

HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT

Instructional Technology Support Office (ITSO)

March 2, 2015

July 1, 2013 to June 30, 2014

Initiator: Joni Onishi

Writer(s): Leanne Urasaki, Helen Torigoe

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

Unit Review Outline

Cover Sheet

Outline Page

Unit Description

Unit Mission

3YR Review Report Summary

CERC Comments and Feedback

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

B. ARPD Data Analysis

C. Other Data, Trends & Factors

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

B. Strengths & Weaknesses

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed

B. Expected Level of Achievement

C. Assessment Strategy/Instrument

D. Results of Unit Assessment

E. Next Steps

Part IIIB: Unit Outcomes and Assessment

A. Course Assessment

B. 20% Course Review

Part IV: Action Plan

A. Previous Goals (Unit Actions) & Planning

B. New Goals (Action Strategies) and Alignment

Part V: Resource Implications

A. Cost Item 1

B. Cost Item 2

B. Cost Item 3

Part VI: Justification for Unit Existence

Unit Description

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

- Providing instructional design support and procedures to guide the development, delivery, evaluation, and revision of distance education courses.
- Developing and supporting rigorous instructional design models.
- Designing and facilitating professional development workshops and training to support teaching and learning with technology.
- Conducting one-on-one consultation services addressing technology integration planning, and the design and development of online course sites.
- Serving as a campus resource for technology integration and instructional design for the distance teaching and learning environment.
- Maintaining web pages to support DE faculty and students.
- Researching and providing faculty training for new technologies and strategies that enhance achievement of student learning outcomes.
- Staying current on relevant technology issues, and providing faculty with updates, advisories, and support regarding instructional tools.
- Facilitating the sharing of ideas among distance education faculty.

Unit Mission

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

3yr Review Report Summary— *If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed* explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.

Since this unit began in Fall 2011, this first three year period has been one of constant change. The biggest change has been in staffing:

- In Fall 2011 the unit opened with one full time APT in East Hawai'i and a West Hawai'i faculty member reassigned 6 credits to provide additional staffing support.
- In Spring 2012, a second permanent ITSO position was created: a new faculty position to lead ITSO. The East Hawai'i APT member was hired into that new faculty position in May 2012, which opened the APT for recruitment.
- In Fall 2012, the faculty member's reassignment was changed to assume lead faculty responsibilities and support provided to ITSO was incorporated into those duties which represented less than 3 credits.
- The vacant APT position was filled in June 2013, bringing full time staffing to two.
- The instructional faculty member partially re-assigned to provide ITSO services to West Hawai'i was on sabbatical for the 2013-2014 academic year. This created a void in West Hawai'i. East Hawai'i ITSO staff offered distance-delivery support (via email/phone/web conference), appointments to meet in person, and comparable on-site training sessions in West Hawai'i. However, West Hawai'i faculty did not have access to drop-in, on-site support.

CERC Comments and Feedback

CERC Comments as listed in most recent Comprehensive Review:

N/A – First comprehensive review scheduled in 2016.

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

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

N/A – First comprehensive review scheduled in 2016.

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid -- **Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

Look up 2014ARPD data at: <http://www.hawaii.edu/offices/cc/arpd/index.php>

List below any data elements related to the Unit.

STUDENT AND FACULTY INFORMATION	2011-2012	2012-2013	2013-2014
1. Annual Unduplicated Student Headcount	4,754	4,424	3,998
2. Annual FTE Faculty	126	131	134
2a. Annual FTE Faculty	125	135	140
3. Annual FTE Faculty	2,281	2,114	1,976

DEMAND INDICATORS	2011-2012	2012-2013	2013-2014
4. Number of online courses per year per total number of courses (live and on line).	13%	13%	14%
7. Duplicated number of faculty and staff attendees at technology workshops for faculty per faculty and staff FTE	N/A	0.8	0.7
8. Duplicated number of student attendees at student technology workshops for students per student FTE	N/A	0.0	0.1

EFFICIENCY INDICATORS	2011-2012	2012-2013	2013-2014
None applicable to unit			

EFFECTIVENESS INDICATORS	2011-2012	2012-2013	2013-2014
11-4. I am satisfied with the quality of work of the instructional design faculty and staff.	0%	93%	94%
11-5. I am satisfied with the quality of technology training.	N/A	90%	90%

B. ARPD Data Analysis -- Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.

Based on the data from the ARPD, analyze the unit’s strengths and weaknesses in terms of demand, efficiency, and effectiveness.

- Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy
- If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
<p>Healthy</p> <p>(ARPD #4) Number of online courses per year per total number of courses (live and on line) = 14%</p> <p>This percentage increased by 1% from the 2012-2013 AY, despite an enrollment decrease in both student headcount and student FTE.</p> <p>(ARPD #7) Duplicated number of faculty and staff attendees at technology workshops per faculty and staff FTE = 0.7.</p> <p>This number reflects participation in all technology related workshops provided through ASU, but ITSO provided the majority of technology related workshops for faculty and staff (138 of the 194 overall participants, representing 71% of the total participation statistic).</p> <p>(ARPD #8) Duplicated number of student attendees at technology workshops per student FTE = 0.1.</p> <p>ITSO is the only sub-unit of ASU that provides technology-related workshops to students. And, while this number remains very low, ITSO’s primary focus is to provide support services to faculty teaching distance education/online</p>	<p>Cautionary</p> <p>ITSO, like many new offices, continues to experience “growing pains.” As we continue to expand outreach to faculty and provide training and support services, we are experiencing challenges in meeting all demands and expectations.</p> <p>There are no data measures related to ITSO in the ASU ARPD. Please see Other Data section below for additional measures used to determine this health call.</p>	<p>Healthy</p> <p>(ARPD #11-4) I am satisfied with the quality of work of the instructional design faculty and staff = 94%</p> <p>(ARPD#11-5) I am satisfied with the quality of work of technology training = 90.0%</p>

classes and only provided direct student services to students in the form of Laulima Orientation workshops at the beginning of the fall and spring semesters.		
---	--	--

Overall Health
<p>Healthy</p> <p>Despite growing demand for services ITSO has been able to meet demands while maintaining quality and timely provision of services.</p> <p>In addition to the data measures from the ASU's ARPD discussed in the sections above, see the "Other Data, Trends & Factors" section below for additional statistics that support an overall healthy call for the unit.</p>

C. Other Data, Trends & Factors -- *Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.*

- *Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.*
- *Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.*
- *Describe any external factors affecting the unit or additional unit changes not included elsewhere.*

Example:

There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.

Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.

- 2014 ITSO survey results show that 92.6% of faculty are satisfied with the level of support and services ITSO provides, and that 96.3% are also satisfied with ITSO's response times to requests for assistance. (Based on 27 respondents who answered this question.)
- 2013-2014 ITSO Contact data show that ITSO personnel met with 60 faculty and staff for a total of 235.2 contact hours. This includes 47 from East Hawaii (78%) and 13 from West Hawaii (22%).
- ITSO staff conducted 16 educational technology related workshops in both East and West Hawaii.
- ITSO trained 7 online instructors through the 2013-2014 Online Course Development Program (OCDP) which consists of a six week intensive training on online course development, and 6 of 7 participants completed the program which consisted of follow-up throughout the completion of the course development and teaching of the instructors' new online classes.
- ITSO met with 30 online faculty during Fall 2013 and Spring 2014 meetings (held in East and West Hawai'i) to communicate updates, regulations, policies and best practices.
- ITSO continues to maintain and regularly update a Laulima development site to model the course template and to communicate with online faculty about training opportunities and other distance education news. This resource was accessed a total of 591 times by 72 different faculty and staff members during 2013-2014.

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) 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.

Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example:

The unit supports the UH Community College's mission by providing:

- *access to post-secondary education in Hawaii*
- *training workforce needed in the State, the region, and internationally*
- *opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities*
- *contributions that stimulate the cultural and intellectual life of the community*

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

2) ILO Alignment

a) ILO1: *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO1."

Example:

OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.

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

b) ILO2: *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO2."

ITSO indirectly supports ILO 2 by assisting faculty to design, build, and conduct online courses with

organized/stratified learning modules and learning activities in Laulima. Online courses allow faculty to present content in various mediums- print, digital, video, etc. Students are given opportunities to apply their learning by participating in learning activities such as assignments, tests, and discussion boards. Many online courses include individual and/or group activities that require students to gather, evaluate and analyze information to solve a common problem or to apply their learning.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write “No alignment to ILO3.”

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, currently Hawai'iCC offers online courses in anthropology, Asian studies, geography, Hawaiian studies, Hawaiian language, history, human services, psychology, religion, sociology, and women's studies.

B. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<p><i>Example:</i> OCET hires knowledgeable and responsive instructors</p>	<p><i>Example:</i> Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.</p>
<p>S1. ITSO provides college faculty with design and development support for online classes.</p>	<ul style="list-style-type: none"> • During the 2013-2014 year, ITSO met with 60 faculty and staff for a total of 235.2 contact hours addressing technology integration planning, and the design and development of online courses. • Through the Online Course Development Program, ITSO trained and supported 7 faculty to design, build and teach online classes. • ITSO conducted 16 Laulima/educational technology related workshops for interested faculty/staff throughout the year. • ITSO maintains and regularly updates a Laulima resource site (ITSO-Dev) that houses instructional materials, templates, and other resources to support faculty in the design and development of online classes. The site was accessed a total of 591 times by 72 different faculty and staff members.
<p>S2. ITSO provides college faculty with training and professional development opportunities.</p>	<ul style="list-style-type: none"> • ITSO conducted 16 workshops for faculty members who are (1) interested in teaching online, (2) are developing or teaching online courses, (3) are using Laulima face-to-face classes or other purposes, or (4) are interested in learning about other instructional technologies. • ITSO completed the 2nd Online Course Development Program (OCDP) which trained 7 faculty to design, build and teach online

	<p>classes.</p> <ul style="list-style-type: none"> • ITSO secured funding to provide college-wide access to the TCC online conference held in April 2014. A total of 28 Hawai'iCC faculty/staff attended the conference.
<p>S3. ITSO stays current on distance education issues and keeps the college informed of trends and developments.</p>	<ul style="list-style-type: none"> • 2014 ITSO survey results show 78.6% of faculty feel that ITSO staff has been helpful in answering my distance education questions and concerns, and that 85.7% feel ITSO staff has been helpful in answering questions/concerns about Laulima. (Based on 28 respondents who answered those questions.) • ITSO staff actively participate in professional improvement activities that can improve the services we provide to the College. ITSO staff maintain memberships in several professional organizations, follow several educational technology blogs, and subscribe to various educational technology-related mailing lists. These memberships and subscriptions provide ITSO with a constant stream of information and opportunities to keep current in educational technology issues including current and future trends, best practices, and professional improvement opportunities. ITSO Staff have also participated in numerous webinars to further their professional development in the educational technology field. • ITSO maintains and regularly updates a Laulima resource site (ITSO-Dev) to communicate with online faculty about distance education issues. The site was accessed a total of 591 times by 72 different faculty and staff members. • ITSO conducts meetings with online faculty at the beginning of each semester to keep faculty informed about regulation and compliance issues, future planning, and to discuss current topics. Detailed annotated agendas are distributed to all online faculty, as well as published to the ITSO-Dev resource site.

2)Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<p><i>Example:</i> Lack of island-wide professional staffing</p>	<p><i>Example:</i> Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.</p>	<p><i>Example:</i> Hire a program coordinator for West Hawaii (see Resource Implication).</p>
<p>W1. Provision of student support.</p>	<ul style="list-style-type: none"> • ITSO has conducted Laulima orientation workshops at the beginning of each semester opening in Fall 2011. However, these face-to-face sessions have not been well attended. Despite making modifications each semester to increase attendance, participation remains low, with 67 in 2011-12, and 53 	<ul style="list-style-type: none"> • ITSO will create an on-demand video orientation that students can access and watch when needed.

