HAWAI`I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW TEMPLATE

Instructional Technology Support Office (ITSO)

November 27, 2013

July 1, 2012 to June 30, 2013

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

N/A

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The HawaiʻiCC Instructional Technology Support Office (ITSO) is part of the Academic Support Unit reporting directly to the Vice Chancellor for Academic Affairs. ITSO provides support to HawaiʻiCC faculty teaching distance education classes. ITSO services include:

 • Providing instructional design support and procedures to guide the development, delivery, evaluation, and revision of distance education courses.

 • Developing and supporting rigorous instructional design models.

 • Designing and facilitating professional development workshops and training to support teaching and learning with technology.

 • Conducting one-on-one consultation services addressing technology integration planning, and the design and development of online course sites.

 • Serving as a campus resource for technology integration and instructional design for the distance teaching and learning environment.

 • Maintaining web pages to support DE faculty and students.

 • Researching and providing faculty training for new technologies and strategies that enhance achievement of student learning outcomes.

 • Staying current on relevant technology issues, and providing faculty with updates, advisories, and support regarding instructional tools.

 • Facilitating the sharing of ideas among distance education faculty.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:
Hawai`i Community College (Hawai`iCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i Island community.

Unit Mission:
The Instructional Technology Support Office (ITSO) supports the mission and goals of the Academic Support Unit and the College by providing faculty with instructional design support for distance education (DE) courses. ITSO's goal is to increase creativity and the effective use of instructional technology by assisting faculty in the design and development of instructional materials.

Describe how this unit supports the College's mission.
In line with the college's mission to serve all segments of the Hawaiʻi Island community, ITSO, through supporting online education, helps faculty to effectively provide educational opportunities to underserved segments of the community.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.
Describe how the Unit supports ILO1:
ITSO indirectly supports ILO 1 by assisting faculty to design, build, and conduct online courses with ongoing discussions in Laulima. Online classes promote and require students to communicate asynchronously, mostly through writing. As an example, ITSO provides and encourages the use of a course tool template including the Discussions and Private Messages tool to conduct substantial and regular discussions relevant to the course topics. These teacher-student and student-student discussions stimulate reflection, analysis, and synthesis of ideas, as well as learning to respond appropriately and effectively to others.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
Describe how the Unit supports ILO 2:
ITSO indirectly supports ILO 2 by assisting faculty to design, build, and conduct online courses with organized/stratified learning modules and learning activities in Laulima. Online courses allow faculty to present content in various mediums- print, digital, video, etc. Students are given opportunities to apply

their learning by participating in learning activities such as assignments, tests, and discussion boards. Many online courses include individual and/or group activities that require students to gather, evaluate and analyze information to solve a common problem or to apply their learning.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.
Describe how the Unit supports ILO 3:
ITSO indirectly supports ILO 3 by assisting faculty to design, build, and conduct online courses that teach students about diversity, and the language and the culture of Hawaiʻi. For example, currently HawaiʻiCC offers online courses in anthropology, Asian studies, geography, Hawaiian studies, Hawaiian language, history, human services, psychology, religion, sociology, and women's studies.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.
Overall Health-- Healthy

Demand -- Healthy
(ARPD #4) Number of online courses per year per total number of courses (live and on line) = 13%

This percentage remains the same from the 2011-2012 AY, despite an enrollment decrease in both student headcount of 6.9% and student FTE of 7.3%. Note: This data measure was added in 2012.

(ARPD #7) Duplicated number of faculty and staff attendees at technology workshops per faculty and staff FTE = 0.771 (displayed as 0.8).

This number reflects participation in all technology related workshops provided through ASU. The number of attendees for technology workshops provided through ITSO was 87 of the 205 overall participants, making the ratio 0.327. While this number is much lower, it does represent 42% of the total participation statistic. Note: This is a new data measure for the 2012-2013 ARPD.

(ARPD #8) Duplicated number of student attendees at technology workshops per student FTE = 0.025 (displayed as 0.0).

