

HAWAI'I COMMUNITY COLLEGE UNIT COMPREHENSIVE 3-YEAR REVIEW REPORT

Instructional Technology Support Office (ITSO)

Date: April 3, 2017

Review Period
July 1, 2013 to June 30, 2016
AY 2013-14, AY 2014-15, and AY2015-16

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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/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART I: UNIT SUMMARY

Describe the Unit	
<p>Provide the official description of the unit from the catalog (if applicable), and also provide a thorough explanation of what the unit does (its functions and operations), and who it serves.</p>	<p>ITSO is not described in the catalog. Below is the description from the college website:</p> <p>The Hawai'i CC 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'i CC faculty teaching distance education classes.</p> <p><u>Brief History of Distance Education (and ITSO) at Hawai'i CC</u></p> <p>Over the last three decades, the advancement of technology has made it possible for the College to provide greater access to higher education to Hawai'i Island residents through distance education.</p> <p>Hawai'i CC began offering courses via distance delivery in 1990 through interactive television. In 1999, Hawai'i CC began offering online courses using WebCT as its learning management system (LMS). Faculty who chose to teach online at that time did so without local support other than Information Technology Services (ITS) located at UH Mānoa.</p> <p>In 2007, the UH system joined the Sakai community and created its own LMS branded as Lulima, based on the open source Sakai platform. As more faculty members became involved with the creation of online classes to meet the needs of students, and more courses became available online, further infrastructure for online education became necessary.</p> <p>Since the early 2000s, the College's Academic Senate formed several ad hoc committees focused on distance education (DE). From 2009-2011, an ad hoc Committee on Online Education was charged with identifying the needs of, and creating a cohesive and coordinated effort for, the new and quickly expanding online arm of education at Hawai'i CC.</p> <p>The committee sent out surveys to students and faculty to collect information about crucial concerns from those taking or teaching online classes. Survey results identified key issues regarding online education, such as the lack of support and training for faculty and students.</p> <p>Furthermore, the committee recommended the creation of an office that would do the following:</p> <ul style="list-style-type: none">• provide technical support to online faculty• provide Lulima support to students• facilitate DE at Hawai'i CC <p>This eventually led to the creation of the Instructional Technology Support Office (ITSO). ITSO opened in fall 2011, with one full-time APT</p>

	<p>Educational Specialist in East Hawai‘i, and one faculty member temporarily reassigned part-time to provide services in West Hawai‘i (2011-2012, 2012-2013). In May 2012, one full-time faculty Instructional Technology Developer was added in East Hawai‘i.</p> <p>To meet the Unit Outcomes, ITSO engages in the following activities:</p> <ul style="list-style-type: none"> • Provides instructional design support and procedures to guide the development, delivery, evaluation, and revision of distance education courses. • Develops and supports rigorous instructional design models. • Designs and facilitates professional development workshops and training to support teaching and learning with technology. • Conducts one-on-one consultation services addressing technology integration planning, and the design and development of online course sites. • Serves as a campus resource for technology integration and instructional design for the distance teaching and learning environment. • Maintains web pages to support DE faculty and students. • Researches and provides faculty training for new technologies and strategies that enhance achievement of student learning outcomes. <p>On average, Hawai‘i CC offers an average of 75-80 online sections each fall/spring semester, taught by approximately 40 online instructors.</p>
<p>Provide and discuss the unit’s mission (or goals and objectives, if no unit mission statement is available).</p>	<p>ITSO supports the mission and goals of the college by providing faculty with instructional design support to increase the effective use of instructional technology. We are committed to assisting faculty in the design and development of instructional materials for distance education courses.</p>

<p>Report and discuss all major/meaningful actions and activities that occurred in the unit over the past three years, from July 1, 2013 through June 30, 2016. For example:</p>	
<p>Changes to the unit’s services, functions, and/or operations.</p>	<p>Discontinuation of in-person Laulima Orientations for online students at the beginning of each semester.</p> <p>Conducting in-person orientations for students taking online classes was a service originally provided by the unit when it opened in fall 2011. As a result of assessments and evaluations conducted in 2011-2012, and 2012-2013, the unit created an orientation video that was launched in fall 2014. Assessment conducted in 2014-2015 revealed that the on-demand video orientation provided the best results (compared to previous improvement</p>

	strategies). As a result, ITSO continues to monitor and make adjustments and improvements to the information and video as needed, but has discontinued the in-person orientation sessions.
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	No changes during this reporting period.
Personnel and position additions and/or losses.	<p>ITSO personnel include one full-time 11 month non-instructional faculty and one full-time APT Band A staff member (no change to positions during reporting period). However, with only two staff members, position vacancies and training of new staff has had an impact on the office:</p> <p><u>2013-2014</u></p> <ul style="list-style-type: none"> • APT position vacated in May 2012 was filled in June 2013 <p><u>2014-2015</u></p> <ul style="list-style-type: none"> • APT position vacated in March 2015 <p><u>2015-2016</u></p> <ul style="list-style-type: none"> • APT position vacated in March 2015 was filled in September 2015
Other major/meaningful activities, including responses to previous CERC feedback.	N/A – This is the first comprehensive review for this unit.

Describe, analyze, and celebrate the unit’s successes and accomplishments. (For example, <i>more students were served OR the unit successfully integrated new strategies/technologies.</i>)	
Discuss what the unit has been doing well that needs to be maintained and strengthened.	<p>ITSO provided faculty with multiple types of quality opportunities for design and development support, and training on a regular basis.</p> <ul style="list-style-type: none"> • ITSO has maintained “high-touch” support by providing one-on-one consultation/support services. <ul style="list-style-type: none"> ○ 2013-2014 - ITSO personnel met with 60 faculty and staff for a total of 235.2 contact hours. ○ 2014-2015 – Met with 54 faculty and staff for a total of 262.0 contact hours. ○ 2015-2016 – Met with 47 faculty and staff for a total of 227.1 contact hours. • ITSO workshops are conducted regularly in both East and West

Hawai'i throughout the academic year and summer. Of particular note is the expansion to offer Google-related workshops beginning in spring 2014.

