

Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Please provide the information below about how your unit assesses the extent to which it meets its expected outcomes. If you need assistance, please contact Dr. Virginia Wheelless at 565-2085 or on Groupwise email. This information is due in the Planning Office no later than February 2, 2004 and will be updated annually.

Unit: Center for Distributed Learning

Date 12/17/03

Person Completing the Information Jenny Jopling

Email jopling@unt.edu

Head of the Unit: Philip Turner

Email pturner@unt.edu

I. Mission: Provide the mission of the unit and a statement about how it relates to the university's mission.

The mission of the Center for Distributed Learning (CDL) is to assist faculty in the development and delivery of high-quality instruction through distributed learning technology. This relates to these points of the University's mission:

The University is committed to excellence in teaching and the discovery and application of knowledge through research and creative activities.

- achieves high-quality instruction, scholarship and service by:
 - fostering excellence and innovation in teaching and learning;
 - assuming the primary leadership role in addressing community needs of the North Texas region and the state;
- nurtures development of students by providing continuing opportunities for intellectual, physical, emotional, social, and career growth;
- supports a culturally diverse environment and advocates mutual respect for all members of the University community as they strive for excellence;
- enhances access to higher education through the use of emerging information and telecommunication technologies.

II. Previous Evaluations of the Unit: Provide a description of the evaluations/assessments conducted in your unit over the last 5 years and changes that have been made based on the results of these assessments.

Assessments of quantitative changes in electronically delivered courses were conducted annually, reflecting the following increases in figures:

Item Measured	Increase (Past 3 Years)	Increase (Past 5 Years)
Enrollment	75%	232%
Headcount	26%	Not Available
Course Sections	12%	Not Available

The CDL planned for the resulting increase in faculty support for electronically delivered courses through an expansion in staffing.

Evaluations were conducted at the end of each training session in the distributed learning curriculum. They included assessment of the following:

- Trainers' knowledge, preparation, communication, pacing, and assistance*
- Adequacy and effectiveness of curriculum*
- Student proficiency with subject matter pre and post-training
- Best and least liked parts of courses*
- Suggestions for improvement*

The overall outcome of the evaluations conducted rated the training and trainers as excellent. Some basic constructive criticisms were taken into account, such as the need for:

- More time for course completion
- More hands-on exercises*

*indicates applies to videoconference training for faculty also.

The curriculum for web-based course delivery underwent revisions based on a general reading of how faculty members' technical skills had advanced as a group, and the need for more direction with design of effective instruction for online delivery from a pedagogical sense.

CDL Curriculum for Web-Based Course Delivery Changes Based on Assessments

Initial Curriculum (Face-to-Face Delivery)

- Windows – Basics
- PowerPoint – Basics
- FrontPage – Basics
- WebCT – Basics

First Revision (Face-to-Face Delivery)

- Excellence in Teaching Online – Instructional Design & Administrative Issues
- WebCT Xtreme – WebCT & FrontPage Basics
- Windows – eliminated; proficiency achieved by majority of students
- PowerPoint – eliminated; proficiency achieved by majority of students
- FrontPage - eliminated class; combined condensed version with WebCT Xtreme

Second Revision (Online Delivery)

Excellence in Teaching Online Certificate was awarded upon completion of:

- CDL 100 WebCT Faculty User Tutorial – Intro from Student Perspective
- CDL 101 Online Course Design – Instructional Design & Administrative Issues
- CDL 102 WebCT Xtreme – Expanded WebCT content & FrontPage Basics
- CDL 103 Interface Design & Multimedia – Intro to aesthetics, accessibility, and file formats for web design.

CDL Curriculum for Videoconference Training Changes Based on Assessments

First Revision

- Extended time allotted for hands-on training
- Segmented the training into two half-days to allow preparation time for hands-on assignment
Removed technical videoconference explanations from formal training (available upon request)

Second Revision

- Implemented peer critique for hands-on assignment

III. Statement of Expected Outcomes: Provide a brief list of the expected outcomes for your unit for 2002-03 or 2003-04 as of this date. Each outcome listed must be capable of being measured by the means noted in IV below. Please number the outcomes (1 to x). After each outcome, describe how the outcome supports student learning and student development.

