

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Instructional Technology Support Office (ITSO)

Date: December 1, 2017

Review Period
July 1, 2016 to June 30, 2017

Initiator: Joni Onishi
Writer(s): Leanne Urasaki, Neva Supe-Roque

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 evaluation and assessment process supports achievement of Program/Unit and Institutional 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 1: UNIT DATA AND ACTIVITIES

Unit Description (required by UH System)

<p>Provide the short description as listed in the current catalog.</p> <p>If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served</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>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>AY2016</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2016_itso_comprehensive_unit_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.</p> <p>Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>CERC review/response has not yet been received as of the submission of this report.</p>

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Unit data can be found on the ARPD website:

<https://www.hawaii.edu/offices/cc/arpd/academicsupport.php?action=quantitativeindicators&college=HAW&year=2017&program=187> (captured 11/29/2017)

Part I: Program Quantitative Indicators

Overall Program Health: **Not Yet Applied**

Student and Faculty Information		Program Year			
		14-15	15-16	16-17	
1	Annual Unduplicated Student Headcount	3,847	3,838	3,636	
2	Annual FTE Faculty	129	131	125	
2a	Annual FTE Staff	137	135	147	
3	Annual FTE Student	1,817	1,670	1,585	

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
4	Number of online courses per year per total number of courses (live and online)	1529%	17%	0%	Not Yet Applied
5	Number of student, faculty and staff computers per IT desktop support staff	0	0	0	
6	Number of service requests per FTE faculty and staff	0	0	0	
7	Duplicated number of faculty and staff attendees at technology workshops for faculty per faculty and staff FTE	0.8	0.5	0.7	
8	Duplicated number of student attendees at student technology workshops for students per student FTE	0	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	0	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
		14-15	15-16	16-17	
Common Survey questions					
11-1	I am satisfied with the customer service of the Help Desk/computer services staff	0%	0%	0%	Not Yet Applied
11-2	I am satisfied with the response time of the Help Desk/computer services staff	0%	0%	0%	
11-3	The computers on campus meet my needs	0%	0%	0%	
11-4	I am satisfied with the quality of work of the instructional design faculty and staff	100%	0%	0%	
11-5	I am satisfied with the quality of technology training	100%	0%	0%	
Community College Survey of Student Engagement (CCSSE)					
12 4.j. Used the Internet or instant messaging to work on an assignment					
	Mean	2.77	3.01	3.08	
	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	2.82	
	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	2.04	
	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	2.49	
	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	2.43	
	Very	58.2%	65%	62.2%	
	Somewhat	25.7%	25.4%	22.2%	
	Not At All	16.1%	9.6%	15.7%	

Last Updated: November 20, 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	2014-2015 Data	2015-2016 Data	2016-2017 Data
4	Number of online courses per year per total number of courses (posted by System)	1529% (should be 15%, but showing as 1529% in current ARPD chart)	17%	Not posted by System
7	Duplicated number of faculty/staff attendees at technology workshops per faculty/staff FTE	.8	.5	.7
8	Duplicated number of student attendees at technology workshops per student FTE	0	0	0
11-4	I am satisfied with the quality of work of the instructional design faculty and staff	100% (should be 86%, but showing as 100% in current ARPD chart)	N/A*	N/A*
11-5	I am satisfied with the quality of work of technology training	100% (should be 89%, but showing as 100% in current ARPD chart)	N/A*	N/A*

*Common Survey was not deployed in 2015-2016 or 2016-2017

Additional Data

Number of online sections (fall 2016) Change over fall 2015 (decrease of 19)	72 -20.9%
Number of online sections (spring 2017) Change over spring 2016 (decrease of 5)	65 -7.1%
Laulima orientation video views (July 1, 2016-June 30, 2017)	568
Number of technology workshops conducted by ITSO	24
Duplicated number of faculty/staff attendees at technology workshops conducted by ITSO per faculty/staff FTE	121
Number of unduplicated faculty/staff who met with ITSO for one-on-one consultations/support/training	61
Number of contact hours of one-on-one consultations/support/training	212.75
Number of participants in 2016-2017 OCDP program (5/2016-5/2017)	11
Number of participants in 2017-2018 OCDP program (began 5/2017)	4

ITSO Workshop Feedback Data

Workshop evaluation forms were distributed at each of the 25 workshops delivered by ITSO in 2016-2017. Percentages listed below reflect the “agree” and “strongly agree” responses received.

