



ACIZ Educational Services
Division of Evaluation & Research



Indiana University: Office of International Services

*Final Report for the Evaluation of International Students Orientation
Online Courses, 2015-2016*

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1. Executive Summary

The purpose of this evaluation project is to evaluate the effectiveness of the International—graduate and undergraduate—Students Online Orientation (ISOO) courses as designed and implemented by the Indiana University Office of International Services (IU OIS). This evaluation focused on these orientation courses from three aspects; the international students' satisfaction to the online orientation, reaching the learning goals of the online orientation courses, and the instructional design quality of these courses. The IU OIS orientation staff designed these two online courses in order to provide essential information for new undergraduate and graduate international students in the beginning of their enrollment to any program at IU. The content of these courses are important to the international students' safety and wellbeing, upon or before their arrival to IU Bloomington in the Fall of 2015 and / or Spring of 2016.

In the first stage of the evaluation process, the evaluation team (ACIZ Team) has met with two members of the orientation staff at OIS—Rendy Schrader and Brittaney Hartzler—who were involved in the development and in the implementation of the two online courses under the scope of this evaluation. In this meeting, ACIZ Team was able to get more information about the courses in order to evaluate their effectiveness and agree to conduct this evaluation after a written proposal has been made, agreed upon and signed off. Furthermore, ACIZ Team's leader, Ahmed Lachheb, explored the two courses in Canvas LMS to get more information about the design and the content of these two courses, and reported his findings to the group. Following Kirkpatrick's Four Levels of Evaluation model (1998), ACIZ Team focused this evaluation work on the reaction of the target audience (aka how did they like it?), the design and the teaching qualities of the online orientation courses, the learning outcomes of the students, target audience behavior, and overall worthiness of the project for OIS. In order to achieve the purpose of this evaluation, five questions were created based on the initial information about these courses. These five evaluation questions (EQs) were agreed upon with OIS in the written proposal submitted by ACIZ Team.

2. Evaluation Questions

1. How the international students reacted to the online orientation courses? Did they like/dislike them? Did they find them useful?
2. How was the quality of the course design and the teaching strategies as implemented by OIS?
3. How effective were these courses in terms of reaching their learning goals as designed by OIS?
4. How did these two courses affect the behavior of international students after completing them?
5. Was it worth it for OIS staff to spend time designing these courses and administer them in Canvas?

To conduct this evaluation, ACIZ Team utilized a variety of data sources (qualitative and quantitative). The team began with designing two surveys—one for undergraduate and one for graduate international students—(Appendix A). Moreover, the team developed interview protocol and questions (Appendix B) to collect qualitative data from OIS ISOO staff. Furthermore, at the level of the course design matters, ACIZ Team adapted a rubric designed by Blackboard LMS Company (Appendix C). This rubric was used to evaluate the design course from an instructional design perspective following industry standards, and to guide the team's instructional design (ID) suggestions to OIS on the areas of improvements. The last source of data was Canvas course analytics that was provided in bulk by IU UITS.

3. Findings

- Undergraduate and graduate international students positively reacted to the online orientation courses; they liked the courses' content, they found the courses useful and thought that it covered important topics to their lives.
- The online orientation format is a valid option and a preference for the vast majority of the international students.
- OIS ISOO staff have done an excellent job in designing good quality online orientation courses.
- International students who completed the orientation courses thought positively of the content's quality, quantity and layout.
- The ISOO Graduate course was highly effective to reach its learning objectives for the graduate students, whereas the ISOO Undergraduate course was slightly less effective.
- ISOO course analytics from Canvas showed that not each module/page was viewed proportionally.
- The time, efforts and resources that OIS dedicated for this project lead to excellent results. It was worth it!

4. Recommendations

After analyzing, triangulating and interpreting the collected data, ACIZ Team recommends to:

- Continue to offer the ISOO courses for the next years.
- Make the ISOO courses mandatory for all new international students to get higher completion and success rates.
- Implement a communication strategy (frequent emails, reminders, etc....) about the ISOO courses for next year's international students to ensure that every student is aware of them.
- Provide selected and optional face-to-face orientation, and follow-up sessions about immigration and academics at IU, that new and/or current international students are free (but not obliged) to sign-up for.
- Dedicate a weekly “office hour” in a synchronous format for the new international students enrolled in the ISOO courses.
- State clear learning objective for each module and for the whole course.
- Add page-shortcuts in each module of the courses that allow a smooth navigation between course modules in order to enhance the navigation aspects of the courses.
- Add a suitable tutorial material (a video introduction for example) to explain the students the requirement of the courses and how to navigate between the course modules in Canvas.
- Condense and merge pages of content within each module to assure that each page get visited and viewed by the students.
- Modify the visual representation of the PDF booklet by clearly stating a phrase like this “Click Here to Access the IU International Students Guideline Booklet”.
- Continue to evaluate the ISOO courses on a yearly basis using students’ surveys and Canvas course analytics.
- Use Google Analytics as a tool to collect more meaningful and detailed access data about each page in the ISOO courses since getting data in bulk from UITS is very time consuming.

5. Acknowledgements

ACIZ Team would like to acknowledge Dr. Gamze Ozogul’s teaching qualities, helpful advices and assistive feedback throughout this evaluation project. Also, ACIZ Team would like to thank the following OIS staff; Rendy Schrader, Brittaney Hartzler and Jeremy Mixell, for providing the team a great learning opportunity. A special thank you goes to UITS database administrators for working hard to provide valuable course analytics from Canvas LMS. Last, ACIZ Team thanks the students and the colleagues in EDUC-R-561 (Spring 2016) class for their feedback and help.

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6. Introduction

For the academic year 2015-2016, the Indiana University Office of International Students (IU OIS) has implemented a new format for the International Students Orientation (ISO) by switching it to an online asynchronous format, using the University's learning management system—Canvas. For the first time, 2502 new-coming international graduate and undergraduate students to IU in the Fall of 2015 and in the Spring of 2016 were invited through Canvas and asked to take two noncredit online orientation courses depending on their status—graduate (ISO GRD course) or undergraduate (ISO UGR course) student.

Guided by previous experiences in conducting international students orientation the traditional way, nine-day face-to-face sessions and activities, OIS staff noticed that orientation activities, sessions and lectures were physically exhausting for students who just flew thousands of miles to arrive to Bloomington. Previously collected data from international students' satisfaction surveys and anecdotal stories from OIS staff show how challenging it is to provide important information for new international students, keep them engaged with the orientation activities, and ensure a smooth transition, all at the same time. For that reason, and in order to make the first few days of new international students less busy and not dense, OIS decided to offer the ISO in an online format, where the students can access orientation content, listen to short video presentations, take quizzes at their own pace, and whenever they feel they are ready to do so. The International Students Online Orientation (ISOO) courses aim to introduce new international students to important information about a variety of topics; academic, cultural, legal, financial and medical. The goal of these courses is to have new IU international students know and remember essential information for their new lives as IU international students. Knowing this information is essential for the students' own success, safety and wellbeing.

Dedicated to develop a high quality online orientation for the new members of the IUB community, it took OIS about six months to design the two online courses for graduate and undergraduate international students using Canvas LMS. One OIS staff member dedicated about 70% of her work time to this project only. In the design process, OIS staff who was in charge to design these courses took advantage of some other universities' online orientation courses as examples, and used webinars as well as MOOCs to initiate the process. OIS was committed to make this first time experience a success. For that purpose, OIS staff gauged the reaction of the online orientation format idea to a small focus group composed of current international students at IU Bloomington campus. During the course development period, OIS ISOO staff focused their design choices on high IU branding quality and used videos as well as graphics as a core medium to provide better visualization of the course content.

The evaluation team submitting this report is composed of four graduate students in Indiana University School of Education at the Department of Instructional Systems and Technology, who are enrolled in EDUC-R561 *Evaluation and Change Management* course with Dr. Gamze Ozogul, for the Spring 2016 semester. The team members' names are Ahmed Lachheb, Cigdem Meral, Ratrapee Techawitthayachinda and Zuheir Khlaif. Using the initial letters of each team member's name, the team decided to adopt "ACIZ" as an acronym for the team—ACIZ Team.

Following Kirkpatrick evaluation model, ACIZ team focused this evaluation work on the reaction (aka how did they like it?) of the target audience (international graduate and undergraduate students enrolled in the online orientation courses), the design and the teaching qualities of the online orientation courses, the learning outcomes of the students, target audience behavior, and overall worthiness of the project for OIS. The evaluation project involved the following stakeholders: IU international graduate and undergraduate students (who were enrolled in the ISOO 2015-2016 courses) and OIS ISOO staff.

7. Evaluation method

This evaluation project lasted 14 weeks that started from the first week of February to the first week of May 2016. The project utilized a four-step process as shown below in Figure 1. The evaluation team relied on qualitative and quantitative methods to generate data from multiple sources in order to triangulate the findings, thus, ensure the accuracy of the evaluation work.

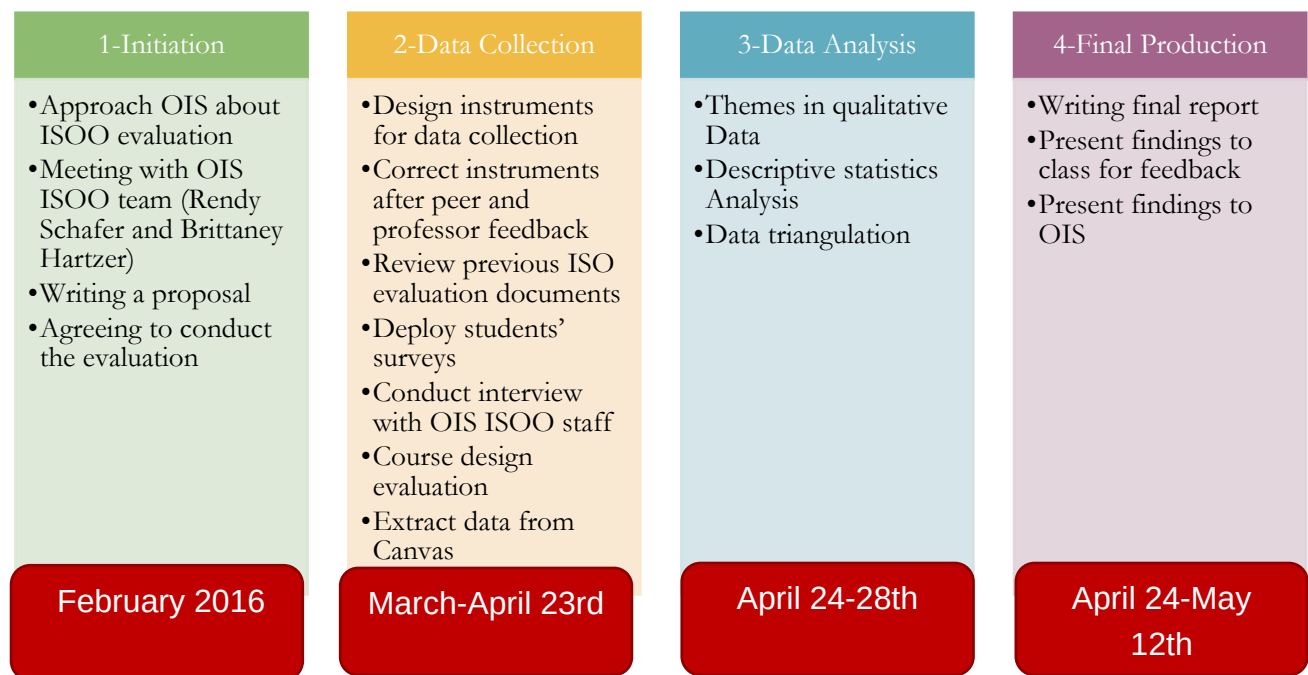


Figure 1: Four-Step Evaluation Process with Timeline

With agreement with OIS, the team used the following the evaluation questions:

EQ1: How the international students reacted to the online orientation courses? Did they like/dislike them? Did they find them useful?

To answer this question, ACIZ Team developed and deployed two versions of a survey for the international (graduate and undergraduate) students who were enrolled in the ISOO courses. (Appendix A)

EQ2: How was the quality of the course design and the teaching strategies as implemented by OIS?

To answer this question, ACIZ Team developed a course design rubric to use for “scoring” the quality of the courses (Appendix C), interviewed OIS staff (Appendix B), and used the data from some questions in the surveys deployed to students. (Appendix A)

EQ3: How effective were these courses in terms of reaching their learning goals as designed by OIS?

To answer this question, ACIZ Team accessed the course analytics function in Canvas and quizzed the students at the end of the survey to test their retention of the content.

