

## DIVISION OF INSTRUCTIONAL INNOVATION AND ASSESSMENT

### VISION PLAN • 2004-2005

#### SUMMARY OF REQUESTS

The Division of Instructional Innovation and Assessment is dedicated to enriching the University's core academic mission by providing to all colleges and units instructional support, services, innovations, and assessment using information technology. We believe in the power of working collaboratively with students, faculty, and staff, to support the University's high standards of instruction and learning.

In the past year, the Division has worked collaboratively with the Student Government and the Provost's Council on Academic Advising to provide the first online campus wide advising survey and to enhance and create new online systems that support UT Direct, CLIPS, and Blackboard. The Division also anticipates the SACS accreditation self study by focusing on teaching and learning with the use of technology.

By providing the six on-going initiatives listed below, we can continue to enhance the UT Austin student and faculty in-class experience. Most initiatives listed below are similar to last year's vision with slight modifications in the project visions and with cost modifications. In addition, two more initiatives have been added, the Ongoing Course Assessment Idea Bank and Streamline and Automate Current Course Instructor Survey (CIS) process.

***Ongoing initiatives with recurring costs:*** **\$507,000**

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|---------------------------------------|-----------|
| • Online Course Assessment System     | \$162,000 |
| • Inline Student Service              | \$12,000  |
| • Enhancements to eGradebook          | \$48,000  |
| • Large Classroom Technology Bootcamp | \$145,000 |

***New initiatives with recurring costs:***

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| • Ongoing Course Assessment Idea Bank         | \$100,000 |
| • Streamline and automate current CIS Process | \$40,000  |

#### INTRODUCTION

The Provost created the Division of Instructional Innovation and Assessment in July 2001 acting upon the recommendation of the Technology Enhanced Learning/Distance Education Committee. The Division Director reports directly to the Provost.

We submit on-going initiatives in two critical areas:

- infrastructure services for students and faculty
- faculty training for effective use of instructional technologies

The synergy of the Division has yielded the development of an active Division Information Services group. We are seeking funds for information technology related projects that will benefit both students and faculty by enhancing communication, streamlining access to services, providing a secure site for grade posting. These services will integrate into existing student and faculty services such as, UT Direct, CLIPS, and Blackboard.

With ITAC funding, technology classrooms are being rapidly deployed across campus. In order to meet the challenges of supporting and championing effective technology-enhanced instruction, we are submitting this request for funding to help provide the tools and infrastructure we need to do that job.

#### **ELABORATION OF REQUESTS**

***Ongoing initiatives with recurring costs*** **\$507,000**

#### **Ongoing Course Assessment (OCA) System** **\$162,000**

In response to the Senate of College Councils' interest in an online assessment tool to ensure that students have the ability to give feedback to their professors, we will coordinate, enhance, and support a web based Ongoing Course Assessment system. Faculty will be able to request feedback from their students multiple times throughout the semester, thus, continually receiving input about their classes. This system will provide both qualitative and quantitative statistical data to assess teaching effectiveness. This system benefits both students and faculty and supports the goal of teaching and learning at the University.

#### **Inline Student Services** **\$12,000**

The University of Texas at Austin offers many online services for students; to increase the ease of access and use, we will work collaboratively with other UT departments, such as Student Information Systems (SIS), and use the new UT Direct infrastructure to create a UT Direct Homepage service that announces and links student services at the appropriate times throughout the year. This service will allow students to view the information and allow them to "walk through" the student web services in a meaningful way. This service would be available to the students at appropriate times throughout the semester and would "disappear" from the UT Direct Homepage once the date to complete the task has passed.

#### **Enhancements to eGradebook** **\$48,000**

The eGradebook is a result of a DIIA initiative with support from SIS and ITS. eGradebook was originally conceived to give students the results of scanned tests more quickly; however, it soon evolved into a much more robust tool. (The eGradebook is in

UT Direct at <https://utdirect.utexas.edu/diia/egb/>.) eGradebook provides a secure environment to protect the student's identity and was available to the University when posting grades with social security numbers was no longer an option. Expanding and enhancing the web-based eGradebook will enhance the student experience by allowing them to view more details about their grades online. This will also provide privacy and security by allowing them to access their grades using their UT EID. At the same time, it will allow faculty more flexibility in the system to better calculate and interpret student's grades. It will also allow faculty members to integrate the final grade of each student into the web-based final grade submission form maintained by Student Information Systems.

**Large Classroom Technology Bootcamp**

**\$145,000**

More students find themselves in larger classrooms in which technology has been installed (funded largely with ITAC fees). Students reported to us that they frequently do not receive the full benefits of this technology and would like to see this technology used more effectively, especially in their large classes.

The Technology Bootcamp for Large Classes pairs a student technology assistant and a faculty member in the summer to develop improved strategies for incorporating these technology enhancements in their class. The grant pays for the student technology assistants in summer and fall, for materials that the faculty-student team develops, for the cost of training, and for follow-up support. The project also includes an evaluation of the effectiveness of the Technology Bootcamp

**Ongoing Course Assessment (OCA) Idea Bank**

**\$100,000**

Using the OCA System, which was deployed March 22, 2004, students can provide feedback to faculty relating to their courses. We will extend the OCA System to provide online teaching tips or an "Idea Bank" that would use aggregated student feedback to identify the top concerns of students. Faculty would be able to access the Idea Bank to retrieve sound pedagogical teaching tips focused on those concerns.

To create this idea bank will require analysis of the aggregated student feedback, of faculty "best practices", and of literature in higher education. A small group of graduate students, knowledgeable about teaching methods and research, will develop the source material. An IT resource would provide programming and technical support. In addition, this project will include an evaluation of the effectiveness of the OCA Idea Bank by measuring student and faculty satisfaction with the system.

**Streamline and Automate Current Course Instructor Survey (CIS) Process**

**\$40,000**

Student feedback can be used in a more timely manner by streamlining the entire CIS process from the distribution of the paper forms to data gathering and generating results. Enabling automatic creation of results on the web for deans, chairs, and faculty would allow faculty to make meaningful changes to their courses expeditiously and adjust to student feedback before the beginning of the next semester. This system benefits both students and faculty and supports the goal of teaching and learning at the University.