- 2013-2014 – 16 workshops; total attendance: 138
- 2014-2015 – 24 workshops; total attendance: 151
- 2015-2016 – 25 workshops; total attendance: 104
- ITSO provides comprehensive training to prepare instructors to teach online using Laulima through the annual Online Course Development Program (OCDP).
 - 2013-2014 – 7 participants
 - 2014-2015 – 7 participants
 - 2015-2016 – 6 participants
 - 2016-2017 (program began in May 2016) – 11 participants
- ITSO survey results show increased rates of satisfaction in answering distance education questions/concerns.
 - 2013-2014 – 78.6%
 - 2014-2015 – 75.1%
 - 2015-2016 – 94.1%
- ITSO survey results show high rates of satisfaction with the level of support and services ITSO provides.
 - 2013-2014 – 92.6%
 - 2014-2015 – 96.7%
 - 2015-2016 – 90.1%
- Unit staff strives to respond to requests for assistance within two days. ITSO survey results show high rates of satisfaction ITSO's response times to requests for assistance.
 - 2013-2014 – 96.3%
 - 2014-2015 – 93.3%
 - 2015-2016 – 95.0%

ITSO continues to stay current on distance education issues and keeps the college informed of trends and developments.

- ITSO regularly adds to and updates the ITSO-Dev Laulima site to model best practices and to communicate with online faculty about training opportunities and other distance education news.
- ITSO uses a combination of email, announcements, blog posts and meetings to communicate updates, regulations, and best practices.

<p>Validate these successes by discussing positive improvements in the unit.</p> <p>Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).</p>	<p>See above for data and statistics.</p>
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<p>Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.</p>	
<p>Identify and discuss the unit's challenges/obstacles.</p>	<p>Although evaluations remain positive and trainings/workshops continue to be requested, attendance continues to be low. Workshop attendance has declined over this reporting period, from an average of nine people per workshop in 2013-2014, to six people per workshop in 2014-2015, to just four people per workshop in 2015-2016.</p> <p>It has also been an on-going challenge to provide workshops at Pāalamanui since both staff members are located in Hilo. Based on the hands-on nature of technology-related workshops, it is not feasible to provide training via video-conference (also, the computer lab facility at Pāalamanui does not have video-conferencing equipment).</p>
<p>Discuss changes and actions taken to address those challenges.</p>	<p>Over the last three years, we have tried several measures to improve attendance including: increased advertising, requiring pre-registration, surveying faculty to find out what topics they want presented, and auditing teaching schedules to best schedule events.</p> <p>Regarding workshops at Pāalamanui, ITSO remains committed to offering all workshops in-person in both East Hawai'i and Pāalamanui. On occasion, Pāalamanui sessions have been cancelled due to low interest.</p>
<p>Describe and explain the results of these actions.</p>	<p>We have improved advertising of our workshops by sending email with embedded web-fliers in fall 2014. We hoped the use of more visually appealing than our previous advertising method of sending email that was text based w/PDF attachments or w/links to a flier would increase attendance. We have also increased advertising by sending out the fliers via email listservs multiple times. Overall, analytics provided by the web-flier program shows high viewer counts (most have over 200 views), attendance still remains low.</p> <p>We also tried using pre-registration to help gauge attendance (also to curb excess preparation of handouts, and to cancel trips to Pāalamanui if no one signs up), but this too has not helped. Often, one-third or more of participants who sign up do not attend.</p>

	<p>In surveying faculty interest, we received very little feedback, and among the responses we received, we found that topics suggested did not show much consensus. Therefore, this strategy was not successful in increasing overall attendance at workshops.</p> <p>In fall 2014 we audited our online faculty members' teaching schedules we hoped to identify optimal times to offer workshops. We used this information to schedule workshops that semester, but still found no increase in workshop attendance. In spring 2015 schedules conflicted to a degree that optimal times could not be identified.</p>
<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<p>It is understood that workshops remain necessary to introduce technology to faculty/staff, and to provide opportunities for professional development. However, the unit is unsure at this time what other strategies can be employed to increase workshop attendance.</p> <p>To provide better service to Pāalamanui, it would be optimal if there were a staff member at Pāalamanui to provide technology related training.</p>

ARPD Data

Related ARPD report: Technology Resources (captured 3/31/17; pasted below). Available online at: <http://www.hawaii.edu/offices/cc/arpd/academicsupport.php?action=quantitativeindicators&college=HAW&year=2016&program=187>

**Hawaii Community College
2016 Academic Support Services Annual Report of Program Data
Technology Resources**

Part I: Program Quantitative Indicators

Overall Program Health: Not Yet Applied

Student and Faculty Information		Program Year		
		13-14	14-15	15-16
1	Annual Unduplicated Student Headcount	3,998	3,847	3,838
2	Annual FTE Faculty	137	129	131
2a	Annual FTE Staff	140	137	135
3	Annual FTE Student	1,976	1,817	1,670

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
4	Number of online courses per year per total number of courses (live and online)	14%	15%	1663%	Not Yet Applied
5	Number of student, faculty and staff computers per IT desktop support staff	810	0	0	
6	Number of service requests per FTE faculty and staff	29.6	0	0	
7	Duplicated number of faculty and staff attendees at technology workshops for faculty per faculty and staff FTE	0.7	0.8	0.5	
8	Duplicated number of student attendees at student technology workshops for students per student FTE	0.1	0	0	