	<p>in 2012-13.</p> <ul style="list-style-type: none"> Based on 2012-13 assessment results, there is a need for an early assessment for students considering online courses. This early self-assessment could increase the success rate of online students. In response, ITSO developed and began offering “Online Learning” workshops during summer 2013 (one session per month June-August in both East and West Hawai’i) for students to evaluate their readiness to learn online. However, these workshops were not well attended unless required as part of the student orientation. In West Hawai’i where the workshops were incorporated into mandatory New Student Orientation activities, attendance totaled 80, while total attendance in East Hawai’i where participation was voluntary was only 5. Based on 2012-13 assessment results, there is also need for real-time technical/Laulima support for students throughout the semester. 	<ul style="list-style-type: none"> An on-demand video along with additional information will be created and placed on a website being worked on to support DE students. ITSO will do research looking into partnerships and/or funding for possible solutions.
<p>W2. Inability to directly access or ensure the quality of currently offered online courses.</p>	<ul style="list-style-type: none"> ITSO has created various resources including templates, and an evaluation rubric to help promulgate best practices and ensure the quality of online classes. However, there is no mechanism to require online instructors to work with ITSO. 	<ul style="list-style-type: none"> As a support unit, ITSO does not have the authority to require faculty to work with us. However, we are working with the Academic Senate’s ad-hoc Distance Education committee to establish and promote best practices. We also created and a course compliance form which through the authority of the VCAA, online instructors are required to self-report on the 4 major areas of quality assurance and compliance: Rigor, Contact Hour, Student Authentication Activity, and Accessibility.
<p>W3. Temporary staffing for West Hawai’i.</p>	<ul style="list-style-type: none"> Since fall 2011, support in WH is being provided by a faculty member who was temporarily given re-assigned time. In addition, this faculty member was on sabbatical in 2013-2014, meaning there was no on-site support person in WH in 	<ul style="list-style-type: none"> We have reminded WH faculty that we are committed to continuing support to them although from a distance. We provided phone-, email-, and web-based support, as well as offered to drive over for face-to-

	<p>2013-2014.</p> <ul style="list-style-type: none">• Approximately 1/3 of instructors teaching online are located in WH.	<p>face meetings when needed. And while it seems to be adequate at this time, additional staffing must be a part of a more permanent solution when taking into consideration the growth in demand, and number of instructors located in WH.</p>
--	---	---

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community

ITSO will provide administration, faculty and staff clear and current policy and procedural information about distance education.

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

The performance rate was not set prior to the assessment since this was the first time we have collected data to evaluate this outcome. However, we have always strived to attain 90% (Agree/Strongly Agree) as a benchmark.

C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.

Strategy/Instrument 1: **College Survey**

In April 2014, ITSO distributed an anonymous, web-based survey to all administrators, faculty and staff at the college (all locations) via campus email listservs to identify:

1. awareness of DE-related information provided by ITSO
2. satisfaction of ITSO's dissemination of DE related information

April 2014 Survey Questions included to assess UO2

- Are you aware of the following information being distributed by ITSO?
(Yes/No Checkboxes)
 - a. Campus/System Policies (ex. Last date of attendance)
 - b. Federal Regulations & Accreditation Standards (ex. Quality & Rigor, Meeting definition of distance education, Student authentication, Accessibility)
 - c. Best practices, tips, recommendations
 - d. Sharing technology tools and uses
 - e. Other
 - f. None of the above
- Please indicate the level of agreement with the following statements.
(Likert Scale - N/A, Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
 - a. ITSO is helpful in answering my distance education questions/concerns.
 - b. ITSO is helpful in answering questions/concerns about Laulima.
 - c. I am satisfied with the level of support and services ITSO provides.
 - d. I am satisfied with the information provided by ITSO regarding distance education.
- How could ITSO better help you to use technology for educational purposes? (Open-ended Question)

- How could ITSO improve in communicating information regarding distance education to the Hawai'i CC community? (Open-ended Question)

Survey timing:

- April 2, 2014 – First email with the survey link was sent out.
- April 16, 2014 – Reminder email was sent.
- April 17, 2014 – Survey closed.

Strategy/Instrument 2:

Strategy/Instrument 3:

D. Results of Unit Assessment - Provide a summary of assessment results.

Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.

An email with a link to the survey was sent to all (344) faculty, lecturers, staff, and administrators via email listservs in April 2014.

Response Rates:

A total of 53 responses (15.4%) was received:

Position category	# of responses	% of position category	% of all respondents	% of College
Faculty (118)	23	19.5%	43.3%	6.7%
Staff (115)	18	15.7%	34.0%	5.2%
Lecturers (104)	11	10.6%	20.8%	3.2%
Administrators (7)*	1	14.3%	1.9%	0.3%

*Did not include the UHCWH Director position in this count, which was vacant August 2013-March 2014.