From this session I feel I gained information and skills that could help improve my effectiveness at Hawai‘i Community College	98.8%
Overall I feel this session was valuable and informative.	100%

Data from 2016-2017 ITSO Services Survey

This survey is deployed each year in April, and was sent to all faculty/staff that interacted with ITSO during the 2016-2017 year, and to all administrators and department chairs. Of the 97 surveys that were sent out, we received 23 responses (23.7%). Percentages listed below reflect the “agree” and “strongly agree” responses received, discounting any N/A responses.

ITSO staff has been helpful in answering my distance education questions/concerns.	100%
ITSO staff has been helpful in answering questions/concerns about Laulima.	100%
I am satisfied with level of support and services ITSO provides.	100%
I am satisfied with the response time to requests for assistance.	100%
I am satisfied with the information provided by ITSO regarding distance education.	100%
Working with ITSO, I have become more comfortable with using Laulima	100%
Working with ITSO, I have become more comfortable with teaching online.	89.5%
Working with ITSO, I have been able to improve my course.	90.5%

Analyze the Unit’s ARPD data for the review period.
Describe, discuss, and provide context for all 2016-17 ARPD data categories and indicators that are relative to the Unit’s provision of services.

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

Demand Health – Healthy

The percentage of online sections decreased last year, however, about half of that decrease was the result of the ending of a grant that had supported a project to pilot 8-week online classes. The remaining decrease is in line with the continued decrease in overall college enrollment.

ARPD data also show demand for technology training for faculty/staff, with .7 attendees (duplicated) per faculty/staff FTE. ITSO staff continue to conduct the majority of the technology training provided (26 educational technology related workshops in East and West Hawai‘i, servicing 118 of the 185 attendees). In addition to workshop training, ITSO provides training and services in one-to-one appointments. 2016-2017 ITSO contact data show that ITSO personnel met with 61 unduplicated faculty/staff and staff for a total of 212.75 contact hours.

While live training for students was reported as 0.0 in the ARPD data, ITSO provides Laulima training 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 video was viewed 568 times during this reporting period. In addition to the video, ITSO provides all online faculty with a link to resource materials (mostly written instructions) that they can provide to students.

Efficiency Health – Healthy

While there are no data measures related to ITSO in the Academic Support/Technology Resources ARPD, 2016-2017 ITSO Services Survey results show that 100% of respondents are satisfied with both the level of support and services ITSO provides, and with ITSO’s response times to requests for assistance.

Effectiveness Health - Healthy

Although data was not reported in ARPD (ASU Common survey was not done in 2016-2017), ITSO Services Survey data indicate 100% of respondents felt ITSO staff has been helpful in answering their distance education questions or concerns, 89.5% felt they have become more comfortable with teaching online, and 90.5% felt they were able to improve their course having worked with ITSO.

Workshop evaluations also indicate ITSO’s effectiveness, with 98.8% of respondents agreeing that the information and skills gained in the workshops could help improve their effectiveness at Hawai‘i CC. In addition, 100% felt the workshops were valuable and informative.

ITSO also trained 11 instructors through the 2016-2017 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 4 participants in the 2017-2018 program that began in May 2017.