EQ4: How did these two courses affect the behavior of international students after completing them?

To answer this question, ACIZ Team tried to access iStart system check-in data but their request was denied for technical reasons.

EQ5: Was it worth it for OIS staff to spend time designing these courses and administer them in Canvas?

To answer this question, ACIZ Team reviewed all data obtained from the instruments and answers from the previous questions.

7.1. Initiation:

In the first week of February 2016, ACIZ team approached OIS about the possibility of conducting an evaluation for the International Student Online Orientation (ISOO) courses. OIS ISOO staff welcomed the idea and met with the team for a kick-off meeting. The evaluation team did not know that it is the first time for OIS to put the ISO orientation in an online format this academic year. This made ACIZ team both excited and feeling more committed to conduct a thorough evaluation. After the kick-off meeting, ACIZ team engaged in writing a professional proposal to OIS where the evaluation method, tasks, timeline and agreements about the evaluation logistics were highlighted. A copy of the proposal and signed agreement can be accessed in Appendix D.

7.2. Data Collection:

7.2.1. Instrument design:

ACIZ team designed four instruments to collect qualitative and quantitative data.

Two Student Surveys:

In order to know the students' satisfaction with the online orientation courses and their retention of the content, two surveys were designed to target the two distinct populations of the international students groups who were enrolled in the ISOO courses; the graduate students group and the undergraduate students group. Since the content of these two course varied a little and each group was enrolled in a separate course section in Canvas, each survey contained 25 questions; 4 Likert scale questions, 9 open-ended/short answer questions, 7 multiple choice questions, and different 5 multiple-choice quiz items about the content of the ISO orientation course they were enrolled in and completed it. The surveys aimed to gather the students' satisfaction with the course content, with the Canvas system, and with their overall online orientation experience. The five-item quiz that the student took at the end of the survey aimed to test the students' retention of the course content.

After designing these two surveys, ACIZ Team presented them to the class where this evaluation project is being undertaken for peer and professor feedback. Corrections have been made after getting feedback and survey drafts were sent to OIS ISOO staff for further review. Once the surveys were finalized, the team started to put them together in Qualtrics using an IU licensed-student version. A copy of the surveys are included in Appendix A.

Interview Questions & Protocol:

The team developed 21 questions to ask to the OIS ISOO staff in an interview format. These questions were aimed to collect qualitative data about the background of the ISOO project, content quality of the course, and the design decisions that were taken in developing the two online courses in Canvas LMS. Most of the data obtained from this interview were used to triangulate the findings obtained from other instruments—students surveys and course design quality rubric. A copy of the interview questions and the protocol are included in Appendix B.

Course Design Quality Rubric:

The Blackboard LMS Company runs a program called [Blackboard Course Exemplary Program](#). This program recognizes every year exemplary online courses that were submitted to their board of experts in online teaching and Instructional Design (ID). This program uses a [rubric](#) as an instrument to evaluate the quality of the online courses under the review and whether they are exemplary or not. The rubric that the program uses was developed by [industry experts](#), which makes it comprehensive and valuable. ACIZ team decided to adapt this rubric to create a new one to be used for two purposes;

- 1- To evaluate the course design qualities from an ID perspective using industry standards.
- 2- To guide the team's instructional design suggestions to the OIS ISOO staff on the areas of improvements when it comes to the course design matters, from an ID perspective.

The adapted version of this rubric includes 8 criteria without scores: *Goals and Objectives*, *Content Presentation*, *Content Accuracy*, *Assessment Design*, *Technical Accessibility Issues*, *Accommodations For Disabilities*, *Orientation to Course and LMS*, and *Supplementary Resources*. ACIZ Team includes two members who have a solid experience in the field of online learning and ID—Ahmed Lachheb and Zuheir Khlaif. Nevertheless, using a reliable instrument like this rubric makes the team's suggestions stronger and more valuable. A copy of this rubric is included in Appendix A.

7.2.2. Other Sources of Data:

ACIZ Team was granted access to the online orientation courses in Canvas by providing “Teaching Assistant” privileges only to the team leader—Ahmed Lachheb. This access allowed ACIZ Team to download valuable data about test scores of the students. Also, with co-operating with OIS and IU UITS, ACIZ Team was provided with page access data for each course module in the ISOO courses in Canvas without including students ID or any sensitive data about their identity. The data obtained from Canvas will be used to triangulate the findings of the students' scores on the quizzes and to see which topic got the most or the least attention. Last, OIS staff provided the team with previous orientation survey results as a part of the document analysis process for this evaluation project.

7.3. Data Analysis:

The findings were obtained by analyzing qualitative and quantitative data which were generated from the instruments mentioned above. ACIZ Team used simple descriptive statistics to report the quantitative data from Canvas and the surveys, and textual analysis to report the qualitative data from the OIS ISOO staff interviews, the open-ended question results from the students' surveys, and the quality course design rubric. Both quantitative and qualitative data were collected from the students, online ISO staff and Canvas analytics to achieve triangulation.

7.4. Final Production

While the data collection and analysis work is in process, ACIZ team started to prepare the first sections of a draft for the evaluation report and a class presentation to be submitted for peer and professor feedback. Then, once the feedback is received, the team finalized these drafts and provided OIS with final copies of the evaluation report.

7.5. Limitations:

Completing this evaluation in 14 weeks was a bit of a challenge. Obtaining a significant amount of data required a significant amount of time spent of the analysis. Survey development and data analysis were very time-consuming and labor intensive for the evaluation team, not the survey takers, luckily! While the findings of this evaluation are useful, it is noteworthy to report that the response rate to the surveys were below what the team had hoped—30% response rate. Last, ACIZ Team wanted to access the iStart check-in data to see how many new IU students came to the OIS front desk between August 2015 and April 2016. The data obtained from this system should indicate the most frequent question/request the new students had and whether it was addressed in the ISOO courses or not. These data should have allowed the team to measure the “behavior” level as suggested in the model followed in conducting this evaluation. The team's request to access this data was denied for technical reasons.

8. Results

8.1. Answering Evaluation Question (EQ) #1: *How the international students reacted to the online orientation courses? Did they like/dislike them? Did they find them useful?*

To answer this question, ACIZ Team developed and deployed two versions of a survey for the international (graduate and undergraduate) students who were enrolled in the ISOO courses. (Appendix A)

Based on the obtained data from the students' surveys, ACIZ Team concludes that both undergraduate and graduate students positively reacted to the online orientation courses as they liked the courses' content and found the courses useful. The next few pages contain the breakdown of the findings of the surveys that targeted international graduates and undergraduates students who were enrolled in the ISOO courses.

8.1.1. Graduate students survey results:

Out of the 776 Graduate students invited to take the survey, 104 students (13% response rate) have completed it. As a first question, respondents were asked to answer whether they completed the ISOO course or not. 96 students (92%) said that they have completed the course while eight students reported that they have not completed it. The eight students who did not complete the course reported the following reasons: not aware of this course (44%), not aware that the course need to be completed (22%), time shortage (22%) and not finding the course content interesting (12%).

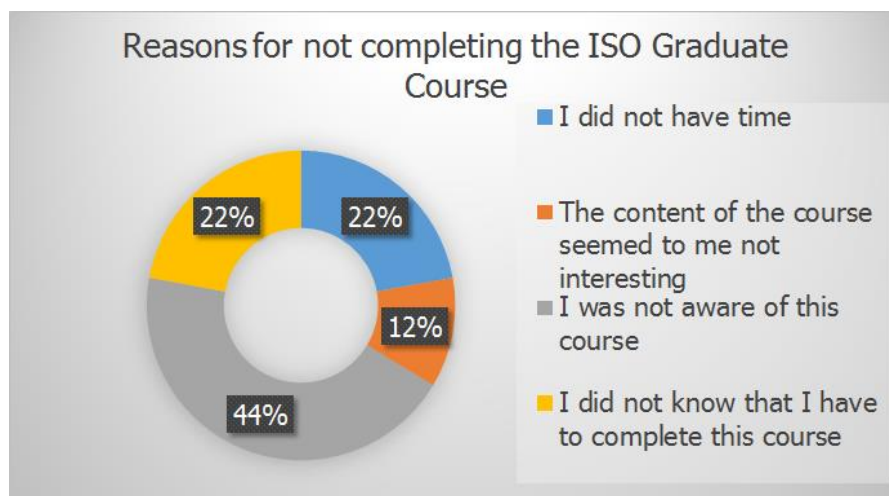


Figure 2: Reasons for not completing the ISO graduate course

Asking the respondents to what extent they agree or disagree with statements describing the course content, the vast majority of the surveyed graduate students reported that they find the course content interesting (80%), relevant to their needs (82%) and covered important topics to their lives as new IU international students (78%).

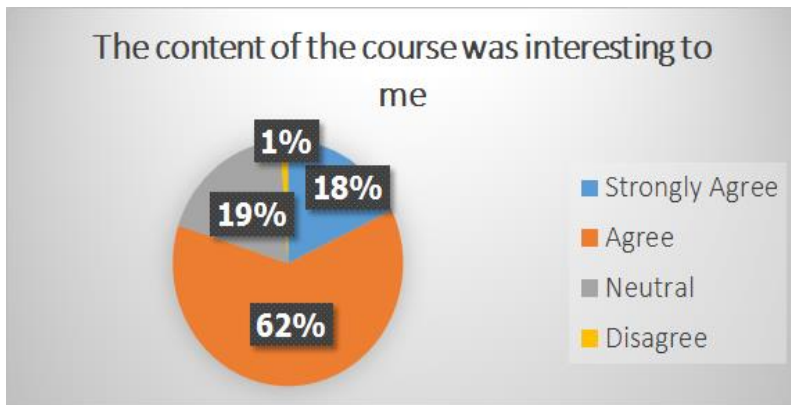


Figure 3: Graduate student Satisfaction with the course content

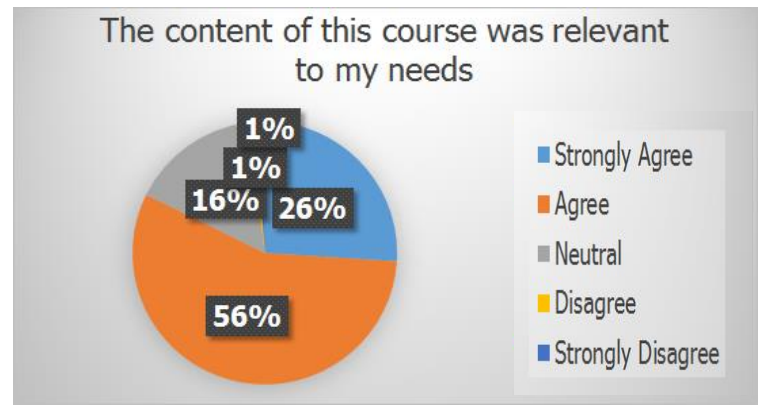


Figure 4: Relevance of the course content

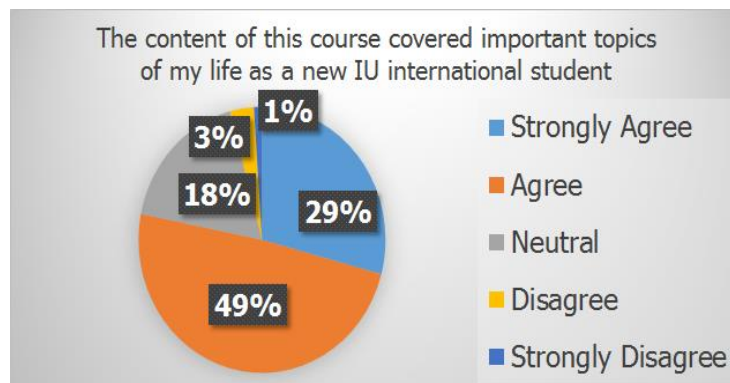


Figure 5: Importance of the course content

Overall, the majority of the surveyed graduate students thought that the course content is good (68%) or excellent (18%). When respondents who either selected that the course content “needs improvement” or “average” or “unacceptable” asked to justify their choice, the following reasons have been reported: *more clarification is needed, knowing most of the content already, too long, content covers the basics only, videos were quite long, content should be more comprehensive and including more subjects.*

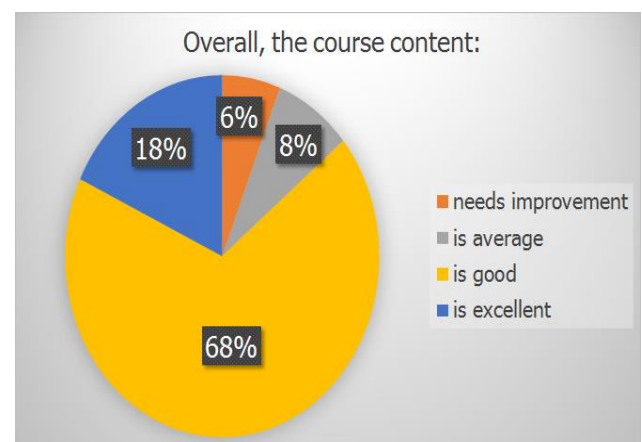


Figure 6: Overall satisfaction with the course content

When asked about using Canvas as an LMS for this course, 88.6% of the respondents reported that they found it easy to use, 86.5% reported that they did not need help to use it, 68.7% did not feel lost in using it for this course and no student had a technical difficulty with Canvas.