This number remains very low, as ITSO's primary focus is to provide support services to faculty teaching distance education/online classes and only provided direct student services to students in the form of Laulima Orientation workshops at the beginning of each semester. Despite providing 41 hours of orientation sessions, total attendance was just 53 students. Note: This is a new data measure for the 2012-2013 ARPD.

Efficency -- Healthy

No data measures related to ITSO in the ASU ARPD. Please see Other Data section below for additional measures used to determine this health call.

Effectiveness -- Healthy

(ARPD #11-4) I am satisfied with the quality of work of the instructional design faculty and staff = 93.1%

(ARPD#11-5) I am satisfied with the quality of work of technology training = 90.0%

Other Data

In addition to the data measures from the ASU's ARPD discussed in the sections above, the following statistics support an overall healthy call for the unit.

• 2013 ITSO survey results show that 69.8% of faculty are satisfied with the level of support and services ITSO provides, and that 69.8% are also satisfied with ITSO's response times to requests for assistance. (Based on 43 respondents.)

• 2012-2013 ITSO Contact data show that ITSO personnel met with 42 faculty for a total of 123 one-on-one appointments (138 contact hours) addressing technology integration planning, and the design and development of online courses.

• ITSO trained 10 online instructors through the Online Course Development Program (OCDP) which consists of a six week intensive training on online course development with follow-up throughout the completion of the course development and teaching of the instructors' new online classes.

• ITSO personnel met with 37 online faculty during two meetings (held in East and West Hawaiʻi) to communicate updates, regulations, policies and best practices.

• ITSO continued to maintain and regularly update a Laulima development site to model the course template and to communicate with online faculty about training opportunities and other distance education news. This resource was accessed a total of 793 times by 56 different faculty and staff members.

• ITSO continued to maintain and regularly update a student support website (https://sites.google.com/site/destudentsite/home) which provides information and support for

distance/online students, including a print-based Laulima help guide. This website was accessed a total of 884 times by 649 unique visitors. This is an increase of 50.60% in visits (884 vs 587) and 74.46% (649 vs 372) in unique visitors over the 2011-2012 year.

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
Fill vacant APT Band A Educational Specialist position for East Hawaiʻi.	Position was successfully recruited and filled in June 2013.
Add a faculty position to relieve the temporarily reassigned faculty, providing permanent support in West Hawaiʻi now and to accommodate future growth when the Palamanui campus is completed.	No action has been taken yet. Emphasis during the 2012-13 year was given to filling the vacant APT position. Part-time support for West Hawaiʻi continued to be provided by an instructional faculty member who received re-assigned time.
Increase student orientation attendance by increasing promotion of sessions.	An attempt was made to increase attendance by increasing promotion of the sessions, and extending the sessions into the second week of instruction.
Increase/expand training opportunities for faculty/staff.	A new, intensive training program (Online Course Development Program) was developed and launched in May 2012 with ten online instructors. All ten successfully completed the six week online course, and nine successfully developed, built and taught their newly developed online classes. While the program started in mid-May 2012 (previous reporting period), the majority of the the program occurred during this current reporting period (through summer 2012, fall 2012 and concluded in spring 2013).

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. Filled the vacant full time East Hawaiʻi APT position in June 2013.
2. Evaluated and revised the Online Course Development Program (OCDP) based on participant/facilitator feedback, and launched the second OCDP with seven instructors in May 2013. All seven participants successfully completed the five week online course. Additional updates on the current program will be reported in next year's unit review.
3. Extended the Laulima Orientation sessions from just the first week in 2011-2012 to the first and second week of instruction in 2012-2013.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation <u>and</u> supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. ITSO provides college faculty with design and development support for online classes.	• During the 2012-2013 year, ITSO met with 42 faculty for a total of 123 one-on-one appointments (138 contact hours) addressing technology integration planning, and the design and development of online courses. • Through the Online Course Development Program, ITSO trained and supported 10 faculty to design, build and teach online classes. • ITSO conducted 12 Laulima/educational technology related workshops for interested faculty/staff throughout the year. • ITSO maintains and regularly updates a Laulima resource site (ITSO-Dev) that houses instructional materials, templates, and other resources to support faculty in the design and development of online classes. The site was accessed a total of 793 times by 56 different faculty and staff members.
S2. ITSO provides college faculty with training and professional development opportunities.	• ITSO conducted 12 workshops for faculty members who are (1) interested in teaching online, (2) are developing or teaching online courses, (3) are using Laulima face-to-face classes or other purposes, or (4) are interested in learning about other instructional technologies. • ITSO completed the first Online Course Development Program (OCDP) which trained 10 faculty to design, build and teach online classes, and started the second Online Course Development Program which began in