What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

- Unit Staffing
 - ITSO's faculty member has been assigned as a co-chair for Accreditation. This has impacted overall services provided in 2016-2017 by approximately 25% due to the amount of time needed for accreditation efforts.
 - Both unit staff positions are located in East Hawai'i. Workshops are provided in person at Pālamanui, but most one-on-one conferences and support provided via phone/email/web conferencing.
- Future of Learning Management System (LMS)
 - In fall 2016 the UH System created an LMS Review Committee to "review current LMS platforms to select the one that best supports the teaching and learning needs of our institution." The initial timeline identified Fall 2018 as the full implementation date. The timeline has since been revised, pushing the implementation date back to Spring 2020. However, without any decisions or information communicated (staying with Laulima, moving to an alternative system, front-runners of alternative systems, etc.), the uncertainty of the future of Laulima has impacted training efforts and planning.
- Future usability of Google Sites for course content
 - ITSO has been training faculty to create content for online classes in Google Sites (which is then displayed in various places in Laulima). In late fall 2016, Google launched the "New Google Sites" (not yet available in UH domain accounts). The "Classic Google Sites" being used by faculty are still available, although a depreciation schedule was published in May 2017 that predicts a migration process to be launched in 2018. Then, once that process begins, faculty will have about one year to continue using the Classic Sites before it become read-only, and then shut down. The problem with the New Sites, is that it does not allow sites to be displayed in other websites (how we are currently displaying Classic Sites in Laulima). Numerous requests have been made to Google to add this functionality since the New Sites was launched, but it has not yet been addressed. Without this feature, faculty will not be able to use Google Sites with their online classes. This uncertainty has also impacted training efforts and planning.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success, and explain what the unit did to address those challenges.

Meaningful Accomplishments and Successes

- **Providing comprehensive training on Laulima and the development/build of online courses**

The Online Course Development Program (OCDP) continues to be successful in training faculty in the use of Laulima and mentoring faculty through the design, development and teaching of an online course. The program was originally budgeted through the VCAA office for five years, ending with the 2016-2017 cohort, but due to requests made by departments, the program is being extended on a year-to-year basis.

- **Providing one-on-one/just-in-time support**

The majority of contact with instructors is through one-on-one/just-in-time support. Despite a small decrease in the total contact hours (down from 227 to 212.75 hours), we worked with more faculty/staff (61 this year vs. 47 last year).

Each semester we are interacting with new people, indicating that the use of instructional technology is spreading across the campus.

Challenges or Obstacles the Unit Faced

As mentioned earlier in this report, Unit Staffing issues presented challenges for the unit in this reporting year:

- ITSO's faculty member has been assigned as a co-chair for Accreditation. This has impacted overall services provided in 2016-2017 by approximately 25% due to the amount of time needed for accreditation efforts.
- Both staff positions are located in East Hawai'i. Without someone to provide in-person support to Pāalamanui, unit staff members drive over and repeat all workshops in person at Pāalamanui, but most one-on-one conferences and support provided via phone/email/web conferencing.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

The unit does not have a website.

Unit faculty/staff have reviewed the website in the past six months, no changes needed.

■ Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster. Changes have been implemented.

■ Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and have submitted a change request to College's webmaster in a timely manner. Changes have been implemented.

Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: UNIT ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY16-17 review period (reported below). This Action Plan should identify the unit's specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.

1. ITSO plans to continue training, both via workshops and 1:1 training. Based on the results of the assessment project conducted in 2016-2017, the unit will discontinue the publication of the ITSO blog, and explore other ways to better communicate distance education and educational technology information to the college.
2. Aligned to the action plan submitted in the unit's comprehensive review, ITSO will provide support to faculty in the use of Open Educational Resources (OER) to create "Textbook Cost \$0" online classes.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

- For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.
- For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.
- For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).

Action Item 1: Training (UO #1)

Providing training and support is a core function of the unit. And, while attendance is not very high at the workshops, it provides vehicle to introduce faculty to new technologies and strategies. The unit will continue to provide workshops and 1:1 training on Lualaba and popular topics including Google Apps, but will also continue to expand on workshop topics.

Action Item 2: Increase Communication (UO #2)

After analyzing the results from the assessment project, ITSO discontinued its blog and replaced it with a monthly newsletter published using a web-flier and sent out to the college via the email listservs.

Action Item 3: OER

As outlined in the unit's comprehensive review (submitted last year), the 2017-2018 actions include: (1) Participating in various PD to learn more about OER, keep current with other UHCCs currently using/starting OER programs, (2) Deploying surveys to gauge interest and

current practices, and (3) Meeting with support partners to discuss and develop approach, process and needs.

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 benefits of using OER:

- \$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

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review.

Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the unit’s current operating resources.

None at this time.

BUDGET ASKS

For budget ask in the allowed categories (see above): **Federal/State Regulation Compliance**

Describe the needed item(s) in detail.

There are two main ways to be compliant with [State Authorization](#) regulation. The first is to apply and be authorized in each state in which we operate. The second is to participate in [SARA \(State Authorization Reciprocity Agreement\)](#).

State Authorization (background info)
States expect institutions to obtain approval for regulated activities that occur in their state. These activities may include; online learning, practical experiences, faculty teaching from another state, marketing, advertising, and more. The requirements as to which activities require authorization, the application processes, and the costs to comply vary greatly from state-to-state.

	<p>In 2010, the U.S. Department of Education (USED) issued a regulation tying an institution's ability to offer federal financial aid in a state to the institution being authorized in the student's state. The regulation, 34 CFR 600.9 (c), was subsequently "vacated" by federal court ruling and therefore unenforceable.</p> <p>December 2016, USED released the new federal regulations for State Authorization of Postsecondary Distance Education, Foreign Locations. Effective date: July 1, 2018.</p> <p>Regardless of the status of the federal regulation, institutions are legally obligated to comply with the laws and regulations of the states where the institution participates in regulated activities.</p> <p>SARA (State Authorization Reciprocity Agreement) SARA is an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education. It is intended to make it easier for students to take online courses offered by other SARA institutions in another state. Authorized institutions in Hawaii expressed interest in becoming a SARA school if allowed the opportunity, to expand their distance education to students across the nation in other SARA states, and Hawaii Post-Secondary Education Authorization Program (HPEAP) formally joined SARA on May 17, 2016. Since becoming a member state, three Hawaii schools, including the University of Hawaii at Mānoa, became SARA approved institutions. For institutions interested in participating, HPEAP charges an annual fee of \$1,000 for the administration of SARA. This fee is in addition to the NC-SARA fee of \$2,000/year (based on Hawai'i CC enrollment).</p>
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<p>Total - \$3,000 annually</p> <ul style="list-style-type: none"> ● HPEAP: \$1,000 annual fee ● NC-SARA: \$2,000 annual fee
<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:</p> <p>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-</p>	<p>Although not tied to specific strategic initiatives, NOT being in compliance with State Authorization regulations could jeopardize the College's eligibility to receive Title IV Federal student aid.</p>

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17

Unit Outcomes

Provide the full text of the unit’s current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website:

<http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	Faculty will be increasingly comfortable integrating current instructional technology into curriculum due to the Instructional Technology Support Office’s Laulima training and support.	1, 2, 4
2	The online faculty, department chairs and administration will have clear and current information about distance education.	1, 2, 4

Assessment Strategies

For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
UO2	<p>The goal of this assessment is to explore how the Instructional Technology Support Office (ITSO) provides information regarding distance education issues to the campus community. This assessment will target relevant campus constituents- online faculty, department chairs and administration.</p> <p>This assessment will gather information using an anonymous, web-based survey to all administrators, department chairs, faculty teaching online classes, and any other faculty/staff members who have worked with ITSO to identify their awareness and satisfaction of the distance education related information communicated from ITSO. Results will be compiled, compared to the previous results, and action plans will be made.</p> <p>Questions to be answered:</p> <ol style="list-style-type: none"> 1. Are constituents receiving and consuming information from ITSO? 2. Are constituents satisfied by the information provided by ITSO? 3. How could ITSO improve in communicating information regarding distance education with the Hawai'i CC community?

