments in available Spring 2015 sections:	10812
Number of instructor enrollments in available Spring 2015 sections:	614
Number of unique students in available Spring 2015 sections:	3111
Number of unique instructors in available Spring 2015 sections:	234
Number of unique students using Learn in Spring 2015:	2865
Number of unique instructors using Learn in Spring 2015:	236
Number of unique instructors NOT using Learn in Spring 2015:	46
Number of unique students NOT using Learn in Spring 2015:	2550

The numbers above reflect all courses as of January 15, 2015, including concurrent enrollment. When concurrent enrollment courses are not included in the total, we are left with approximately 980 sections.

When removing concurrent enrollment courses from the calculation, usage is at about 57% in Spring 2015, not taking into account a number of lab and merged courses that may also artificially lower this total. A fair estimate is about 65-67% actual BlackBoard usage among faculty at PNC. This reflects a small increase in BlackBoard use as recorded in Fall 2014.

Mentorship Program and DOC Grant

The Technology Mentorship Program replaced the DOC grant in Fall 2014. However, some faculty are still finishing DOC grants at this time, and as of the end of Spring 2015, two more faculty finished their DOC grant responsibilities. This brings the total of DOC grant completers to 23. The total number of faculty who have completed or are completing DOC Grant program as of Spring 2014 was 33, according to available records and documentation.

The Technology Mentorship Program began in Fall 2014 with five active mentors and 9 faculty course developers. Two additional faculty participants were added after the program initially began, bringing the total to 11. Four of the 11 faculty will teach the course that they are developing in the summer of 2014, rather than in spring 2014. The other 7 instructors received their course reviews on April 29, 2015, with rubrics attached.

The call for new mentors and participants went out in Spring 2014. The program added three new mentors and kept three continuing ones, for a total of six mentors, bringing capacity up to 12 participants. At this time, the mentors and program participants are:

Mentor	Participant 1	Participant 2
Carin Chuang	?	?
Sarah White	Jane Rose	Amanda Schacht
Karen Klosinski	Scott Simerlein	Meden Isaac-Lam
Carolyn Roper	Jodie Bowers	John Spores
Heather Fielding	Denise Frazier	Pat Jacoby
Rachel Steffens	Diane Grams ?	?

Workshops and Faculty Training

Summary

<i>Semester</i>	<i>Calls (avg.)</i>	<i>Emails (avg.)</i>	<i>In-Person Consultations</i>	<i>Workshop Attendance</i>	<i>Summer Book Club members signed up</i>	<i>DOC/Mentorship Program</i>
Spring 2015	170	700	20	51	16	18 (6 mentors, 12 participants for AY 2015-2016)

Outreach

Weekly, the OLT sends out emails providing timely information about upcoming workshops or support for BlackBoard and other technologies that faculty might use. In addition, items providing tips, insights, and upcoming professional development are posted in each Chancellor's Newsletter for faculty and staff to review.

The OLT began using Piktochart to design more attractive flyers and advertisements, under the advice of Cassie Boehlke in the GEL Office. This change has gone over well with viewers. In addition, at the suggestion of several staff who wished to participate in events more often, emails are now sent to all faculty and staff, instead of just faculty as has been previous practice.

Tickets, Emails, and Phone Calls

The OLT has fielded approximately 1 to 3 calls, and 4-5 emails or help tickets from faculty daily (including occasional weekends) over the course of the Spring 2015 semester, equating to over

650 emails/tickets and 170 calls. This also represents faculty members and staff from all colleges on campus, including full-time and part-time faculty, a good number of which indicating that they were using BlackBoard Learn in their classes for the first time. About 85% of all questions received were for unique, new issues, and about 15% were for repeated or recurring issues.

These trends have generally mirrored trends seen previous semesters, although email questions have grown slightly more frequent, and come from a wider range of faculty. This semester, several new individuals have introduced themselves and indicated an interest in digitizing their course materials, including some who have been with the university for many years. This indicates that more individuals are looking for help and seeking advice about technology and pedagogy, which is encouraging.

Faculty Visits

Faculty walk-ins to the OLT have been slightly more frequent in the spring semester. In total, about 20 faculty and staff have stopped in or made appointments for consultations. This is actually a 100% increase over the fall semester.

However, specifically posted “open walk-in hours” were discontinued in Spring 2015 due to lack of interest in consultations during the times posted. Consultations are now handled purely on a appointment or “stop by” basis. Provided I am in my office, I will not turn anyone away who wishes to ask questions or consult about a topic. I maintain a continuous open door policy daily.

Workshops

In conjunction with the mentorship program, the OLT offered a series of four workshops continuing the theme of “Quality in Teaching and Learning.” All workshops and accompanying materials have been archived and made available to the campus community at <https://www.pnc.edu/distance/workshop-materials-archive/>. The Spring 2015 semester continued this theme, including workshops on new tools such as WebEx and Camtasia, as well as using the Quality Matters rubric to help guide course creation and dealing with academic integrity issues. Now that the University subscribes to Quality Matters, I have been able to update my own training in order to develop workshops that better align to Quality Matters standards.