Also noteworthy is that 69% of responders declared East Hawai'i as their primary campus; and 31% declared West Hawai'i as their primary campus. group

Findings:

Because the response rate was low, ITSO staff met to carefully review and discuss the validity of the results. Below are our general findings based on the quantitative data:

- Those who received direct services from ITSO were generally satisfied with ITSO services and the level of communication. Here are data collected from respondents who received direct services from ITSO:

Statement	Responses marked Agree/Strongly Agree

ITSO staff has been helpful in answering my distance education questions/concerns.	96%
ITSO staff has been helpful in answering questions/concerns about Laulima.	100%
I am satisfied with the level of support and services ITSO provides.	93%
I am satisfied with the information provided by ITSO regarding distance education.	83%

- When looking at *all* responses to the question “Are you aware of the following information being distributed by ITSO regarding Distance Education?”, only a small portion of the entire college is aware of the information being distributed by ITSO. Further, nine percent of respondents indicated that they were not aware of any of the information being disseminated by ITSO:
 - 20% - Campus/System Policies (E.g. Last date of attendance)
 - 18% - Federal regulations & accreditation standards (E.g. quality & rigor, meeting definition of DE, student authentication, and accessibility)
 - 24% - Best practices, tips, and recommendations
 - 28% - New technology tools and their uses
 - **9% - None of the above**

ITSO staff has also reviewed and discussed the qualitative data collected in the open-ended questions, and has identified the following areas of concern:

Concern #1 -Limited Audience

One area in which several suggestions were made for improving communication, was to widen ITSO’s audience by using various mediums of communication:

- *Make the information more known by advertising, email and/or flyers.*
- *Emails are the best way but not all are receptive. Program or Office training may be helpful.*
- *How about producing a pamphlet/handout with information?*
- *Blog? Kauhale category? Intranet forum (although Laulima postings seem to take care of this.)*

Concern #2 - UH/UHCC System Communication/Collaboration

Related to the issue of information dissemination, is the issue of collaboration/communication which was raised by two respondents in regard to how ITSO can better help them use educational technology:

Related to the issue of information dissemination, is the issue of collaboration/communication which was raised by two respondents in regard to how ITSO can better help them use educational technology:

- *It would be nice if ITSO could work with all other campuses within the UH system. We could all be connected. Any instructor teaching online could have the same information. Communication would be better + teaching staff would fill out forms properly + staff could be more efficient =services to students would be better.*
- *If they had the ability to work with all other UH campuses they can network and help to train all instructors who teach on line. We have many, many instructors who don't understand the value of Laulima, the importance of filling out forms properly for proctoring and the inter-connectedness of everyone having the same information in order*

to serve students correctly

Concern #3 - Additional modes of training

Consistent with previous surveys on ITSO services, there is continued demand for training. A few comments however, indicated desire to have training available via alternative delivery modes:

- *You tube demos*
- *Condensing workshops and putting them online with video and demonstrations. 10 minute clips on how to accomplish a specific task would be great.*
- *Continue to offer workshops for us to master Lualima and Google.*
- *ITSO could be a better resource for the many DL classes via ITV (video)*

Other comments from the survey affirming ITSO's quality of service:

- *I think ITSO is doing a wonderful job providing support for faculty and students.*
- *keep up great work*
- *Communication is available and open, improvement not needed.*
- *ITSO is doing a great job. No complaints!*
- *ITSO has been extraordinarily helpful with all things DE-related. I often use the skills I've learned from ITSO in my face-to-face classes as well. I think the only thing ITSO needs to do is expand, and have access to the technology/equipment they need. (What I mean is something like a lab, with computers set up to allow instructors to make videos - and have the software to transcribe videos, etc.)*
- *[No suggestions for improvement-] they are doing so much already. Perhaps more active participation would be nice on our part.*

Leanne Urasaki really guided me patiently. Here I was not very savvy on a computer and now being asked to teach online. I panicked but Leanne really helped in designing the course with me and was such an encourager to me. Then Helen came on board and it was to my advantage to have the two.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>Change 1: (Addressing Limited Audience)</i></p> <p>Start and maintain an active blog. ITSO has been interested in starting a blog to share information, and requested a UH-sanctioned WordPress blog site from the College's Web Developer in October 2013. As of May 29, 2014 (after several follow-up attempts), we do not yet have the blog site. We plan to follow up with the Web Developer again in order to create and maintain an additional channel of communication with the entire college community.</p>	<p><i>Evaluation of Change 1:</i></p> <p>This outcome will be re-evaluated in the April 2015 when the next ITSO survey will be deployed to the College.</p>

<p><i>Change 2: (Addressing Limited Audience)</i></p> <p>ITSO created a website (http://hawaii.hawaii.edu/itso/) and launched it in fall 2011, but it has since become moderately outdated. During summer 2014, we will work to update with current information, and add additional content.</p>	<p><i>Evaluation of Change 2:</i></p> <p>This outcome will be re-evaluated in the April 2015 when the next ITSO survey will be deployed to the College.</p>
---	---

E. Next Steps – *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

Based on data collected, we will continue to use 90% as the expected level of achievement. Also, we will look more closely at our mission and outcomes, to make sure it accurately characterizes the unit.