Time Table:

Early April 2017 First e-mail with the survey will be sent out.
One week later: Reminder of survey sent out.
Mid-April 2017: Survey will close
Summer 2017: Results will be discussed by ITSO, and an Action plan will be developed.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

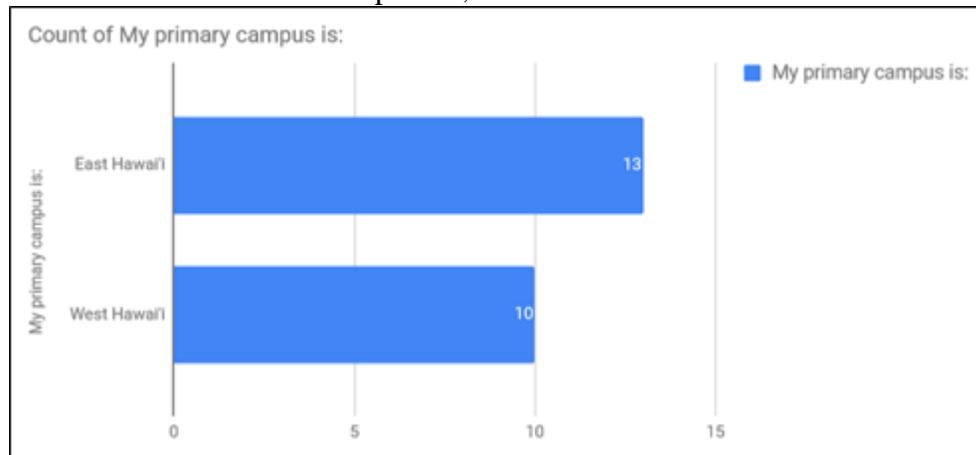
UO/SLO#: 2

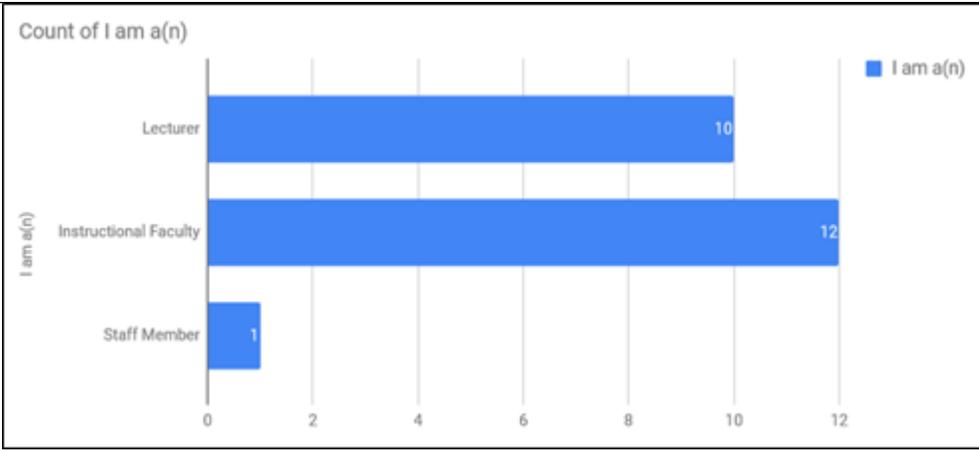
The goal of this assessment was to take a closer look at the information being provided to the campus community regarding distance education. The two main research questions we had were to explore (1) whether the information is being consumed by our target constituencies, and (2) if constituents are satisfied with the information being provided.

Data for this assessment was gathered using an online survey sent out in April 2017 to our target group, a total of 97 administrators, department chairs, faculty members teaching online classes, and any other faculty/staff members who have worked with ITSO:

- 7 administrators (including 1 dean)
- 11 department chairs
- 47 faculty members teaching online
- 32 other faculty/staff members who worked with ITSO