Overall each workshop saw the majority of mentorship program participants in attendance, as well as several other faculty from many disciplines on campus, with an average of 8 faculty attending each session. Providing lunch and offering workshops on Fridays has helped to increase attendance, and this will continue in the spring.

In addition, six “open” BlackBoard help sessions were offered in the late afternoons one day each month to invite faculty to stop by with their BlackBoard questions. Overall, there was an average of 2 faculty attending each help session.

The open format was not particularly successful despite the fact that the time (3:30-5:00pm) was indicated by many faculty to be ideal in past surveys that had been sent out. In an attempt to adjust the times and make the sessions more attractive, a focus has been added to each open session for the spring 2015 semester, allowing faculty to get helpful tips on certain aspects of the

tool at different times. The time had also been shifted to 4pm-5:30pm to accommodate more part-time instructors.

In Summer 2015, four summer workshops will be offered as well as a “book club” professional development series. Currently, 8 faculty have signed up for the workshops, and 16 faculty are signed up for the Book Club.

Online Training

The Fall 2014 semester saw the rollout of two BlackBoard help modules in BlackBoard, one for faculty and one for students. These courses are available to all faculty and students so that they may access them at any time that is convenient to them.

To date, 69 faculty have accessed the faculty training module at least once to review available tutorials and resources, and 1217 students have accessed the student training module.

Additionally, the OLT has worked with graduate student Sunila Samuel at Purdue Calumet to develop modules regarding cheating and plagiarism that will be made available to all faculty and students at the beginning of the spring 2015 semester. These modules are brief and contain help and insights into how to prevent academic integrity issues. Students are provided with information on citation and research, how to paraphrase from sources, what constitutes cheating and plagiarism, and how to manage their time effectively. Faculty are provided with resources that they can share with students to help them succeed and maintain academic integrity, including technologies available to track cheating and plagiarism.

Faculty access of online courses (out of 277 total enrolled):

- Plagiarism course: 37
- BlackBoard module: 39
- Student plagiarism module: 994 of 5117
- Student BlackBoard module: 731 of 5117

Other Activities and Projects

- Worked with Information Services and the Academic Affairs Leadership Academy to engage graduate students in the development of instructional modules in BlackBoard for training Limited-Term Lecturers in university policies and procedures.
- Hosted the 2015 EDUCAUSE Learning Initiative online conference at the PNC campus. Three students and 6 faculty from PNC as well as one staff member from Purdue Calumet attended the 3-day event.
- Worked with Information Services and several faculty to offer the first-ever “technology showcase” event on April 8. This event featured various technologies offered in a “round-robin” fashion where individuals could visit different tables to learn about technologies available to them in 10-15 minute short presentations. The day ended in a 90-minute session focusing specifically on remote collaboration and communication tools, including

WebEx and Echo360, and was attended by 16 faculty and staff members, including department chairs and the Vice Chancellor of Academic Affairs.

- Collaborated with Disability Services, Human Resources, and the Web Accessibility Coordinator at Purdue University Calumet in developing and offering several training opportunities and awareness sessions during March for Disability Awareness Month. This included organizing and presenting special workshops focused on teaching students with disabilities, developing accessible electronic documents, and promoting awareness of disability needs among faculty and students. In total, 10 events and 2 video productions were put out in celebration of Disability Awareness Month. These efforts will continue in March 2016, as they were very well-received by the campus community.
- Continued the “OLT Podcast,” a series of videos including interviews with faculty across campus and other helpful tidbits of information that faculty can review for professional development. These videos have received high praise thus far, and were made possible through the help of Prof. Jeff Shires and his students in the Communication department. The Communication department’s new lighting, microphones, camera equipment, and green screen were used, giving students the opportunity to actually use these items and help set up a “real” video shoot.
- Assisted Prof. Heather Fielding in her Careers in Writing course by providing talks and demonstrations for students on the development of an online website and portfolio. I also took on one of her students as an intern and worked with her through my affiliation with the Independent Cat Society to develop manuals, brochures, Web-based forms, and promotional materials.
- Worked with the Math department to evaluate resources for online proctoring, including ProctorU, SoftwareSecure, and Respondus Monitor.
- Served on the systemwide Canvas Pilot Steering Committee and will continue to do so in Spring 2015. In addition, six faculty from PNC will participate in the Canvas pilot to help determine the feasibility of the university moving to this new system, which would serve as a replacement for BlackBoard Learn.
- Served on the PUC-PNC Center for Teaching and Learning steering committee.
- Worked with the Graduate and Extended Learning Office to offer two new courses to the community – a grant writing workshop and a WordPress/Web design workshop.

Teaching, Service, and Scholarship Productivity

Please see attached vita

Appendixes

- Master DOC Grant spreadsheet showing current and completed participation

- Master Technology Mentorship program spreadsheet
- “Grade Center” reports from BlackBoard student and faculty online modules
- Professional vita