Part IV Action Plan

A. Previous Goals (Unit Actions) & Planning

- Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.
- Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
<p><i>Examples:</i> Goal: Increase opportunities for island-wide training AMP 29.3: Outreach to departments who have not used library services</p>	<p><i>Examples:</i> Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.</p>
<p>2011-12 Goal: 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.</p>	<p>A request was made for additional staffing in the 2011-12, 12-13 and this current annual review process.</p>
<p>2011-12 Goal: Increase student orientation attendance by increasing promotion of sessions.</p>	<p>12-13: An attempt was made to increase attendance by increasing promotion of the sessions, and extending the sessions into the second week of instruction. 13-14: Sessions were broken down and advertised as one-hour sessions to reduce confusion.</p>
<p>2011-12 Goal: Increase/expand training opportunities for faculty/staff.</p>	<p>The Online Course Development Program (OCDP) was developed and launched in May 2012 and has been funded through the VCAA's office through 2016-2017 academic year. **This Goal has been completed.</p>
<p>2012-2013 Goal: Form a committee in the Academic Senate to discuss development and implementation of DE. Consider and make recommendation on academic policy matters, program development, academic, student and technical support services, and professional development.</p>	<p>An ad-hoc DE committee was approved in November 2013 with a 2 year charge ending in 2014-2015. **This Goal has been completed.</p>
<p>2012-2013 Goal: Develop web-based Laulima orientation for students.</p>	<p>Through the ad-hoc DE committee, a comprehensive website (including orientation information) is being created for DE students, and will be submitted for incorporation into the school website. (Content was completed during the summer 2014 and submitted to the Web Developer in Fall 2014). **This Goal has been completed.</p>

<p>2012-2013 Goal: Increase contact with faculty and work collaboratively to develop new online courses.</p>	<p>With increased demand for current services and current and upcoming staffing challenges, we are not able to pursue this goal at this time. **This Goal to be retracted.</p>
--	--

B. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<p>Goal 1 -- Example: Reduce non-credit course cancellation rates to less than 20%.</p>
<p>Increase communication of DE-related information with campus community through the use of social media.</p>

Alignment of Goal 1 to ILO(s)

<p>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</p>
<p><i>Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.</i></p>
<p>Goal 1 aligns to ILO1, 2 and 3. By providing important and timely information regarding DE to the campus community, we are providing instructors with the tools they need to create and deliver quality online classes, which supports the ILOs.</p>

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

<p>Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</p>
<p><i>Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.</i></p>
<p>Goal 1 aligns with SP Performance Measure A.2.5 (Increase the number and diversity of programs offered in underserved areas by increasing the number and types of programs by at least one every two years that can be completed through on-site instruction, or distance learning technologies), Action Strategy b (Expand Distance Learning support as indicated by program/unit review analyses with consideration for technical support staff and online course development assistance for faculty.</p>
<p>By increasing communication of DE matters to the campus community, ITSO is able to increase the support it provides to current DE faculty.</p>

<p>Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action</p>
--

Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Alignment of Goal 1 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf>

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Reduce non-credit course cancellation rates to less than 20%.</i>		X		X		

UH System Collaboration (if applicable)

- include collaboration efforts w/other campuses
- include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Example: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.

Calendar of planned activities for Goal 1 -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
<i>Example:</i> <ol style="list-style-type: none"> 1. Determine base cancellation rate. 2. Improve marketing strategies 3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts. 	<i>Example:</i> <ol style="list-style-type: none"> 1. Completed for this Annual Review 2. Ongoing with training and collaboration efforts 3. Ongoing as new strategies are implemented Spring/Summer 2015
Research available blog platforms; determine best method to maintain a normal social presence.	Began in Spring 2014, continuing through early Fall 2014.
Launch ITSO blog.	Early/mid Fall 2014

Maintain regular entries to maintain presence and readership.	Ongoing on a weekly/bi-weekly basis.
---	--------------------------------------

Define Goal (Action Strategy) 2

Increase support to faculty to create video content that is accessible to students with disabilities.