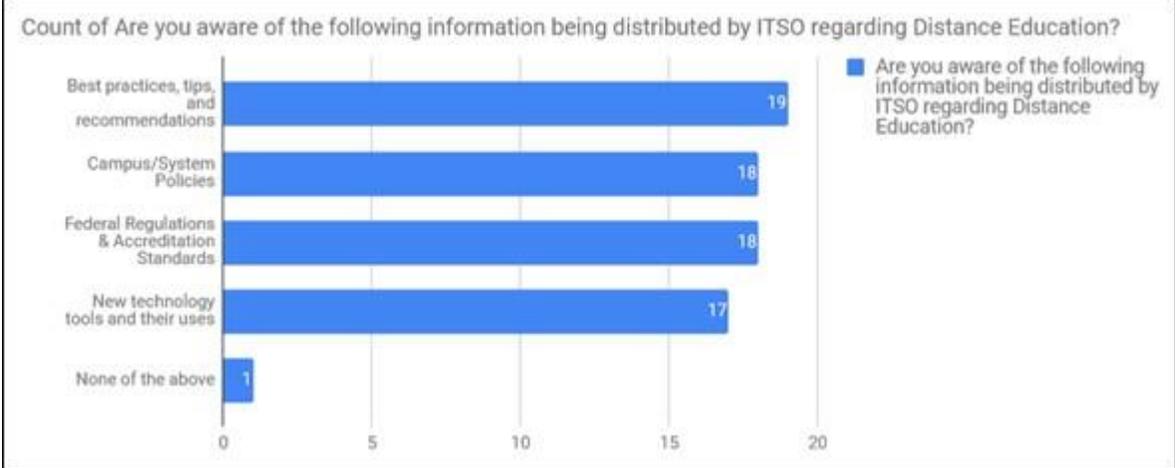
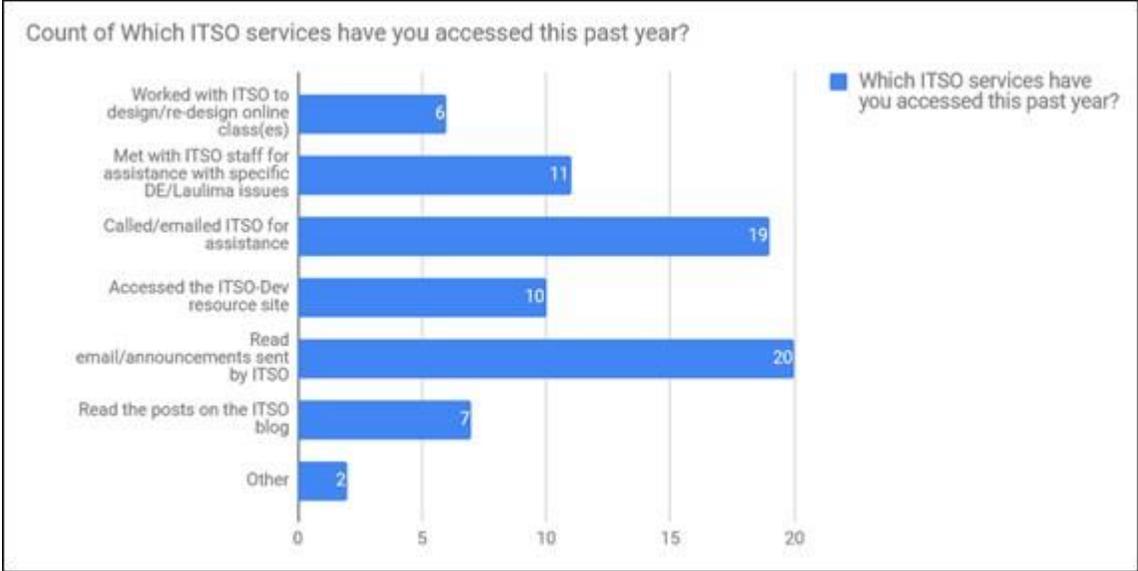
We received a total of 23 responses, or 23.7%:





Research Question #1

In determining whether the information is being consumed by our target constituencies, we focused on the following two questions:



Our expectation for this research question was that 90% of respondents will acknowledge receipt/consumption of information provided by ITSO.