	May 2013 with 7 participants. • ITSO secured funding to provide collegewide access to the TCC online conference held in April 2013. A total of 29 HawaiʻiCC faculty/staff attended the conference.
S3. ITSO stays current on distance education issues and keeps the college informed of trends and developments.	• 2013 ITSO survey results show 72.1% of faculty feel that ITSO staff are knowledgeable about distance education issues, and that 79.1% feel ITSO staff are knowledgeable about Laulima. (Based on 43 respondents.) • ITSO actively participates in professional improvement activities that can improve the services it provides to the College. ITSO staff maintains memberships in several professional organizations, follow several educational technology blogs, and subscribe to various educational technology-related mailing lists. These memberships and subscriptions provide ITSO with a constant stream of information and opportunities to keep current in educational technology issues including current and future trends, best practices, and professional improvement opportunities. ITSO Staff have also participated in 15 webinars as well as a four week course to further their professional development in the educational technology field. • ITSO maintains and regularly updates a Laulima resource site (ITSO-Dev) to communicate with online faculty about distance education issues. The site was accessed a total of 793 times by 56 different faculty and staff members. • ITSO conducts meetings with online faculty at the beginning of each semester to keep faculty informed about regulation and compliance issues, future planning, and to discuss current topics. Attendance to these meetings was 55% in fall 2012 and 45% in spring 2013. Detailed annotated agendas are distributed to all online faculty, as well as published to the ITSO-Dev resource site.

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Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Provision of student support.	• ITSO has conducted Laulima orientation workshops at the beginning of each semester opening in Fall 2011. However, these face-to-face sessions have not been well attended. Despite making modifications each semester to increase attendance, participation remains low, with 67 in 2011-12, and 53 in 2012-13. • Based on 2012-13 assessment results, there is a need for an early assessment for students considering online courses. This early self-assessment could increase the success rate of online students. In response, ITSO developed and began offering "Online Learning" workshops during summer 2013 (one session per month June-August in both East and West Hawaiʻi) for students to evaluate their readiness to learn online. However, these workshops were not well attended unless required as part of the student orientation. In West Hawaiʻi where the workshops were incorporated into mandatory New Student Orientation activities, attendance totaled 80, while total attendance in East Hawaiʻi where participation was voluntary was only 5. • Based on 2012-13 assessment results, there is also need for real-time technical/Laulima support for students throughout the semester.
W2. Inability to directly access or ensure the quality of currently offered online courses.	• ITSO has created various resources including templates, and an evaluation rubric to help promulgate best practices and ensure the quality of online classes. However, there is no mechanism to require online instructors to work with ITSO. • Through the VCAA, online instructors are required to self-report on the 4 major areas of quality assurance and compliance: Rigor, Contact Hour, Student Authentication Activity, and Accessibility.

	• In 2012-2013, ITSO directly worked with only 12.5% of the online faculty to follow the best practices and templates for delivering online instruction at Hawai'iCC. Many online courses have not yet been made available to ITSO for direct evaluation or recommendations for improvement.
W3. Temporary staffing for West Hawai'i.	• Currently, support in WH is being provided by a faculty member who is temporarily being given re-assigned time. With present budgeting issues it is unknown for how long this temporary arrangement can or will continue. • Attendance at workshops show both a need for training opportunities in WH. Participation data for ITSO workshops show that WH faculty are interested in and attend training (27 of 58 total participants). • 72.7% of WH online faculty sought assistance from ITSO for technical and instructional needs.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

 • ITSO was established in 2011. As ITSO's services increase in breadth and depth, and the complexity of distance learning technologies grows, ITSO's services are in higher demand. As an example, in 2012-2013, ITSO logged a total of 138 contact hours of one-on-one support for faculty for technical, instructional, and pedagogical issues. However, for the academic year 2013-2014, ITSO has already logged 111 contact hours in the first 4.5 months.