Alignment of Goal 2 to ILO(s)

Explain how Goal 2 aligns with ILO(s) and provide supporting rationale

Goal 2 aligns with ILOs 1, 2 and 3. By helping faculty create accessible content, we are helping to ensure that courses are available and accessible to all students. This also increases the quality and effectiveness online classes, which supports the ILOs.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Goal 2 aligns with SP Performance Measure A2.4 (Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.), Action Strategy f (Provide the necessary academic and student support services focused on high risk students).

Incorporating principles of universal design into online courses increases the usability of the course, making it possible for those with disabilities and other challenges to access the course content. This could contribute to increased student success in online courses.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Increase support to faculty to create video content that is accessible to students with disabilities.		X				

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> include collaboration efforts w/other campuses <p>include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).</p>

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Research funding options for video captioning; apply for grant(s).	Fall 2014
Create a workflow process to receive and submit videos for captioning.	Fall 2014
Launch captioning service (if funded) to online faculty.	Spring 2015

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
<i>Example: 1.0 fte APT B, West Hawaii</i>	<i>Personnel</i>	\$55,000
1 FTE faculty position to support ITSO services in West Hawai'i.	Personnel	\$55,000

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
<i>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</i>
<p>A2.5.b: Expand Distance Learning support as indicated by program/unit review analyses with consideration for technical support staff and online course development assistance for faculty.</p> <p>A2.5.c: Expand and provide maintenance for Distance Learning services at Manono, UH Center (West HI) and satellite sites by: funding support staff at all sites, renovating facilities, updating & replacing instructional enhancements, support equipment & peripherals, including video conferencing.</p> <p>D1.e.: Provide permanent positions (Admin/faculty/staff incl. Aux staff) for the WH campus.</p> <p>Permanent staffing in West Hawaii is needed to provide support to faculty teaching distance education classes.</p>

Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
<i>Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.</i>
No alignment

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
<i>Example: No Alignment</i>

- S1. ITSO provides college faculty with design and development support for online classes.
- S2. ITSO provides college faculty with training and professional development opportunities.
- S3. ITSO stays current on distance education issues and keeps the college informed of trends and developments.

As a support unit, it is necessary that ITSO have a presence in West Hawaii. While a good deal of support and assistance can be provided at a distance, the value of in-person, one-on-one meetings have been invaluable to creating trust and good working relationships with faculty.

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

W3. Temporary staffing for West Hawai'i.

ITSO contact data show that West Hawai'i represents approximately 50% of online courses about 33% of online instructors for 2013-2014 (not counting summer). This, along with contact and workshop participation data, demonstrates the demand and need for ITSO's presence and services in West Hawai'i.

For the first two years, ITSO services have been provided by a faculty member who was temporarily being given re-assigned time. In 2011-2012, the faculty member was given six credits re-assigned time. While six credits was again reassigned in 2012-2013, ITSO responsibilities was incorporated with responsibilities as lead faculty which severely decreased the amount of time that could be devoted to ITSO tasks. This faculty member was on sabbatical leave in 2013-2014, leaving WH without any on-site support.

This past year really brought to light the reality that ITSO needs permanent staffing in WH in order to ensure consistent, continuous services to West Hawai'i.

Part VI: Justification for Unit Existence

Write a brief statement describing the value of this Unit to the College. Is your Unit sustainable? If so, briefly state why. If not, briefly state why the College should continue to support your Unit.

(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

While the concept of distance education is not new, it has seen exponential growth nationally and locally in over the past 10 years and is an area that is expected to continue growing. It is also an area of higher education that has come under increased scrutiny by the federal government, an in turn, by accrediting agencies. All of this growth and attention speaks to the need to provide training and support to online faculty, to the need to identify and promote best practices in the field of distance education and the integration of technology into education.

Contact data show there is a demand for ITSO services. In 2013-2014 ITSO staff logged over 230 hours, working one-on-one with 60 faculty/staff, conducted 16 workshops, and provided intensive training to 7 online faculty.

ITSO has also worked closely with the ad-hoc DE committee to propose a policy on the Last Date of Attendance for online classes, drafted documents such as Definitions and Guidelines for Online and Hybrid Classes, and created a website to support DE students.