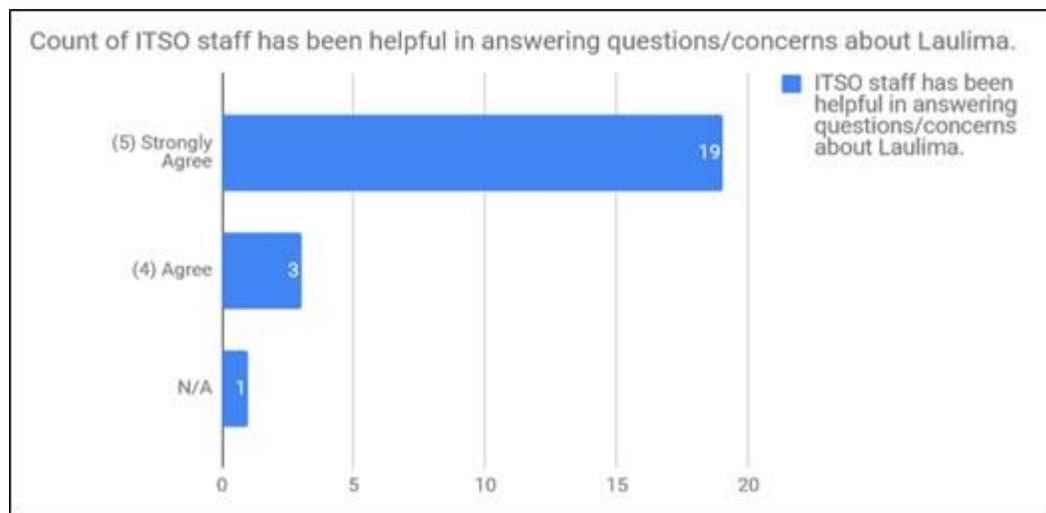
We came close to our goal: 20 of the 23 respondents (87.0%) reported that they had read emails and/or announcements sent out by ITSO. In addition, a high number (73.9-82.6%) are aware of the different types of information we share with the campus.

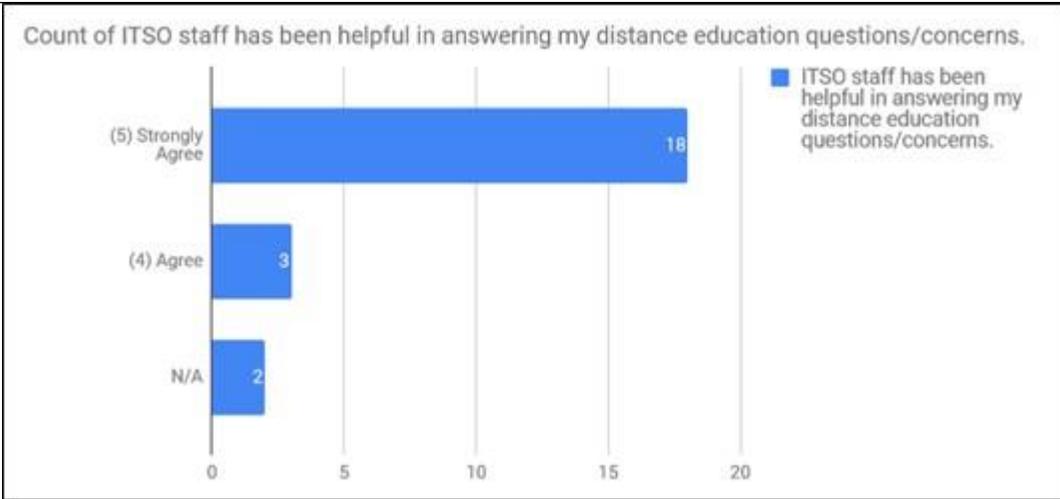
However, only seven people (30.4%) report having read posts on our blog. While this number is very low, it seems to be in line with the way we have been using our office blog to disseminate information. We predominantly use direct email and announcements to share important information with our community, and use the blog to repost and share online articles and resources.

Research Question #2

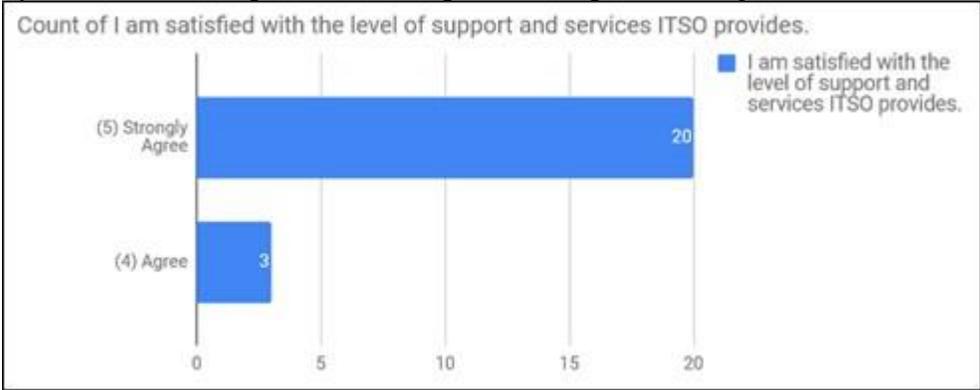
In determining if constituents are satisfied with the information being provided, we first looked at these two questions which ask respondents about the helpfulness of ITSO since these satisfaction ratings imply satisfaction with the information provided.