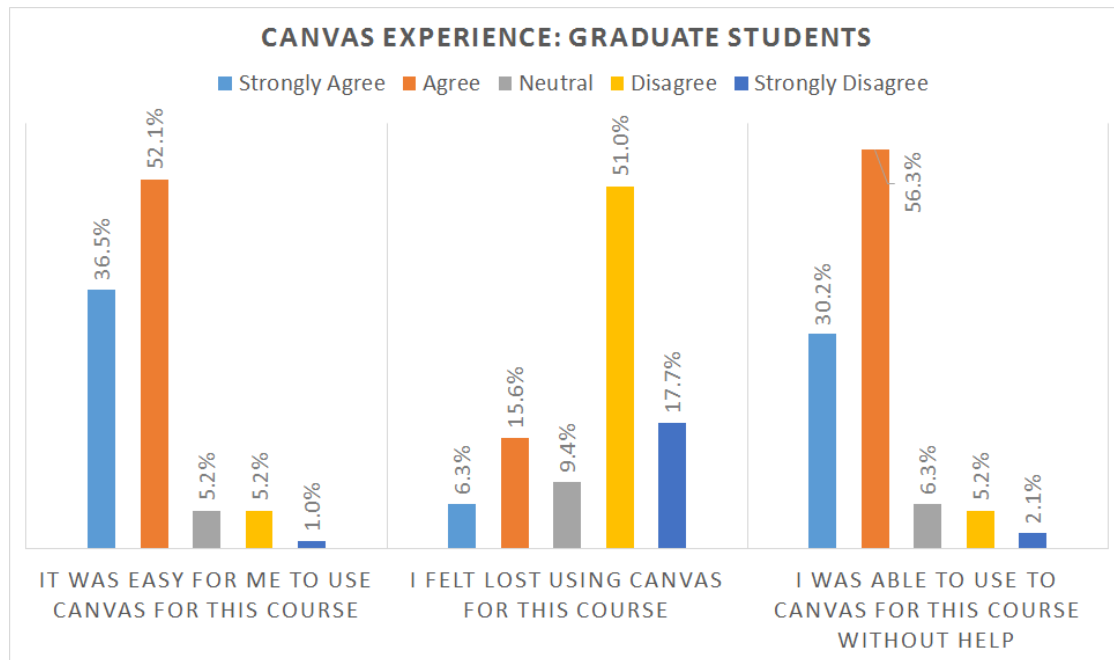


Figure 7a: Canvas experience ISO Graduate student

Overall, 81% of the respondent graduate students reported that Canvas system for this course was easy to use. When asked about the reasons for finding Canvas a bit complicated, three respondents reported the following common two reasons: *too many steps* and *first time to use the platform*.

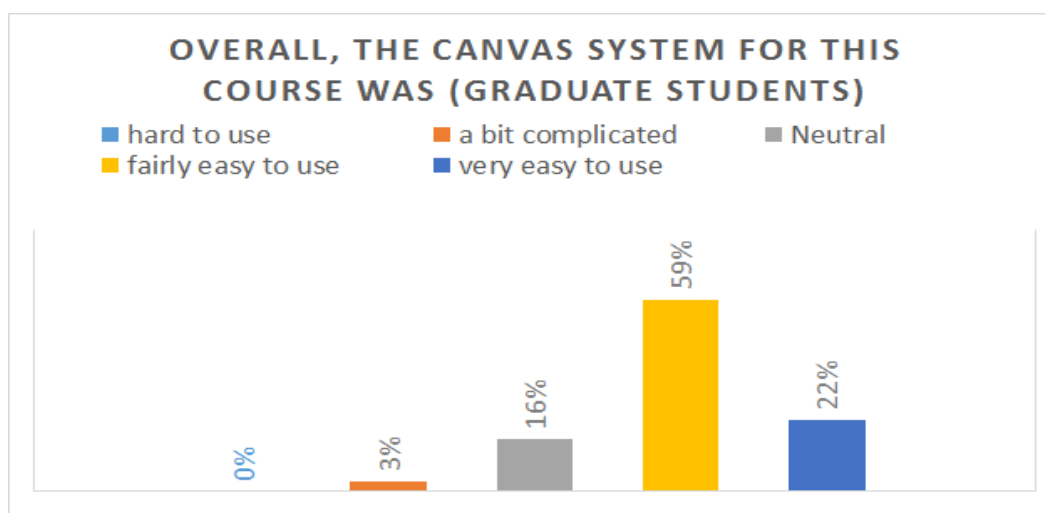


Figure 7b: Canvas experience ISO Graduate

When asked about their preference for the orientation format (face-to-face or online), most of the respondent graduate students (67.7%) said that they preferred the online format of the orientation over the face-to-face format, while 17.7% said that they are neutral (either way was fine) and 14.6% said they preferred the face-to-face format. With that being said, it is safe to say that the online orientation format will satisfy the vast majority of the graduate students (67.7%+17.7%=85.4%).

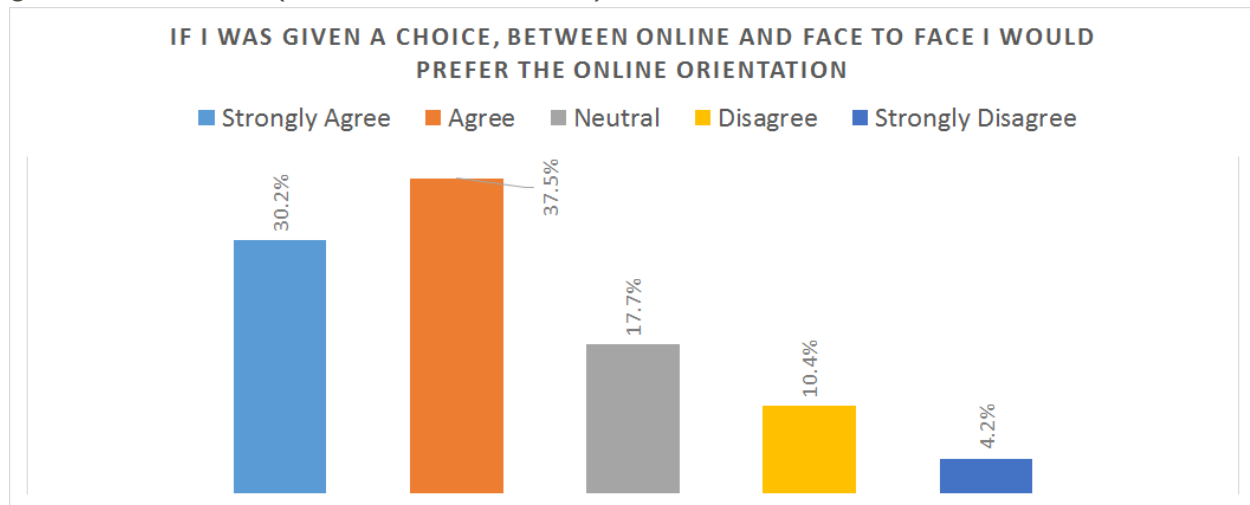


Figure 8: Orientation format preference (Graduate students)

When asked about the overall experience with the whole orientation format, the graduate students responded positively saying that they were satisfied with the course, liked the online format, would recommend new IU international students to complete it and it was worth their time.

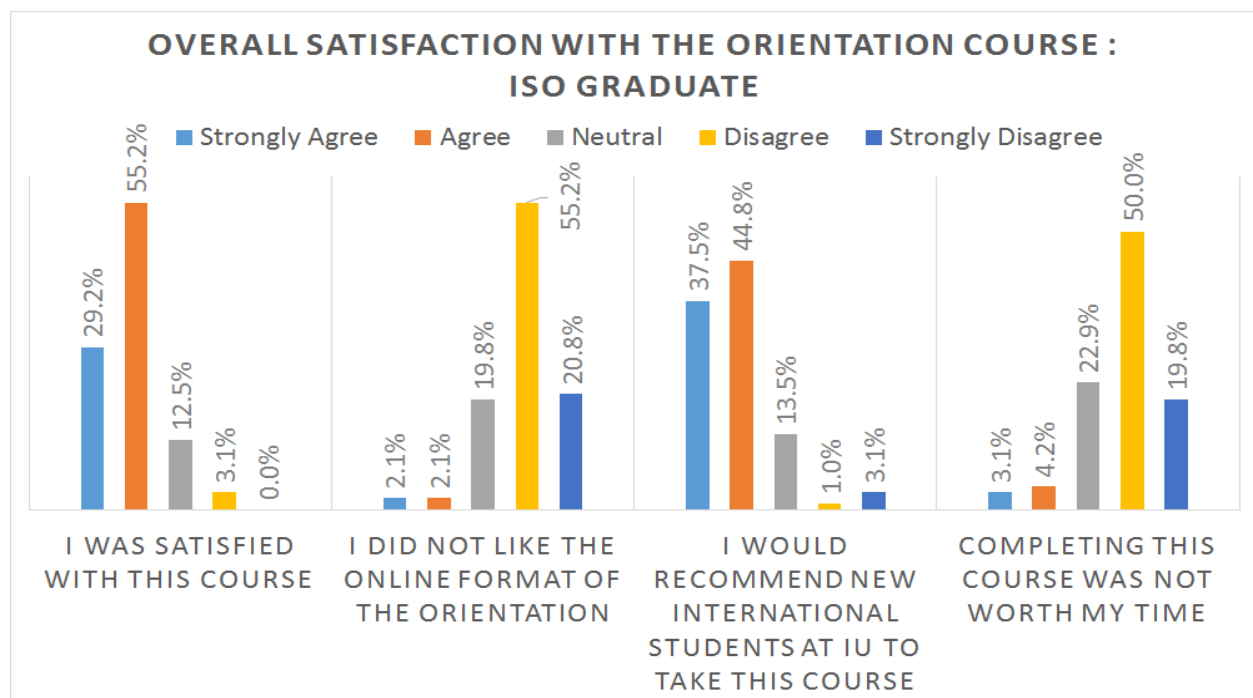


Figure 9: Overall satisfaction with the ISO online course (Graduate Students)

At the end of the survey, and right before taking the quiz, respondent graduate students have been asked open-ended questions to generate more comments and feedback about their ISOO experience.

