

# ITSO Unit Report 2011-2012

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## **Description**

### ***Mission:***

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

### ***History of ITSO:***

Hawai'iCC faculty began offering online courses in 1999. The UH System had purchased a license to use WebCT as its learning management system (LMS). At that time, there were no support services available on campus, and faculty who chose to teach online depended on the support of Information Technology Services (ITS) at UH Mānoa or from WebCT, itself.

To address DE needs and concerns, the Academic Senate formed several one term ad hoc committees dealing with Distance Education since the early 2000s. A notable change came in 2007, when the UH system joined the Sakai community and created its own LMS branded as Laulima, based on the open source Sakai platform. Many faculty members became involved with the creation of online classes to meet the needs of students. As more courses became available online, further infrastructure and support for online education became necessary.

From 2009-2011, the ad hoc Online Education Committee of the Academic Senate identified the need to create a cohesive and coordinated effort for the new and quickly expanding online arm of education at Hawai'iCC. ITSO was launched in August 2011 as the result. Original staffing included one full-time APT Educational Specialist in East Hawai'i, and 40% of 1 FTE faculty temporarily reassigned in West Hawai'i. In May 2012, a full-time Instructional Technology Developer in East Hawai'i was hired, at the same time as the APT Educational Specialist position was vacated. At present, the West Hawai'i faculty reassignment has decreased to 10%, and the APT Educational remains unfilled (position is in recruitment and is expected to be filled in early spring 2013).

### **Unit Outcomes:**

In line with the college's mission to serve all segments of the Hawai'i Island community, ITSO, through supporting online education, ITSO helps faculty to effectively provide educational opportunities to underserved segments of the community. ITSO offers a broad range of support services:

- researches and provides faculty training for new technologies and strategies that enhance achievement of student learning outcomes
- develops and supports rigorous instructional design models
- provides instructional design support and procedures to guide the development, delivery, evaluation, and revision of distance education courses

- 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
- maintains web pages to support DE faculty and students
- conducts Laulima orientations for students at the beginning of each semester

ITSO unit outcomes:

1. ITSO will provide leadership/pedagogical support and training to faculty in the integration of instructional technology into the curriculum.
2. ITSO will help the college to meet the requirements of the U.S. Department of Education and ACCJC accreditation for Distance Education.
3. ITSO will support students in their online courses by facilitating Laulima orientations.

**ITSO Assessments:**

***2011-2012 Assessment Project***

ITSO conducted two iterations of assessing Outcome #3: *ITSO will support students in their online courses by facilitating Laulima orientations.* The focus was to find out what impact the ITSO Laulima Orientation had on students’ experiences/successes in online classes.

During the first week of the fall and spring semesters, ITSO offered several Laulima student orientation sessions on both campuses in Hilo and in Kona. Sessions were scheduled on various days and times to offer the widest possible availability to students, and were designed to be optional, informal, and were conducted on a drop-in basis. In fall 2011, four sessions totaling 10 hours were offered, with 47 students participating. In spring 2012, the number of sessions was increased to five, and the total number of hours to 15. In spite of the increase in service, the number of participants decreased by over 50%, with only 20 students participating.

Each semester, students were surveyed twice, once immediately after the session and a follow up survey conducted later in the semester. The follow up surveys were done online, and the link to the survey was sent to all participants (67) during the fourth week of instruction. The follow up surveys received a total of 19 responses (28%).

<p>Question: What is your experience with online classes?</p> <p>79% (15) This is my first time taking online classes</p> <p>21% (4) I've taken 1-2 before this semester.</p> <p>0% (0) I've taken 3 or more before this semester.</p>
<p>Question: How did you feel about taking an online class before starting the semester? (check all that apply)</p> <p>26% (8) I was excited and couldn't wait to get started.</p> <p>35% (11) I was nervous because I didn't know what to expect in an online class.</p> <p>23% (7) I was nervous because I didn't know if I had the computer skills to succeed in an online class.</p> <p>16% (5) I wished that I could take the class in a regular classroom but had to take it online.</p>
<p>Question: Are you still enrolled your online class(es)?</p> <p>95% (18) Yes, I am still enrolled in at least one online class.</p> <p>5% (1) No, I dropped all of my online classes.</p>

<p>Question: How are your online classes going?</p> <p>47% (9) Great! It's going really well.</p> <p>26% (5) I'm doing okay.</p> <p>16% (3) It could be going better, but I'll probably stick it out.</p> <p>0% (0) It is not going well and I'm thinking about dropping the class.</p> <p>11% (2) N/A or left blank.</p>
<p>Question: Do feel the orientation session you attended during the first week of classes had an effect on your experiences learning online? (check all that apply)</p> <p>19% (5) I felt more confident.</p> <p>33% (9) I knew where to go and what to do.</p> <p>44% (12) I picked up a few new tricks.</p> <p>0% (0) I didn't really learn anything new.</p> <p>4% (1) It was a waste of time.</p>

The results of the survey done of participants after three weeks of class indicated that 95% of students who attended the orientation were still enrolled in at least one of their online courses and nearly half reported having a very positive experience in their online classes.