Efficiency Indicators		Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Number of central FTE IT staff per FTE faculty and staff	.018	0	0	Not Yet Applied
10	Total central IT spending divided by total institutional budget (excludes external funds)		0	0	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
Common Survey questions					Not Yet Applied
11-1	I am satisfied with the customer service of the Help Desk/computer services staff	100%	0%	0%	
11-2	I am satisfied with the response time of the Help Desk/computer services staff	100%	0%	0%	
11-3	The computers on campus meet my needs	100%	0%	0%	
11-4	I am satisfied with the quality of work of the instructional design faculty and staff	100%	86%	0%	
11-5	I am satisfied with the quality of technology training	100%	89%	0%	
Community College Survey of Student Engagement (CCSSE)		Survey Year			
		2012	2014	2016	
12	4.j. Used the Internet or instant messaging to work on an assignment				
	Mean	2.77	3.01	3.23	
	Very Often	32.1%	6.3%	47.8%	
	Often	27.9%	12.3%	33.0%	
	Sometimes	25.0%	32%	14.2%	
	Never	15.0%	49.3%	5.1%	
13	9.g. Using computers in academic work				
	Mean	3.06	3.23	3.24	
	Very Much	41.6%	48.4%	49.3%	
	Quite a Bit	31.1%	29.6%	29.9%	
	Some	18.5%	18.2%	16.6%	
	Very Little	8.8%	3.8%	4.2%	
14	12.g. Using computing and information technology				
	Mean	2.77	2.94	2.95	
	Very Much	28.4%	34.2%	35.6%	
	Quite a Bit	33.1%	33.9%	32.0%	
	Some	25.9%	23.2%	24.1%	
	Very Little	12.6%	8.7%	8.3%	
15	13.1.h. Frequency of computer lab use				
	Mean	1.96	2.11	2.05	
	Often	25.9%	35.1%	29.5%	
	Sometimes	29.9%	28.9%	29.1%	
	Rarely/Never	29.1%	25.1%	25.7%	
	Don't Know or N/A	15.1%	10.9%	15.8%	
16	13.2.h. Satisfaction with computer lab				
	Mean	2.43	2.5	2.48	
	Very	37.9%	46.2%	43.5%	
	Somewhat	32.0%	32.6%	25.5%	
	Not At All	5.7%	4.5%	6.8%	
	N/A	24.5%	16.7%	24.2%	
17	13.3.h. Importance of computer lab				
	Mean	2.42	2.55	2.46	
	Very	58.2%	65%	62.2%	
	Somewhat	25.7%	25.4%	22.2%	
	Not At All	16.1%	9.6%	15.7%	

Last Updated: March 2, 2017

Statistics reported by ITSO in ARPD: Technology Resources (although some stats calculated using data from one or more Academic Support units)

ARPD Item #	Item	2013-2014	2014-2015	2015-2016
4	Number of online courses per year per total number of courses	14%	15%	Not posted by System
7	Duplicated number of faculty/staff attendees at technology workshops per faculty/staff FTE	.7	.8	.5
8	Duplicated number of student attendees at technology workshops per student FTE	.1	0	0
11-4	I am satisfied with the quality of work of the instructional design faculty and staff	94%	86%	N/A*
11-5	I am satisfied with the quality of work of technology training	90%	89%	N/A*

*ASU Common Survey was not deployed in 2015-2016

Additional Data

Item	2013-2014	2014-2015	2015-2016
Number of online sections –fall semester	68	80	91
Number of online sections – spring semester	73	75	70
Laulima orientation video views (launched fall 2014)	N/A	603	509
Number of technology workshops conducted by ITSO	16	24	25
Duplicated number of faculty/staff attendees at technology workshops conducted by ITSO	138	151	104
Number of unduplicated faculty/staff who met with ITSO for one-on-one consultations/support/training	60	54	47
Number of contact hours of one-on-one consultations/support/training	235.2	262.0	227.1
Number of participants in OCDP program	7	7	6

ITSO Workshop Feedback Data

Workshop evaluation forms were distributed at each of the workshops delivered by ITSO.

Item	2013-2014	2014-2015	2015-2016
From this session I feel I gained information and skills that could help improve my effectiveness at Hawai'i Community College	99%	99%	96%
Overall I feel this session was valuable and informative.	99%	100%	100%

Data from ITSO Services Survey

This survey is deployed each April, sent to all faculty/staff that interacted with ITSO during that year.

Item	2013-2014	2014-2015	2015-2016
ITSO staff has been helpful in answering my distance education questions/concerns.	78.6%	75.1%	94.1%
I am satisfied with level of support and services ITSO provides.	92.6%	96.7%	90.1%
I am satisfied with ITSO's response times to requests for assistance.	96.3%	93.3%	95.0%
I am satisfied with the information provided by ITSO regarding distance education.	82.6%	90.1%	87.5%
Working with ITSO, I have become more comfortable with teaching online.	N/A*	N/A*	86.7%
Working with ITSO, I have become more comfortable with using Laulima.	N/A*	N/A*	93.8%

*Questions were added to the 2015-2016 survey as part of revisions made in order to align to revised Unit Outcomes.

Describe, discuss, analyze, and provide context for the ARPD data, including the unit's health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories.

The ARPD does not provide health scores for Technology Resources. Below are self –assessed health scores followed by discussion based on unit data that was collected based on our specific operations and functions.

Demand Health – Healthy

As reported in the ARPD data, the percentage of online sections continued to increase despite continued decline in student FTE. *Note:* ARPD Item #4: Number of online courses per year per total number of courses (live and online) that is input by system is inaccurate for 2015-2016. Although we were unable to obtain a corrected percentage from system in time for this report, our own calculations indicate this percentage to be 17.7%. Method used: Divided the "Total Number of Classes Taught (item #8) from all instructional programs listed in the ARPD by the "Number of Distance Education Classes Taught" (item #23). $157/886=17.7\%$

Although ARPD data show a decline in the number of attendees at technology workshops for faculty/staff (item #7), ITSO staff conducted the vast majority of the technology trainings provided each year. ITSO increased the number of workshops provided each year from 16 to 25 over the three year reporting period.

While live training for students reported in the ARPD for item #8 decreased from 0.1% in 2013-2014 to 0.0% in both 2014-2015 and 2015-2016, ITSO moved from providing Laulima Orientation to students from in-person workshops to an on-demand video in fall 2014. 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 has been viewed a total of 1,112 times between fall 2014 and spring 2016.