 • Growth in demand of ITSO's one-on-one faculty/staff support service is shifting: in 2012-2013, 83.6% of requests were from East Hawai'i and 16.4% from West Hawai'i; in 2013-2014 data until 11/21/2013, 68.6% of requests were from East Hawai'i and 31.4% were from West Hawai'i.

 • The current UHCC system strategic plan includes "increasing the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one

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program every two years that can be completed through distance learning technologies." This will likely cause a growth in distance learning courses at Hawaiʻi CC, which in turn, result in a higher demand/need for ITSO's services.

• Accessibility, copyright, and information security are complex issues that often need to be grappled with in distance learning and technology. More clarity and training (for ITSO staff and for faculty) are needed in those areas.

• There has been an increase in the number of instructors and students who are using Mac platform over Windows computers. There has also been an increased interest to integrate mobile technology into distance education. These trends are in line with national trends (ECAR Study of Undergraduate Students and Information Technology, https://net.educause.edu/ir/library/pdf/ERS1302/ERS1302.pdf and http://tech.fortune.cnn.com/2010/08/07/big-macs-on-campus/). More training and resources are needed to support issues unique to Macs and mobile devices.

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	**AMP Priorities** (disregard if NA)	**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)		**UH System Collaboration**
			Performance Measure	Action Strategy	
Form a committee in the Academic Senate to discuss development and implementation of DE. Consider and make recommendation on academic policy matters, program development,	Graduation	ILO 1	A2.5	b.	
	Underserved Pop	ILO 2	A2.5	c.	
	Program Develo	ILO 3	D.2	None	

academic, student and technical support services, and professional development.					

Link to Hawaii Community College Institutional Learning Outcomes
Link to Hawaiʻi Community College Strategic Plan
Link to Hawaii Community College Academic Master Plan

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

ITSO's goal is to increase creativity and effective use of instructional technology by assisting faculty in the design and development of instructional materials. This includes ensuring the quality of distance education (DE) courses, and promoting student success. However, ITSO is a support service provider and has no authority to create or enforce policies. Faculty teaching DE courses are encouraged to contact and work with ITSO in the design and development of their courses, but this is not a requirement. As a result, not all distance education instructors are in direct contact with ITSO, and not all online courses have been made available to ITSO for direct evaluation or recommendations for improvement.

The creation of a committee in the Academic Senate will provide a venue for Senators to discuss issues facing DE, facilitate future planning and growth of DE, and to develop and make recommendations on policy matters.

(NOTE: This Unit Action also addresses Unit Weakness #2.)

Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Obtain VCAA support for need of a DE committee.	July/August 2013
Introduce idea and measure/gather support from current online instructors.	Fall online faculty meetings (September 2013)
Develop and present committee proposal to Academic Senate Executive Committee for consideration	September/October 2013
If approved by the Executive Committee and placed	September/October 2013

on the Academic Senate meeting agenda, present and propose the creation of a DE committee.	

Unit Action 2	**AMP Priorities** (disregard if NA)	**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)		**UH System Collaboration**
			Performance Measure	Action Strategy	
Develop web-based Laulima orientation for students.	Graduation	ILO 1	A1.4	f.	
	Underserved Popula	ILO 2	A2.4	f.	
	Program Developme	ILO 3	B.1	b.	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Distance education classes increase access to our students, including students from underserved populations who cannot attend classes on campus. Post orientation surveys show Laulima orientations help online students be more confident and help them to succeed in the long run. However, participation data over the past two years show low attendance at face-to-face orientation sessions. The creation of web-based orientations will allow students to access the same information at any time, from a distance, and when they need it. Increasing the number of students who have access to the orientation materials/instruction will help increase success rates by enabling students to successfully complete classes from a distance. Also, helping students become more comfortable in taking/navigating online classes will increase their chance of succeeding in their online classes, and in turn, increase graduation rates. (NOTE: This Unit Action also addresses Unit Weakness #1.)