When asked about what were the **two things you like best about this course**, and after the evaluation team summarized the comments into themes and counted the frequencies of each, the following themes emerged in the respondents' comments:

Theme	Frequency
"None"	43
<i>Informative</i>	15
<i>Video Presenters</i>	9
Format	6
Clarity	5
Comprehensive	5
Detailed	4
Assessment	3
<i>Easy to use</i>	2
<i>Simplicity</i>	2
<i>Self-paced</i>	2
<i>Practical</i>	2
<i>Centralized</i>	2
<i>Organization</i>	1

When asked about what were the two things you dislike about this course, and after the evaluation team summarized the comments into themes and counted the frequencies of each, the following themes emerged in the respondents' comments:

Theme	Frequency
"None"	69
<i>was not tailored at all to my country of origin</i>	3
<i>needs to be more focused</i>	2
<i>some videos/ content was too long/too much</i>	2
<i>better to provide both online and face-to-face orientation format</i>	2
<i>Speed of speech was slow</i>	1
<i>lack of the social aspect and advice on how to meet other international students</i>	1
<i>navigation from one video to next</i>	1
<i>not very detailed</i>	1
<i>cannot ask for further clarifications</i>	1
<i>sometimes content was unclear</i>	1
<i>some links provided in the contents were outdated/does not function anymore</i>	1
<i>very basic</i>	1
<i>switching between the iStart and Canvas is confusing to new incoming student</i>	1
<i>the directions in the airport was unclear</i>	1

When asked about what they would recommend OIS to change about this course, and after the evaluation team summarized the comments into themes and counted the frequencies of each, the following themes emerged in the respondents' comments:

Theme	Frequency
"None"	63
<i>personalize the content to the student's cultural background</i>	2
<i>make it shorter</i>	2
<i>make a printable handout of the regulations about visa viability</i>	1
<i>less questions</i>	1
<i>better navigation</i>	1
<i>have a face-to-face session for student about work visa requirements</i>	1
<i>visuals should be attractive</i>	1
<i>shorter videos</i>	1
<i>online sessions for clarifying students' question</i>	1
<i>more clarification about taxes</i>	1
<i>put most important topics in just one section</i>	1
<i>give more campus life experience information</i>	1
<i>what service is free</i>	1
<i>supplement the course with a short orientation at IU</i>	1
<i>supplement the course with a short orientation at IU</i>	1
<i>more inclusive</i>	1
<i>checklist</i>	1
<i>make it little more interesting and clear</i>	1
<i>subtitles or notes to go along with the video</i>	1
<i>more information regarding helpful apps like tap ride</i>	1

When asked about what they **recommend OIS NOT to change about this course**, and after the evaluation team summarized the comments into themes and counted the frequencies of each, the following themes emerged in the respondents' comments:

Theme	Frequency
"None"	73
<i>videos</i>	10
<i>keep it online</i>	3
<i>quizzes</i>	2
<i>Availability of the course</i>	1
<i>keep in depth important information about Health</i>	1
<i>Immigration</i>	1
<i>Employment laws and assistance</i>	1
<i>the content of the modules</i>	1
<i>the focus on the academics, life tips</i>	1

8.1.2. Undergraduate students survey results:

Out of the 912 undergraduate students invited to take the survey, 51 students (6% response rate) have completed it. As a first question, respondents were asked to answer whether they completed the ISOO course or not. 44 students (86%) said that they have completed the course while 7 students reported that they have not completed it. The 7 students who did not complete the course reported the following reasons: not aware of this course (38%), not aware that the course need to be completed (50%), and knowing already the course content since the student is a transfer from another US university (12%).

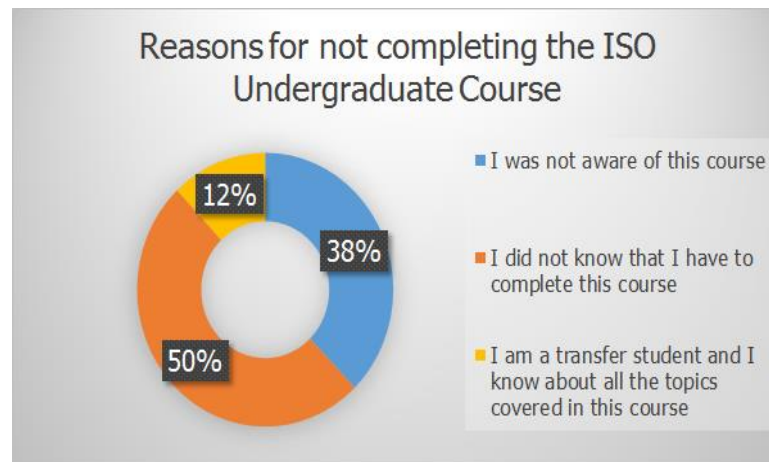


Figure 10: Reasons for not completing the ISO undergraduate course

Similar to the graduate students survey version, asking the respondents to what extent they agree or disagree with statements describing the course content, slightly over the majority of the surveyed undergraduate students reported that they find the course content interesting (52%), found it relevant to their needs (56%) and most of them found the course covering important topics to their lives as new IU international students (66%).

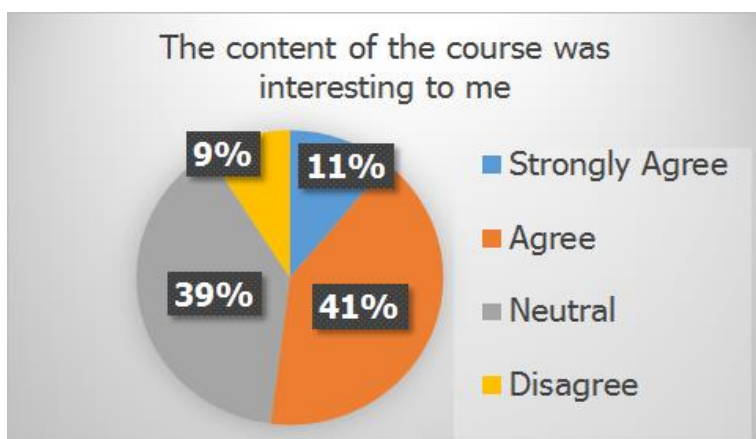


Figure 11: Satisfaction with course content (Undergraduate students)

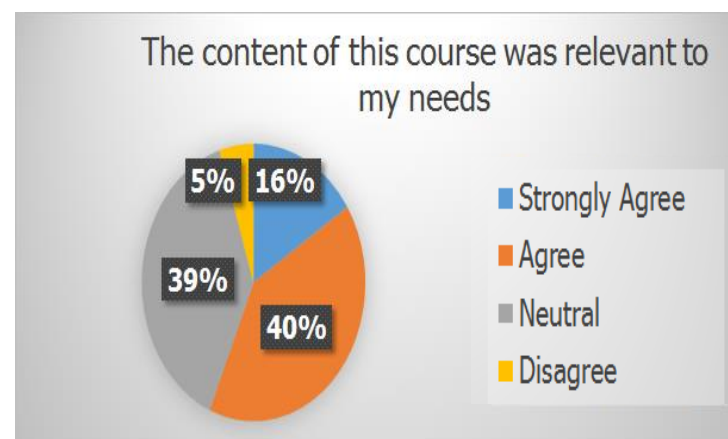


Figure 12: Relevance of the course content (Undergraduate students)

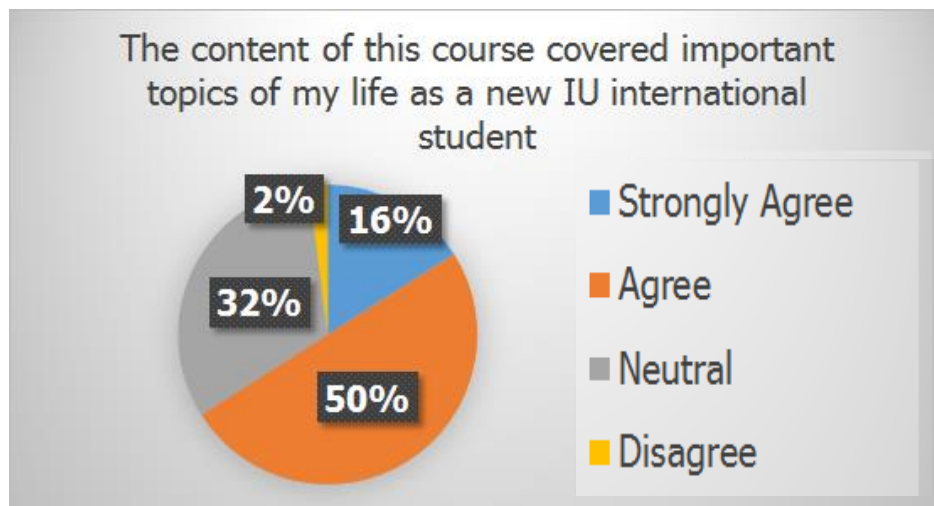


Figure 13: Importance of the course content (Undergraduate students)

Overall, most of the surveyed undergraduate students thought that the course content is good (57%) or excellent (11%). When respondents who either selected that the course content “needs improvement” or “average” asked to justify their choice, and since none selected “unacceptable”, the following reasons have been reported: *the length could bore some people into losing interest in reading it, not very interesting but offer some useful information, specific enough, too simple and not useful, no interactions, already know the content, too many explanations.*

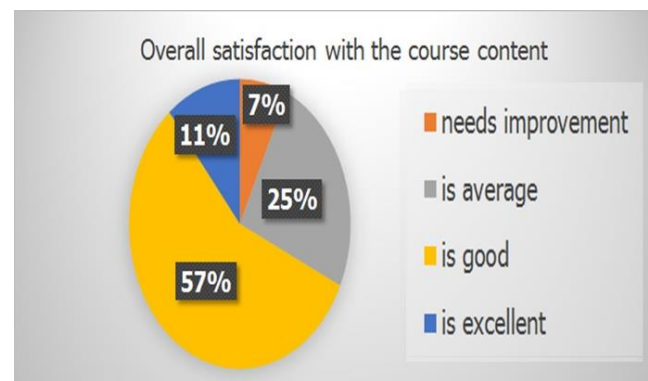


Figure 14: Overall satisfaction with the course content (Undergraduate students)

When asked about using Canvas as an LMS for this course, 75% of the respondents reported that they found it easy to use, 73% reported that they did not need help to use Canvas, 41% did not feel lost in using Canvas for this course and 11% (5 students) reported that they had a technical difficulty with Canvas such as speed of loading of pages and videos, and difficult to use the LMS in general.

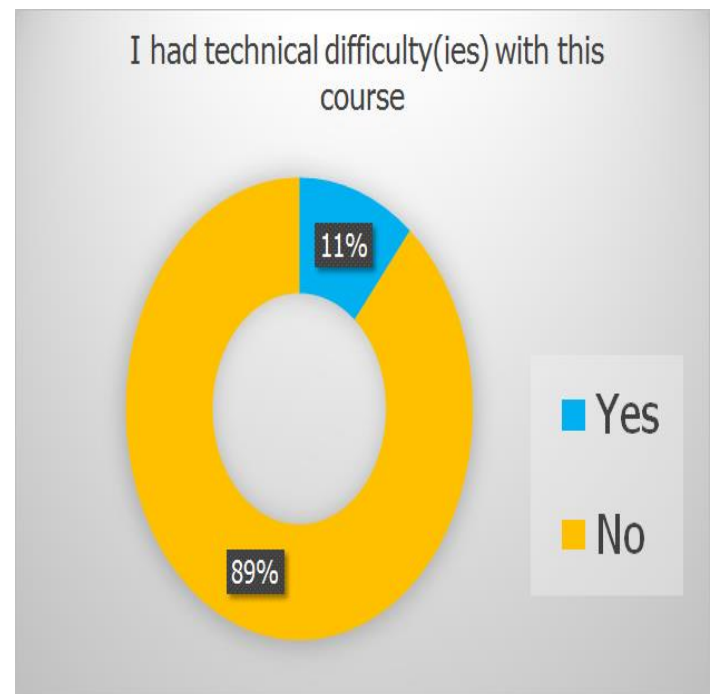
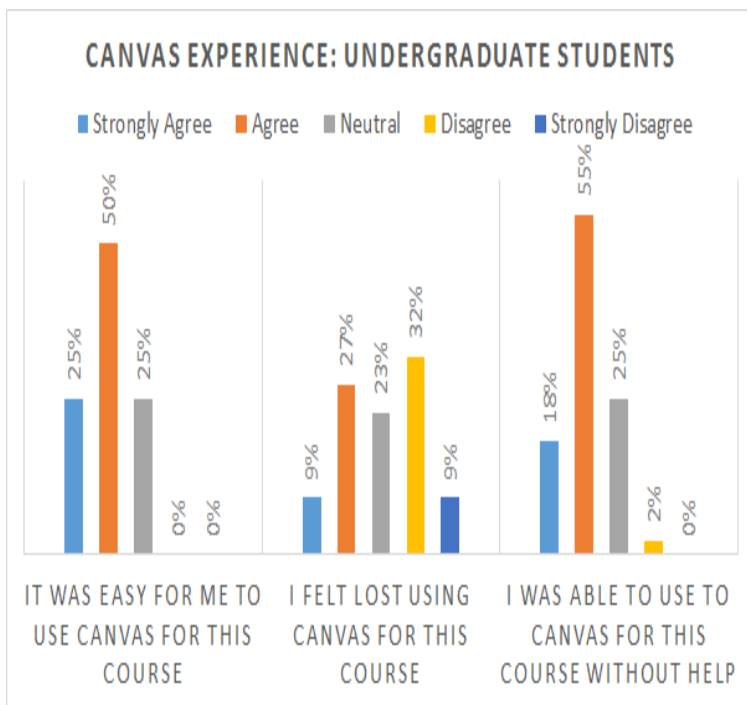


Figure 15a-15b: Canvas experience ISO Undergraduate

Overall, 68% of the respondent undergraduate students reported that Canvas system for this course was easy to use. When asked about the reasons for finding Canvas a bit complicated, two respondents reported the following reasons: *different sub-pages in each module and first time to use the platform*.