ITSO contact data show that on average, ITSO personnel met with 54 unduplicated faculty and staff for an average of 241.43 contact hours each year.

Efficiency Health – Healthy

While there are no efficiency data measures directly related to ITSO in the Academic Support ARPD, ITSO Services Survey results over the last three years show that respondents are consistently satisfied with the level of support and services ITSO provides, and with ITSO's response times to requests for assistance.

Effectiveness Health - Healthy

ITSO Services Survey data indicate respondents felt ITSO staff has been helpful in answering their distance education questions or concerns, felt they have become more comfortable with teaching online, and felt they were able to improve their course design having worked with ITSO.

	<p>Workshop evaluations also indicate ITSO’s effectiveness, with a high majority of respondents agreeing that the information and skills gained in the workshops could help improve their effectiveness at Hawai‘i CC. In addition, a very high percentage of respondents felt the workshops were valuable and informative.</p> <p>ITSO also trained a total of 20 instructors through the Online Course Development Program (OCDP), a comprehensive program consisting of a six-week intensive training on online course development, support throughout the course development, and follow-up during the semester they taught their classes. There are currently 11 participants in the 2016-2017 program that began in May 2016.</p>
<p>Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.</p>	<p>See discussion above.</p>
<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the unit’s activities during the review period.</p>	<p>Unit Staffing</p> <ul style="list-style-type: none"> • ITSO’s APT position which had been vacant since May 2012 was filled in June 2013, just prior to the beginning of this reporting period, then vacated in March 2015 and not filled again until September 2015. The lack of stable staffing as well as the need for training of new staff members. Has had an impact on Unit Services. • Both unit staff positions are located in East Hawai‘i. Workshops are provided in person at Pāalamanui, but most one-on-one conferences and support are provided via phone/email/web conferencing.
<p>Discuss other strengths and challenges of the unit that are relevant to understanding the unit’s activities during the</p>	<p>N/A</p>

review period.	
<p><u>Contributions to the College:</u> Discuss how the unit aligns with and supports the College’s institutional effectiveness and how it contributes to the shared goals of the campus Kauhale.</p>	
<p><u>College Mission:</u> <i>“Hawai‘i Community College (Hawai‘i CC) 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.”</i></p>	<p>ITSO Aligns with the College’s mission to serve all segments of the Hawai‘i Island community by supporting distance education. By providing support and assistance to faculty teaching via distance delivery, the College is able to extend its reach beyond its physical campuses and provide educational opportunities island wide, including underserved areas of the community.</p>
<p><u>Institutional Learning Outcomes (ILOs):</u></p>	<p><i>ILO 1: Our graduates will be able to communicate effectively in a variety of situations.</i></p> <p>ITSO indirectly supports ILO 1 by assisting faculty to design, build, and conduct online courses with ongoing discussions in Lulima. 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.</p> <p><i>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.</i></p> <p>ITSO indirectly supports ILO 2 by assisting faculty to design, build, and conduct online courses with organized/stratified learning modules and learning activities in Lulima. 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.</p>

	<p><i>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.</i></p> <p>ITSO indirectly supports ILO 3 by providing support to faculty who teaching online courses that teach students about diversity, and the language and the culture of Hawai‘i. For example, Hawai‘i CC regularly offers online courses in administration of justice, anthropology, art, Asian studies, geography, Hawaiian studies, Hawaiian language, history, human services, philosophy, psychology, religion, social sciences, sociology, and women’s studies.</p>
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The Unit’s Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the unit during the review period, please see the following websites:

Assessment website: <http://hawaii.hawaii.edu/files/assessment/>

Assessment Reports/Resources: <http://hawaii.hawaii.edu/files/assessment/reports/>

- The unit faculty/staff have reviewed the unit’s outcomes as listed on the assessment website (URL above) and hereby affirm that the listed service outcomes are correct.
- The unit faculty/staff have reviewed the unit’s outcomes as listed on the assessment website (URL above) and hereby affirm that service outcomes are not correct and need to be revised, or are not listed and need to be listed.

If the unit outcomes listed on the assessment website needs revision or are not listed, please contact the Institutional Assessment Coordinator at reshelad@hawaii.edu .

Unit Outcomes (UOs)

<p>Please list the approved Unit Outcomes (UOs) as listed on the assessment website or the unit’s website or other official records.</p>	<ol style="list-style-type: none"> 1. Faculty will be increasingly comfortable integrating current instructional technology into curriculum due to the Instructional Technology Support Office’s Lualima training and support. 2. The online faculty, department chairs and administration will have clear and current information about distance education. <p>Note: The wording of the current UOs was revised, and a third UO was removed for 2015-2016. Rewording was done as a result of consultation with the then-new assessment coordinator. The third UO was removed as</p>
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	<p>a result of the assessment conducted in 2014-2015 (see below for more details).</p>
<p>Provide a summary discussion of the <u>overall</u> results of all UO assessments undertaken during the 3-year review period. Include a discussion of the unit's successes and challenges in meeting its Unit Outcomes.</p>	<p>ITSO conducted assessment and reported findings each year. In doing so, ITSO has assessed all three its unit outcomes that were in place during that span.</p> <p>In 2013-2014 ITSO assessed current UO #2, which focuses on the provision of distance education related information to the online faculty, department chairs, and administration. At that time, this UO was worded slightly differently, with the audience including all faculty and staff (not just those involved with distance education). Assessment was conducted using a survey that was distributed to the entire campus. Not surprisingly, the response rate was low (15.4%). However, survey results indicated that respondents were satisfied with the level of support and services provided (93%), and with the information provided regarding distance education (83%). After consultation with the then-new assessment coordinator in fall 2015, this outcome was re-written to focus the target audience on those related to distance education (online faculty, department chairs, and administration) so that future assessment projects can be more tightly focused and produce targeted information that can help the unit continue improving services.</p> <p>In 2014-2015 ITSO assessed a third UO that is no longer current: "Support students in their online courses by facilitating Laulima orientations." Since opening in Fall 2011, ITSO provided face-to-face (F2F) Laulima 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. Several improvement strategies implemented since 2011-2012 to increase attendance 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. After assessing faculty and student feedback and usage of the video, ITSO determined that the on-demand video orientations provided the best results, and is sustainable for the Unit. ITSO continues to monitor and make adjustments and improvements to the orientation program as needed, but decided to remove this outcome in fall 2015.</p> <p>In 2015-2016 ITSO assessed current UO #1, which focuses on providing training and support to increase faculty's comfort with integrating current instructional technology into their curricula. At that time, this UO was also worded slightly differently, focusing just on the provision of training and support. In conducting the assessment, ITSO looked at data from workshop/training evaluations and its annual services survey. Our expectation was the 90% of faculty would feel more comfortable teaching</p>