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	**When will the activity take place**
Analyze participation data and survey results to evaluate content and delivery mode.	Fall 2013
Determine delivery vehicle (ex. Laulima, YouTube, website) of online orientation.	Fall 2013
Create outline of orientation content/modules.	Spring 2014

Develop and test web-based orientation.	Spring 2014
Deploy web-based orientation: -- Provide to counseling (all students) -- Provide to FYE counselor (new students) -- Advertise via email (continuing students) -- Link to Student DE website (all students) -- Link to HawaiʻiCC website (all students)	Late spring/early summer 2014

Unit Action 3	**AMP Priorities** (disregard if NA)	**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)		**UH System Collaboration**
			Performance Measure	Action Strategy	
Increase contact with faculty and work collaboratively to develop new online courses.	Graduation	ILO 1	A2.5	b.	
	Underserved Popula	ILO 2	A2.5	c.	
	Program Developme	ILO 3	D.2	None	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Currently, faculty teaching online classes are solely responsible for the design, content development, and course build. Even with Laulima Training, and information on the various requirements and compliance issues, this is a lot of work.

ITSO is an on-demand support service provider. Faculty teaching DE courses are encouraged to contact and work with ITSO in the design and development of their courses, but this is not a requirement. As a result, not all distance education instructors are in direct contact with ITSO and ITSO has no authority to create or enforce policies.

By working collaboratively with faculty to build online classes, faculty can return to being the Subject Matter Expert (SME) who develops content and activities. ITSO can take on the roles of Instructional Designer (ID) and IT/Technology/Media specialist, and assist with the development and build of the classes.

By working more closely with faculty, ITSO will also be able to identify and help address any compliance issues, and help build consistency across courses to improve student experience.

As a secondary benefit, since faculty would no longer have to become Laulima "experts," ITSO can refocus professional development efforts to introducing new approaches, methodologies and technologies to further assist faculty to improve their classes.

(NOTE: This Unit Action also addresses Unit Weakness #2.)

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
Introduce to current online instructors, ITSO's new approach of collaborating with faculty. Seek out faculty volunteers to test the development process.	Fall online faculty meetings (September 2013)
Test the development process by working with one or two faculty to develop (or redesign) new online class.	Fall 2013
Identify needs (time, resources, etc.), assess impact on ITSO load, create course development schedule.	Early Spring 2014
Work with Academic Senate DE committee for assistance (any procedures, policies that may be needed to facilitate collaborative builds) NOTE: Continue to work with instructors as requested until a process is formalized.	Spring 2014
Meet with Dept/Div chairs to widely promote new service, along with any procedures/requirements implemented through DE committee.	Late Spring/Summer 2014

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
1 FTE faculty position to support ITSO services in West Hawai'i.	Personnel		A2.5	b.	New Strategy	S1	W1
			A2.5	c.	New Strategy	S2	W2
			D.1	e.	New Strategy	S3	W3

Link to Hawaii Community College Institutional Learning Outcomes

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[Link to Hawai'i Community College Strategic Plan](#)
[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

ITSO contact data show that West Hawai'i represented 50% of online courses and 40% of online instructors for 2012-2013 (not counting summer). This, along with contact and workshop participation data, demonstrates the demand and need for ITSO's presence and services in West Hawai'i.

For the past two years, ITSO services have been provided by a faculty member who was temporarily being given re-assigned time. In 2011-2012, the faculty member was given six credits re-assigned time. While six credits was again resassigned in 2012-2013, ITSO responsibilities was incorporated with responsibilities as lead faculty.