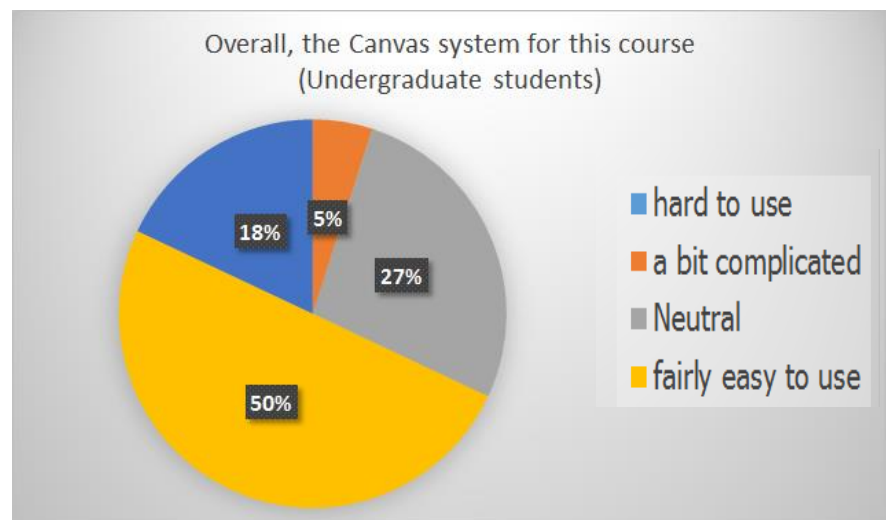


Figure 15c: Canvas experience ISO Undergraduate

When asked about their preference for the orientation format (face-to-face or online), respondent undergraduate students (56%) said that they preferred the online format of the orientation over the face-to-face format, while 25% said that they are neutral (either way was fine) and 19% said they preferred the face-to-face format. With that being said, it is safe to say that the online orientation format will satisfy the vast majority of the undergraduate students (56%+25%=81%).

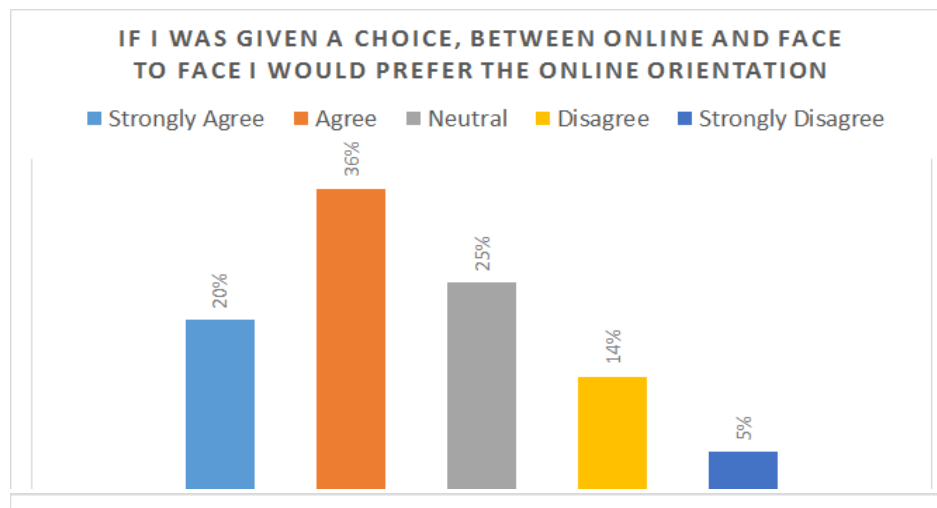


Figure 16: Orientation format preference (Undergraduate students)

When asked about the overall experience with the whole orientation format, respondent undergraduate students reported that they were satisfied with the course, liked the online format, would recommend new IU international students to complete it and it was worth their time.

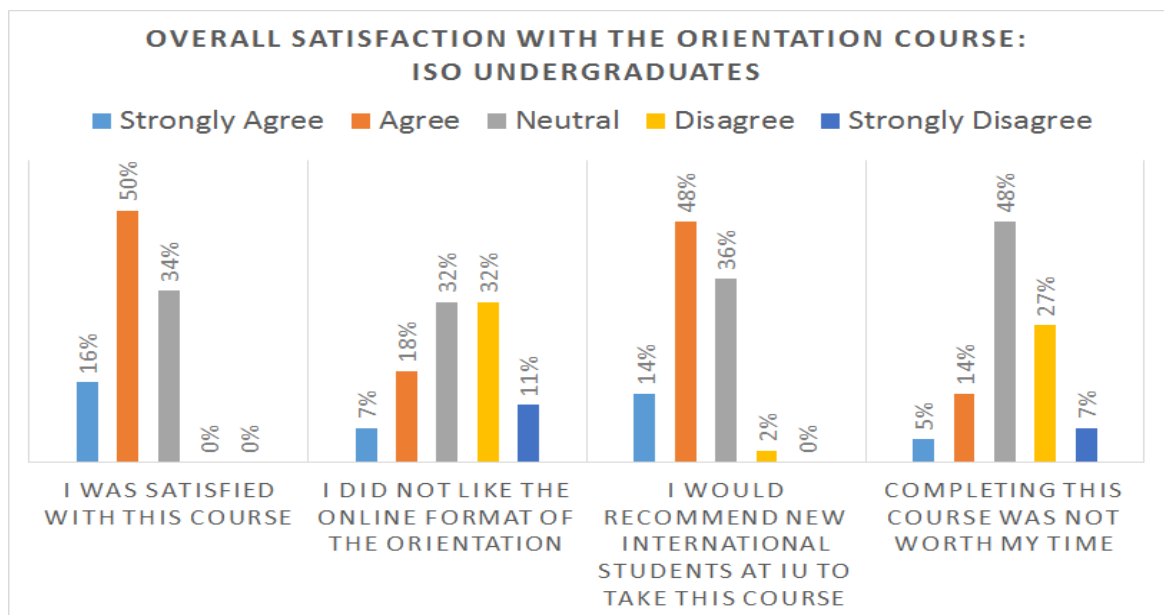


Figure 17: Overall satisfaction with the ISO online course (Undergraduate Students)

At the end of the survey, and right before taking the quiz, respondent undergraduate students have been asked open-ended questions to generate more comments and feedback about their ISOO experience.

When asked about what are the **two things you like best about this course**, and after the evaluation team summarized the comments into themes and counted the frequencies of each, the following themes emerged in the respondents' comments:

Theme	Frequency
"None"	36
<i>helpful to international students</i>	1
<i>clarity</i>	1
<i>explaining videos</i>	1
<i>convenience color</i>	1
<i>could take it during my extra time</i>	1
<i>essential content before coming to US</i>	1
<i>give me an idea of how things work</i>	1
<i>I think it is a good guidance for freshman</i>	1

When asked about what are the **two things you dislike about this course**, and after the evaluation team summarized the comments into themes and counted the frequencies of each, the following themes emerged in the respondents' comments:

Theme	Frequency
"None"	36
<i>Too long</i>	3
<i>shouldn't be mandatory</i>	1
<i>no interaction</i>	1
<i>It was too much of common knowledge</i>	1
<i>Instead of text use video to talk about what needed to know</i>	1
<i>boring</i>	1

When asked about what your **recommend OIS to change about this course** and after the evaluation team summarized the comments into themes and counted the frequencies of each, the following themes emerged in the respondents' comments:

Theme	Frequency
"None"	38
<i>make it shorter</i>	2
<i>more clear</i>	2
<i>include a section on how to choose classes</i>	1
<i>students should be reminded that it is a mandatory course since I didn't know this course before I took this survey</i>	1

When asked about what your **recommend OIS NOT to change about this course**, and after the evaluation team summarized the comments into themes and counted the frequencies of each, the following themes emerged in the respondents' comments:

Theme	Frequency
"None"	41
<i>the content</i>	1
<i>the quizzes</i>	1
<i>Canvas platform</i>	1

8.2. Answering Evaluation Question (EQ) #2: *How was the quality of the course design and the teaching strategies as implemented by OIS?*

To answer this question, ACIZ Team developed a course design rubric to use for evaluating the quality of the courses (Appendix C), interviewed OIS staff (part of the document analysis process, Appendix B), and used the data from some questions in the survey deployed to students. (Appendix A)

Based on the obtained results after evaluating the course quality using a rubric and analyzing the responses in selected questions from the students surveys, and after triangulating the data obtained from both of these instruments, ACIZ Team concludes that OIS ISOO staff have done an excellent job in designing good quality online orientation courses. The next few pages contain the breakdown of the data used in reaching the team's conclusions.

8.2.1. *Students opinions about the course quality:*

The majority of the surveyed graduate and undergraduate students (percentages are in respective order), 67%-61%, liked the graphics used in the course and found the language easy to understand (92%-73%). Only 36%-48 thought that there was so much text in the course to read.

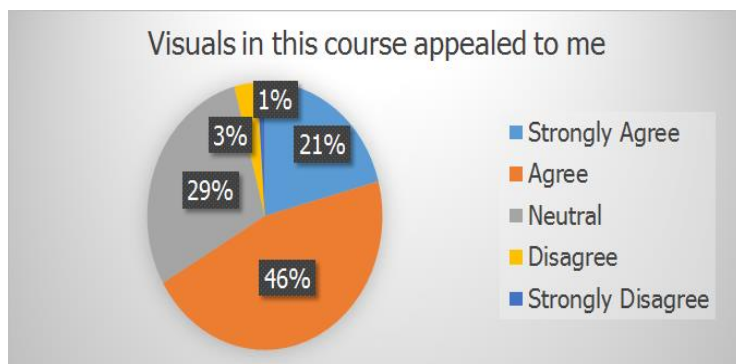


Figure 18: Visuals used in the course content
(Graduate Students)

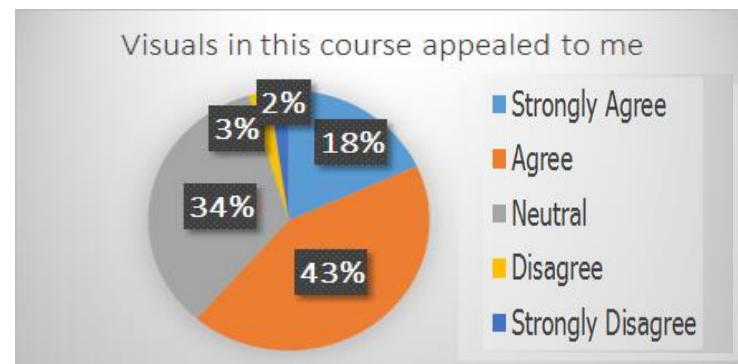


Figure 19: Visuals used in the course content
(Undergraduate Students)

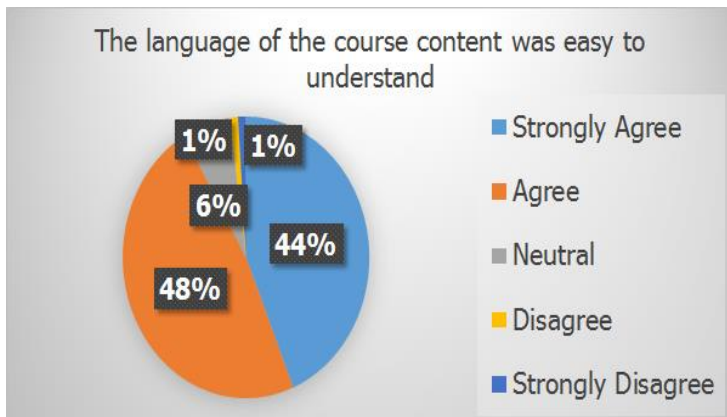


Figure 20: Easiness of the course language (Graduate Students)

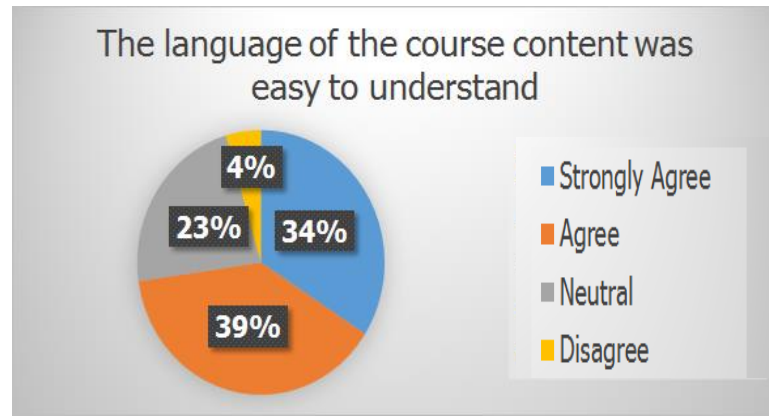


Figure 21: Easiness of the course language (Undergraduate Students)

