

# HAWAI‘I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT

## Instructional Technology Support Office

**Date: November 10, 2015**

**Review Period  
July 1, 2014 to June 30, 2015**

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*Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>*

## Unit Description

**Please provide a brief description of your Unit. Include your Unit Mission statement.**

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The Hawai'iCC 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 Hawai'iCC 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.

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.

### Part I. Review of Unit Data

**If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.**

<https://www.hawaii.edu/offices/cc/arpd/academicsupport.php?action=quantitativeindicators&college=HAW&year=2015&program=187>

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ITSO reported the following data for Academic Support: Technology Resources.

ARPD #4: Number of online courses per year per total number of courses (live and on line) = 15%

ARPD #7: Duplicated number of faculty/staff attendees at technology workshops per faculty/staff FTE = 0.814.

ARPD #8: Duplicated number of student attendees at technology workshops per student FTE = 0.0.

ARPD #11-4: I am satisfied with the quality of work of the instructional design faculty and staff = 86.48%

ARPD #11-5: I am satisfied with the quality of work of technology training = 88.89%

## Part II. Analysis of the Unit

Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness, and include analysis of any Perkin's Core Indicator(s) for which the Unit's goal was not met. All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit's services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.

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### Demand Health – Healthy

The percentage of online classes increased 1 percent over last year, indicating a slight increase in demand despite an 8% decrease in student FTE.

ARPD data also show demand for technology training for faculty/staff, with .814 attendees (duplicated) per faculty/staff FTE (an increase of .114 over last year). ITSO staff conducted 24 educational technology related workshops in both East and West Hawai'i.

While training for students was reported as 0.0, ITSO does provide Laulima Orientation to students in the form of an on-demand video. This video was produced as a result of an assessment of our delivery of the orientation through which we found in-person workshop sessions were not well attended, and therefore not effective. The new video orientation was published on July 30, 2014, and was viewed 603 times during this reporting period.

2014-2015 ITSO contact data show that ITSO personnel met with 54 faculty and staff for a total of 262 contact hours. This includes 44 faculty/staff in East Hawai'i (81.5%) and 10 faculty/staff in West Hawai'i (18.5%).

### Efficiency Health – Healthy

While there are no data measures related to ITSO in the ASU ARPD, 2015 ITSO survey results show that 96.7% of faculty who responded is satisfied with the level of support and services ITSO provides, and 93.3% of respondents are also satisfied with ITSO's response times to requests for assistance.

### Effectiveness Health - Healthy

ITSO trained 7 instructors through the 2014-2015 Online Course Development Program (OCDP), a comprehensive program consisting of a 6 week intensive training on online course development, support throughout the course development, and follow-up during the semester they taught their classes.

ARPD data also indicate high levels of satisfaction with the quality of ITSO's work (86.48%) and with the quality of technology training provided by ITSO (88.89%).

### Part III. Action Plan

Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance.

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To support the College's mission to serve all segments of the Hawai'i Island community ITSO will continue to work towards improving distance education courses through training and support of distance education faculty. This will be done through the following activities:

- **Conducting in-person workshops to provide training on Lualima and other educational technology topics**  
Although in-person workshops are not well attended, it gives us a chance to invite all instructors to learn about using technology in their courses. This allows instructors the opportunity to become familiar with the technology tools and to use them in their current classes (regardless of delivery mode). It also eases their transition into distance education if they decide to teach online the future.
- **Working directly with faculty through individual consultations**  
The majority of our contact with online faculty occur through individual consultations. This comes in many forms, from quick troubleshooting support to complex course development projects that require multiple meetings and numerous hours of development work.
- **Developing a digital credentialing (badging) system to document training and recognize faculty's attainment of technology and online teaching skills**  
To expand training opportunities, as well as provide the faculty a way to document their skills and professional development, we will be working on a new digital badging system. This system will be based on on-demand training (video or other web-based training), with an artifact (evidence) to demonstrate their mastery/attainment of the learning outcomes.
- **Continue the Online Course Development Program (OCDP)**  
The 4<sup>th</sup> cohort of this ongoing program will be ending in May 2016, and the 5<sup>th</sup> cohort will begin in May 2016. The OCDP is a structured, comprehensive training program that prepares, instructs, and supports faculty in the design, development, and teaching of an online course.
- **Communicating distance education-related information with faculty**  
We use several methods to communicate distance education related information. We conduct semester meetings with online faculty to provide a forum to network and discuss issues, maintain a support site in Lualima, and have several pages of content on the College website. We also have a blog site and use direct email to communicate directly with our faculty.

#### Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

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None.

#### Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.

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N/A – First comprehensive review scheduled in 2016.

**Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):**

ITSO reported the some of the metrics data for Academic Support: Technology Resources:

<https://www.hawaii.edu/offices/cc/arpd/academicsupport.php?action=quantitativeindicators&college=HAW&year=2015&program=187>

#### Part VI. Unit Outcomes

**For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.**

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Unit Outcome assessed: Support students in their online courses by facilitating Laulima orientations.

#### A) Assessment Strategy/Instruments

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Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.

Since opening in Fall 2011, ITSO provided face-to-face (F2F) Lualaba orientation sessions for students at the beginning of each Fall and Spring semester. The F2F orientations were assessed in our first Assessment Project (2011-2012), where we found it was useful to those who attended, but at the same time, attendance was not very high. Improvement strategies implemented since 2011-2012 to increase attendance included better advertisement, and increased number of sessions (in number of sessions and also extending sessions into the second week of classes). These strategies were not effective in increasing student attendance. At the end of the 2013-2014 academic year, ITSO staff discussed and decided to change the delivery mode of the orientation, creating an orientation video that could be accessed on demand by all students.

To gather data on meeting the learning outcome, we will use two surveys to obtain feedback from students and faculty as well as analytic data retrieved through the video hosting site (YouTube).

### **Survey #1: Faculty survey**

At the beginning of the Fall and Spring semester, a survey will be sent out to faculty teaching online classes to identify the use and effectiveness of the orientation video. Question include:

- Were you aware of the Lualaba Orientation video for students?
- Have you pointed your students to watch the video?
- Have you watched the video yourself?
- Do you feel that the video has helped your students, compared to previous semesters when ITSO help F2F workshops? (open-ended)

### **Survey #2: Student survey**

At the end of the first month of the Fall and Spring semester, a survey will be sent out to students taking online classes to identify the use and effectiveness of the orientation video. Question will include:

- Is this the first time you are taking online classes?
- Was the video helpful (Likert scale)
- Would you recommend this video to other students taking online classes?
- What did you find the most helpful from the video? (open-ended)

How could the video be improved? (open-ended)

## **B) Expected Level of Achievement**

**For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit's Outcomes (e.g., "85% of work orders will have been filled within the original estimated completion time" or "90% of students will report satisfaction with Unit services"). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.**

A standard "level of achievement" is difficult to set due to the support nature of this outcome. While we can use video analytics to identify how many students have watched the video orientation and also analyze the data collected through the surveys, it is difficult to isolate the population of students taking online courses that would need the orientation.

Therefore, for this assessment we will base the "level of achievement" by comparing participation and feedback of the newly-implemented video orientation to the participation and feedback of in-person orientation sessions held in previous semesters. Our expected level of achievement is to increase participation by 100% (double the number who participated in Fall 2013). We will also analyze student feedback and measure the percentage of students who "felt supported" by the video orientation, and set our goal at 80%.

### C) Results of Unit Assessment

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**Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.**

#### RESULTS

##### 1. Survey #1: Faculty Survey

##### Responses:

Online surveys were sent to faculty/lecturers teaching online classes via email invitations during the 2nd and 3rd weeks of the fall 2014 and spring 2015 semesters. Response rates held steady at 35% (14/40) in each semester.

##### Findings: (Based on the combined 28 responses)

- It would appear that the majority of online instructors are aware of the video and have directed their online students to watch it.

Questions	Yes	No	Other, N/A
Were you aware of the Lulima Orientation video for students?	85.7% (n=20)	7.3% (n=4)	--
Have you directed your students to watch the video?	75% (n=21)	25% (n=7)	--

- Only about half of the instructors have watched the videos.
- There was a high (50%) response rate for "Other" for whether instructors felt the video was helpful to students. Most of the "Other" responses were accompanied with "I don't know" as a clarification response. From additional comments received, it can be inferred that this high percentage could have been due to the instructors not having watched the video themselves, to not knowing if their students in fact watched the video, as well as not knowing their familiarity with online classes at the start of the course.