In addition, with present budgeting issues, it is unknown for how long this temporary arrangement can or will continue. ITSO needs permanent staffing in WH in order to ensure consistent, continuous services to West Hawai'i.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Updated laptop and mobile technologies.	Equipmen	$3,000 every 4 years	A2.5	b.	New Strategy	S1	W1
			A2.5	c.	New Strategy	S2	W2
			D.1	e.	New Strategy	S3	W3

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

ITSO requests laptop and mobile technologies for two full-time ITSO personnel to better support its functions and services. Using updated technology will enable ITSO to stay current on educational technology trends by researching and testing new tools, software and strategies. ITSO will also be better equipped to provide support to faculty developing and teaching distance education classes, and to students taking distance education classes.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)	Academic Master Plan Alignment (select best	Strength	Weakness

				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
					alignment; max 3)		
Annual campus subscription to Screencast-o-matic.com	Equipmen	$182 per year for 25 users	A2.5	b.	New Strategy	S1	W1
			A2.5	c.	New Strategy	S2	W1
			D.1	a.	New Strategy	None	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Videos enhance courses by providing course content visually. Videos are also a documented way to increase student engagement, and to address multiple learning styles. Instructor-produced videos have an additional benefit of increasing instructor presence; allowing instructors to add their knowledge and expertise to the course and to discuss selected topics in greater depth.

Over the past two years ITSO identified Screencast-o-matic (SOM) as an affordable, stable, and easy-to-use web-based tool that allows users to record their computer screens along with audio narration. Therefore, instructors could create narrated Powerpoint presentations, but could also create demonstration videos (ex., how to navigate the course site, how to create page numbers in Word).

SOM was also selected because of its features. It has a good array of editing features, and allows text files to be uploaded to create captions (accessibility accommodation). SOM will host videos up to 15 minutes long, but also allows users to upload directly to YouTube, Vimeo, Google Drive, Dropbox, and even allows users to download the video file to their computers.

ITSO has been using SOM to create instructional videos, and held training workshops for faculty/staff in Fall 2012 and Spring 2013. Workshop feedback indicate a need for a screencast software for campus use, and that SOM met participants' needs.

Creating a campus subscription will increase access and use of this program, allowing 25 users per month to create screencast videos at no cost to them (individual account currently cost $15/year).

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	☒	ITSO will provide Laulima training to support faculty in integrating current instructional technology into the curriculum.

2	☐	ITSO will provide administration, faculty and staff clear and current policy and procedural information about distance education.
3	☐	ITSO will support students in their online courses by facilitating Laulima orientations.
4	☐	
5	☐	
6	☐	
7	☐	
8	☐	
9	☐	
10	☐	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity

 • 90% of faculty members who have used ITSO services will feel more confident and knowledgeable about online education and/or Laulima.

 • 90% of faculty members who teach online and work with ITSO will agree that ITSO has helped them to improve online course design.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.
In April 2013, ITSO distributed an anonymous, web-based survey to all instructional faculty members at the college to identify to what extent ITSO services have been accessed this year, and the effect ITSO support has had on online course development and/or delivery. This survey included questions repeated from a survey ITSO conducted in April 2012 that was sent only to faculty or staff members who worked with ITSO during that academic year. Results were compiled, compared to the previous year's results, and an action plan was made.

C) Results of Unit Assessment
 • 96% of participants either agree or strongly agree with the statement "ITSO helped me to become more confident about teaching online"

 • 91% of participants either agree or strongly agree with the statement "ITSO helped me to become more knowledgeable about Laulima"

 • 96% of participants either agree or strongly agree with the statement "ITSO helped me to improve my course design"

D) Other Comments – Include any information that will clarify the assessment process report.
A significant number of participants took the surveys in both years. The 2012-2013 survey was sent to a larger sample group of 188 instructional faculty members; 32% responded. (In 2011-2012, the survey

was sent to 70 faculty and staff who had already worked with ITSO; 49% participated.) Note: ITSO decided to sample the larger group to find out why some faculty may not have chosen to access ITSO services during the year.