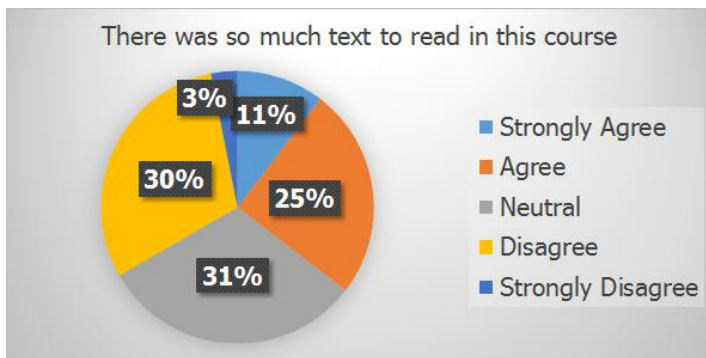


Figure 22: Amount of text in the course content (Graduate Students)

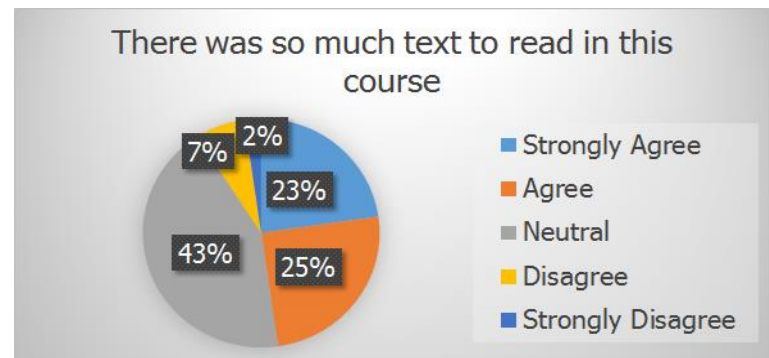


Figure 23: Amount of text in the course content (Graduate Students)

96%-91% of the respondents reported that they watched the video lectures in the course. When asked about the reasons for not watching the video lectures, graduate students reported the following reasons: *forgetting, not knowing there are video lectures, no time and felt ready to take the quizzes by just reading the textual materials*. As for undergraduate students, they have reported the following reasons: *have no idea about the video lectures existed in the course, hard to focus and language*.

Both graduate and undergraduate students (percentages are in respective order) who have watched the video lectures, positively rated the videos' quality in three aspects, clarity of the voice (95%-80%), speed of speaking (91%-81%) and the easiness of the vocabulary (91%-86%).

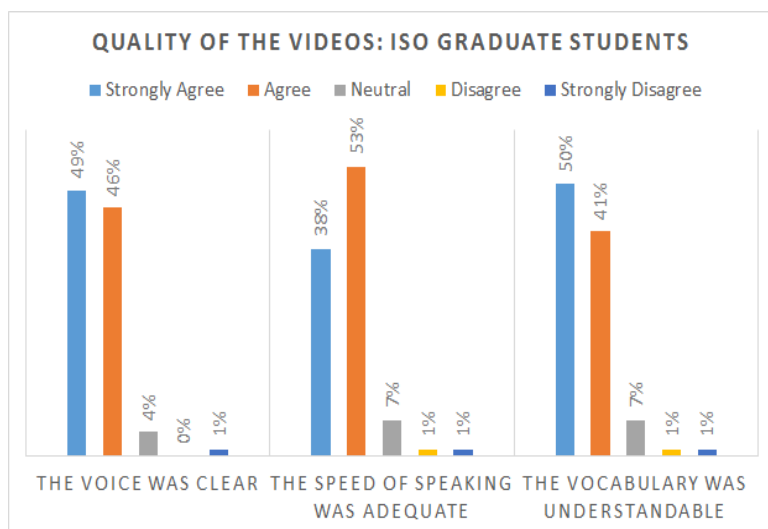


Figure 24: Quality of the video lectures
(Graduate Students)

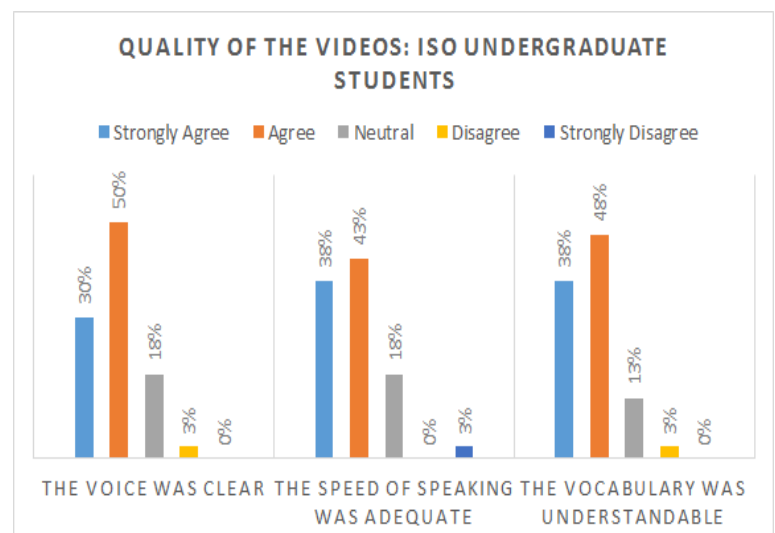


Figure 25: Quality of the video lectures
(Undergraduate Students)

Course organization, checking the progress in the course and navigation between the course modules are other three aspects graduate respondents rated very positively as the data in figure 26 shows. However, for the undergraduate students, slightly above the majority of the respondents (54%) found the navigation between modules easy, most of them were able to check their progress easily (66%), and were able to know where to start and finish the course (55%). Yet, the vast majority of both groups of students thought that the overall quality of the course was good or excellent; 85%, 64%, graduate and undergraduate students respectively.

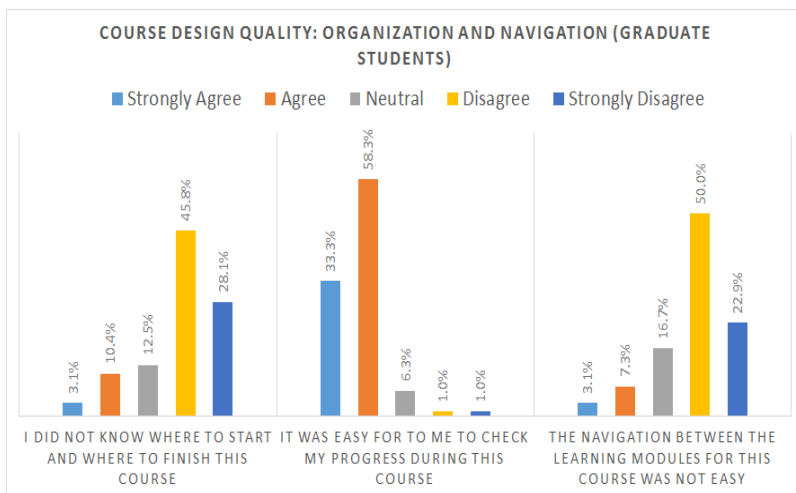


Figure 26: Course quality: Organization and Navigation (Graduate Students)

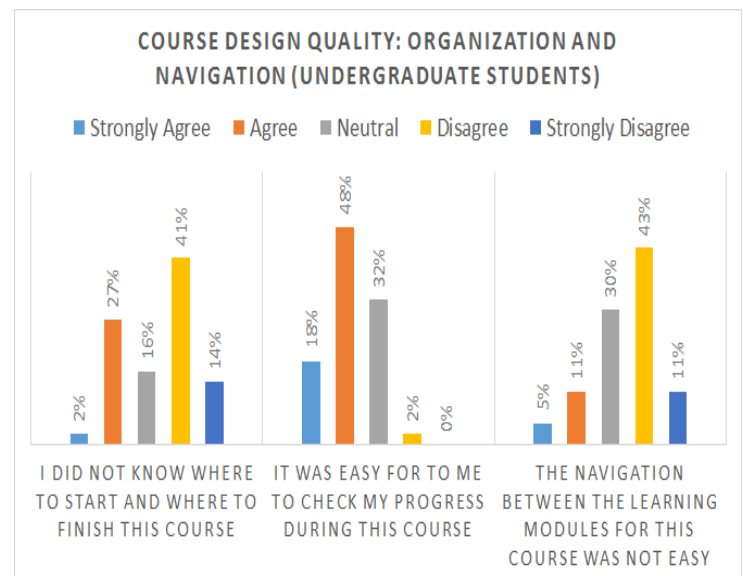


Figure 27: Course quality: Organization and Navigation (Undergraduate Students)

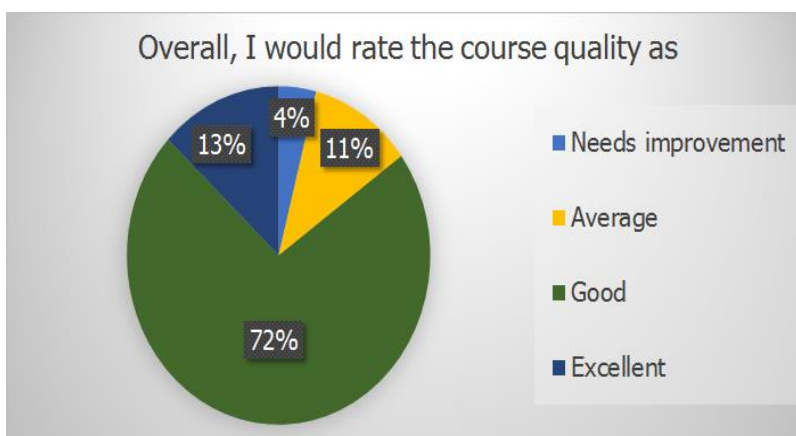


Figure 28: Overall rating of the course quality (Graduate Students)

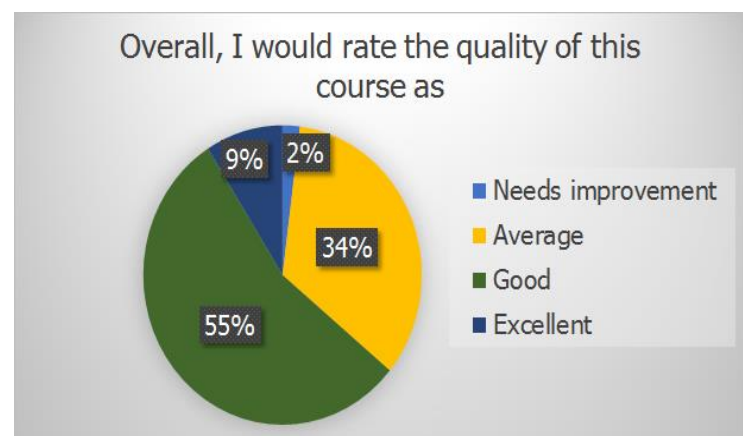


Figure 29: Overall rating of the course quality (Undergraduate Students)

8.2.2. Evaluating the course using the design quality rubric:

As mentioned earlier, ACIZ team concludes that the designer(s) of the courses did a great job in terms of presenting the content through dividing it into small chunks, and enhancing it with visual elements such as high quality video lectures, appealing pictures/icons that reflected the high-quality brand of Indiana University. The team conclusions, which will be detailed in the next paragraphs, corresponded with the positive data obtained from the students' surveys. As mentioned above, international students who completed the orientation courses think positively of the content's quality, quantity and layout.

After examining the ISOO courses, ACIZ Team found that assessments (quizzes with multiple choice/true, false questions) were included in the courses to measure the retention of the content, and were presented frequently throughout the duration of the course—one for each module with a rich bank of questions. The team concluded that the quizzes were aligned with the course content. A strong feature of the assessment design for the ISOO courses was the fact that students were allowed to retake quizzes as much as they needed to, which indicated how the design of these assessments focused on mastery of content. This strong assessment design feature was mentioned in the students' comments as a positive feature of the courses that OIS should not remove in the future offerings of the online orientation.

The team also found that the two courses fit the needs of students with disabilities. In fact, the content of the two courses was delivered through integrating alternative formats such as transcripts, audio, videos and high-resolution/quality graphics. Furthermore, the courses had links to institutional policies for extra review as needed by the students. The courses were rated on the high-end for the criteria of technical accessibility. There were standardized formats of texts (font and style), small files that were easy to download and/or open online using a variety of mobile devices, and engaging high-quality graphics, which the students reported that they like. The team asserted that technical accessibility was important to achieve the purpose of the courses because it made the orientation easy to follow and easy to complete. The courses included excellent supplementary resources that students can access as they needed.