	<p>online or using Laulima due to ITSO support activities. Workshop feedback demonstrated general consensus that workshops are valuable and effective. Survey results confirm that ITSO surpassed expectations (in 93% of faculty becoming more comfortable using Laulima) or were close to making that mark (in 87% being more comfortable teaching online). After consultation with the then-new assessment coordinator in fall 2015, this outcome was re-written to focus on increasing the comfort level of faculty to provide a more measureable outcome that would produce better information that can help the unit continue improving services.</p>
<p>Describe how the unit's faculty/staff regularly discussed and used overall assessment results to plan for improvement.</p>	<p>ITSO staff regularly discuss and debrief events (workshops, OCDP, etc.) to make immediate adjustments to future offerings. ITSO staff also meets to discuss assessment results to reflect on trends and feedback and use those results to make larger changes to services and procedures.</p> <p>For example, ITSO used the results of each semester's student orientation sessions to make adjustments (increased advertisement, increased number of sessions, increased orientation period, creating the orientation video), but used the results of the 2014-2015 assessment to take a comprehensive look at the effectiveness of the video and to determine that it was successful in increasing participation and was beneficial to students. This facilitated the permanent discontinuation of face-to-face orientation sessions in favor of the on-demand orientation video.</p>
<p>Discuss the implementation of these improvement plans and consequences for overall unit improvement.</p>	<p>In addition to the example given above, ITSO implemented improvement plans after each assessment.</p> <p>As a result of assessment conducted in 2013-2014, ITSO endeavored to increase communication by starting an office blog and creating an office microsite that was added to the College website. Results of the following year's annual service survey showed an immediate increase in satisfaction with the information provided from 82.6% in 2013-2014 to 90.1% in 2014-2015. However, as it often happens, when the appeal of a "new" service wears off, the satisfaction level showed a slight dip (87.5%) the next year.</p> <p>As a result of assessment conducted in 2015-2016, ITSO found high levels of satisfaction with workshops, support and training provided. However, to derive more information for the target assessment question (and revised wording of UO) about how comfortable faculty and staff are teaching online or using Laulima due to ITSO intervention, we revised the evaluation forms used for events to include "How has your comfort level with Laulima or DE tools changed due to the workshop?" Based on the workshop evaluations received since this question was added, it is clear that all participants show an increase in comfort level after participating in the workshops. More information will become available after the annual ITSO Services Survey is conducted in April 2017.</p>

PART II: UNIT ACTION PLAN

<p>Describe and discuss the unit’s action plan to improve services, functions, and operations, and to support student learning for the next 3 years, from July 1, 2016 through June 30, 2019.</p>	<p>Benchmarks and Timelines</p>
<p>Action Goal 1:</p> <p>In addition to providing on-going workshops and one-on-one support to faculty, ITSO will continue to provide a program for comprehensive training to prepare, instructs, and support faculty in the design, development and teaching of an online course.</p> <p>In fall 2011, the unit proposed the Online Course Development Program (OCDP). The program was approved for a 5 year run by the VCAA, and financial support for this program (\$10,000/year for participant stipends) were provided by the VCAA’s office. With the funding for the program set to end in spring 2017, the office began planning in 2015-2016 for the transition from the structured program to an on-demand system that would not require a special budget. The unit later found out that the UH System had begun looking at replacing Lulima as the System’s learning management system (LMS). Since this would heavily impact the training program, the on-demand system was put on hold.</p> <p>Still on hold, the unit recognized a need to still have a comprehensive training program for faculty, and funding was secured a year-to-year basis to continue the OCDP.</p> <p>In the meantime, the unit continues to monitor the System’s progress and plans to resume the creation of the on-demand system for training once a decision on the System’s LMS is made.</p>	<p>Benchmarks/Timelines:</p> <ol style="list-style-type: none"> 1. Continue the OCDP (2016-17, 2017-18) 2. Create on-demand (badging/digital credentialing) system for faculty training <ol style="list-style-type: none"> a. Build structure (Fall 2017- Spr. 2018) b. Create content (Spr. –Sum. 2018) c. Beta testing (Sum. 2018) Evaluate/ redesign as needed. d. Pilot system (Fall 2018) Evaluate/ redesign as needed. e. Launch system (Spr. 2018) Evaluate/ redesign as needed.
<p>How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit’s outcomes (UOs)?</p> <p>The current OCDP, while effective and valued, has its limitations. First, the program is offered only once a year, beginning immediately after the spring semester finals week. This requires faculty to participate during their “off-duty” period, and can be difficult for lecturers to participate. Second, it is a very intensive program, and requires a substantial time commitment. The program starts with a six-week online class which often takes participants 15-20 hours/week or more to complete the learning activities. These limitations have impacted the number of instructors that have been trained.</p>	

Moving to an on-demand system will increase ITSO’s reach and hopefully increase participation. The system will be made up of self-paced modules that instructors can complete at any time. Upon demonstration of stated outcomes, instructors will earn digital badges that will endorse and validate their skills. This will, in turn, also help Department/Division chairs make informed decisions about who is ready and able to teach online classes.