Questions	Yes	No	Other, N/A
Have you watched the video yourself?	53.6% (n=15)	39.3% (n=11)	7.0% (n=2)
Do you feel that the video has helped your students, compared to previous semester when ITSO held F2F workshops?	46.4% (n=13)	3.6% (n=1)	50% (n=14)

"Other" comments:

- I'm not sure; the students seem to be doing fine with Laulima, so far.
- This is first time I posted it and have not gotten feedback.
- Hard to tell how many are using it. I could try to find out.
- I don't know (14 responses)

Additional open-ended comments affirming the effectiveness of the video orientation:

- I think it's a great idea and very well done! Mahalo!
- This is a great video and super helpful! I have students from all islands and have no control over whether students get a Laulima orientation on their island. Now I have a tool for these students, and of course, as you mentioned, this allows any student to view this whenever he/she has time or is needed.
- I make the video part of a week 1 introductory assignment. Students have to watch that video and the netiquette video and write a message to me (through Laulima-Messages) summarizing two helpful tips the videos made.
- Thank you for providing this service. It was great to have this video coupled with the Student Help webpage. The first week is always a challenge to get students used to using Laulima, especially older students who have difficulty using a computer. This was very helpful for the students and for myself. I posted a Laulima tutorial video for one of my courses that was geared towards navigating my site, but this Laulima Orientation video covers everything and I am excited to continue use it for future courses.

## 2. Survey #2: Student Survey

### Responses:

Online surveys were sent to all students enrolled in at least one Hawai'iCC online course via email invitations during the 4th week of the fall 2014 and 4th and 5th spring 2015 semesters. Response rates were very low in each semester:

Semester	Number of Online Students	Number of Responses	Response Rate
Fall 2014	1175	9	0.8%
Spring 2015	1091	73	6.7%

\*It is important to note that in fall 2014, although the plan was to keep the survey open for two weeks with a second reminder sent to students, the survey was inadvertently closed after the 4th week.

### Findings: (Based on the combined 82 responses)

- More than half of respondents were not new to online learning.

Questions	Yes	No
Is this your first time taking an online class?	45.1% (n=37)	54.9% (n=45)

- Of the 82 respondents, 67 reported watching the video. Of this 67, more than half found the video helpful/very helpful, and more than three-fourths would recommend it to other students. ITS0 staff was pleasantly surprised with this percentage since the data indicates about half (30 of the 67) of those who watched the video had taken an online class before.

Questions	helpful	very helpful	total
If you watched the Laulima Orientation video, did you feel that it was helpful?	23.9% (n=16)	34.3% (n=23)	58.2% (n=39)

Questions	Yes	No	Not sure/ N/A
Would you recommend this video to other students taking online classes?	76.1% (n=51)	6.0% (n=4)	17.9% (n=12)

- Additional responses to an open-ended question asking students how the video could be improved:
  - Make it available before the semester starts!
  - Shorter tutorial on specific topics of Laulima - 5-7 minutes each would be great!

### **3. Data gathered from video analytics**

The orientation video is housed in YouTube, which makes it possible to gather analytic data.

Semester	Analytic Period	Views
Fall 2014	8/1/14-12/15/14	351
Spring 2015	1/1/15-5/15/15	177
	TOTAL:	528

- The Laulima orientation video received high view counts, and allowed the information to reach many students than the face-to-face orientations held in the past (67 in 2011-2012, 53 in 2012-2013 and 79 in 2013-2014).

### **INTERNAL/EXTERNAL FACTORS**

This may not be the proper place to address this, but an external factor that will always impact Laulima Orientations, is the Laulima platform. The video was created in summer 2014, and launched in fall 2014. ITSO staff was notified in late October 2014 that the Laulima platform was going to be updated over the winter break (no hard dates were given). As a result, there was not enough time to redo the video prior to the spring semester; the "old" video was used in spring 2015.

### **ACTION PLAN**

ITSO will update the orientation video to be in line with the new version of Laulima, and will consider modularizing content into several shorter videos based on student feedback.

All data indicate the move from face-to-face orientations to an on-demand video orientation was successful and beneficial to students. We found higher participation, along with positive comments and feedback from both students and instructors.

### **D) Other Comments**

**Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.**

N/A

## E) Next Steps

**Based on the Unit's overall AY 2014-15 assessment results, describe the Unit's intended next steps to improve services in support of the College's Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.**

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We feel after 4 years of conducting and modifying the Laulima Orientation for students, that the on-demand video orientations has provided the best results, and is sustainable for the Unit. ITSO will continue to monitor and make adjustments and improvements to the orientation program as needed, but we plan to remove or revise this outcome in fall 2015.