Last, and after relying on an external subject matter expert in international students' orientation affairs and immigration, the team found that the *Immigration & U.S. Laws* modules of both ISOO courses were accurate. Other modules of the courses were not checked for accuracy since only IU OIS ISOO staff are the subject matter experts when it comes to topics related only to IU.

Based on the rubric used to evaluate the two courses, ACIZ team identified the following minor areas of improvements:

Course Objectives: The objectives of the two courses were not located within the course modules pages. This could cause ambiguity for the students about why they need to go through the important orientation content. This last was evident in the students' comments about not being aware of the video lectures, thus, not watching them. The team recommends to state clear learning objective for each module and for the whole course.

Course Navigation: As for the navigation between the modules, ACIZ Team concludes that it was somewhat difficult, yet learnable (aka un-intuitive), for the students. For example, in order for the students to go from "Immigration" module to "Academic at IU" module, students need to go back to the home page of the course to access the module they want to visit. This area of improvement is evident in the students' responses, mainly the undergraduate students, who found the navigation between the course modules not easy. The team suggests to add page-shortcuts in each module that allow a smooth navigation between modules in order to enhance the navigation aspects of the courses. The same suggestion goes for the inside pages in each module of the courses. This would allow students to go through the course in a linear way, if they preferred so.

Visual Signaling for booklet: The team found that the courses included a well-designed booklet of guidelines for new international students. However, the team concludes that it was difficult to notice it on the courses homepages since the visual used as an access point for this booklet did not clearly indicate that it is a PDF booklet for the students to access. The team conclusion about the PDF booklet of guidelines corresponds with a suggestion of some students enrolled in the ISOO courses who asked for a printed documents as a suggestion for next time offering of the course. It is evident that the students who made this suggestion did not actually notice the PDF booklet link on the ISOO courses homepages. Therefore, the team suggests to modify the visual representation of the PDF booklet by clearly stating a phrase like this "Click Here to Access the IU International Students Guideline Booklet".

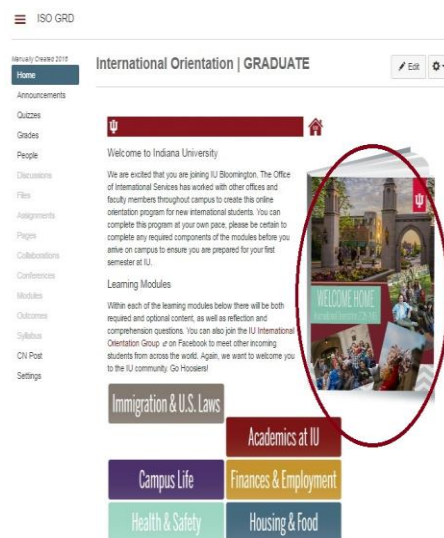


Figure 30: PDF Booklet location and visual in the ISOO courses

Canvas LMS: Despite the fact that the vast majority of the surveyed international students reported that they found Canvas LMS easy to use, and had no problems with it (mainly graduate students), using Canvas LMS is for sure a new experience for many international students, specifically undergraduate students. This might cause some difficulties for some students while trying to complete the ISOO courses. The team asserts that the two courses should provide suitable tutorial materials (a video introduction for example) to explain the students the requirement of the courses and how to navigate between the course modules in Canvas.

8.3. Answering Evaluation Question (EQ) #3: *How effective were these courses in terms of reaching their learning goals as designed by OIS?*

To answer this question, ACIZ Team accessed the course analytics function in Canvas, quizzed the students at the end of the survey to test their retention of the content, and dedicated one question in the students' survey about the quizzes.

Based on the obtained results from the above instruments, and after triangulating the data, ACIZ Team concludes that the ISOO Graduate course was highly effective to reach its learning objectives for the graduate students, and less effective for the ISOO Undergraduate course. The next few pages contain the breakdown of the data used in reaching the team's conclusions.

8.3.1. Scores on Quizzes

The overwhelming majority of the respondent graduate students (83%) reported that they felt prepared to take quizzes after completing each module. This last finding corresponds with their mean score of 3.3 (out of 5) over the five quizzes they have to take in Canvas, and averaging a mean score of 3.9 (out of 5) in the quiz that the graduate students took at the end of the survey.

As for the undergraduate students, slightly over the majority (55%) of the respondents reported that they felt ready to take the quizzes after each module. Compared to the graduate students group, this percentage also corresponds with the undergraduate students' low mean score of 2.9 (out of 5) over the five quizzes they have to take in Canvas, and averaging a low mean score of 3.6 (out of 5, compared to the graduate students group) in the quiz that the undergraduate students took at the end of the survey.

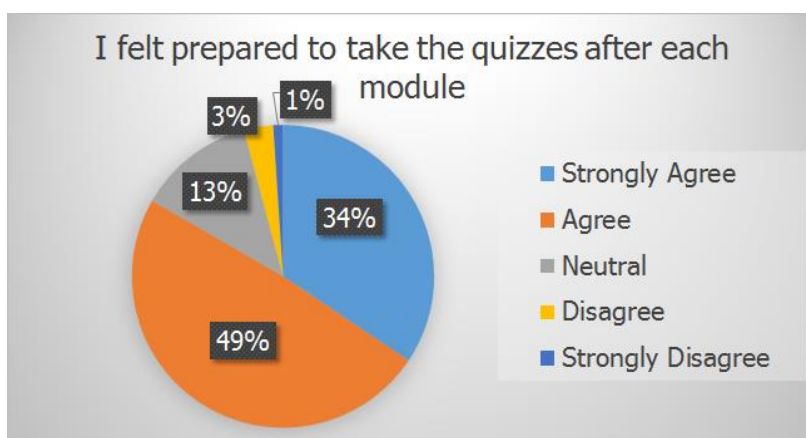


Figure 31: Readiness to take the quizzes (Graduate Students)

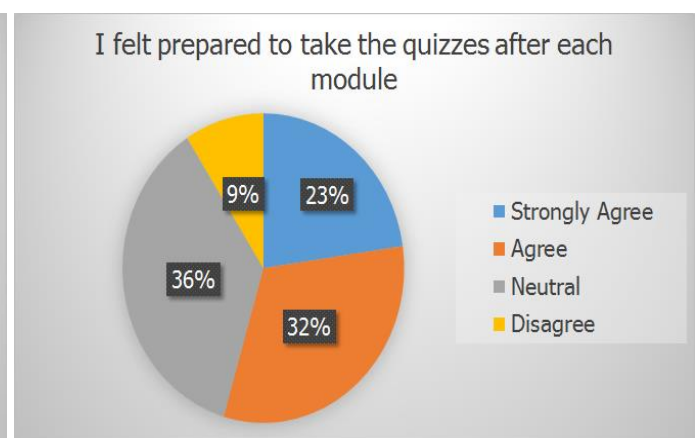


Figure 32: Readiness to take the quizzes (Undergraduate Students)

8.3.2. Course Analytics

ACIZ Team was able to extract the following data from Canvas Course Analytics regarding course completion and page access:

Graduate ISOO course:

Out of the 1116 Canvas course invitations (which is an attempt to enroll the graduate students in the course), 1035 graduate students accepted the course invitation. Out of the 1035 students who accepted the course invitation, i.e., had access to the ISOO graduate course on Canvas, only 844 had partially or fully completed the course which results into a 75% completion rate. 702 students had a final score of 20 or above, out of the 25 points possible in the course (80%=B or above), which gives the ISOO graduate course an 83% success rate.

By sorting, counting and analyzing the number of visits each page/module had for the ISOO graduate course using 08/01/2015-03/30/2016 data range, the team concludes the following:

- The top three most visited modules for the ISOO graduate course are *Academics at IU* (29% of the total number of visits), *Immigration & Other U.S. Laws* (26% of the total number of visits), and *Finances and employment* (13% of the total number of visits).
- The lowest three visited modules for ISOO graduate course are *Health & Safety* (10% of the total number of visits), *Housing & Food* (6% of the total number of visits), and *Home Page* (4% of the total number of visits).

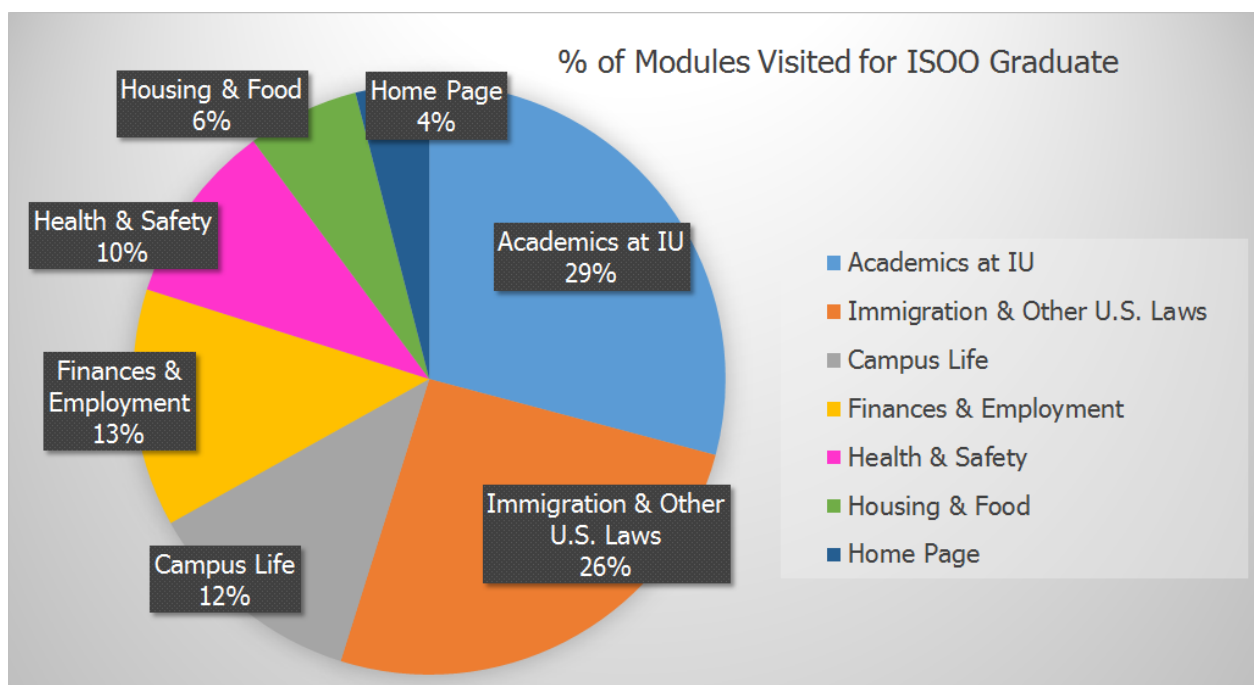


Figure 33: Percentages of modules visited for the ISOO graduate course

- These data can demonstrate which topics got the most of the international graduate students' attention.
- These data corresponds with some graduate students comments that asked for additional face-to-face or online synchronous sessions that deals with immigration laws and academic advising.
- By looking at the number of visits each individual page (within a module) got, the following pattern emerges: the top-positioned page within the module got the highest number of visits within the module where it is placed, whereas the low-positioned page within the module got the lowest number of visits within the module where it is placed. Figure 34 below uses *Academics at IU* module (with all its pages) as an example. The same pattern can be easily observed by looking at the number of each page visits in Figure 35.