The Center for Distributed Learning will:

1. **Outcome:** Support WebCT software continuously for faculty and students during extended hours that offer evening and weekend support.
Support: By providing a reliable source for troubleshooting and problem solving, the Center's services will assist faculty with the provision of a more technologically seamless learning environment, enabling students to devote more time to learning.
2. **Outcome:** Train faculty and their TAs in the practice of effective instructional design and WebCT proficiency with a 90% satisfaction rate.
Support: By promoting effective and efficient use of this methodology, faculty will produce a better learning experience for the student.
3. **Outcome:** Produce web-based courseware within an acceptable timeframe for its applicable semester delivery deadlines with a 90% success rate.
Support: By keeping with semester deadlines, CDL will make the course administration process stress-free for faculty, thus enhancing the ease of course delivery and the student learning experience.
4. **Outcome:** Market distance education courses to both the general public and target markets with a 15% return rate.
Support: Provision of a general awareness of what courses/programs are being offered electronically will provide the student with the opportunity to map out a path of development for their education as a whole.
5. **Outcome:** Train faculty and their TAs in the practice of effective videoconference presentation and instructional design with a 90% satisfaction rate.
Support: By promoting effective and efficient use of this methodology, faculty will produce a better learning experience for the student.

IV. Measuring Expected Outcomes: Describe how the unit measures how the outcomes have been achieved and provide a list of methods and/or tools with the following information:

1. Name of assessment method or tool
2. If the method/tool is copyrighted, provide the name of the company who “owns” the tool.
3. Frequency of use - how often is this tool/method used, e.g., every spring semester students, staff, and faculty are surveyed about parking at UNT; customers are asked to complete evaluation forms when services are rendered; or each fall, the Enrollment Management Committee reviews the results of the Graduating Student Survey produced by the IR&A Office.

An evaluation instrument is used at the end of each web-based course delivery curriculum training class offered each semester. The instrument is based on Likert scaled items and comments that relate to:

- Course Objectives & Content
- Application of Learning
- Course Organization
- Course Pacing
- Trainer Qualifications
- Compliments, Criticisms, and Suggestions

An evaluation instrument is used at the end of videoconference training sessions offered each semester. The instrument is based on Likert scaled items and comments that relate to:

- Course Evaluation
 - Scope of Information, Level of Detail, Sequence and Pace, Handouts, Visuals, Exercises, Relevance to Job Needs, Facilities, Overall
 - Open-ended responses for material that should be deleted, suggested additions and general comments
- Instructor Evaluation
 - Knowledge of Subject, Presentation Skills, Communication of Concepts, Emphasis of Key Points, Handling of Questions, Voice Volume and Modulation, Rapport with Class, Overall
 - Open-ended responses for most positive features, areas for improvement and general comments

V. Use of Assessment Results: Describe how the results of the assessments described in IV above are shared with staff in the unit? How are the results used to improve the unit? Help improve student learning? Enhance student development? Meet the university’s vision?

Assessment results are shared among the trainers and administrators for the above-referenced classes. Results are used to modify and/or add to the training content and/or procedures on an ongoing basis. These modifications and embellishments promote continuous improvement with CDL training, striving harder to prepare faculty to **achieve high quality instruction that fosters excellence and innovation in teaching and learning (UNT Mission).**

VI. Changes Made Based on Assessment Results: Describe how the unit has changed (or why it has not changed) based on the results of the assessment of outcomes. Indicate the year the change was implemented. Please indicate how the expected outcomes have changed if applicable.

The only changes based on assessment results are those mentioned above. Other changes have been based on goals for continuous improvement within the unit's operation, such as:

- **Ongoing:** Streamlining of Web Course Production Flow (e.g. Task Referencing Procedure)
- **1999:** Implementation of Course Development Tools (e.g. Web Course Checklist)
- **2001:** WebCT Faculty and Student Support for Extended Hours (e.g. Help Desk Hours)
- **2002:** Implementation of Course Production Forms (e.g. Web Course Template)

Signature of Person Completing the Form:

_____ Date _____

Signature of Unit Head after Reviewing the Form:

_____ Date _____