Because the 2012-2013 survey was sent to a broader group, including faculty who may not have used (or had need for) ITSO services, the results included more "not applicable" responses and there was more "noise" in the comment section, with answers that don't reflect an understanding of ITSO's purpose or mission.

E) Next Steps – Describe what the unit will do to improve the results.

While the very positive results of the survey were gratifying, ITSO is aware that the apparent faculty satisfaction with ITSO services doesn't reflect, necessarily, what we most need to know: How well do ITSO services improve the quality of online teaching at the college? The ITSO staff has had lengthy conversations about how to measure the effectiveness of its efforts. Indirect assessments (like this survey) prove a limited means for measuring this. Consideration of retention and student success data over time might allow the college to see the effects of ITSO, although there are many other factors that contribute to these data that have nothing to do with ITSO's work.

We took a look at responses to the open ended question "How could ITSO better help you to use technology to educational purposes?" and identified four general concerns:

- Lack of Rigor and Assessment in Online Courses
- Managing Changing Technology
- Workshop Scheduling
- Student Support

In response to these concerns, ITSO will do the following:

Addressing Concern #1: Lack of Rigor and Assessment in Online Courses

Though assessment has always been the purview of discipline faculty, ITSO has begun pulling data from assessment projects that include online classes. This was done this past year in the ASAN 120/121/122 assessment. (Note: Assessment data document that ASAN 120 classes, which are taught in both f2f and online sections, are comparable in student learning.) ITSO will work with the Assessment Coordinator to further seek documentation of assessment of online compared to f2f courses, as well as to support faculty in developing and gathering these data. Widespread communication about results might help ease the concern about analogous rigor and student learning.

Addressing Concern #2: Managing Changing Technology

While ITSO is happy to support faculty in using Google tools and to be cheerleaders for the general use of technology for educational purposes, the concerns raised in this section are beyond the scope of

ITSO's mission. We will attempt to change the question to eliminate expression of concerns which are not a focus of the office.

Addressing Concern #3: Workshop Scheduling

ITSO has been concerned that workshops were not as well attended as expected. They were scheduled after extensive research into faculty availability. Also, in 2012-2013, ITSO offered as many workshops in WH as in EH. ITSO developed workshops to best address the needs of college faculty and staff focused on instructional needs. ITSO will continue to canvass the faculty for appropriate time/place and content of workshops with an eye to increasing satisfaction in this area. We will also work to create more online instructional modules/videos that faculty can access at their convenience.

Addressing Concern #4: Student Support

While ITSO is seeing a decrease in concerns about student competency in the online environment, this suggestion of training tutors in the Learning Center raises the issue. Here are the ways ITSO has already addressed this concern:

• ITSO has developed a course template (and has asked faculty to use it) to create a standard use of Laulima tools so that students aren't having to learn how to use a new set of tools in every online course. However, not all faculty members have chosen to use the template. Where they are, students who are evaluated say that the template helps ease the experience of learning. ITSO will attempt to further encourage widespread adoption of the template.

• ITSO checked with the Learning Centers about available Laulima support. The Learning Center (TLC) and the West Hawai‘i Library and Learning Center offer Laulima Support.

• Despite dropping attendance in Laulima Orientations in the first week of class, ITSO expanded its hours for these sessions.

• ITSO is now conducting workshops during the summer (one per month June-August) in both East and West Hawai‘i in conjunction with mandatory student orientations to help communicate the challenges of online learning as a way to help students self-assess online course readiness.

To help us glean more pertinent and useful information from the open ended question in the future, we will revise the survey for 2014, and replace the question "How could ITSO better help you to use technology to educational purposes?" with two new open-ended questions to help focus responses:

1. "Give specific ways that ITSO has helped you to improve your online/hybrid teaching."

2. "What could ITSO do to further support you in improving the quality of the design or delivery of your online/hybrid courses?"

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These questions will be given to all faculty members who identify that they are teaching using online or hybrid delivery.