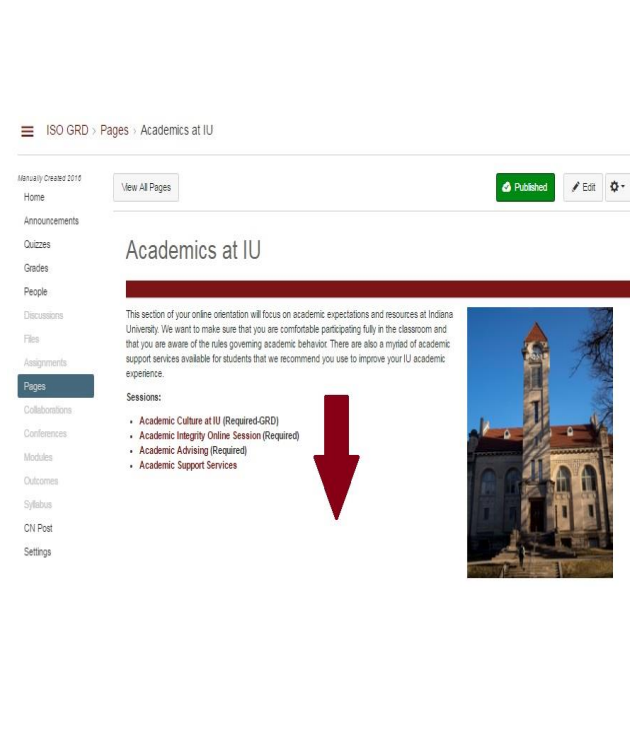
Module	Page Title	# Times Visited		
Academics at IU	Academics at IU	1172		
	Academic Culture - GRD	520		
	Academic Integrity at IU	356		
	Academic Advising at IU	272		
	Academic Support Services	90		

Figure 34: Numerical pattern of number of visits
(ISOO Graduate *Academics at IU* module example)

TOPIC/Module	Page Title	Number of Times Viewed	TOTAL of Number of Times Viewed
Academics at IU	Academics at IU	1172	2410
	Academic Culture - GRD	520	
	Academic Integrity at IU	356	
	Academic Advising at IU	272	
	Academic Support Services	90	
Immigration & Other U.S. Laws	Immigration & Other U.S. Laws	1149	2125
	Staying in Status Immigration Session	896	
	U.S. Laws	80	
Campus Life	Campus Life	591	997
	Student Services at IU	122	
	Campus and Sporting Events	64	
	Arts & Culture at IU	34	
	Technology at IU	56	
	Transportation	76	
	Weather & Seasons at IU	54	
Finances & Employment	Finances & Employment	561	1076
	Bursar & Payment Information	386	
	MoneySmarts Financial Session	55	
	Employment	74	
Health & Safety	Health & Safety	379	825
	IU Health Insurance Plan Information	368	
	Health Care at IU Bloomington	47	
	Campus Safety & Emergency Response	31	
Housing & Food	Housing & Food	318	505
	On-Campus Housing Session	69	
	Off-Campus Housing Information & Resources	48	
	Food in Bloomington	70	
Home Page	Welcome to International Orientation!	332	8270

Figure 35: Numerical pattern of number of visits
(All pages/modules of the ISOO Graduate)

Undergraduate ISOO course:

Out of the 1386 Canvas course invitations (which is an attempt to enroll the undergraduate students in the course) 1147 undergraduate students accepted the course invitation. Out of the 1147 students who accepted the course invitation, i.e., had access to the ISOO undergraduate course on Canvas, 960 had partially or fully completed the course which results into a 69% completion rate. 771 students had a final score of 20 or above out of the 25 points possible in the course (80%=B or above), which gives the ISOO undergraduate course an 80% success rate.

By sorting, counting and analyzing the number of visits each page/module had for the ISOO graduate course using 08/01/2015-03/30/2016 data range, the team concludes the following:

- Unlike the ISOO graduate course, the top three most visited modules for the ISOO undergraduate course are *Immigration & Other U.S. Laws* (35% of the total number of visits), *Academics at IU* (27% of the total number of visits), and *Finances and employment* (9% of the total number of visits).
- The lowest three visited modules for the ISOO undergraduate course are *Health & Safety* (7% of the total number of visits), *Home Page* (7% of the total number of visits), and *Housing & Food* (6% of the total number of visits).

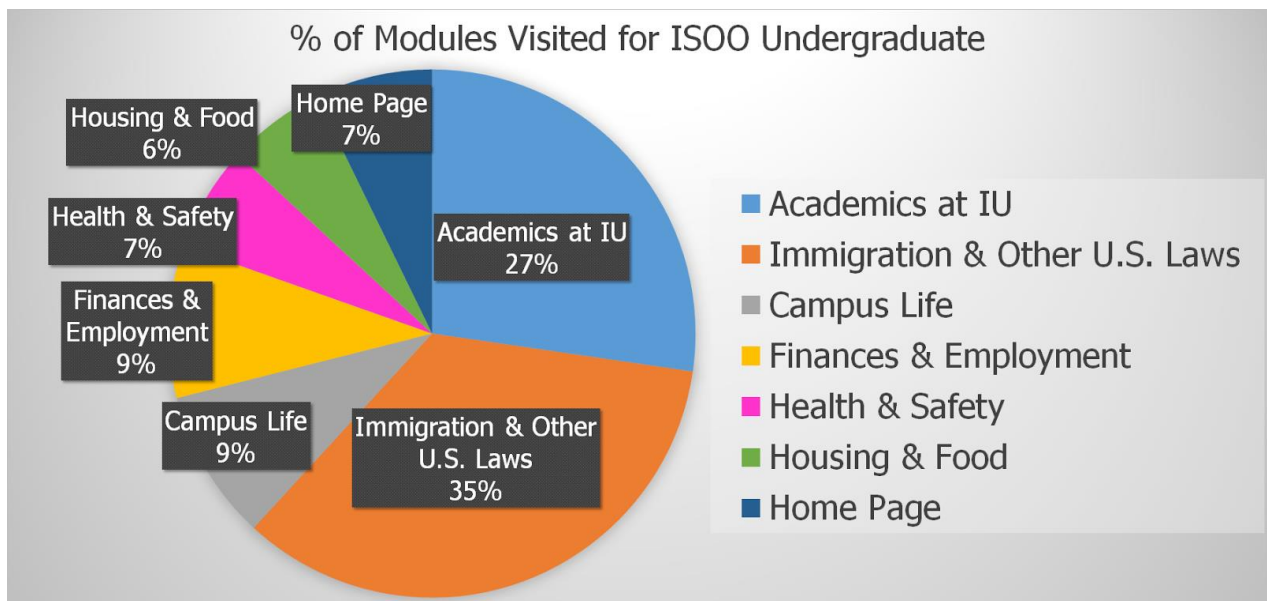


Figure 36: Percentages of modules visited for the ISOO undergraduate course

- These data can demonstrate which topics got the most of the international undergraduate students' attention.
- These data corresponds with some undergraduate students comments that asked for additional face-to-face or online synchronous sessions that deals with immigration laws and academic advising.

- Similar to the ISOO graduate course, by looking at the number of visits each individual page (within a module) got, the following pattern emerges: the top-positioned page within the module got the highest number of visits within the module where it is placed, whereas the low-positioned page within the module got the lowest number of visits within the module where it is placed. Figure 37 below uses *Immigration & Other U.S. Laws* module with all its pages as an example. The same pattern can be easily observed by looking at the number of each page visits in Figure 38 with a slight exception in the *Finances & Employment, and Health & Safety* modules.

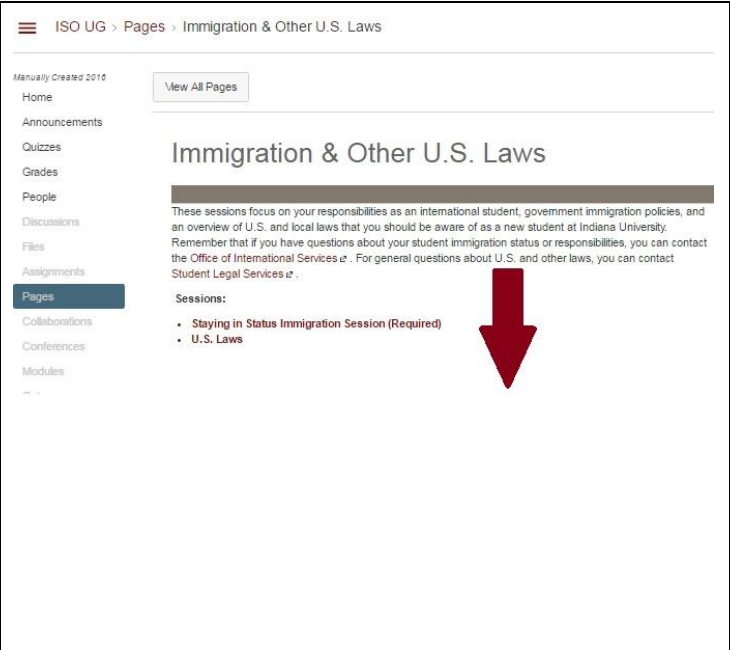
Module	Page Title	# Times Visited		
Immigration & Other U.S. Laws	Immigration & Other U.S. Laws	1188		
	Staying in Status Immigration Session	1095		
	U.S. Laws	83		

Figure 37: Numerical pattern of number of visits
(ISOO Undergraduate *Immigration & Other U.S. Laws* module example)

TOPIC/Module	Page Title	Number of Times Viewed	TOTAL of Number of Times Viewed
Academics at IU	Academics at IU	847	1870
	Academic Culture	509	
	Academic Integrity at IU	262	
	Academic Advising at IU	225	
	Academic Support Services	27	
Immigration & Other U.S. Laws	Immigration & Other U.S. Laws	1188	2366
	Staying in Status Immigration Session	1095	
	U.S. Laws	83	
Campus Life	Campus Life	394	632
	Student Services at IU	67	
	Campus and Sporting Events	50	
	Arts & Culture at IU	27	
	Technology at IU	21	
	Transportation	37	
	Weather & Seasons at IU	36	
Finances & Employment	Finances & Employment	298	639
	Bursar & Payment Information	295	
	MoneySmarts Financial Session	21	
	Employment	25	
Health & Safety	Health & Safety	203	441
	IU Health Insurance Plan Information	206	
	Health Care at IU Bloomington	16	
	Campus Safety & Emergency Response	16	
Housing & Food	Housing & Food	255	406
	On-Campus Housing Session	77	
	Off-Campus Housing Information & Resources	27	
	Food in Bloomington	47	
Home Page	Welcome to International Orientation!	496	6850

Figure 38: Numerical pattern of number of visits
(All pages/modules of the ISOO Undergraduate)

8.4. Answering Evaluation Question (EQ) #4: *How did these two courses affect the behavior of international students after completing them?*

To answer this question, ACIZ Team tried to access iStart system check-in data but their request was denied for technical reasons.

9. Discussion

9.1. Answering Evaluation Question (EQ) #5: *Was it worth it for OIS staff to spend time designing these courses and administer them in Canvas?*

To answer this question, ACIZ Team reviewed all data obtained from the instruments and answers from the previous questions.

Collected data from multiple sources and in different format indicate that the undergraduate and graduate international students positively reacted to the online orientation courses as they liked the courses' content, found the courses useful for them, covered important topics to their lives, and found the online orientation format a suitable one. This is evident in the data gathered from the students surveys in many questions using both qualitative and quantitative methods, as well as confirmed by the anecdotal stories and previous data that OIS shared with the evaluation team.

From the findings of the design quality's evaluation using a rubric, and after triangulating these findings with data gathered from selected questions in the students' surveys, it is obvious that OIS ISOO staff have done an excellent job in designing good quality online orientation courses. The ISOO Graduate course was highly effective to reach its learning objectives for the graduate students, whereas the ISOO Undergraduate course was less effective. Not every page/module, thus, topic, within the ISOO courses got a proportional amount of visits by the students. This last conclusion is evident in the student's scores on the Canvas, quizzes, survey quiz, and Canvas course analytics. With that being said, the time, efforts and resources that OIS dedicated for this project lead to excellent results. It was worth it!

10. Project outcomes and future considerations:

After analyzing and triangulating the collected data, ACIZ Team recommends to:

- Continue to offer the ISOO courses for the next years.
- Make the ISOO courses mandatory for all new international students to get higher completion and success rates.
- Implement a communication strategy (frequent emails, reminders, etc....) about the ISOO courses for next year's international students to ensure that every student is aware of them.
- Provide selected and optional face-to-face orientation, and follow-up sessions about immigration and academics at IU, that new and/or current international students are free (but not obliged) to sign-up for.
- Dedicate a weekly “office hour” in a synchronous format for the new international students enrolled in the ISOO courses.
- State clear learning objective for each module and for the whole course.
- Add page-shortcuts in each module of the courses that allow a smooth navigation between course modules in order to enhance the navigation aspects of the courses.
- Add a suitable tutorial material (a video introduction for example) to explain the students the requirement of the courses and how to navigate between the course modules in Canvas.
- Condense and merge pages of content within each module to assure that each page get visited and viewed by the students.
- Modify the visual representation of the PDF booklet by clearly stating a phrase like this “Click Here to Access the IU International Students Guideline Booklet”.
- Continue to evaluate the ISOO courses on a yearly basis using students’ surveys and Canvas course analytics.
- Use Google Analytics as a tool to collect more meaningful and detailed access data about each page in the ISOO courses since getting data in bulk from UITS is very time consuming.

Appendix A:

1. Undergraduate students survey: <https://goo.gl/NJ0wPI>
2. Graduate students survey: <https://goo.gl/Gt2If2>

Appendix B:

1. OIS interview protocol and questions: <https://goo.gl/uE1IWl>

Appendix C:

1. Course design rubric: <https://goo.gl/H9UDwa>

Appendix D:

1. OIS ISOO Evaluation proposal and agreement: <https://goo.gl/TA5H5a>