Ultimately, having trained and skilled faculty teaching online classes will improve the quality of our online classes and lead to better educational experiences and learning for our students.

Action Goal 2:

ITSO will provide support to faculty in the use of Open Educational Resources (OER) to create “Textbook Cost \$0” online classes.

The OER movement enables faculty to adopt high-quality, no-cost, openly licensed textbooks and other course materials in place of expensive commercial textbooks.

"Textbook Cost: \$0" classes are classes with zero out of pocket costs for textbooks, supplemental course materials, access codes, etc. Courses meeting this definition can be designated Textbook Cost: \$0, and notated as such in the Class Availability listing.

The “Textbook Cost \$0” class designation is already being used by several UHCC campuses, and OER is already being used by a few Hawai‘i CC instructors. However, there is currently no centralized information/support for OER adoption at Hawai‘i CC, and our campus does not currently use the Textbook Cost \$0 class designation.

However, according to a UH System Faculty Survey conducted in Spring 2015. The largest Faculty barriers to OER use at UH include:

- Time to find or create (77%)
- Concern about quality (39%)
- Concern about departmental support (22%)
- Learning curve to incorporate OER into curriculum (20%)
- Confusion about copyright and licensing (18%)

ITSO will focus on these barriers to help increase OER use work to begin a “Textbook Cost \$0” initiative for Hawai‘i CC by:

- Determining current usage/knowledge of OER on campus
- Determining interest to adopt OER
- Determining interest and availability of support staff and establish partnerships to help support the initiative
- Developing instructional materials to educate instructors on OER and related copyright/licensing issues
- Working with support partners and instructors to identify and incorporate OER and to initiate “Textbook Cost \$0” designation.

Benchmarks/Timelines:

Fall 2016-Spring 2017

- Participate in various PD to learn more about OER, keep current with other UHCCs currently using/starting OER programs.

Fall 2017

- Deploy surveys to gauge interest and current practices.

Spring 2018

- Meet with support partners to discuss and develop approach, process and needs.

Summer-Fall 2018

- Create informational and instructional materials.

Spring 2019-Summer 2019

- Pilot with 1-2 instructors, evaluate/ redesign as needed.

Fall 2019

- Launch on a larger scale. Evaluate/ redesign as needed.

<p>How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit’s outcomes (UOs)?</p> <p>Promoting the use of OER for online classes will be a new direction of support and training that ITSO aims to provide. Textbook Cost: \$0 classes are a good match for online classes since it incorporates mainly online resources - OERs, internet resources, library resources, faculty-authored materials, or any combination of these no-cost resources. In addition, the proper use of OER materials will decrease concerns of copyright violations in online classes.</p> <p>It is also projected that OER adoption could have a positive impact on student learning.</p> <p>Commercial textbook prices have increased by 150% since 1998, contributing to the increase in the cost of higher education. Decreasing or eliminating textbook costs for students is one way instructors can have a direct impact on relieving this burden on students. Using OER to create “Textbook Cost \$0” classes would provide our students with high quality course materials with zero out of pocket costs, saving our students hundreds and thousands of dollars.</p> <p>The impact of textbook costs can be seen in the results of the Leeward Student Survey conducted in spring 2015. Based on 987 respondents to that survey:</p> <ul style="list-style-type: none"> • 55% chose not to purchase a required textbook • 58% responded that the cost of textbooks determine the course selected • 41% felt they performed poorly without the textbook <p>The use of OER can improve student success in a very basic way: more students actually get the book, which translates into increased engagement and higher completion rate. In addition, the lists below outline student and faculty benefits of using OER:</p> <p>Student Benefits:</p> <ul style="list-style-type: none"> • \$0 textbook costs = less student debt • money not used for textbooks could allow students to take additional classes = completing degree sooner • access to course materials on first day of class • easy to find and access course materials • materials are customized and relevant <p>Faculty Benefits:</p> <ul style="list-style-type: none"> • increases student retention • all students have access to course materials on the first day of class • assures academic freedom to modify or add content • provide students with relevant and engaging materials 	
<p>Action Goal 3: N/A</p>	<p>Benchmarks/Timelines:</p>

<p>How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit's outcomes (UOs)?</p> <p>N/A</p>	
<p>Describe and discuss any specific strategies, tactics, activities, or plans for:</p>	
<p>Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.</p>	<p>Unit services will be impacted due to the unit's lead faculty member being tasked with co-chairing the College's accreditation team.</p> <p>However, the unit is still committed to expanding services to create the on-demand training/badging system (Action Goal #1) and adding the support of OER (Action Goal #2).</p>
<p>Changes to assessment practices, activities, or projects.</p>	<p>Due to the recent revision (wording) of our Unit Outcomes, assessment instruments are being revised so that survey and evaluation questions will better reflect and align to the new wording.</p>
<p>Increases or changes in student support activities and services to support student learning and achievement.</p>	<p>Both Action Goals described in the previous section will be new services that the unit believes will increase support for student learning and achievement.</p>

<p>Discuss how the unit's action plan will help the Kauhale achieve the four Initiatives in the College's <i>Strategic Directions 2015-2021</i> plan:</p> <p>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</p>	
<p>Hawai'i Graduation Initiative</p>	<p>Action Goal #1 aligns with HGI Action Strategy 2 (Implement structural improvements that promote persistence to attain a degree and timely completion).</p> <p>The on-demand training/badging system will provide enhanced professional development to increase the number of instructors trained to develop and teach online, leading to improved teaching and learning.</p>
<p>Hawai'i Innovation Initiative</p>	<p>N/A</p>
<p>21st Century Facilities (21CF) – Modern</p>	<p>N/A</p>

Teaching and Learning Environments	
High Performance Mission-Driven System	<p>Action Goal #1 aligns with HPMS Action Strategy 1 (Employ best practices in management, administration, and operations.) and Action Strategy 2 (Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system).</p> <p>The on-demand training/badging system endeavors to increase the number of instructors trained to develop and teach online, leading to an increase in the number of instructors using Laulima and the number of high-quality online classes taught at Hawai'i CC.</p> <p>Action Goal #2 aligns with HPMS Action Strategy 1 (Employ best practices in management, administration, and operations.)</p> <p>The use of open educational resources (OER) and creating Textbook Cost: \$0 classes will reduce the barrier to education caused by cost.</p>