From this assessment, ITSO recognized that even though the student orientation is not highly attended proportionate to the number of students who take online classes, it plays a valuable role in student preparation and success for students who are new to online learning.

***Additional Assessment: Faculty Survey***

ITSO conducted a faculty survey in April 2012. The survey was developed to obtain feedback to measure progress and effectiveness of unit outcomes and was distributed to 70 faculty members who either taught online classes or accessed ITSO services during AY 2011-12. The survey received 34 responses (49%).

<b>Question:</b>	Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Agree 4	N/A --	Rating Average	Response Count
ITSO staff members are knowledgeable about distance education.	0.0% (n=0)	2.9% (n=1)	5.9% (n=2)	88.2% (n=30)	2.9% (n=1)	3.88	34
ITSO was successful in accomplishing unit outcome #1	0.0% (n=0)	5.9% (n=2)	11.8% (n=4)	82.4% (n=28)	0.0% (n=0)	3.82	34
ITSO was successful in accomplishing unit outcome #2	0.0% (n=0)	2.9% (n=1)	17.6% (n=6)	79.4% (n= 27)	0.0% (n=0)	3.76	34
ITSO was successful in accomplishing unit outcome #3	0.0% (n=0)	2.9% (n=1)	17.6% (n=6)	79.4% (n= 27)	0.0% (n=0)	3.76	34

I am satisfied with the level of support and services ITSO provide.	2.9% (n=1)	0.0% (n=0)	8.8% (n=3)	82.4% (n=28)	5.9% (n=2)	3.81	34
I am satisfied with the response time to requests for assistance.	2.9% (n=1)	0.0% (n=0)	5.9% (n=2)	79.4% (n=27)	11.8% (n=4)	3.83	34

<b>Comments (14):</b>
Great improvement in service over the past two years.
Thank you for your exceptional support! You are both great to work with and available when needed, which is very much appreciated. I plan to learn more from you next semester and improve each of my classes. Thank you!!!!
ITSO is tops. Many thanks.
You guys are doing a great job!
Clarify when/where/how much support will be provided to students. In the past, I've heard that the primary 'function' of ITSO was to support faculty, so unclear to me how much support or other services are going to be/will be provided to student
Mahalo for the assistance. I would like to suggest having ITSO classes and orientations not only on Fridays but early evenings or other times.
"Need to make Lualaba orientation MANDATORY for all first time students. Teach a course on ""How to use Lualaba.""
Lualaba interface needs to be more user friendly.
Keep up the very valuable classes.
Many workshops done during class time unable to be there.
I think for the current level of online courses being offered by the college, ITSO staffing is sufficient, however, this could change very quickly as online course delivery becomes more popular with faculty across the college.
Somehow facilitate faculty sharing their online courses with each other. It'd be really interesting to see what other instructors do online and how they set up their course, encourage discussion, stay in touch with their students, etc. Help faculty meet Am Disabilities requirements. Tools for transcribing videos, etc? Ughh!
You are doing a good job. Keep it coming.
Find some way to monitor students registering for online, so they don't set themselves up to fail. Monitor students who remain in classes for the sake of Financial Aid; this is an outrageous thing at HawCC. Talking with VCAC she seemed to just accept that this is happening and I have heard that from staff in the Admissions and Records/Data Management offices as well. They are just letting it go, so I have to just give the F and move on.

Faculty identified challenges with student success because students who register for online courses sometimes lack an aptitude or comfort level with technology or with online learning. ITSO has addressed this in three ways: 1) student orientations, 2) the creation of online, user friendly Laulima support materials\* linked to most online courses, and 3) helping faculty to build online courses that are easily accessible. ITSO will keep monitoring this.

\*ITSO monitors the use of these materials. In AY 2011 - 2012, the frequency of visits to this material is included in the table below:

Number of visits	626
Visits by unique (new) visitors	394 (62.9%)
Visits by returning visitors	232 (37.06)
Total page views	1449
Average pages viewed per visit	2.31
Average visit duration	00:02:20

## **Analysis of Instructional Technology Support Office**

### ***Strengths and weaknesses:***

Responses from the fall 2011 and spring 2012 student Laulima orientation follow up surveys indicate students who attended reported that the orientation was useful, and that attending improved their online experiences. In terms of faculty support, responses from the April 2012 faculty survey indicate ITSO services are valued and utilized, and that ITSO is making progress towards its three unit outcomes.

### **Strengths**

S1: ITSO provides college faculty with design and development support for online classes. During the 2011-2012 year, ITSO met with, offered workshops to, and/or provided one-on-one support to 70 faculty members teaching or developing online courses or using Laulima for face-to-face classes or other purposes. In addition, ITSO developed an intensive training program (Online Course Development Program) which began in May 2012 with ten participants. The first four participants are scheduled to complete the program in December 2012, with the remainder scheduled to complete in May 2013.