When asked if ITSO staff were helpful in answering questions about Laulima, 22 (95.7%) responded “Strongly Agree” or “Agree.” Similarly, when asked about our response to questions about distance education, 21 (91.3%) responded “Strongly Agree” or “Agree.”

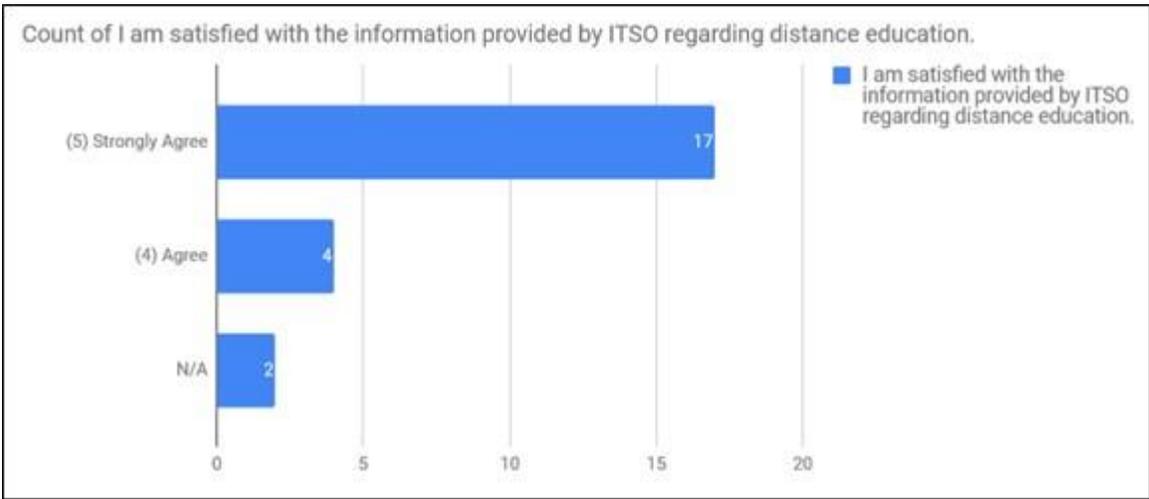




We then looked at the question which asked about the level of support and services provided by ITSO. For this question, all respondents reported being satisfied.



Lastly, we asked respondents specifically about their satisfaction with the distance education related information provided by ITSO. Two respondents answered “N/A,” but the remaining 19 (91.3%) reported being satisfied.



Our expectation for this research question was that 90% of respondents will express satisfaction with the information provided by ITSO. The data collected for these four questions confirms that ITSO is meeting our goal of providing pertinent information regarding distance education to our constituencies.

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

Although we strongly encourage participation by using a web-based survey and by sending out multiple reminders, we continue to have low response rates to our annual surveys. With such a small data sample, (23.7% response rate), it is difficult to analyze the data and make legitimate generalizations. For example, with just 23 responses, one response is equal to 4.3% of the total.

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.

None.

Next Steps – ASSESSMENT ACTION PLAN for AY 17-18

Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY16-17 assessment results. Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions

To more accurately measure information consumption, we will increase the use of web-fliers, embedded into our direct email blasts. Access statistics are not readily available for announcements posted in Laulima, but the web-flier program does include analytics. This will provide data that can be looked at in addition to survey data. We will also monitor the traffic on the blog. If readership does not increase, we may consider discontinuing the blog.