Explain how the unit's action plan contributes to the College's achievement of the performance-based measures below.	
Degrees & Certificates	<p>Action Goal #2</p> <p>The use of OER has been shown to increase successful course completion and degree/certificate completion rates.</p> <p>Students are making decisions based on financial constraints which have the potential to impede their success. A survey conducted at Leeward CC in Spring 2015 showed 40% of students felt that not having the textbook impacted their performance in the class. Over 50% of the students said textbook costs play a role in whether or not they stay in college to complete their degree, and more than 25% report withdrawing from a class due to textbook costs.</p> <p>In addition, cost savings could allow students to enroll in additional classes, reducing their time to degree.</p>
<p>Native Hawaiian Degrees & Certificates</p> <p>STEM Degrees & Certificates (include 4-Year Degrees)</p>	<p>Action Goals 1 & 2 apply to all of the categories listed at left.</p> <p>Increasing the number of instructors trained to develop and teach online and supporting the adoption of OER course materials could have an indirect impact in that it has the potential to impact many courses offered at the college.</p> <p>Although ITSO focuses services to support instructors teaching via distance delivery, instructors often teach both via distance and face-to-</p>

Pell Grant Recipients Degrees & Certificates	<p>face. As such, we have found that many have applied knowledge and skills obtained through ITSO to their classroom instruction. Thus expanding the reach of the services provided by the unit beyond distance education classes.</p> <p>In this way, training faculty to use Laulima and supporting the adoption of OER has the potential to impact successful course completion, graduation rates (leading to graduation and transfer) for all students.</p>
Transfers to UH 4 Year/Transfers to non- UH 4 Year	
IPEDS Success Rate	

<p>Suggestions for Improvement:</p> <p>If there are any suggestions the unit’s faculty/staff would like to share with the College about improvements to/for the unit, raising the College’s overall enrollment, improving overall student engagement and success, or any other matter that can help the College increase our overall institutional effectiveness, please provide this feedback below.</p>
<p>None at this time.</p>

PART III: Resources Needed

Note: “Budget asks” for all categories may be included in the Comprehensive Review.

Based on the unit’s overall AY 2014-16 assessment results, other relevant unit information and data, and the unit’s overall action plan to improve services, functions, operations, and support for student learning, describe and discuss below the unit’s resource needs and cost-item “budget asks” for the 3-year period from July 1, 2016 through June 30, 2019.

Resource Inventory

Describe the status of the following faculty/staff unit resources, as applicable:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	N/A does not apply to this unit. ITSO does not work directly with students.
Adequate Student Support Services (academic advising,	N/A does not apply to this unit. ITSO does not work directly with students.

counseling, career guidance).	
Safe workplace.	Workplaces are safe.
Adequate and up-to-date computers and software (for unit needs).	Computers and software are adequate and up to date.
Adequate computer access to allow faculty/staff to do their jobs.	Computer access is adequate at this time.
Adequate training in computer technology (applications, operating systems, hardware, etc.).	Computer technology training is adequate (general applications, operating systems, hardware). However there is an anticipated need for additional application/software training depending on the new LMS chosen by the System.
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	Adequate A/V training is adequate at this time based on technologies currently being used at the College.

Resource Category	Resources the unit needs to operate effectively:	Resources the unit already has:	What is the unit's resource gap?
1. Personnel			
A) Positions (Functions)	1 non-instructional faculty (Hilo) 1 APT Band A (Hilo) 0.5 APT Band A position (Pāalamanui)	1 non-instructional faculty (Hilo) 1 APT Band A (Hilo)	0.5 APT Band A position at Pāalamanui.
B) Professional Development	In addition to on-going professional development provided, one national, distance education-related conference every 2-3 years for all unit staff would help the unit remain current in field.	On-going regular professional development.	One national distance education-related conference every 2-3 years for each unit staff to remain current in field.

2. Operating Resources			
A) Supplies	Current supplies are adequate for normal office operations	Current supplies are adequate for normal office operations.	No gaps at this time.
B) Contracts	ProctorU (test proctoring service) 3PlayMedia (3 rd party captioning service)	ProctorU (test proctoring service) 3PlayMedia (3 rd party captioning service)	No gaps at this time.
C) Equipment	N/A	N/A	N/A
D) Space and Facilities	2 office spaces in Hilo, access to 1 office space at Pāalamanui.	2 office spaces in Hilo	Access to 1 office space at Pāalamanui.
3. Technology			
A) Hardware	2 PC Desktop systems 5 PC Laptops 2 iPad Air tablets 2 desktop printers 1 video camera 1 mini projector	2 PC Desktop systems 5 PC Laptops 3 iPads Air 2 desktop printers 1 video camera 1 mini projector	Hardware resources are adequate for the unit at this time. However, all systems are a minimum of 2 years old at this time, and it is anticipated that some systems may need replacing in the next 3 years.
B) Apps or Software	Current applications and software are adequate for the unit at this time.	Current applications and software are adequate for the unit at this time.	Current applications and software are adequate at this time, but there may be a need for additional software depending on the new LMS chosen by the System.
C) Tech Support	Adequate for the unit at this time.	Adequate for the unit at this time.	No gaps at this time.
D) Tech-related Professional Development	Adequate for the unit at this time.	Adequate for the unit at this time.	No gaps at this time, but there may be a need for additional software depending on

			the new LMS chosen by the System.
E) Tech labs / facilities	Access to computer lab classrooms as needed to provide faculty/staff training.	<p>Manono campus: 3 computer lab classrooms</p> <p>UHH campus: 4 computer lab classrooms</p> <p>Pāalamanui campus: 1 computer lab classroom</p> <p>All classrooms are scheduled for classes and other training uses, and generally rooms on the Manono campus are favored over those on UHH campus because of parking issues (availability, fees).</p>	No immediate gaps in East or West Hawai‘i this time. However, there is an overall need for more consistent availability of computer lab classrooms on the Manono campus for faculty/staff training, especially if enrollment increases and more classes are scheduled in the existing computer lab classrooms.