S2: ITSO keeps the college informed of developments and issues related to distance education. ITSO maintains contact with faculty teaching online through periodic email messages, regular updates to internal support site (ITSO-Dev site in Laulima), and semester meetings. ITSO has also worked with the interim vice chancellor for academic affairs (VCAC), department chairs, and the academic senate to establish guidelines and procedures relating to distance education including testing, the Online Course Compliance form, the policy on the date of last attendance for online courses, and guidelines addressing accessibility and student authentication concerns. ITSO also worked with the college to further develop an evaluation rubric for online classes, trialing the rubric with at least one course from 68% of the online faculty. Finally, ITSO participates in system-wide discussions and plans synchronizing online services and plans across the state.

S3: ITSO provides face-to-face orientations for students needing to learn Laulima for online classes. Originally set up for students taking online classes, the sessions were opened up to provide service to all students who wanted to attend. As additional support to students, ITSO

created and maintains a [website for students taking Hawai'i CC DE classes](#) which includes useful information and links including a link to a [Laulima instructional guide](#).

**Weaknesses**

W1: ITSO needs permanent staffing. An East Hawai'i APT position has been vacant since May 2012, and this has made it difficult to keep up with the increasing demands for support. In addition, support in WH is being provided by a faculty member who is temporarily being given re-assigned time. The EH APT position needs to be filled immediately and the WH position needs to be formalized.

W2: Participation in Laulima orientations for students has been low. Despite more sessions in spring 2012, (four sessions/10 hours in fall 2011, five sessions/15 hours in spring 2012), attendance has decreased (47 in fall, 20 in spring).

W3: Based on data elements #33-35, there is a need to provide more technology training to faculty (0.1349:1), staff (0.0480:1), and students (0.0039:1). Additional staff and resources will be required to increase training opportunities beyond current levels.

**Action Plan (new)**

The action plan below is the first plan set forth by ITSO since opening in fall 2011.

Action Plan Tasks	Target	Year	Responsible Party	Update
Fill vacant APT Band A Educational Specialist position for East Hawai'i.	W1, W3	2012-13	Interim VCAC Joni Onishi	Position is in recruitment and is expected to be filled early spring 2013.
Add a faculty position to relieve the temporarily reassigned faculty, providing permanent support in West Hawai'i now and to accommodate future growth when the Palamanui campus is completed.	W1, W3	2012-14	Interim VCAC Joni Onishi	
Increase student orientation attendance by increasing promotion of sessions.	W2	2012-13	Leanne Urasaki/Kate Sims	Orientation sessions were advertised through counseling, fliers, email to all faculty/staff, and direct announcements placed in online courses. Despite increased promotion, fall 2012 attendance decreased. Orientation design is being modified for spring 2013 to extend orientation through the second week of

				instruction (four sessions in each of the two weeks). Orientations will be re-evaluated after spring 2013 sessions.
Increase/expand training opportunities for faculty/staff	W3	2012-14	Leanne Urasaki/Kate Sims	

### ***Resource Implications***

1. Professional Development (W3)  
ITSO staff will require training in areas such as emerging technology, accessibility, copyright, video production, etc. in order to provide sustainable training and support to faculty.
2. One APT Band A Educational Specialist to support West Hawai'i (W1, W3)
3. Office space and equipment (W1, W2, W3)
  - a. Office space and equipment for two additional staff (EH and WH APTs)
  - b. Classroom/Lab space and equipment (10 users + 1 instructor workstations) to expand services: provide ongoing faculty/student training, provide lab facility for faculty, and possibly provide overflow test proctoring services during peak periods.
4. Continued funding of the Online Course Development Program (OCDP) program (W1, Strategic Plan Outcome A2.5b and D2)  
Strategic Plan Outcome A2.5 b. aims to expand distance learning support as indicated by program/unit review analysis with consideration for technical support staff and online course development assistance for faculty. The OCDP helps to fulfill this outcome by providing an intensive online course development experience for faculty. Also, by training 6-10 online faculty members each year through the OCDP, this program supports the development of an experienced cadre of online faculty who will create high quality online courses for the college. This contributes to the attainment of Strategic Plan Outcome D2 which calls for the increase in the number and types of programs that can be completed through distance learning technologies.

### **Data Elements entered in online submission tool:**

#31 Number of <b>online courses</b> per year per total number of courses (live and online)	entered .1299 (displayed as .1299)
Number of technology workshops for faculty per <b>faculty</b> FTE	entered .1349 (displayed as 0)
Number of technology workshops for faculty per <b>staff</b> FTE	entered .0480 (displayed as 0)
Number of technology workshops for faculty per <b>student</b> FTE	entered .0039 (displayed as 0)