RESOURCE REQUESTS:	For <u>each</u> “budget-ask” item, provide the following information:
Describe the needed item in detail.	0.5 APT Band A position located at the Pāalamanui campus to provide ITSO services and technology support at the campus on a regular basis.
Provide complete information about known or estimated cost(s).	Undetermined (approx. \$25,000/year).
Provide details about timeline(s) for procurement and activation/implementation.	Undetermined, depending on creation and approval of position, recruitment, and selection processes.
How does this align with the unit’s Action Plan above?	<p>Having a staff member located at Pāalamanui would provide stability and consistency to the support and services the unit currently provides:</p> <ul style="list-style-type: none"> • help support participants of the current Online Course

	<p>Development Program and the future on-demand system for training</p> <ul style="list-style-type: none"> • help develop training and support faculty in the use of Open Educational Resources (OER) to create “Textbook Cost \$0” online classes. • develop and present workshops to meet the needs of the instructors at the Pālamanui campus • maintain regular hours at the campus to provide just-in-time and drop-in support services
<p>Identify how the item aligns with one or more of the 2015-2021 Strategic Directions’ four Initiatives.</p>	<p>By providing regular unit services at the Pālamanui campus, this additional staff member will contribute to the following Strategic Directions.</p> <ul style="list-style-type: none"> • The staff member will provide on-going training and supporting the new on-demand training/badging system <ul style="list-style-type: none"> ○ HGI Action Strategy 2 (Implement structural improvements that promote persistence to attain a degree and timely completion). <ul style="list-style-type: none"> ▪ Provides enhanced professional development to increase the number of instructors trained to develop and teach online, leading to improved teaching and learning. ○ HPMS Action Strategy 1 (Employ best practices in management, administration, and operations.) <ul style="list-style-type: none"> ▪ Increased training will increase the number of instructors trained to develop and teach online, leading to an increase in the number of instructors using Laulima and the number of high-quality online classes taught at Hawai‘i CC. ○ HPMS Action Strategy 2 (Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system) <ul style="list-style-type: none"> ▪ Increased training will increase the number of instructors trained to develop and teach online, leading to an increase in the number of instructors using Laulima and the number of high-quality online classes taught at Hawai‘i CC. • The staff member will develop training and support faculty in the use of Open Educational Resources (OER) to create “Textbook Cost \$0” online classes. <ul style="list-style-type: none"> ○ HPMS Action Strategy 1 (Employ best practices in

	<p>management, administration, and operations.)</p> <ul style="list-style-type: none"> ▪ Promoting and supporting the use of OER, and creating Textbook Cost: \$0 classes will reduce the barrier to education caused by cost.
<p>Discuss how the item will help the unit support improvements in student learning and attainment of the unit's outcomes and the College's institutional learning outcomes.</p>	<p>By providing regular unit services at the Pāalamanui campus, this additional staff member will support improvements in student learning and attainment of the unit's outcomes and the College's institutional learning outcomes.</p> <ul style="list-style-type: none"> • The staff member will support the attainment of the unit's outcomes by identifying and providing unit services to meet the needs of the Pāalamanui campus. • The staff member will support 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. • The staff member will support ILO 2 by assisting faculty to design, build, and conduct online courses with organized/stratified learning modules and learning activities in Laulima. 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. • The staff member will support ILO 3 by providing support to faculty who teaching online courses that teach students about diversity, and the language and the culture of Hawai'i. For example, online courses in Asian studies, geography, Hawaiian studies, history, human services, psychology, religion, social sciences, sociology, and women's studies are regularly offered by instructors based at the Pāalamanui campus. • The staff member will support improvements in student learning by providing general support and training for faculty using Laulima and other technologies to support their classes. Increasing the number of trained instructors has the potential to impact courses beyond those via distance delivery. Although ITSO focuses services to support instructors teaching distance education classes, instructors often teach both via distance and face-to-face. As such, we have found that many have applied knowledge and skills obtained through ITSO to their classroom instruction. In this way, training faculty to use technology, Laulima and supporting the adoption of OER has the potential to have a positive impact on student learning, course completion, and graduation rates (leading to graduation and transfer) for all students.

RESOURCE REQUESTS:

For each “budget-ask” item, answer the following questions:

What are the implications or consequences for the unit if this request is not funded?	Unit staff will continue to travel out to the campus to provide in-person workshops and to meet with faculty when scheduled. However, this does not provide the just-in-time and drop-in support and services that is often needed.
How can the unit build, create, or develop the needed resources within its existing capacity?	The APT Band A staff member could be scheduled to travel out and maintain regular “office hours” at Pāalamanui (e.g., weekly or bi-weekly), this would reduce services provided in East Hawai‘i. Also, based on going two days per month, six of the 16 hours would be spent traveling.
Can other resources be re-purposed to accommodate this need?	Not that the unit is aware of.
Are there other sources to fund this need, such as grants, community partnerships, etc.?	Not that the unit is aware of.
Can this need be deferred? If so, for how long? What are the consequences if deferred?	Although this need could be deferred, the unit expects that the level and scope of services provided to the instructors at the Pāalamanui campus will remain limited and may not allow for overall improvement. Note: For the first two years upon the unit’s creation, ITSO services were provided at Pāalamanui by an existing faculty member who was given six credits of re-assigned time (fall 2011-spring 2013). In the second year, the faculty member’s reassigned time included ITSO responsibilities as well as responsibilities as lead faculty which severely decreased the amount of time the faculty member could devoted to ITSO tasks. Since fall 2013, the faculty member returned to instruction, leaving Pāalamanui without any on-site support.